



Experiential Learning Portfolio for 10544110 Programs of Aging Services

Student Contact Information:

Name: _____ Student ID# _____

Email: _____ Phone: _____

It is highly recommended that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 10 of the 13 competencies.

10544110 Programs of Aging Services, 3 Associate Degree Credits

Course Description: Explore the wide spectrum of programs and services available to older adults that address a variety of physical, mental, emotional, social, financial, legal, spiritual, and recreational needs. Examine social policy as it relates to aging and available federal funding for the aging consumer including community resources, eligibility criteria, and how to access and coordinate services. Additional topics include supplementing social networking and enhancing mental health functioning.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Examine the legislative foundations for programs, services, and benefits supporting older adults.

Criteria: Your performance will be successful when:

- learner differentiates key legislative initiatives impacting older adults.
- learner summarizes the origins of the Older Americans Act (OAA).
- learner distinguishes the titles of the Older Americans Act (OAA).
- learner differentiates services provided by local government-funded agencies.
- learner explains funding for the Older Americans Act (OAA).
- learner analyzes current opportunities and challenges faced by the Older Americans Act (OAA).
- learner evaluates the future of the Older Americans Act (OAA) and its programs.

Learning Objectives:

- a. Differentiate key legislative initiatives impacting older adults.
- b. Summarize the historical origins and development of the Older Americans Act (OAA).
- c. Distinguish the titles of the Older Americans Act (OAA).
- d. Differentiate services provided by local government-funded agencies.
- e. Explain how the Older Americans Act (OAA) is funded.
- f. Analyze current opportunities and challenges faced by the Older Americans Act (OAA).
- g. Evaluate the future of the Older Americans Act (OAA) and its programs.

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Characterize theories and patterns of help-seeking and service use.

Criteria: Your performance will be successful when:

- learner compares formal and informal supports for older adults.
- learner examines the barriers to older adults use of services.
- learner distinguishes theories of help-seeking behaviors.
- learner explains factors related to older adults using services.
- learner differentiates the psychosocial theories of service use by older adults.
- learner correlates theoretical frameworks of help-seeking and service use behaviors to real world application.

Learning Objectives:

- a. Compare formal and informal supports for older adults.
- b. Examine the barriers to older adults use of services.
- c. Distinguish theories of help-seeking behaviors in older adults.
- d. Explain factors related to older adults using services for assistance.
- e. Differentiate the psychosocial theories of service use by older adults.
- f. Correlate theoretical frameworks of help-seeking and service use behaviors to real world application.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Summarize the function of information, assistance, and referral (I/A&R) services for older adults.

Criteria: You will know when you are successful when:

- learner explores the historical development of information, assistance, and referral programs.
- learner differentiates characteristics of information, assistance, and referral programs.
- presentation illustrates developing and maintaining a resource file.
- presentation correlates information, assistance, and referral services to comprehensive community services for older adults and care providers.
- learner outlines the information, assistance, and referral services process.
- learner analyzes challenges and opportunities for information, assistance, and referral services programs.

Learning Objectives:

- a. Explain the historical development of information, assistance, and referral programs.
- b. Differentiate the characteristics of information, assistance, and referral programs.
- c. Illustrate how to develop and maintain a resource file.
- d. Correlate information, assistance, and referral services to comprehensive community services for older adults and care providers.
- e. Outline the information, assistance, and referral services process.
- f. Analyze the challenges and opportunities for information, assistance, and referral services programs.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Distinguish volunteer and intergenerational programs.

Criteria: You will know when you are successful when:

- learner explains intergenerational programs.
- learner differentiates the characteristics of older volunteers.
- learner compares federal senior and volunteer programs.
- learner contrasts types of volunteer-based programs involving older adults.
- learner examines opportunities and challenges with intergenerational programs.
- learner examines opportunities and challenges with volunteer programs.
- learner explores the unique opportunities and challenges of managing older adult volunteers.

Learning Objectives:

- a. Explain intergenerational programs.
- b. Differentiate the characteristics of older volunteers.
- c. Compare federal senior and volunteer programs.
- d. Contrast types of volunteer-based programs involving older adults.
- e. Examine opportunities and challenges with intergenerational programs.
- f. Examine opportunities and challenges with volunteer programs.
- g. Explore the unique opportunities and challenges of managing older adult volunteers.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Relate education programs to older adults.

Criteria: You will know when you are successful when:

- learner summarizes the history and government policies of education programs for older adults.
- learner distinguishes programs geared toward older adults' educational growth.
- learner identifies challenges and opportunities for educational programs.
- learner analyzes opportunities for higher education institutions to create and facilitate programs for older adults.
- learner examines the use of technology and alternative educational delivery methods.

Learning Objectives:

- a. Summarize the history and government policies of education programs for older adults.
- b. Distinguish programs geared toward older adults' educational growth.
- c. Identify challenges and opportunities for educational programs.
- d. Analyze opportunities for higher education institutions to create and facilitate programs for older adults.
- e. Examine the use of technology and alternative educational delivery methods.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Explain senior centers and the role of recreation with older adults.

Criteria: Your performance will be successful when:

- learner summarizes the history of government policies regarding senior centers.
- learner characterizes senior center participants, and the prevalence of attendance by older adults.
- learner analyzes opportunities and barriers with senior center participation.
- learner differentiates models of senior centers.
- learner identifies types of programs and services offered at senior centers.
- learner outlines models of service at senior centers for diverse older adults.
- learner analyzes challenges for senior centers as they prepare for future older adults.

Learning Objectives:

- a. Summarize the history of government policies regarding senior centers.
- b. Characterize senior center participants, and the prevalence of attendance by older adults.
- c. Analyze opportunities and barriers with senior center participation.
- d. Differentiate models of senior centers.
- e. Identify types of programs and services offered at senior centers.
- f. Outline models of service at senior centers for diverse older adults.
- g. Analyze challenges for senior centers as they prepare for future older adults.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Distinguish employment and income programs for older adults.

Criteria: You will know you are successful when:

- learner examines government policies related to employment and income programs.
- learner analyzes challenges and opportunities for older workers and employment programs.
- learner correlates generational differences and the effects on the labor market.
- learner differentiates sources of income in retirement.
- learner analyzes challenges and opportunities with income programs for older adults.
- learner summarizes the economy's effect on employment and income programs.

Learning Objectives:

- a. Examine government policies related to employment and income programs.
- b. Analyze challenges and opportunities for older workers and employment programs.
- c. Correlate generational differences and the effects on the labor market.
- d. Differentiate sources of income in retirement.
- e. Analyze challenges and opportunities with income programs for older adults.
- f. Summarize the economy's effect on employment and income programs.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Examine nutrition and meal programs for older adults.

Criteria: You will know you are successful when:

- learner analyzes physical and psychosocial factors that influence nutritional status.
- learner examines government policies pertaining to nutrition and meal programs for older adults.
- learner differentiates the types of nutrition and meal programs for older adults.
- learner characterizes older adults who participate in nutrition and meal programs.
- learner analyzes challenges and opportunities with nutrition and meal programs for older adults.
- learner explores the future of nutrition and meal programs for older adults.

Learning Objectives:

- a. Analyze physical and psychosocial factors that influence nutritional status.
- b. Examine government policies pertaining to nutrition and meal programs for older adults.
- c. Differentiate the types of nutrition and meal programs for older adults.
- d. Characterize older adults who participate in nutrition and meal programs.
- e. Analyze challenges and opportunities with nutrition and meal programs for older adults.
- f. Explore the future of nutrition and meal programs for older adults.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Analyze programs focusing on mental and physical health.

Criteria: Your performance will be successful when:

- learner explains government policies related to physical and mental health.
- learner differentiates health and wellness coverage under Medicare and Medicaid.
- learner distinguishes eligibility criteria for Medicaid and Medicare programs.
- presentation evaluates health and wellness programs for older adults.
- presentation extrapolates challenges and opportunities for health and wellness programs.
- learner examines mental health programs and services for older adults and care providers.
- learner analyzes the future of health and wellness programs for older adults and care providers.
- learner examines care management with older adults.
- learner explores care management programs.
- learner analyzes the challenges and opportunities of care management programs.

Learning Objectives:

- a. Explain government policies related to physical and mental health.
- b. Differentiate health and wellness coverage under Medicare and Medicaid.
- c. Distinguish eligibility criteria for Medicaid and Medicare programs.
- d. Evaluate health and wellness programs for older adults.
- e. Extrapolate challenges and opportunities for health and wellness programs.
- f. Examine mental health programs and services for older adults and care providers.
- g. Analyze the future of health and wellness programs for older adults and care providers.
- h. Examine care management with older adults.
- i. Explore care management programs.
- j. Analyze the challenges and opportunities of care management programs.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Differentiate housing programs and options for older adults.

Criteria: You will know you are successful when:

- presentation identifies local housing programs and options for older adults.
- learner differentiates housing programs and services for older adults.
- learner compares types of home- and institution-based housing options for older adults.
- learner contrasts out-of-pocket and reimbursable costs related to housing options.
- learner correlates government policies to housing programs and services.
- learner examines challenges and opportunities of housing programs and services for older adults.
- learner analyzes the future of housing options, programs, and services for older adults.
- learner distinguishes the regulatory requirements of housing programs and services for older adults.
- learner correlates quality of life with housing options for older adults.

Learning Objectives:

- a. Identify local housing programs and options for older adults.
- b. Differentiate housing programs and services for older adults.
- c. Compare types of home- and institution-based housing options for older adults.
- d. Contrast out-of-pocket and reimbursable costs related to housing options.
- e. Correlate government policies to housing programs and services.
- f. Examine challenges and opportunities of housing programs and services for older adults.
- g. Analyze the future of housing options, programs, and services for older adults.
- h. Distinguish the regulatory requirements of housing programs and services for older adults.
- i. Correlate quality of life with housing options for older adults.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Relate transportation with the needs of older adults.

Criteria: You will know you are successful when:

- learner examines government policies related to transportation services for older adults.
- learner analyzes the transportation patterns of older adults.
- learner distinguishes challenges and opportunities with transportation for older adults.
- learner contrasts transportation programs for older adults.
- reflection distinguishes "livable communities", and their real world application.
- reflection assesses local challenges and opportunities related to being "livable communities".
- learner explores the challenges and opportunities with older adult drivers.

Learning Objectives:

- a. Examine government policies related to transportation services for older adults.
- b. Analyze the transportation patterns of older adults.
- c. Distinguish challenges and opportunities with transportation for older adults.
- d. Contrast transportation programs for older adults.
- e. Distinguish "livable communities", and their real world application.
- f. Assess local challenges and opportunities related to being "livable communities".
- g. Explore the challenges and opportunities with older adult drivers.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Characterize home care and respite services.

Criteria: You will know you are successful when:

- presentation outlines local home care, hospice, and respite services.
- learner correlates hospice with home care and respite services.
- learner identifies types of respite services provided by agencies.
- learner distinguishes types of home care services provided by agencies.
- learner examines out-of-pocket and reimbursable costs of home care, hospice, and respite services.
- learner differentiates government policies outlining home care, respite, and hospice services.
- learner explores regulatory requirements of home care, hospice, and respite services.
- learner identifies challenges and opportunities for home care, hospice, and respite services.

Learning Objectives:

- a. Outline local home care, hospice, and respite providers.
- b. Correlate hospice with home care and respite services.
- c. Identify types of respite services provided by agencies.
- d. Distinguish types of home care services provided by agencies.
- e. Examine out-of-pocket and reimbursable costs of home care, hospice, and respite services.
- f. Differentiate government policies outlining home care, respite, and hospice services.
- g. Explore regulatory requirements of home care, hospice, and respite services.
- h. Identify challenges and opportunities for home care, hospice, and respite services.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 13: Differentiate legal services used by older adults.

Criteria: You will know you are successful when:

- learner examines governmental policies related to legal services for older adults.
- learner differentiates legal problems faced by older adults.
- learner distinguishes legal assistance programs available for older adults.
- learner identifies challenges and opportunities of legal programs and services for older adults.
- learner explores the future of legal problems and services for older adults.

Learning Objectives:

- a. Examine governmental policies related to legal services for older adults.
- b. Differentiate legal problems faced by older adults.
- c. Distinguish legal assistance programs available for older adults.
- d. Identify challenges and opportunities of legal programs and services for older adults.
- e. Explore the future of legal problems and services for older adults.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

