Rich in tradition with a history of excellence in applied aging research, education & service
The School of Aging Studies at the University of South Florida is an outstanding example of our commitment to innovative interdisciplinary research and education. The School’s outstanding applied research and educational programs in aging studies address issues of concern to Tampa Bay, Florida and the world. Aging Studies is one of our top priorities and is one of USF’s beacons of excellence. We thank you for your interest in the USF School of Aging Studies.

Judy Genshaft
President,
USF System

The School of Aging Studies has a dual mission: excellence in applied aging research and education and promotion of aging activities throughout the USF campus.

A Message from the President

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The primary mission of the School of Aging Studies is excellence in applied aging research and education. Our emphasis is on research that is aimed at improving the lives of older adults and their family members. Areas of research include aging and health, cognitive aging and Alzheimer’s disease, public policy and long-term care, and aging and health disparities.

Our gerontology education programs are among the oldest and largest in the United States. USF’s M.A. in Gerontology program, which began in 1967, was one of the first graduate programs in Gerontology in the US. Our Ph.D. in Aging Studies program, which began in 1994, has gained national prominence. Graduates of the Ph.D. program are now in top jobs in academia, government, and private industry. We have also shown tremendous growth in our undergraduate programs, including our Bachelor of Science in Aging Sciences and our Bachelor of Science in Long-term Care Administration. Moreover, we reach about 3,500 students who take a gerontology course every year, from nearly every major on the campus.

Our faculty produce high quality, high impact scholarship and publish routinely in top journals. Our extramural funding continues to grow. Our senior faculty are Fellows in the Gerontological Society of America, and several are Fellows in the American Psychological Association and the Association for Psychological Science. Our faculty serve on major editorial boards and review panels and are recipients of awards such as the American Society on Aging Gloria Cavanaugh Award for Excellence in Teaching, the University of South Florida Outstanding Undergraduate Teaching Award, the American Psychological Association Division of Adult Development and Aging Master Mentor Award, the Margret Baltes Award for Outstanding Research, the Fulbright Distinguished Chair Award and Distinguished Program Development in Clinical Gerontology Award.

We have a number of unique assets that contribute to the success of the School of Aging Studies. We have received strong and consistent support from the USF administration, and the university and the Tampa Bay area provide us with a rich environment for aging research and education. We are fortunate to be able to partner with many outstanding programs and faculty throughout USF, as well as the H. Lee Moffitt Cancer Center and Research Institute, The USF Health Byrd Alzheimer’s Institute, and the VA Medical Center. We also work closely with community agencies including the Alzheimer’s Association, Area Agency on Aging, and local hospices and retirement communities. We have also been fortunate to receive support from generous donors who have helped us endow scholarships and awards for deserving students.

I hope that you will be motivated to learn more about our research and educational programs, to enroll in our courses, and to work with us in our goal of improving the lives of older adults and their family members.

I look forward to hearing from you.

Ross Andel, Ph.D.
Director, School of Aging Studies
randel@usf.edu
The School of Aging Studies conducts significant research on applied aging, aimed at improving clinical practice, public policy, and the well-being of older adults and their families. Our research is funded by federal, state, and private agencies and focuses on four major areas.

**Aging and Mental Health:**
Studies examining the effects of age-related conditions on quality of life, including Alzheimer’s disease, cancer, obesity, osteoarthritis, and terminal illness. This research includes interventions to promote healthy aging and improve quality of life of older adults and their families in the context of chronic mental health problems, physical disease, and disability. This research includes interventions to promote healthy aging in older adults and their families in context of long-term care, chronic mental health programs, physical disease, and disability.

**Cognitive Aging and Alzheimer’s Disease:**
Studies of aging and memory, preclinical detection of Alzheimer’s disease, impact of cancer treatment and illness on cognition, and the role of lifestyle factors in preventing and delaying cognitive decline. This research includes interventions to improve cognitive functioning and activities such as driving in older adults.

**Public Policy and Long-Term Care:**
Studies examining the effects of informal caregiving, assisted living, nursing homes, hospice and palliative care on cost, quality of care, and the health and well-being of older adults. This research informs the development and evaluation of programs and policies to improve long-term care, assisted living, and end-of-life care.

**Aging and Health Disparities:**
Studies of disparities in health care and outcomes among minority older adults. This research includes studies of African-American and Hispanic elders with chronic conditions such as arthritis, stroke, and cancer.
AGING STUDIES EDUCATIONAL PROGRAMS

The School of Aging Studies offers undergraduate and graduate programs aimed at preparing students for careers in direct service, administration, research and policy analysis related to aging. Our educational programs emphasize the linkage between research, practice and policy, with the goal of applying the best research knowledge to the “real world” to provide evidence-based practice and policy for older adults.

UNDERGRADUATE DEGREES

The School of Aging Studies offers a Minor in Aging Sciences and the degrees of Bachelor of Science in Aging Sciences and Bachelor of Science in Long-Term Care Administration. Students interested in these programs should contact the School as early as possible in their academic careers.

Gerontology is the study of the process of human aging in all its many aspects: physical, psychological and social. In the School of Aging Studies, particular emphasis is placed upon applied gerontology and aging.

We began offering degrees in aging in 1967, and we are one of the nation’s oldest programs. Our degree programs are interdisciplinary with faculty members selected from diverse academic and professional areas. Both undergraduate degrees provide students with a better understanding of multiple perspectives involving human aging so that they gain both theoretical and practical knowledge in classes. In addition, students have the opportunity to apply their skills in internship placements in their area of interest. The Bachelor of Science degree in Long-Term Care Administration is especially appropriate for students who plan to pursue graduate or professional work in aging or any other field, or who plan to work with older adults in a variety of careers. Finally, a variety of our undergraduate courses can be used to satisfy General Education and liberal arts elective requirements.

Bachelor of Science in Aging Sciences

Requirements:
A Bachelor of Science in Aging Sciences entails 36 credit hours of course work. These 36 credit hours include a core of six required courses.

Required Courses:
- GEY 2000 Introduction to Aging Sciences (3)
- GEY 3601 Physical Changes and Aging (3)
- GEY 4401 Research Methods in Gerontology (3)
- GEY 4612 Psychology of Aging (3)
- GEY 4628 Health, Ethnicity and Aging (3)
- GEY 4641 Death and Dying (3)
- STA 2122 Social Science Statistics is a required prerequisite

Aging Science students complete 15 additional elective hours. Elective courses are available to gain specialized expertise in areas such as mental health and aging, geriatric care management, aging and business management, assisted living and Alzheimer’s disease care. Lastly, students complete 3 credit hours of a major capstone experience: Internship, Directed Research or Senior Seminar in Aging. Students should plan to meet frequently with the departmental advisor to plan courses and field work that will prepare them for their career goals.

Bachelor of Science in Long-Term Care Administration

Requirements:
The Bachelor of Science Degree in Long-Term Care Administration is a specialist degree which, in addition to providing students with a basic education in aging, is intended to prepare them for entry-level positions in Nursing Home Administration. This degree requires 39 hours of course work, plus prerequisites. This course of study is especially appropriate for students who intend to begin working immediately following completion of the degree program.
The Minor in Aging Sciences

An undergraduate minor in Aging Sciences is available for students interested in pursuing careers in aging in conjunction with any undergraduate major. Requirements for the minor in Aging Sciences are a total of 15 hours of the following courses:

**Required Course:**
- GEY 2000  Introduction to Aging Sciences (3)

**Required Courses (Choose 2 of the following 3 courses):**
- GEY 3601  Physical Changes and Aging (3)
- GEY 4612  Psychology of Aging (3)
- GEY 4628  Health, Ethnicity and Aging (3)

**Electives:**
- Six additional GEY credit hours

These courses are intended to reflect additional educational requirements mandated by the State of Florida and specified in Chapter 21z.11 of the Florida Administrative Code.

Students in the Long-Term Care Administration program should understand that they will only be allowed to register for the full-time internship (GEY 4945) after successful completion of all (or all but one) of the required courses in the B.S. major. Because the internship requires full-time effort, students will be allowed to take no more than 3 credits concurrent with the internship.

Students in the Long-Term Care Administration program are encouraged to become members of the USF Chapter of the American College of Health Care Administrators, which meets monthly on campus.
The School has offered the Master of Arts in Gerontology since 1967.

Master of Arts Degree in Gerontology can be completed fully online.

A Master of Arts Degree in Gerontology includes 30 credit hours which can be completed in three or four semesters of course work. Students are required to complete a 15-credit core of Gerontology courses, and then elect an additional 21 credit hours, which may be selected from course work, internships, directed readings, or directed research. While in most cases these credits must be selected from other graduate courses in Gerontology, students may take up to six hours of courses outside Gerontology, with permission from their advisor. The degree requirements are offered fully online.

- Have a bachelor’s degree from a regionally accredited institution.
- The GRE examination is optional for applicants who either have a 3.25 or higher GPA for all work completed as an undergraduate student, a 3.5 or higher in a completed master’s degree program, or a completed doctoral degree (including professional degrees such as the JD and MD), all from a regionally accredited institution.
- For students submitting a GRE score, a preferred GRE score of at least 149V (41st percentile), 142Q (16th percentile), 3.5 A.W.
- Applicants where English is not the language of instruction must also submit a TOEFL iBT score of at least 79 which corresponds to a score of 600 on the old TOEFL test.
- Statement of Purpose in pursuing a MA in Gerontology
- Current Resume
- Two letters of reference

Required Courses:
- GEY 5467 Program Evaluation in Aging Services
- GEY 5600 Human Development
- GEY 5613 Physical Change and Aging

While this program offers flexibility in the choice of courses, the students are also cautioned that certain course sequences are advisable depending on future educational and professional goals.

Online Electives:
- GEY 5503 Assisted Living Facility Management (3)
- GEY 5630 Economics of Aging (3)
- GEY 6202 Family Caregiving in Aging and Chronic Illness (3)
- GEY 6222 Elder Abuse Assessment and Intervention (3)
- GEY 6614 Aging and Mental Disorders (3)
- GEY 6616 Mental Health Assessment and Intervention with Older Adults (3)
- GEY 6617 Gerontological Counseling Theory and Practice (3)
- GEY 6901 Directed Readings in Gerontology (1-9)

Classroom/In Person Electives:
- GEY 5501 Health Care Operations in Long-Term Care (3)
- GEY 5642 Perspectives on Death and Dying (3)
- GEY 6206 Family Caregiving and Aging and Chronic Illness (3)
- GEY 6321 Gerontological Case Management (3)
- GEY 6325 Social Policy and Planning for Gerontologists (3)
- GEY 6607 Alzheimer’s Disease Management (3)
- GEY 6901 Directed Readings in Gerontology (1-9)
- GEY 6934 Understanding Policy and Practice in Long-Term Care (3)
- GEY 6940 Internship (1-6)

Internships are available for students who need practical experience in the field of aging. Following completion of the required 15-credit coursework, students enroll in GEY 6910 Directed Research in Gerontology, and complete a capstone applied research project. There are no language requirements.

Students who have completed a graduate certificate program offered by the School of Aging Studies may apply all credits earned to the MA in Gerontology degree.

Applications are accepted continuously throughout the year. To apply, please go to the following website: grad.usf.edu
The Graduate Certificate in Clinical Aging Sciences

Designed for students to provide practitioners and allied health professionals with advanced knowledge in clinical aging research and practice, the Graduate Certificate in Clinical Aging Sciences is offered fully online.

Admission Requirements:
- Have a bachelor’s or master’s degree from a regionally accredited institution
- 3.0 minimum GPA

Program Requirements (12 credits):
1. Required Core (3 credits):
   - GEY 6613 Physical Change and Aging (3)
2. Electives (any 9 credits from the following courses):
   - GEY 5620 Sociological Aspects of Aging (3)
   - GEY 6600 Human Development (3)
   - GEY 6230 Health Care Risk Management and Patient Safety (3)
   - GEY 6614 Aging and Mental Disorders (3)
   - GEY 6616 Mental Health Assessment and Intervention with Older Adults (3)
   - GEY 6617 Gerontological Counseling Theory and Practice (3)

The Graduate Certificate in Gerontology

Designed to provide students with an understanding of the social, psychological, physical and economic forces that interact with the aging process, the Graduate Certificate in Gerontology may be completed fully online.

Admission Requirements:
1. Have a bachelor’s or master’s degree from a regionally accredited institution.
2. 3.0 GPA in upper-level undergraduate work

Program Requirements (15 credits):
1. Required Core (6 credits) from the following:
   - GEY 5630 Economics and Aging (3)
   - GEY 6450 Gerontological Research and Planning (3)
   - GEY 6626 Health, Ethnicity and Aging (3)
   - GEY 6600 Human Development and Aging (3)
   - GEY 6613 Physical Change and Aging (3)
2. Electives (any 9 credits from Gerontology courses at the 5000 and 6000 level)

Only courses officially recognized by the program will be credited toward the Certificate.

For more information about Graduate Certificates offered in the School of Aging Studies call 813-974-2414 or visit us online at gradcerts.usf.edu
The Ph.D. in Aging Studies program began in 1995. It is a campus-wide, interdisciplinary research training program. Students select research mentors from faculty throughout campus and develop individually tailored training programs, generally focused in one of four areas:

- Aging and Health Disparities
- Aging and Mental Health
- Cognitive Aging and Alzheimer’s Disease
- Public Policy and Long-Term Care

Examples of Recent Aging Studies Ph.D. Dissertations

- Aging and Health
  - Lipoproteins and Health Outcomes
  - Pain and Physical Function in a Socioeconomically Diverse Sample of Black and White Adults

- Aging and Mental Health
  - Mental Health Services use among older black and white with serious mental illness
  - Online training in mental health and person-centered care for long-term staff

- Cognitive Aging and Alzheimer’s Disease
  - Genetics Moderators of Cognitive Decline
  - Nutrition, Inflammatory Biomarkers, and Cognition in Older Adults

- Public Policy and Long-Term Care
  - Family discussions about advance care planning
  - Online dementia care training for LTC providers

Examples of Recent Graduates’ Positions

Graduates from the Ph.D. in Aging Studies program have taken research and teaching positions in academia, government, and private industry. Recent graduates have taken positions at the following institutions:

- Postdoctoral Fellowships
  - Duke University
  - Pennsylvania State University
  - University of Pittsburgh
  - Wake Forest University
  - Washington University—St. Louis

- University Faculty Positions
  - Brown University
  - University of Wisconsin—Eau Claire
  - University of Wisconsin—Milwaukee
  - Southern Illinois University—Edwardsville
  - James Madison University
  - Georgia State University
  - North Dakota State University
  - University of California, Los Angeles
  - University of North Carolina
  - University of Alabama
  - Ohio State University
  - Newcastle University
  - Youngstown State University

- Research Scientist
  - Office of Disability, Aging and Long-term Care Policy, Department of Health and Human Services
  - Health Services Advisory Group
  - Substance Abuse and Mental Health Services Administration
  - Providence Medical Center
  - Relias

Admission Requirements:

The Ph.D. in Aging Studies is a research-oriented program designed to train future leaders in the field of aging. The program admits students who show exceptional promise to become strong academic, public sector, and corporate researchers. Students should expect to enroll in the program full-time. Students may also apply for the program as part-time students, but must meet additional admission criteria.

The minimum academic requirements for admission to the program are a GPA of 3.25 and completion of the GRE within the last five years, with preferred scores of at least the 50th percentile on Verbal, 30th percentile on Quantitative and 50th percentile on Analytical Writing. Most international applicants must also submit a TOEFL iBT score of at least 79 which corresponds to a score of 600 on the old TOEFL test. In addition, students must submit their best example of a single-authored writing sample, and a statement of their research experience and goals. Three letters of recommendation from individuals familiar with the student’s work or research are also required.

The deadline to apply: December 11
Contact:
Dr. Ross Andel
Ph.D. in Aging Studies Program
School of Aging Studies
University of South Florida
4202 East Fowler Avenue, MHC 1300
Tampa, FL 33620
Or e-mail: randel@usf.edu

Program Requirements:
There are four core courses, two methods courses, and a Proseminar/Graduate Seminar Series that constitute the interdisciplinary requirements for the program. The core and methods courses are:

- GEY 7604 Biomedical Aging (3)
- GEY 7610 Psychological Aging: Interdisciplinary Perspectives (3)
- GEY 7649 Population Aging (3)
- GEY 7623 Social and Health Aspects of Aging (3)
- GEY 6402 Statistical Methods in Aging Research (3)
- GEY 6403 Multivariate Statistical Analysis for Aging Research (3)

Students are required to enroll in the Aging Studies Proseminar or Graduate Seminar each Fall and Spring semester of their first two years. The Seminars investigate different topics each year and are led by faculty from different disciplines. Proseminar includes presentations and in-depth discussions with nationally prominent researchers brought to USF as part of the Aging Distinguished Lecture Series. Students also present their own research projects and discuss current research.

All students complete a First Year Research Project, designed to be presented at a national conference in the fall of their second year.

Students work with their primary advisor to select an advisory committee, which guides selection of courses and research experience. Students develop individualized courses of study, allowing specialization in a wide variety of content areas and research methods. Supervised research experience is available from a number of faculty with diverse research expertise.

Teaching Experience:
All Ph.D. students have the opportunity to teach in the Aging Sciences undergraduate curriculum. Students teach courses relevant to their research interests, providing them with teaching experience when they start their academic research careers.
**FACULTY**

**Dr. Kathryn Hyer.** Professor, Associate Director of the School of Aging Studies, and Director of the Florida Policy Exchange Center on Aging, is the president elect of the Gerontological Society of America (GSA).

**Dr. Ross Andel.** Professor, Director of the School of Aging Studies and Director of the PhD in Aging Studies at USF, was the 2017 recipient of the Fulbright Distinguished Chair Award in Arts, Humanities, and Social Sciences to the Australian National University in Canberra, Australia. In 2018, Dr. Andel received the 2018 USF Nexus Initiative (UNI) Award. The award provides travel funds for Dr. Andel and two Ph.D. in Aging Studies students to travel to Prague, Czech Republic, to work with data from the Czech Brain Aging Study.

**Dr. Victor Molinari.** Professor at the USF School of Aging Studies, is the former President of the American Board of Geropsychology, the Society of Clinical Geropsychology, and Psychologists in Long Term Care. He is the winner of APA Division 20 (Adult Development and Aging) ‘John Santos Distinguished Program Development in Clinical Gerontology Award’; the APA Committee on Aging ‘CONA Award for the Advancement of Psychology and Aging’; Psychologists in Long Term Care Professional Award for ‘Outstanding Contributions to Psychology in Long Term Care’; and the Society for Clinical Geropsychology ‘M. Powell Lawton Award for Distinguished Contributions to Clinical Geropsychology’.

**Dr. Soomi Lee.** Assistant Professor at the USF School of Aging Studies, was the 2015-2016 recipient of the Early Career Work and Family Fellowship awarded by the Work and Family Researchers Network (https://wfrn.org/1191-2/).

**Dr. Lindsay Peterson.** Research Assistant Professor at the USF School of Aging Studies, received a grant from The Patrick and Catherine Weldon Donaghue Medical Research Foundation. The $143,911 grant was awarded in 2018 for a proposal to study nursing home consumer complaints nationwide and determine their relationship to quality of care.

**Dr. Debra Dobbs.** Associate Professor, is Editor of the Gerontology and Geriatric Medicine journal, a Fellow of the Gerontological Society of America and elected as the Secretary of the Social Research Policy and Practice Section of GSA.

**ALUMNI**

**Dr. Yuri Jang.** a Professor at the University of Southern California, who received her PhD in Aging Studies from USF in 2000, is the 2018 recipient of the Minority Issues in Gerontology Committee Outstanding Mentorship Award from the Gerontological Society of America. Dr. Jang is also GSA Treasurer (2017-2020).

**Dr. Giyeon Kim.** Associate Professor at the University of Alabama at Tuscaloosa, who received her PhD in Aging Studies from USF in 2007, is the 2018 recipient of the Margret and Paul Baltes Award, which acknowledges outstanding early career contributions in behavioral and social gerontology.

**Dr. Kali Thomas.** Associate Professor at Brown University, who received her PhD in Aging Studies from USF in 2011, was the 2016 recipient of the Carroll L. Estes Rising Star Award given by the Gerontological Society of America.
Through the generous support of many donors, the School of Aging Studies has a number of scholarships and awards that support our programs. Current scholarships and awards include:

The H. Edward Greely and Mildred Greely Endowed Fellowship: This fellowship was established by the family of Edward and Mildred Greely, in memory of their parents. It will be awarded to an outstanding Ph.D. student in Aging Studies whose research is dedicated to improving the lives of older adults and their families, especially in case of Alzheimer’s disease and dementia.

The Kymberly J. Harris Scholarship in Long-Term Care Administration: This scholarship was established in memory of Kymberly Harris by her family. Kym was one of our BS students and an excellent role model for what can be achieved in a long-term care setting by a dedicated and highly competent administrator. It is awarded annually to a student in the Long-Term Care Administration program who demonstrates academic excellence, financial need, and a passion for working with seniors in long-term care settings.

The Wiley P. Mangum Endowed Scholarship: To honor our retired colleague, Emeritus Professor Wiley P. Mangum, a scholarship was established for the purpose of encouraging students who want to pursue a career in aging. An award is given to an undergraduate student in Aging Studies for support in the final year of his/her degree.

Harold L. Sheppard Endowed Memorial Scholarship: This scholarship is awarded to an outstanding Masters student who has demonstrated the highest level of academic performance and promise as a gerontologist.

The Dick Rotsell Memorial Endowed Scholarship in Gerontology: This scholarship is awarded to a Junior or Senior pursuing a career in Long-Term Care Administration. The recipient must be a resident of Pasco or Pinellas County.

The Tollette Family Endowed Scholarship: Recognizes an upper-level undergraduate student who has demonstrated significant scholarly achievement and who shows financial need.

The Dr. Tom Rich Scholarship: Presented by the Board of Directors of West Coast Area Agency on Aging. A $1,500 award to a Masters student currently enrolled in an internship.
STUDENT ASSOCIATIONS

Students are served by three organizations. Students in the B.A., B.S. or M.A. programs may apply to be members of the Sigma Phi Omega (SPO) honor society. SPO is a national academic honor and professional society in gerontology that recognizes the excellence of those who study gerontology/aging and the outstanding service of professionals who work with or on behalf of older persons.

Students interested in Long-Term Care Administration may join the Student Chapter of the American College of Health Care Administrators, a national association of administrators of long-term care facilities. The students have opportunities to attend local meeting of administrators as well as regional and national conferences.

Masters and Doctoral students in Aging Studies may join the Student Association for Aging Studies (SAAS). The purpose of SAAS is to offer academic and social support for our interdisciplinary students across campus, provide student representation on the Ph.D. Governance Committee, and organize events to support the aging studies profession.
The Florida Policy Exchange Center for Aging is a Research Center within the School of Aging Studies, in USF’s College of Behavioral and Community Sciences. The Center is dedicated to improving the lives of older adults through research into key long-term care policies—from the cost of in-home services to the quality of nursing home care. Center faculty have received significant grant funding, including federal grant support to investigate the effects of Hurricane Irma on nursing homes and assisted living communities and private foundation support to study nursing home consumer complaints nationwide.

A primary focus of the Center is to provide students in the School of Aging Studies opportunities to work with faculty on policy-related research.

The Center was created in 1992 to conduct research and policy analysis for the Florida Legislature. In 2003, the Center joined the USF Department of Gerontology to create the School of Aging Studies. The merger expanded the Center’s capacity to conduct research and evaluation projects with faculty and students, while contributing to the School of Aging Studies’ educational mission. The Center encourages interdisciplinary research with faculty and students from within the College of Behavioral and Communication Sciences (Communication Sciences and Disorders, the Florida Mental Health Institute, and School of Social Work) and across Colleges at USF. Recently, the Center worked with the Colleges of Nursing, Medicine, and Pharmacy to receive a $3.1 million Geriatric Workforce Enhancement Project. The Center also has relationships with State agencies and non-profit and private organizations that contract with Center staff to conduct research and policy analyses. For example, the federally mandated organization that evaluates Medicare programs contracted with the Center to support efforts to reduce antipsychotic medication in nursing homes. Center researchers also have signed contracts with the Florida Department of Elder Affairs and the Florida Agency for Health Care Administration to conduct several projects. These include reviewing and approving a dementia training program for long-term care employees; reporting to the Florida Legislature on the effect of staffing standards on quality of nursing home care; assessing Medicaid hospice utilization; and interviewing frail elders about services to keep them in the community. The Center is also active in end-of-life research and collaborates with community hospice partners and the USF Center for Hospice, Palliative Care and End-of-Life Studies.

Graduate students participate in Policy Center’s research projects, many of them using the Center’s rich set of databases. The faculty work closely with students to help them publish in high-impact journals and conduct dissertation research. This includes helping students obtain dissertation grants. One recent graduate received an Agency for Healthcare Research and Quality dissertation grant for her policy-related dissertation on patient safety in nursing homes. Another received support from the Center for Hospice, Palliative Care and End-of-Life Studies for her dissertation work on family involvement in advance care planning.

Graduates of the School of Aging Studies who work with Policy Center faculty find key positions conducting research in government agencies and prestigious academic settings.

Kathryn Hyer, Ph.D., MPP
Professor, USF School of Aging Studies & Director, Florida Policy Exchange Center on Aging
Florida Training Academy on Aging
The Academy coordinates efforts to provide high quality, affordable and accessible training to public and private organizations serving elders in Florida. The Academy’s mission is to develop and evaluate aging-related training programs. Since 2001, under a contract with the Department of Elder Affairs, Training Academy faculty and staff have reviewed each Alzheimer’s curricula and certify the curricula meet Florida’s legislatively required training for direct care staff in nursing homes, assisted living and home health. The Academy developed, through continuing education, the first on-line health care risk management and patient safety program to meet the state’s education requirements for those seeking risk management licensure. Faculty and staff work with state agencies and health care providers to develop and tailor training programs as needed.

State Data Center on Aging
The State Data Center on Aging is dedicated to ongoing expert policy analysis and program evaluation research. The Data Center, through contracts and user-agreements with state and federal entities, contributes to analytical reports on aging-related issues in the areas of health care, end-of-life care, mental health care, assisted living and nursing home policy, impacts of natural disasters on elders and long-term care. Researchers have used and linked the following data bases: Nursing Home Minimum Data Sets (MDS), Nursing Home Online Survey and Certification Reports (OSCAR), Medicare, Nursing Home Patient Safety survey, State Medicaid files, Provider cost reports, Area Resources Files, Nursing home staffing data, Long-term care focus, Home and community-based waiver data, National Long-Term Care Survey, Longitudinal Study on Aging, AHEAD (Asset and Health Dynamics of the Oldest Old), Health and Retirement Survey (HRS), CIRTS (Florida client data), and U.S. Census.

A Research Center within the School of Aging Studies, FPECA conducts research and analysis to address how to deliver and improve care to older adults, from those living at home to nursing home residents. Its faculty inform and advise policy makers, media representatives, and advocates on programs and services for older adults. Recent studies have examined nursing home staffing and end-of-life care communication. Researchers with the Center have received federal and foundation grants to explore specific issues, including nursing home safety and disaster preparedness. Students benefit from this work because they are able to work directly with Center researchers who teach and mentor in the School of Aging Studies. More information, in addition to Center faculty and student publications, can be found on the Center’s website: fpeca.usf.edu.
The University of South Florida has extensive research, educational, and service programs devoted to aging. These programs are based in units throughout the USF campus, including both the Academic Affairs and USF Health divisions. In addition, we have close partnerships with the H. Lee Moffitt Cancer Center and Research Institute, USF Health Byrd Alzheimer’s Institute, and VA Medical Center. Over 160 faculty are involved in research on aging which includes basic science, social and behavioral research, clinical research, and public policy analysis. Many USF aging researchers collaborate with scholars from diverse disciplines and across traditional academic boundaries.

The aging collaborations include:
- Center for Hospice, Palliative Care, and End-of-Life Studies
- Center for Excellence for Aging and Brain Repair
- Division of Geriatric Medicine
- Florida Policy Exchange Center on Aging
- Osher Lifelong Learning Institute
- Senior Adult Oncology Program, H. Lee Moffitt Cancer Center
- USF Health Byrd Alzheimer’s Institute
- USF Memory Disorders Clinic
- Global Center for Hearing and Speech Research
- Center for Innovation on Disability and Rehabilitation Research

The following are examples of the variety of research on aging that is ongoing at USF.

**BASIC SCIENCE**
- Aging, Stem Cells and Brain Repair
- Aging and Oxidative Stress
- Animal Models of Alzheimer’s Disease
- Animal Models of Prebycusis
- Genetics of Alzheimer’s Disease
- Neural Mechanisms of Behavior
- Neurobiology of Aging

**SOCIAL AND BEHAVIORAL RESEARCH**
- Aging and Hearing Loss
- Cognitive Aging and Alzheimer’s Disease
- Cultural Diversity and Aging
- Death, Dying and Bereavement
- Family Caregiving
- Improving Driving Skills in Older Adults
- Language Rehabilitation After Stroke
- Mental Health and Aging
- Modeling Memory Change in Aging
- Stress Coping and Health
- Sleep Disturbance in Aging

**CLINICAL RESEARCH**
- Aging and Cancer
- Cancer Treatment Effect on Cognition
- Clinical Trials for Alzheimer’s Disease
- Communication Disorders and Aging
- Epidemiology of Alzheimer’s Disease
- Falls in Older Adults
- Hypertension, Heart Disease, and Cardiac Rehabilitation
- Late Life Depression
- Neural Transplantation for Neurodegenerative Disease
- Palliative and End-of-Life Care

**PUBLIC POLICY ANALYSIS**
- Community-Based Long-Term Care
- End-of-Life Care in Nursing Homes
- Health, Economics, and Retirement
- Health, Employment & Housing of Older Adults
- Long-Term Care Staff Training
- Managed Care and Long-Term Care
- Mental Health Services and Policy
Ross Andel, Ph.D., Professor and Director  
**Specialties:** Risk Factors for Cognitive Impairment and Dementia; Early Identification of Cognitive Impairment; Predictors of Cognitive Decline; Statistical Methods  
**Recent Publications:**  

Debra Dobbs, Ph.D., Associate Professor  
**Specialties:** Residential Care, Assisted Living and Nursing Home Research; Advance Care Planning, Hospice and Palliative Care; Staff Education; Mixed Methods Research  
**Recent Publications:**  

William E. Haley, Ph.D., Professor  
**Specialties:** Family Caregiving in Stroke, Cancer, Dementia, and End-of-Life; Stress and Coping; Psychosocial Interventions for Older Adults and their Family Caregivers  
**Recent Publications:**  

Kathryn Hyer, Ph.D., MPP, Professor and Director, Florida Policy Exchange Center on Aging  
**Specialties:** Quality of care and life in nursing homes and assisted living; Long-term care supports and services; Evaluation of geriatric and gerontology education and training programs; Disaster preparedness in long-term care settings.  
**Recent Publications:**  
**Soomi Lee**, Ph.D., Assistant Professor

**Specialties:** Sleep; Work and Family; Daily Stressors and Resources; Lifespan Developmental Trajectory of Health Behaviors; Micro-longitudinal Methods

**Recent Publications:**


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**Hongdao Meng**, M.P.H., Ph.D., Associate Professor

**Specialties:** Health Economics and Outcomes Research, Health Policy, Disease Management, Health Promotion, and Research Methods

**Recent Publications:**

*Sun, X., Meng, H., Hyer, K., Li, M., Bayesian Data Analytics for Personalized Hospital Length-of-Stay Modeling and Analysis, The Industrial and Systems Engineering Research Conference (ISERC) 2016.*


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**Victor Molinari**, Ph.D., Professor

**Specialties:** Mental Health Outcomes in Long Term Care; Serious Mental Illness in Older Adults; Professional Issues in Geropsychology; Reminiscence Therapy; Personality Disorder in Older Adults

**Recent Publications:**


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**Lindsay Peterson**, Ph.D., Assistant Research Professor

**Specialties:** Long-term Care Quality Assessment; Long-term Care Communication and Consumer Decision Making; Advance Care Planning; Mixed-Methods Research

**Recent Publications:**


Brent J. Small, Ph.D., Professor

**Specialties:** Memory & Cognitive Performance; Cognitive Changes Following Cancer Treatment; Longitudinal Statistical Methods

**Recent Publications:**


Brianne Stanback, Ph.D., Instructor, and Assistant Director of Academic Affairs

**Specialties:** Aging in vulnerable or special populations; gerontology and higher education, specifically curriculum development and strengths based practices in higher education

**Recent Publications:**


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**Emeritus Faculty**

**Juanita Garcia,** Ed.D., Life Span Human Development; Elder Abuse; Aging and Sexuality

**Wiley Mangum,** Ph.D., Ethics and Aging; Social Gerontology; Housing for the Elderly

**Cathy L. McEvoy,** Ph.D., Memory Changes in Older Adults; Modeling Knowledge Structures

**Larry Polivka,** Ph.D., Long-term Care; Affordable Healthcare

**Sandra Reynolds,** Ph.D., Guardianship; Trends in Health; Obesity and Active Life Expectancy

**Sue Saxon,** Ph.D., Physical Changes and Aging; Gerontological Counseling; Health Promotion
For further information, please call: (813) 974-2414 or visit our website: agingstudies.usf.edu

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