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.

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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 full-time faculty produce high quality, high impact scholarship and our extramural funding continues to grow. We routinely publish in top journals, and our faculty serve on major editorial boards and review panels. All of 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 have received 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, and the Margret Baltes Award for Outstanding Research.

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 (bsmall@usf.edu).

Brent J. Small, PhD
Director, School of Aging Studies
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 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 and those with Parkinson’s disease.

**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.
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 IN GERONTOLOGY

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 careers at the University of South Florida.

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 Gerontology degrees in 1967, and we are one of the nation’s oldest programs. Our degree programs are multidisciplinary 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.

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

Other Undergraduate Aging Options

As the older adult population in the U.S. increases, understanding of the aging process is important for students from all majors. Aging Sciences is available as a cognate area in three Bachelor’s programs: the Bachelor of Science in Applied Sciences, the Bachelor of Arts in Interdisciplinary Social Sciences, and the Bachelor of General Studies.

For more information, please see the following websites:
- usf.edu/undergrad/trac/bsas
- iss.usf.edu/
- usf.edu/undergrad/trac/bgs/
- spa.usf.edu/undergraduate/health/

Finally, a variety of Aging Science courses can be used to satisfy liberal arts elective requirements.
The School has offered the Master of Arts in Gerontology since 1967.

Master of Arts Degree in Gerontology

Admission Requirements:
A Master of Arts Degree in Gerontology includes 36 credit hours which can be completed in 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.

- Have a bachelor’s degree from a regionally accredited university.
- GRE score within the last five years with a minimum score of 149 Verbal, 142 Quantitative, 3.5 Analytical Writing.
- At least a GPA of 3.0 or greater on a 4.0 scale.
- 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.
- Submit a Statement of Purpose, highlighting the reason for pursuing a M.A. degree in Gerontology, areas of interest and future career plan.
- Current résumé.

Required Courses:
- GEY 5630 Economics and Aging (3)
- GEY 6450 Gerontological Research and Planning (3)
- GEY 6600 Human Development (3)
- GEY 6613 Physical Change and Aging (3)
- GEY 6626 Health, Ethnicity and Aging (3)

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. The following courses are recommended for students with interests in further education, administration, clinical services or case management.

- GEY 5476 Program Evaluation in an Aging Society (3)
- GEY 5501 Health Care Operations in Long-Term Care (3)
- GEY 5620 Sociological Aspects of Aging (3)
- GEY 5542 Perspectives on Death and Dying (3)
- GEY 6206 Family Caregiving and Aging and Chronic Illness (3)
- GEY 6230 Principles of Health Care Risk Management and Patient Safety (3)
- GEY 6321 Gerontological Case Management (3)
- GEY 6325 Social Policy and Planning for Gerontologists (3)
- GEY 6607 Alzheimer’s Disease Management (3)
- GEY 6614 Aging and Mental Disorders (3)
- GEY 6616 Mental Health Assessment of Older Adults (3)
- GEY 6617 Gerontological Counseling Theories and Practices (3)
- GEY 6643 End-of-Life Care for Dementia Patients (3)
- GEY 6934 Elder Abuse and Neglect (3)
- GEY 6940 Field Placement (1-6)
- GEY 6971 Thesis: Master’s (2-19)

Internships are available for students who need practical experience in the field of aging. Following completion of the required 15-credit coursework, there is a comprehensive examination designed to test the student’s knowledge of, and ability to integrate, key concepts and information in the field of gerontology. This examination must be taken and passed by all students in the M.A. program. Students electing the thesis option must successfully pass an oral examination on the thesis. There are no language requirements.

Applications are accepted continuously throughout the year. To apply, please go to the following website: grad.usf.edu
The Graduate Certificate in Gerontology is designed for students who hold a baccalaureate degree. It provides students with an understanding of the social, psychological, physical and economic forces that interact with the aging process.

Additional Admission Requirements:
1. 3.0 GPA in upper-level undergraduate work.
2. Students enrolled in the certificate program may apply for admission to the M.A. program with the following stipulations: transfer no more than 12 credits of certificate work and meet all requirements for the M.A. program.

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.

The Graduate Certificate in Geriatric Social Work/Clinical Gerontology is designed to provide clinicians with practical knowledge necessary to serve older adults. This program provides specialized, clinically relevant training to persons working with or interested in working with older adults in various clinical settings including long-term care facilities, mental health centers, counseling agencies, hospitals and other settings concerned with the physical and emotional well-being of older adults. Building on the basic knowledge of the person's current or previous graduate education, this certificate provides the student with courses which enhance their understanding of the biopsychosocial aspects of the aging process.

This post-baccalaureate certificate, offered jointly with the School of Social Work, consists of 15 hours of required course work.

Admission Requirements:
1. A graduate degree in Social Work, Gerontology, Counseling, Counseling Psychology, Psychology, Rehabilitation Counseling, Speech and Hearing, Physical Therapy, Occupational Therapy, Nursing, or a related clinical or applied field, or active enrollment in or admission to a graduate program in one of these areas.
2. Courses taken as part of this certificate can be applied as electives in either the MSW program at USF or the M.A. in Gerontology. Permission is being sought from other departments to allow courses in this certificate to be applied to their graduate programs as well.

Program Requirements (15 credits):
Required Courses
- GEY 6321/SOK 6931 Gerontological Case Management (3)
- GEY 6607/SOK 6931 Alzheimer’s Disease Management (3)
- GEY 6614/SOK 6931 Aging and Mental Disorders (3)
- GEY 6616/SOK 6931 Mental Health Assessment of Older Adults (3)
- GEY 6617/SOK 6931 Gerontological Counseling & Theories (3)

Only courses officially recognized by the program will be credited toward the Certificate.
The Graduate Certificate in Hospice, Palliative Care and End-of-Life Care

In concert with the Center for Hospice, Palliative Care and End-of-Life Studies at the University of South Florida, this certificate is designed to provide knowledge related to the care of patients and families facing advanced non-curable diseases. While this certificate is housed in the College of Nursing and the School of Aging Studies, the certificate is open to all graduate students and health care professionals working in or interested in the area of hospice and palliative care. All faculty who teach the certificate courses are affiliated with the Center and represent many different colleges and departments at USF, such as Nursing, Public Health, Aging Studies, Geriatric Medicine, Psychiatry, and Social Work. Guest lectures are provided by expert clinicians in the field from agencies such as LifePath Hospice and The Hospice of Florida SunCoast. It should be noted that this certificate does not imply certification of clinical competency.

Program Requirements (12 credits):

Required Courses

- GEY 5624 Perspectives on Death and Dying (3)

Electives (choose 3):

- GEY 6206 Family Caregiving in Aging and Chronic Illness (3)
- GEY 6326 Geriatric Interdisciplinary Team Training (3)
- GEY 6643 End-of-life Care for Dementia Patients (3)
- NGR 6096 Oncology Nursing Concepts (3)
- NGR 6930 Research Seminar in Palliative and Hospice Care (3)
- NGR 6931 Counseling for the Terminally Ill (3)

Other courses available on campus may be taken with permission of the academic advisors. Advising will be provided by Dr. Susan McMillan (Nursing) and Dr. William Haley (School of Aging Studies).

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

In collaboration with the School of Aging Studies, the USF Florida Training Academy on Aging offers a Health Care Risk Management Program through USF Health Continuing Professional Education.

This online 120 hour continuing education curriculum is designed to prepare health professions to become certified in the area of Health Care Risk Management. The course is specifically designed to meet the changing needs of long-term care and to assist facilities in the establishment of a comprehensive and systematic quality improvement and risk management program. Students who graduate from this program may be eligible to become licensed health care risk managers through the Florida Agency for Health Care Administration (AHCA) because the course meets State of Florida AHCA 120 Hour Educational Program Licensure Criteria (FAC, CH 59A-10.037). Please contact the Licensure Section, Hospital and Outpatient Services Unit, Agency for Health Care Administration at (850) 487-2717 if you have questions regarding education and experience criteria for Health Care Risk Manager Licensure by the State of Florida.

Upon the completion of this program, the participant should be able to:

- Discuss the History and Purpose of Risk Management
- Identify Health Care Standards and Regulations
- Identify Methods for Identifying Risk Exposure
- List and Define Risk Control Techniques to Reduce Patient Errors and Increase Patient Safety
- Outline Root Cause Analysis Method for Analyzing Errors or Injuries
- Discuss Elements of Negligence, Liability, Malpractice and Managing Insurance Claims
- Implement Systems Linking Risk Management with Quality Improvement

For more information please visit: camls-us.org/education-and-training/hcrm
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

First-year students are supported by Fellowships, receive tuition waivers and health insurance. Students in subsequent years are supported by Fellowships, Research Assistantships and Graduate Teaching Assistantships, which include tuition waivers. Students’ dissertation committees include faculty from multiple departments and disciplines.

Examples of Recent Aging Studies Ph.D. Dissertations

- Aging and Health Disparities
  - Identifying and addressing health disparities in black older adults with osteoarthritis

- Aging and Mental Health
  - The role of lifestyle factors in cognitive aging and dementia
  - Mediation and moderation of nutrition in inflammatory biomarkers and cognition in older adults

- Cognitive Aging and Alzheimer’s Disease
  - Role of Lifestyle Factors in Cognitive Aging and Dementia
  - Cognitive Functioning and Mobility Changes in Older Adults

- Public Policy and Long-Term Care
  - Analyzing the effect of complaints, investigation of allegations, and deficiency citations on the quality of care in U.S. nursing homes
  - The impact of VA home based primary care on health services use, expenditures and mortality

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**
  - Pennsylvania State University
  - Ohio State University
  - University of Pittsburgh
  - Washington University – St. Louis

- **University Faculty Positions**
  - Ithaca College
  - University of Wisconsin – Milwaukee
  - Southern Illinois University – Edwardsville
  - James Madison University
  - Georgia State University
  - University of North Dakota
  - Duke – National University of Singapore
  - New Castle 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

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.

Deadline for receipt of application is January 15.
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.
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:

**Aging Studies Fellowships:** The purpose of the Aging Studies Fellowship is to provide full-time doctoral students with a base of support so that they can devote 100% effort toward acquiring knowledge and research skills necessary for their careers in aging studies. Currently the base fellowship is $20,000 plus the tuition waiver and student health insurance (total value approximately $25,000 for in-state students and $30,000 for out of state students). Typically, most first year full-time students will be supported by this Fellowship.

**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 B.S. in 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 on Aging is a Research Center within the School of Aging Studies, College of Behavioral and Community Sciences at the University of South Florida. The Florida Policy Exchange Center on Aging is dedicated to improving the lives of older adults through development of relevant policy research for Florida and the nation.

Created in 1992, The Florida Policy Exchange Center on Aging originally was legislatively mandated to conduct research and policy analysis for Florida’s legislature and to work across Florida Universities to develop research. In 2003, The Policy Center joined the USF Department of Gerontology to create the School of Aging Studies. The merger enhanced the resources of both programs and expanded the Policy Center’s capacity to achieve its mission by conducting more policy-related research and evaluation projects with faculty and students, while contributing to the educational mission of the School of Aging Studies.

The Center encourages and facilitates interdisciplinary policy-related research with faculty and students from within the College (Communication Sciences and Disorders, the Florida Mental Health Institute, and School of Social Work) and across Colleges. Recently, the Center worked with the Colleges of Nursing, Medicine, and Pharmacy to receive a $2.4 million Geriatric Workforce Enhancement Project. Faculty and students also work with the Tampa Veterans Administration’s Center of Innovation on Disability and Rehabilitation Research.

The Center has established relationships with State agencies, the Legislature, and non-profit and private organizations that contract with FPECA staff to conduct research and policy analyses. For example, the federally mandated Quality Improvement Organization contracted with FPECA to support efforts to reduce antipsychotic medication in nursing homes, and to conduct literature reviews, and data analysis. FPECA researchers have had contracts with the Florida Department of Elder Affairs (DOEA) and the Agency for Health Care Administration to: review and approve training providers and curriculum on Alzheimer’s disease and other related disorders for employees of nursing homes, assisted living facilities, home care, hospice, and adult day care; prepare a legislative report to assess the impact of staffing standards on quality of nursing home care; prepare a report on financial spend-down for nursing home eligible elders; assess Medicaid hospice utilization; analyze Florida’s Medicare and Medicaid long-term care data; and interview frail elders about services to keep them in the community.

Graduate students participate in many of the research projects directed by Policy Center faculty. We have many opportunities for dissertation research and publication in high-impact journals. In 2010 a Ph.D. student received an Agency for Healthcare Research and Quality dissertation grant for her policy-related dissertation on patient safety in nursing homes. Furthermore, the rich databases in the Center along with keen knowledge of state agencies and databases, allows students to examine and publish research findings in a range of long-term care policy areas. Center faculty and graduate students’ publications and reports may be found on the Center’s website (fpeca.cbc.usf.edu). Our graduates have been placed in exciting federal policy positions as well as prestigious academic settings.

Kathryn Hyer, Ph.D., MPP
Professor, USF School of Aging Studies & Director, Florida Policy Exchange Center on Aging
A Research Center within the School of Aging Studies, FPECA conducts research and policy analysis studies related to older adults, especially older Floridians. It is charged with informing policymakers, media representatives, scholars, and advocates on policies, programs, and services for older adults. The activities of the FPECA include the dissemination of research knowledge generated by the School of Aging Studies into practical, useful forms that can improve clinical practice and public policy for older adults. For more information contact: Florida Policy Exchange Center on Aging at 813-974-3468 or online at fpeca.cbc.usf.edu

CENTERS WITHIN THE FLORIDA POLICY EXCHANGE CENTER

**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 databases: Nursing Home Minimum Data sets, 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.
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

Specialty: 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

Specialty: Residential Care, Assisted Living and Nursing Home Research; Advance Care Planning, Hospice and Palliative Care; Staff Education; Mixed Methods Research

Recent Publications:


Jerri Edwards, Ph.D., Associate Professor

Specialty: Cognitive Interventions; Older Drivers; Randomized Clinical Trials

Recent Publications:


William E. Haley, Ph.D., Professor

Specialty: Family Caregiving in Stroke, Cancer, Dementia, and End-of-Life; Stress and Coping; Psychosocial Interventions for Older Adults and their Family Caregivers

Recent Publications:


Aryn L. Harrison Bush, Ph.D., Research Assistant Professor

Specialty: Mild Cognitive Impairment; Neurophysiology of Cognitive Impairment; Relationship Between Hearing and Cognition; Auditory Neurophysiological Markers of Early-Stage Cognitive Impairment

Recent Publications:


Kathryn Hyer, Ph.D., MPP, Professor and Director, Florida Policy Exchange Center on Aging and Associate Director

Specialty: 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:


Cathy L. McEvoy, Ph.D., Professor

Specialty: Memory Changes in Older Adults; Modeling Knowledge Structures

Recent Publications:


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

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

Recent Publications:


Victor Molinari, Ph.D., Professor

**Specialty:** 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:**


Brent J. Small, Ph.D., Professor and Director

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

**Recent Publications:**


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

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

**Recent Publications:**


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

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