

**STUDENT HANDBOOK
GRADUATE PROGRAMS IN GERONTOLOGY**

MASTERS IN GERONTOLOGY

GRADUATE CERTIFICATE IN GERONTOLOGY

ADVANCED GRADUATE CERTIFICATE IN GERONTOLOGY

**GRADUATE CERTIFICATE IN GERIATRIC SOCIAL WORK/CLINICAL
GERONTOLOGY**

**GRADUATE CERTIFICATE IN HOSPICE, PALLIATIVE CARE AND END-
OF-LIFE CARE**

UNIVERSITY OF SOUTH FLORIDA

College of Arts and Sciences

School of Aging Studies

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UNIVERSITY OF SOUTH FLORIDA**

Purpose of Handbook:

The USF Graduate Catalog provides the principal authority for all policies affecting students; however, some policies set forth in the Graduate Catalog only represent minimum requirements of the State of Florida or the University. The Student Handbook is meant to be a supplement to the Graduate Catalog providing program requirements that may exceed the minimums identified in the Graduate Catalog. Students are ultimately responsible for their graduate education and assuring that they are in compliance with the requirements designated in the Graduate Catalog and the Student Manual.

Introduction

The ultimate goal of this program is to educate the next generation of practitioners and program personnel in the field of aging and gerontology and to prepare interested students for doctoral programs in aging. The demographic imperative of an increasingly older age distribution will require graduates who have acquired an integrated base of knowledge and skills to deal with the complex challenges that will confront individuals, societies, and nations in the coming decades. Students will be taught analytic skills to view issues from interdisciplinary perspectives, and to integrate new information into their area of specialization by familiarizing themselves with the terminology, methods, and approaches to meeting the challenges of older people in our society. Graduates will be practitioners and leaders who view their graduate education as providing the foundation for lifelong learning and the pursuit of professional expertise.

Gerontology is the study of the process of human aging in all its aspects: physical, psychological, and social. In the School of Aging Studies particular emphasis is placed on educating students who, in their professional careers, will work to sustain or improve the quality of life of older people. Many of our program graduates are employed in agencies providing services for older people or have pursued research careers through subsequent doctoral education.

Opportunities

The need for graduates to understand the psychological, sociological, economic, and political influences of an aging society is great and increasing. Although growth in the elderly population is challenging the entire country, Florida's demographics make us a national laboratory for aging studies as our population will continue to age and change twenty-five years ahead of the

rest of the country. USF research and educational programs in Gerontology are designed to prepare graduates to make a difference in the lives of older citizens and their communities.

The graduate programs in Gerontology provide students with a broad and integrated background in the theories and growing knowledge base to support their specialization in the field of aging. The overall goal is for students to become familiar with the many important questions and challenges as well as the terminology and the methods of research and service provision to older Americans. The graduate programs also train students to recognize that there are multiple perspectives on virtually all problems that confront individuals working in the field of aging, and that no traditional discipline has a monopoly on answers. Graduates of the program possess the background and training necessary to staff the expanding institutional and community-based programs serving the elderly in Florida, the nation, and the world, or to continue their education at the doctoral level.

The need for skilled practitioners, managers, and leaders is not limited to the local community based providers. Local, state, and national governments will increasingly rely upon graduates of Gerontology Programs to design and implement new programs to deal with the impact of an aging society. The state and the nation are considering health care reforms that have already set in motion changes that will impact the segment of our society with greatest use of the health care system -- the aged. Revisions in the financing and configuration of entitlement programs, such as Social Security, are certain to require a cadre of professionals able to respond to new needs and demands for service. Every aspect of domestic life will be affected. The private sector will not only require a retrainable aging workforce with specialized experiences, they will also be driven by the opportunities of a maturing market. In addition, sweeping changes in the Social Security System may greatly affect the ranks of retired individuals and the retirement decisions they will make. Understanding how to adapt goods and services to the needs of older persons, how to best utilize the resources of older workers, and how to tap the expertise of retirees will be important questions for the private and the public sector in the future.

The Academic Environment

USF is located within a community that provides a natural laboratory for the study of aging. There is a history of outstanding programs in aging at USF, and a number of departments, centers, laboratories, and other units, have concentrations in aging studies. The College of Arts and Sciences houses the School of Aging Studies, which established the first master's degree in gerontology in 1967, started undergraduate B.A. and B.S. degrees more than thirty years ago, and hosts the Interdisciplinary Ph.D. program in Aging Studies, which began in 1994. The School of Aging Studies consists of faculty members with training in gerontology, sociology, psychology, social work, public policy, political science, and human development. The School of Aging Studies includes the Florida Policy Exchange Center on Aging, which is a multi-campus center housed on the USF campus conducting policy-related research, training, and demonstration projects. It provides a unique opportunity to transmit policy information directly to Florida government officials.

As one of the Florida universities with a public medical school, USF has a strong focus on biomedical research. The College of Medicine is the home to academic divisions of Geriatric Medicine and Geriatric Psychiatry. USF's focus on biomedical research in Alzheimer's disease includes the Johnnie Byrd Alzheimer's Center and Research Institute, the Center for Aging and Brain Repair, the Suncoast Gerontology Center, and endowed chairs in medicine. The Senior Adult Oncology Program is housed at the Moffitt Cancer Center and Research Institute. The College of Nursing has faculty with strong interests in gerontological nursing, training the next generation of nurses who will specialize in the health needs of an aging population. The College of Public Health houses aging studies faculty in the Departments of Community and Family Health, Epidemiology and Biostatistics, Health Policy and Management, and Environmental and Occupational Health. The Florida Mental Health Institute (FMHI), a college unit of USF, includes the Department of Aging and Mental Health with many research and training programs addressing the mental health needs of older adults.

Other institutes with programmatic foci on aging and adult development include the Center for Hospice, Palliative Care and End-of-Life Studies, the Institute on Black Life, the Institute for Interpretive Human Studies, the Center for Applied Anthropology, the Institute for Biomolecular Science, the Center for Organizational Communication, and the Memory Disorder Clinic. The Division of Lifelong Learning offers many educational opportunities for older adults living in the Tampa Bay area, including a highly successful Senionet program. The Florida Training Academy on Aging provides an array of educational programs for persons engaged in the delivery of services to the elderly.

GRADUATE PROGRAMS IN GERONTOLOGY

The School of Aging Studies offers two graduate degree programs: the M.A. in Gerontology and the Ph.D. in Aging Studies. The School also offers four graduate certificates. The *Graduate Certificate in Gerontology* (for students who hold a baccalaureate degree) and the *Advanced Graduate Certificate in Gerontology* (for students enrolled in other graduate programs or who have already completed a graduate degree) provide students with an understanding of the social, psychological, physical, and economic forces that interact with the aging process. The School also offers two certificate programs. The *Graduate Certificate in Geriatric Social Work/Clinical Gerontology* is designed to provide clinicians with practical knowledge necessary to serve older adults, and is offered jointly with the School of Social Work. The *Graduate Certificate in Hospice, Palliative Care and End-of-Life Care* is offered jointly with the College of Nursing and is designed to provide knowledge related to the care of patients and families facing advanced non-curable diseases. This handbook is intended for use by students in the M.A. and graduate certificate programs in Gerontology. The Ph.D. Program in Aging Studies has a separate handbook.

M.A. in Gerontology

The School of Aging Studies offers the M.A. in Gerontology, with either a thesis or non-thesis option. In addition to completing a required core curriculum, students may select gerontology courses suited to their particular career goals. These include courses focused on such diverse areas as research, program administration, and direct service. An internship option is highly recommended for all students who are not already employed in the field of aging. All students in the M.A. Gerontology program must pass a comprehensive examination prior to graduating.

M.A. Admission Requirements

1. A GPA of 2.5 for the last two years of the baccalaureate degree and a combined (verbal and quantitative) GRE scores of at least 1000; **or**
2. A GPA of 3.0 or greater and a combined (verbal and quantitative) GRE score of at least 900.

Students enrolled in gerontology certificate programs or taking courses as non-degree seeking students may apply for admission to the M.A. degree program with the following stipulations:

1. No more than 12 credits of non-degree seeking credit may be accepted toward the M.A. degree;
2. Applicants must meet the requirements for admission to the M.A. degree.

Each applicant seeking admission as a first-time or transfer graduate student will be required to have taken the GRE within five years of application.

Exceptions to GRE requirements:

Students who have taken the GRE examination and who have not attained the minimum score of 900 on the Verbal and Quantitative components of the examination may apply for admission to the Masters Program on the basis of strong performance in Gerontology graduate courses. Students must:

- a. Complete at least 9 credit hours of graduate courses in Gerontology at the University of South Florida, including at least two of the five core courses for the M.A. degree;
- b. Earn a grade point average of at least 3.25 in all Gerontology course taken; and
- c. Submit a letter of recommendation from at least one Gerontology faculty member supporting the student's admission to the program.

To initiate the process of reconsideration of admission, the student must make a formal written request. The written request for reconsideration should be addressed to the Graduate Program Director. Admission to the M.A. program on the basis of strong performance in Gerontology graduate courses will not be automatic. The Admissions Committee and the Graduate

Program Director will review requests for admission. No students will be admitted to the M.A. degree program unless they have taken the GRE, even if they request to be admitted on the basis of strong performance in Gerontology graduate courses.

Transfer of Coursework for M.A. Degree

Students may satisfy up to one quarter of the credit hours required for the M.A. program (9 credits) by transfer of credits taken at other universities. Such transfer credits will be accepted only if the coursework is relevant to the course of study in the M.A. program, and is judged to be of sufficient quality to merit acceptance as graduate credit at the University of South Florida. Students in the M.A. Program who wish to transfer credits should submit a written request to the Graduate Program Director at the time of applying for admission to the program. The written request should include a description and syllabus of the course for which the student wishes to obtain transfer credit. The Graduate Program Director will make the final determination on transfer of credits for M.A. students.

In cases where students wish to waive requirements for core courses, the Gerontology faculty member on the Tampa Campus who teaches the core course will determine whether the previous course is sufficient to merit its being waived. Waiving the requirements for taking a core course does not reduce the credit hour requirements of the M.A. degree. The student must replace the waived course with another course that will contribute to meeting the degree requirements. Waiving a core course also does not eliminate the need to pass the comprehensive exam question on that topic area.

Only six credits hours of the M.A. program coursework can be taken outside of Gerontology courses, and only with the permission of the student's advisor and the Graduate Program Director. In addition, up to six credit hours for the M.A. may be completed from 4000 level Gerontology courses, if such courses fit the student's educational goals. Prior approval by the student's advisor and the Graduate Program Director is required for use of 4000 level courses in the M.A. degree.

Course Requirements

The M.A. degree requires the satisfactory completion of 36 credit hours of course work, 15 hours of which must include core courses. Beyond the required core courses, students must complete an additional 21 credits of electives. Certain course sequences are advisable depending on future educational and professional goals. The following courses are recommended for students with interests in further education or research, administration, clinical services, or case management:

Core (15 Credits, required of all students)

- GEY 5620 Sociological Aspects of Aging (3)
- GEY 5630 Economics and Aging (3)
- GEY 6600 Human Development (3)
- GEY 6613 Physical Change and Aging (3)
- GEY 6450 Gerontological Research and Planning (3)

Further Educational/Research Goals

- GEY 6934 Research Methods I (3)
- GEY 6934 Advanced Statistics in Aging Research (3)
- GEY 6901 Directed Reading in Gerontology (3)
- GEY 6910 Directed Research in Gerontology (3)
- GEY 6971 Thesis: Master's (2-19)

Administrative Goals

- GEY 6325 Social Policy and Planning for Gerontologists (3)
- GEY 6340 Retirement and Long Term Care Housing for the Elderly (3)
- GEY 6500 Seminar in Principles of Administration (3)
- GEY 6647 Ethical and Legal Issues in Aging (3)
- GEY 4327 Understanding Principles and Practices in Long Term Care (3)
- GEY 4328 Health Care Operations (3)

Clinical Services Goals

- GEY 6614 Psychopathology and Aging I (3)
- GEY 6615 Psychopathology and Aging II (3)
- GEY 6616 Mental Health Assessment of Older Adults (3)
- GEY 6617 Gerontological Counseling & Theories (3)
- GEY 6618 Gerontological Group & Family Counseling (3)

Case Management Goals

- GEY 6614 Psychopathology and Aging I (3)
- GEY 6616 Mental Health Assessment of Older Adults (3)
- GEY 6617 Gerontological Counseling & Theories (3)
- GEY 6934 Gerontological Case Management (3)
- GEY 6934 Geriatric Interdisciplinary Team Treatment (3)

Electives

- GEY 4327 Understanding Principles and Practices in Long Term Care (3)
- GEY 4328 Health Care Operations (3)
- GEY 4329 Regulation and Clinical Operations (3)
- GEY 5642 Perspectives on Death and Dying (3)
- GEY 6325 Social Policy and Planning for Gerontologists (3)
- GEY 6340 Retirement and Long Term Care Housing for the Elderly (3)
- GEY 6500 Seminar in Principles of Administration (3)
- GEY 6614 Psychopathology and Aging I (3)
- GEY 6615 Psychopathology and Aging II (3)
- GEY 6616 Mental Health Assessment of Older Adults (3)
- GEY 6617 Gerontological Counseling & Theories (3)
- GEY 6618 Gerontological Group & Family Counseling (3)
- GEY 6647 Ethical and Legal Issues in Aging (3)
- GEY 6901 Directed Reading in Gerontology (3)
- GEY 6910 Directed Research in Gerontology (3)
- GEY 6934 Advanced Statistics in Aging Research (3)
- GEY 6934 Alzheimer's Disease Management (3)
- GEY 6934 Minority Aging (3)
- GEY 6934 Geriatric Interdisciplinary Team Treatment (3)
- GEY 6940 Field Placement (1-6)
- GEY 6941 Field Placement in Mental Health(1-6)
- GEY 6971 Thesis: Master's (2-19)

Thesis Option

Students may choose to complete a thesis research project as part of their M.A. program in Gerontology. Normally the thesis option is selected by students who have the goal of continuing their education beyond the M.A. or plan to pursue a research career. Students working toward a thesis degree will have the benefit of a committee of members of the graduate faculty. Students will select a research mentor from among the graduate faculty, and will work with their mentor to identify at least two other members of the faculty who will contribute to the student's research project. These faculty will be appointed as the student's thesis committee by the Graduate Program Director, and must be approved by the Graduate School.

The Thesis Committee will approve the course of study and research plan for the student and will read and approve the thesis for content and format. The Committee will also conduct an oral examination of the student on the thesis project. The oral examination is a public presentation and examination of the student's project, and is the culmination of a student's work on his or her thesis.

Comprehensive Examination

Prior to receiving the M.A. degree, all students must pass the comprehensive examination in Gerontology. Students must be enrolled for a minimum of 2 hours of graduate credit during the semester when the comprehensive examination is taken. It is strongly recommended that students take the comprehensive exam during the semester after completing the last core course.

Comprehensive examinations provide an opportunity for the School of Aging Studies to assess students' knowledge about fundamental, important issues in the field of gerontology. The ability to communicate this core knowledge through written and/or oral forms is an important characteristic of individuals who will be working in gerontological settings. The procedure for the comprehensive exam is as follows:

1. Examinations will be given twice per year during the Fall and Spring semesters. Students will have the opportunity to take the comprehensive examination during any semester they choose, but it is recommended that the exam be taken after the completion of all of the five required core courses (GEY 5620, 5630, 6600, 6613, 6450). If students choose to take the exam before completing the core courses, they will still be responsible for material from the courses.
2. The School of Aging Studies will appoint a Comprehensive Examination Committee, consisting of at least three faculty members. This faculty will be responsible for designing the examination, administration of the exam, scoring, and communications with students. Other faculty members, including adjuncts, will also be involved in writing and grading the examinations, at the discretion of the Committee.
3. The examination will consist of five essay questions, which will include a question drawn from each of the five courses required in the gerontology core curriculum. Items will draw on essential content in the core areas. The Comprehensive Examination Committee may use its own discretion in determining the format of the examination.
4. The examination answers will be graded on a scale of Excellent, Pass, or Fail. Each question will be graded by a single faculty member with expertise in the question's content. Grades should reflect the degree to which the essay answer reflects the level of knowledge expected of an individual with a graduate degree in gerontology, and the clarity in communication expected of an individual with a Master's degree.
5. A student receiving at least a Pass on all five items, and with two or more grades of Excellent, will be considered to have "Passed with distinction."

6. A student passing all items or all but one item will be considered to have “Passed.” If a single item is failed, the student will be counseled by the Comprehensive Examination Committee and may be required to undertake remedial work to improve his/her knowledge in the area.
7. A student who receives two or more grades of Fail will be considered to have “Failed.” If the student has failed two questions, he or she will then be scheduled for a new examination on failed items. The new examination will be administered by the Committee, and after completion of the new examination the Committee may by majority vote change the scoring of one or more items to a “Pass,” if the student has shown appropriate knowledge during the new examination. If the student has still failed two or more items after the new examination, he or she has “Failed “ the Comprehensive Exam. If the student has failed three or more questions on the original Comprehensive Exam, there will not be an option of taking a new exam during that semester.
8. If the student fails the Comprehensive Exam, he or she must retake the examination the next time it is offered. The student will not be allowed to defend a Master’s thesis until passing the Comprehensive Exam. Failure of the Comprehensive Examination on two occasions will result in academic dismissal from the graduate program.
9. The student will be informed of the final outcome of the Comprehensive Examination (Pass with Distinction, Pass, or Fail) by a letter from the Chair of the Committee. A copy of this letter will also be place in the student’s file, to allow documentation necessary for graduation.

Academic Probation

Masters students must maintain an academic average of 3.0 to remain in good standing in the graduate program. Students with academic averages that fall below 3.0 will be placed on academic probation. These students have one semester to bring their academic average to 3.0 or better. Students failing to raise their academic averages to 3.0 or better will be terminated from the program.

Financial Assistance

Financial Assistance is available through the Office of Graduate Studies, the College of Arts and Sciences, the Office of Financial Aid or external sources. It is wise to check all sources to be fully aware of the programs for which you may qualify.

The School of Aging Studies offers scholarships for students in graduate degree programs. Students wishing to apply for the following scholarships should contact the School of Aging Studies:

The Dr. Tom Rich Scholarship Award – Sponsored by the West Florida Area Agency of Aging

The Tom Rich Award provides a \$1,500 scholarship to a graduate level (Masters) student who is currently enrolled in an accredited university and interested in gerontology or geriatrics as a future career. The scholarship will be awarded for an “internship” or a “practicum”, (i.e., clinical or fieldwork). Applicants must submit an essay of 1,000 words on: *“Integrate your interest in aging with the role of an Area Agency on Aging.”* The Deadline: December 1st.

The Harold L. Sheppard Endowed Memorial Scholarship

The Sheppard Scholarship was created in memory of Harold L. Sheppard, who was a strong supporter of the M.A. Program in Gerontology during his tenure on the Gerontology faculty. The Sheppard Scholarship provides an award of \$250 to an M.A. student who is recognized by the faculty for outstanding academic achievement.

The Latin American and Caribbean Scholarship

The Latin American and Caribbean Scholarship is offered by the School of Aging Studies to academically promising students from a country in Latin America or the Caribbean. The scholarship provides up to \$500 per year (\$250 during the Fall and \$250 during the Spring semesters).

Graduate Teaching Assistantships

The School of Aging Studies has very limited funding to support Graduate Teaching Assistantships. Graduate TA’s are awarded based on the student’s academic achievement and the School’s need for teaching assistants. For more information, contact the Graduate program Director.

Graduate Certificate Programs

The School of Aging Studies offers two graduate certificate programs in Gerontology, and offers two other certificate programs jointly with the School of Social Work and the College of Nursing. Each is designed to meet the needs of students with different educational backgrounds and career goals. These certificates address students holding bachelors degrees who seek additional training short of a masters degree, students holding advanced graduate degrees in other fields who wish to obtain substantive gerontological knowledge, and students holding degrees in social work or nursing who wish to obtain a grounding in gerontology.

The certificate programs do not require students to take the GRE and candidates for certificates have the status of non-degree seeking students, unless they are currently degree seeking in another program. However, students enrolled in the certificate program may apply for admission to the M.A. degree in Gerontology with the following stipulations:

- No more than 12 credit hours from the certificate may be accepted toward the degree.
- Applicants must meet the requirements for admission to the M.A. degree program:
 1. GRE of 1000 and upper level undergraduate GPA of 2.5, or
 2. GRE of 900 and upper level undergraduate GPA of 3.0

The Graduate Certificate in Gerontology

This program provides students with an understanding of the social, psychological, physical, and economic forces that interact with the aging process. The Graduate Certificate in Gerontology is designed for students who have attained a bachelor's degree and who wish to obtain special knowledge in gerontology. Applicants must have at least a 3.0 GPA in their upper-level undergraduate courses. The program requires that students take 12 credits of core courses and 6 credits of electives. Only courses officially recognized by the program will be credited toward the certificate.

Program requirements:

Core (12 credits) from the following:

- GEY 5620 Sociological Aspects of Aging (3)
- GEY 5630 Economics and Aging (3)
- GEY 6600 Human Development (3)
- GEY 6613 Physical Change and Aging (3)

Electives (any 6 credits from Gerontology courses at the 5000, 6000, or 7000 level)

The Advanced Graduate Certificate in Gerontology

This program is designed for students enrolled in other graduate degree programs and for those who have already attained a graduate degree. It provides students with an understanding of the social, psychological, physical, and economic forces that interact with the aging process. The program Applicants must be enrolled as a degree-seeking student in a graduate program at USF, or must hold a graduate degree from an accredited university. This certificate program requires that students take 9 credits of core courses and 6 credits of electives. Only courses officially recognized by the program will be credited toward the certificate.

Program requirements:

Core (9 credits) from the following:

- GEY 5620 Sociological Aspects of Aging (3)
- 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)

Electives (any 6 credits from Gerontology courses at the 5000, 6000, or 7000 level)

The Graduate Certificate in Geriatric Social Work/Clinical Gerontology

This graduate certificate program is a collaboration between the School of Aging Studies and the School of Social Work at USF. The program is designed to provide specialized, clinically relevant training to clinicians interested in working with older adults in various 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 student's current or previous graduate education, this certificate provides the student with courses which enhance understanding of the biopsychosocial aspects of the aging process, prepares them to function in interdisciplinary and multidisciplinary clinical teams, and provides specialized knowledge in diagnosing, assessing, and treating older adults. This certificate requires that students take 15 credits of designated coursework. 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. Students taking the certificate in conjunction with their coursework for the MSW degree must be advised by an appropriate faculty member in the School of Social Work.

Admission requirements:

Applicants for this certificate program must hold a graduate degree from an accredited university 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 be actively enrolled in a graduate program in one of these areas.

Program Requirements:

Section A – Issues in Aging (choose 1)

GEY 5620 Sociological Aspects of Aging (3)

GEY 6600 Human Development (3)

GEY 6934/SOK 6931 (Biopsychosocial Aspects of Aging) (3)

Section B – Counseling the Older Adult (choose 2)

GEY 6617/SOK 6931 Gerontological Counseling & Theories (3)

GEY 6934/SOK 6931 Alzheimer's Disease Management (3)

GEY 6943/SOK 6931 Gerontological Case Management

Section C – Assessment of the Older Adult (choose 2)

GEY 6614/SOK 6931 Psychopathology and Aging I (3)

GEY 6616/SOK 6931 Mental Health Assessment of Older Adults (3)

GEY 6934/SOK 6931 Geriatric Interdisciplinary Team Treatment (3)

The Graduate Certificate in Hospice, Palliative Care, and End-of-Life Care

This graduate certificate program represents a collaborative effort of the Center for Hospice, Palliative Care, and End-of-Life Studies at USF, the College of Nursing, and the School of Aging Studies. The program is designed to provide knowledge related to the care of patients and families facing advanced non-curable diseases. 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 teaching in the certificate program are affiliated with the center for Hospice, Palliative Care and End-of-Life Studies. Guest lectures are provided by clinicians 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. This certificate requires 12 credits of designated course work.

Program Requirements:

Section A - Required course

GEY 5642 Perspectives on Death and Dying (3)

Section B – Electives (choose 3)

GEY 6934 Family Caregiving in Aging and Chronic Illness

GEY 6934 Geriatric Interdisciplinary Team Treatment

NGR 6096 Oncology Nursing Concepts

NGR 6931 Counseling for the Terminally Ill

NGR 6930 Research Seminar in Palliative and Hospice Care

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).