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Welcome to the USC Davis School of Gerontology. I am pleased that you are joining our community, and I am certain that you will find the Ph.D. program challenging and rewarding. It has been designed to provide you with the basic knowledge and research experience needed to address the complex issues and problems of an aging society.

The Ph.D. program will provide you with the skills for securing an independent career in the field of aging. The USC Davis School of Gerontology and the USC Andrus Gerontology Center offers the opportunity to work closely with faculty on research and publications, participate in colloquia, attend meetings of national organizations, acquire teaching experience, learn from your fellow students, serve on policy and planning committees, and to develop your academic network through summer internships or research opportunities. Our experience suggests that the most successful students, those who become leaders in the field, engage themselves broadly in these activities.

This handbook has been written to help you move smoothly through the program. It will provide basic information about the curricula, policies, procedures, and the faculty. We hope that it will answer many questions, and we encourage you to keep it and refer to it often. There are always revisions to the policies and procedures as we are constantly thinking of new ways to enhance our programs in gerontological research. We will do our best to communicate any changes to you as quickly as possible. Even though revisions may be made to the program during your tenure, degree requirements as published in the University catalogue for your year of program entry define your requirements until your graduation, and the catalogue is the official document for these purposes.

There are three offices that will be important in the administration of your educational program. I am the chair of the faculty committee on the Ph.D. Program. My office is room 218, my phone number is (213) 740-1713 and my email is merrils@usc.edu. The USC Davis School office is located in Room 108; the phone number is (213) 740-5156. You will have regular contact with Jim deVera (213-740-1729 / edevera@usc.edu); he is the student advisor. The USC Graduate School is located in the Grace Ford Salvatori Hall of Letters, Arts, and Sciences, Room 315. The phone number there is 213-740-9033.

I wish you great success in this academic endeavor and look forward to getting to know you.

— Merril Silverstein, Ph.D.
The Ethel Percy Andrus Gerontology Center was established in 1964 as a major research institute for the study of aging. Since 1975, when the USC Davis School of Gerontology opened to students, the Center has had two operating units: the School, which carries out the instructional mission of the Center and the Gerontology Research Institute, which is responsible for the research and research training role.

The Andrus Gerontology Center is a multidisciplinary, research and educational institution with faculty members representing the major professional and disciplinary fields related to gerontology. Instruction and training will be performed by experts in sociology, psychology, biology and policy.

The USC Davis School was the nation’s first school of gerontology and offers instruction at three levels. Besides doctoral training, the USC Davis School provides undergraduates with a liberal arts education that culminates in a Bachelor of Science in Human Development and Aging. At the master’s degree level, the USC Davis School provides professional preparation solely in gerontology or in conjunction with other fields such as business, health administration, or social work. The undergraduate and master’s degrees prepare students for work in public and private organizations, which serve the needs of the aging population.

Faculty at the USC Davis School conduct basic and applied research across several disciplines, which provides graduate and postgraduate training in the biological, social, policy, and behavioral sciences. Specific areas of study include the molecular biology of aging, neuroscience, cognitive development, social organization, the family, health care delivery, human service delivery, housing, demography, and social policy. The USC Davis School offers a multidisciplinary research training program in gerontology. Ph.D. students in other departments at USC, as well as a limited number of post-doctoral fellows, conduct their research at the Center in preparation for research and academic careers in specialized areas of gerontology. Drawing from these many Ph.D. programs at USC, over 300 doctoral degrees have been awarded to students specializing in gerontological research.

In addition to the USC Davis School, the Andrus Center includes the Gerontological Research Institute, which houses the USC/UCLA Center in Biodemography and Population Health, the Los Angeles Caregivers Resource Center, and the Fall Prevention Center of Excellence. The research institute also houses many individual research projects.

There are opportunities to take courses in other areas of the university including the medical campus; you may also attend lectures and seminars at UCLA and the RAND Corporation.

The USC Davis School is a dynamic, exciting, and highly respected institution.

Welcome to our community!

Ph.D. students in other departments at USC, as well as a limited number of post-doctoral fellows, conduct their research at the Andrus Gerontology Center in preparation for research and academic careers in specialized areas of gerontology.
Aging is a complex phenomenon that affects individuals, families, and society. It is an important policy focus at all levels of government, affecting the delivery of both public and private sector programs. Aging is influenced by health, economic, political, and social factors. Aging concerns are an integral facet of many policy areas including health care, social services, income, long-term care, housing, and work and retirement. Understanding the individual and social changes associated with aging is critical to making effective public policies for our aging society. It is increasingly important for gerontologists to understand basic research as well as the specific areas of social policy affecting the elderly.

The purpose of the Ph.D. in gerontology is to provide quality, multidisciplinary education in gerontology. The program is designed to train students to conduct high-quality basic and applied research and evidence-based analysis and produce the next generation of professionals in the field of gerontology. The Ph.D. in gerontology provides: (1) an excellent multidisciplinary education in the basic fields most pertinent to gerontology, (2) an understanding of individual aging, and in-depth exposure to familial, social, economic and public policy conditions that affect older individuals and groups; (3) rigorous training in basic research design and methods; (4) opportunities to work closely with faculty mentors on research; (5) access to public lectures on gerontological research; and (6) internships in policy or research which provide work experience in prominent organizations. Upon completion of the program, our graduates are expected to assume prominent roles in teaching, research, and administration, where they will make significant scholarly and professional contributions to the field of gerontology.

The program began in 1989 as the first doctoral degree program in gerontology. Since then, 40 students have been awarded Ph.D.s in Gerontology and 18 students are currently completing coursework or doing dissertation research. The select number of students accepted into the program allows an excellent opportunity to receive personal attention from faculty as well as benefit from collaboration with student-colleagues.

This is a dynamic program that cultivates experts in aging. The program is loosely structured in order to facilitate each student’s experience. Each student’s program will provide both a broad base of gerontological knowledge and areas of in-depth expertise. Students must be active participants in their educations, seeking faculty guidance and opportunities. Whether or not a student succeeds is largely dependent on the student’s initiative.
Before beginning the program, students are encouraged to initiate contact with a faculty member whom they wish to have as an individual advisor and mentor. As soon as a faculty advisor relationship is established, the student should notify Dr. Merril Silverstein, chair of the Ph.D. Committee, of this arrangement. Alternatively, Dr. Silverstein will appoint a faculty advisor for a new doctoral student. The faculty advisor will be a primary resource person for the student throughout the program. The student is responsible for consulting with the advisor regarding his or her academic program, course selections, screening, and preparation for the qualifying examination. Because gerontology is a multidisciplinary field, recommended courses and research experiences may vary across students. The faculty advisor will also aid in the student’s professional development by encouraging the pursuit of appropriate research and publishing opportunities. After a student has developed relationships with other faculty members through courses and research, the student may request a change of advisor.

Students should meet with their faculty advisor at the beginning of each semester to discuss course selection and general progress in the program. The student should also schedule meetings at other times during the semester to discuss educational and research goals, and facilitate individual development. Student success in the program is related to the relationship they develop with their faculty advisor. Students who have difficulty selecting an advisor or wish to change advisors should consult Dr. Merril Silverstein. He can assist with selecting a new advisor or mediate the relationship with the current advisor.

In addition to the faculty advisor, Merril Silverstein is accessible as a general advisor for the Ph.D. program. Dr. Silverstein meets with incoming students in the fall, and holds a meeting for all Ph.D. students and faculty early in the second semester. He can also meet students individually by appointment to help plan their progress in the program, clarify what is expected of students, give advice on research opportunities, or discuss particular problems or issues.

A record of courses completed by each student is kept by the USC Registrar, and an unofficial transcript can be obtained from OASIS at http://www.usc.edu by viewing the STARS report. An official file is also maintained in the USC Davis School office, including all student records from admission to graduation. A copy of the Ph.D. student advisement sheet is included in Appendix A.

The Graduate School provides all of the official forms necessary for documenting the doctoral degree progress; most are on the internet at www.usc.edu/schools/GraduateSchool/. All final approvals come from the Graduate School but only after recommendations from the USC Davis School of Gerontology. Any forms or documents going to the Graduate School should first be reviewed by the student advisor. It is the student’s responsibility to see that a copy of all such forms and correspondence from the Graduate School is included in the USC Davis School of Gerontology file.
Course Requirements
Students must complete a minimum of 60 units of coursework (with at least 24 of these units being completed in residency at USC), as well as additional dissertation units (at least 4 units) as required. The courses are organized into three areas: a set of required core courses, research courses, and elective courses.

Basic Scientific Core
This basic scientific core stresses the physiological, psychological, sociological, policy, and theoretical dimensions of individual and population aging. Required courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 510</td>
<td>Physiology of Development and Aging</td>
<td>4</td>
</tr>
<tr>
<td>GERO 520</td>
<td>Life Span Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>GERO 530</td>
<td>Life Span Developmental Sociology</td>
<td>4</td>
</tr>
<tr>
<td>GERO 540</td>
<td>Social Policy and Aging</td>
<td>4</td>
</tr>
<tr>
<td>GERO 628</td>
<td>Theories of Aging</td>
<td>4</td>
</tr>
</tbody>
</table>

Research Core
A second core area focuses on research design and analysis skills, including traditional social science research design, methods, and statistics as well as policy analysis skills or methods appropriate to biological sciences. We highly recommend that you will take GERO 593 as a basic course in this area and then several additional courses from other departments depending on your area of research focus.

Elective Core (or equivalent)
A third core involves electives which allow students to create a concentration in a particular area of focus or analytic field of inquiry. Students should select courses in consultation with their advisor that will further their education in the specialized area. For your information, a list of electives taken by current and former students is included in the following pages.

A number of Gerontology courses can be taken as electives and we recommend the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 513</td>
<td>Stress, Health, and Aging</td>
<td></td>
</tr>
<tr>
<td>GERO 585</td>
<td>The Aging Family</td>
<td></td>
</tr>
<tr>
<td>GERO 592</td>
<td>Multidisciplinary Research Seminar in Aging</td>
<td></td>
</tr>
<tr>
<td>GERO 610</td>
<td>The Aging Society</td>
<td></td>
</tr>
<tr>
<td>GERO 645</td>
<td>Politics and Policy Processes in an Aging Society</td>
<td></td>
</tr>
<tr>
<td>GERO 650ab</td>
<td>Advanced Seminar in Public Policy</td>
<td></td>
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</tbody>
</table>

Students should note that Gerontology courses at the 600 level are usually only offered every second year. Students are encouraged to review the course schedule to determine how to best include some of these courses.

Successful completion of the required courses does not complete the educational experience of the student. Students are expected to enhance their exposure to research by attending the colloquium lecture series, working on research with a faculty member, and presenting original (could be collaborative) research at the annual meeting of the Gerontological Society of America.

Foreign Language Requirements
There is no foreign language requirement for the Ph.D. program.
Registration for the fall semester begins in July for new students and in May for returning students, and registration for the spring semester begins in early November. Registration continues until the day before classes begin, at which time tuition and all fees must be settled. Students should consult the online schedule of classes at www.usc.edu for the latest information on courses. Copies of course syllabi for gerontology classes are kept in the USC Davis School office. Students are welcome to review the syllabi from previous semesters.

New students are expected to attend a Graduate School orientation at which time a registration packet will be provided. Returning students will receive updated information on the program as it becomes available. Students should consult with their faculty advisor and/or the student advisor before registering for any courses.

Registration
On the university website, www.usc.edu, students can register by selecting the Web Registration quick link at the bottom of the page. Registration instructions for the system are included in Appendix B. Courses that have a “D” after the five-digit class code in the schedule of classes require departmental clearance; those with an “R” are open registration. For classes taken outside of Gerontology requiring “D” clearance, students must obtain that clearance in the school or department offering the course.

Evaluation Procedures
USC uses a traditional grading system for courses which includes the plus and minus: A = 4, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0. A C grade is a minimum passing grade at the Ph.D. level. Ph.D. students must maintain a 3.0 GPA for graduation.

Incomplete (IN) Grades
A grade of incomplete is given only under unusual circumstances occurring at the end of a semester. It is not to be used for non-emergency situations. Course work must be completed and the IN changed to a letter grade within one year. Failure to finish an incomplete within the time limit will result in the grade being changed to IX, which counts as an “F” grade on transcripts.

Full-Time Student Status
The Graduate School and financial aid policies determine that full-time Ph.D. student status is six units of graduate credit (generally two classes). The USC Davis School of Gerontology encourages students to enroll in 8-12 units (two-three classes, depending on research responsibilities in any given semester) in order to facilitate movement through the program within a reasonable time period. Continuous registration is required throughout the program. If a student fails to register for any (fall or spring) semester without prior approval, readmission to the program and the University is required. The university carefully monitors continuous registration.

Students who have completed all of the required courses must continue to register until completing all degree requirements. During the semester when the Qualifying Examination is taken, students register for GRSC 800, which is considered full time registration. Once the Qualifying Exam is passed and the student is doing dissertation work, registration in GERO 794 (abcd) is required in fall and spring semesters only, and is also considered full time registration.

Length of Program/Leave of Absence
It is anticipated that the Ph.D. program will take four years for most students to complete. Students who need to take time away from the University may request a leave of absence (LOA). A maximum of two one-year LOAs are permitted. However, the degree must be completed within a 10-year time frame. Students who take more than two years leave of absence or whose program lasts longer than 10 years will need to be readmitted to the University and re-evaluated for appropriateness to the program.
Required Courses

510 Physiology of Development and Aging (4 units, Sp)
Examination of physiology of human development, growth, and aging; major emphasis in the physiology of the later years and implications for health maintenance.

520 Life Span Developmental Psychology (4, Fa)
Behavior from adulthood to old age; study of major components of behavior such as perception, cognitive processes, personality, intergenerational relationships, sexuality, and life styles.

530 Life Span Developmental Sociology (4, Sp)
Life span perspective on the sociological theories of marriage and family, intergenerational relationships, work and retirement, and other forms of social organization.

540 Social Policy and Aging (4, Fa)
Major legislation and programs; examination and analysis of policy-making and political processes affecting development and implementation of programs for older persons.

628 Theories of Aging (4)
An examination of the nature and adequacy of existing explanations of aging. Focus will be on psychological, sociological, and biological paradigms, and on the epistemology of theory.

Courses that can be used as electives, which are generally only taken by Ph.D. students

610 The Aging Society (4, Sp)
The interaction of demographic and economic processes, with emphasis on how the contemporary nature of these interactions influence public policy response to an aging population.

640 Data Analysis Strategies (4)
Hands-on experience in developing and testing hypotheses using various types of databases, data management and analysis strategies and written presentation of findings.
Prerequisite: GERO 593

645 Politics and Policy in an Aging Society (4, Fa)
Dynamics of the policy-making process in the context of aging policy in the United States; focus on the political system and its social dynamics.

650 Advanced Seminar in Policy and Aging (4, Sp)
Seminar focuses on policy implementation covering such topics as home care, supportive housing, nursing homes, and capitated models of long term care.

655 Economic Foundations of Aging Policy
Economic consequences of population aging and the economic status of the aged; emphases include life-cycle economics and policies shaping retirement, income, and expenditure patterns.

794abcdz Doctoral Dissertation (2-2-2-2-0)
Credit on acceptance of dissertation. Graded IP/CR/NC.

Additional Electives in Gerontology

513 Stress, Health, and Aging (4, Sp)
A presentation of the importance of controlling stress. Aging is accelerated by stress-induced disorders of regulation such as high blood pressure and arteriosclerosis.

552 Advanced Policy Seminar in Aging (4, Fa)
Through an intensive seminar experience, students explore the policy making process in aging from the perspectives of decision-makers in public and private sectors.
Prerequisite: GERO 551

585 The Aging Family (4)
Family processes and structure in families with aged persons will be reviewed, including marital and family therapy and intervention strategies.

592 Multidisciplinary Research Seminar in Aging (2, max 8, FaSp)
Multidisciplinary perspectives on current research in gerontology, including physiology, neurobiology, health and medicine, psychology, sociology, and public policy. Topics will change each semester.

593 Research Methods (4, Fa)
An introduction to research methods and their application to gerontology including problem formation, research design, data collection, descriptive and analytical statistics, interpretation, and report preparation.

790 Directed Research (1-12)
Dissertation research leading to the doctorate. Maximum units that may be applied to the degree to be determined by the department. Graded CR/NC.

Suggested Electives or Research Courses from Other Departments

The following is a list of courses from other departments that students have taken as electives in the past, as well as some other suggested electives. This is not intended to be an exhaustive list of possible electives, and students should not feel constrained to the courses on this list. Students should pursue
courses in their area of interest in consultation with the faculty advisor.

SOCl 621 Advanced Social Statistics II (4, Sp)
Multiple and partial correlation analysis, regressions analysis; introduction to latent structure analysis. Lecture and laboratory.

SOCl 523 Advanced Methods - Quantitative Research (4, Sp)
Advanced research methodology in survey technique, measurement and structured modeling, and longitudinal analysis.

PM 511abL Data Analysis (4-4, a: Fa, b: Sp)
a: major parametric and nonparametric statistical tools used in biomedical research, computer packages including SAS. Includes laboratory. Lecture, 3 hours; laboratory, 1 hour. Prerequisite: PM 510L.
b: exploratory data analysis, detection of outliers, robust methods, fitting data with linear and nonlinear regression models, computer packages including BMDP. Includes laboratory. Lecture, 3 hours; laboratory, 1 hour. Prerequisite: PM 511aL.

PM 512 Principles of Epidemiology (4, Fa)
Terminology/uses of epidemiology and demography; sources/uses of population data; types of epidemiological studies; risk assessment; common sources of bias in population studies; principles of screening.

PMEP 539 Economic Assessment of Medical Care (4, Fa)
Principles of cost-benefit analysis and medical cost-effectiveness analysis with applications in medical care and the pharmaceutical field.

POSC 540 Law and Public Policy (4)
National and comparative approaches to law and politics in organized societies; law as a policy science; administration of justice; political forces influencing legal change.

POSC 556 Seminar in Disability and Rehabilitation Policy (4)
Examination of physical disability as a policy issue from a cross-national and multidisciplinary perspective; attitudes toward disability; income maintenance, health care, and related programs.

POSC/SWMS 560 Feminist Theory (4)
History of feminist theory and major perspectives of current feminist theory: liberal feminism, socialist/ Marxist feminism, radical feminism, psychological feminism, spiritual feminism, and ecological feminism.

POSC 622 Seminar in Political Attitudes and Behavior (4)
Determinants, nature, and consequences of political attitudes and behavior exploring psychological-sociological models, political socialization and learning, and factors affecting trends in attitudes and behavior. Prerequisite: Departmental approval

PSYC 524 Research Design in Developmental Psychology (4, Irregular)
Review and practice in the analysis and design of experimental and quasi-experimental paradigms for research on ontogenetic age changes and generational differences in behavior.

PSYC 578 Workshop in Quantitative Methods (4, max 8)
Practical, hands-on experience in the application of selected quantitative methods to empirical data. Includes training in use of relevant computer software. Prerequisite: PSYC 501 and either PSYC 502 or PSYC 503.

PPD 558 Quantitative Analysis II (4, Sp)
Empirical literature in management and policy analysis; application of analytic tools and quantitative methods to management and policy problems; case studies.

Stages of the Ph.D. Program

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time Period</th>
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<tbody>
<tr>
<td>Admission</td>
<td>Prior to First Year</td>
</tr>
<tr>
<td>Enrollment in courses</td>
<td>1st Year</td>
</tr>
<tr>
<td>(16 - 24 units)</td>
<td></td>
</tr>
<tr>
<td>Petition to transfer outside credit</td>
<td>Prior to Screening; End of 1st Year</td>
</tr>
<tr>
<td>Screening Process</td>
<td>Fall, 2nd Year</td>
</tr>
<tr>
<td>Enrollment in courses (prior to quals)</td>
<td>Fall or Spring, 2nd Year, or Fall 3rd Year</td>
</tr>
<tr>
<td>Form Guidance Committee</td>
<td>Spring, 2nd Year</td>
</tr>
<tr>
<td>Empirical Paper</td>
<td>Summer, 2nd Year</td>
</tr>
<tr>
<td>Qualifying Exam</td>
<td>Fall or Spring, 3rd Year</td>
</tr>
<tr>
<td>Ph.D. Candidacy</td>
<td>Spring, 3rd Year or Fall, 4th Year</td>
</tr>
<tr>
<td>Form Dissertation Committee</td>
<td>Fall or Spring, 4th Year</td>
</tr>
<tr>
<td>Ph.D. Defense</td>
<td>Spring, 4th Year or Fall, 5th Year</td>
</tr>
</tbody>
</table>
Admission

Formal admission to the program involves submission of a full application that is reviewed by the USC Davis School of Gerontology and the USC Office of Admission. Upon approval from both units, an admission is entered into the university system, which generates letters of admission from both the Gerontology School and the Office of Admission.

Formal Petitions

A student may petition for a deviation from the approved, published program of classes for the Ph.D. in Gerontology or for a transfer of courses from another university. The petition process is initiated by the student who may acquire petition forms in the USC Davis School Student Services Office.

Petitions involving transfer of courses taken elsewhere must be accompanied by a syllabus of the course and the name of the instructor, the university, when taken, and the grade received. The course must gain the approval of the USC Office of Admission on a Graduate Admission Credit Evaluation as being eligible for use at USC. Such approval is necessary before it can be reviewed by the USC Davis School of Gerontology.

Petitions should be submitted to the Student Services Office in the USC Davis School of Gerontology for consideration.

Students will be notified in writing of the Committee’s decision. If the petition is denied, the packet will be returned to the student. If the petition is approved, the request will be acted on in the USC Davis School of Gerontology, or may be forwarded to the Graduate School by the USC Davis School for final review by the appropriate Associate Dean. If approved there, a copy of the approved petition will be sent to the student and the USC Davis School of Gerontology.

Suggestions for improving the chances of a positive decision include: discussing the request with the faculty advisor, presenting the form in typed format, being specific and reasonable about the requests, limiting the number of petitions submitted at any one time, and recognizing that the maximum units permitted from another university is 20.

Screening

The purpose of the screening process is to examine the student’s progress in the Ph.D. program. Screening can help students to evaluate their progress and goals, and identify opportunities as well as problems. The screening process takes place when students have completed a minimum of 16 but not more than 24 units of Ph.D. course work. Screening usually occurs early in the third semester of study. The student should have completed at least four required courses before screening. Passing this screening process is a prerequisite to continuation in the Ph.D. program. Failure to undertake the screening process before completion of 24 units of course work may jeopardize additional units. A form to request screening can be obtained from the Student Services Office. The screening process is typically done in early/mid fall semester of the second year in the program. The student advisor will email submission information approximately one month before they are due.

The screening process is meant for the student to demonstrate competence in key fields, formally plan for the efficient completion of course work, clarify his or her research interests, and confirm his or her relationship with a faculty mentor. Students should prepare a file for the Screening Committee that consists of:

- a transcript of courses taken and a graduate credit statement showing available transferred credits. (Students should verify shortly after admission that both documents are accurate.) Unofficial transcripts are available from the Transcript Office in JHH, or online in OASIS (Completed Course Summary).
- written statements from at least two course instructors that include an overall assessment of the student’s intellectual capabilities as they relate to the Ph.D. studies including strengths and weaknesses. A letter from the faculty advisor should also be provided.
- a statement that describes the student’s field of specialization and preliminary ideas about the research questions or issues that may serve as a dissertation topic. Guidelines for the screening statement are included in Appendix C.

During the Screening Process, the Ph.D. Committee will review and decide on the transfer of graduate course work completed elsewhere. Students should ensure that a “graduate credit evaluation” is done in the university’s Degree Progress office during the first semester after admission.
The Screening Procedure is carried out by the Qualifying Examination and Screening Sub-committee, which usually meets during the fall semester. The committee will make a recommendation as to whether students:

- continue in the program
- must drop out of the program
- under very unusual circumstances, re-enroll in certain courses
- In addition, the recommendation of the committee to continuing students may include advice to pursue particular courses, internships, or research opportunities.

The recommendation of the Screening Committee is furnished in writing to the student. Appeals may be submitted to the Dean of the School. A student may also use the University appeals process as outlined in SCampus.

**Empirical Project and Paper**

Prior to taking the Quals, you must complete an empirical research project and paper under the supervision of the chair and at least one other internal member of your guidance committee. This committee is collectively known as your empirical paper committee. The requirement is meant to give you research and writing experience prior commencing your dissertation. Evaluation of this paper is based on your ability to:

- Formulate (an) important research question(s) in your relevant area of interest
- Translate your question(s) into an operational research design that is appropriately implemented
- Analyze and interpret data in light of your research question(s)
- Write a research paper that successfully communicates your findings to a professional audience and contributes knowledge to the field of gerontology
- Present the core of your findings to an audience of interested professionals in a setting that invites critical commentary and response.

The paper is designed to follow the format, content, and length of a professional peer-reviewed research journal article, though it may vary slightly based on your disciplinary background. It is important that you reach an understanding with your committee about the goals, direction, and feasibility of your research early in the development of your project.

The paper should, at minimum, be of sufficient quality to be considered publishable in a peer-reviewed journal in your specialty area. While it is not a formal requirement to submit the paper for publication, you are strongly encouraged to do so after consulting with your committee.

The following procedures will apply to the development, submission, and evaluation of the empirical paper requirement:

1. The process begins in the third semester of study (the beginning of the second year), with you forming your empirical paper committee consisting of the chair and at least one other internal member of your guidance committee (“internal” is defined by the rules governing guidance committee appointments). While your full five-member guidance committee need not be fully formed at this time, you need to establish the participation of at least these two members. In the event that an empirical paper committee member ultimately does not serve on the guidance committee, the student must request approval from the Chair of the Ph.D. Committee.

In collaboration with your empirical paper committee you will develop a proposal for the research in the form of an extended 2-3 page abstract. Before the paper can begin, the committee members must provide their approval of the title and abstract of the intended research by signing the Empirical Paper Approval Form, Section I indicating (1) their willingness to serve on the empirical paper committee, and (2) their approval of the research topic, purpose, and design as represented in the abstract. The signed form with the abstract should be submitted no later than the end of the third semester of study to the Chair of the Ph.D. Committee. It is advised that the student begin developing ideas for the research and start reviewing literature as early as possible in the third semester.

2. The research is mainly conducted and the manuscript prepared during the fourth semester and the summer (or winter break) prior to the fifth semester. As this is an iterative process, you will periodically consult with your empirical paper committee regarding oversight of your progress. Frequency of meetings and level of supervision will be at the discretion of the committee; however it is strongly advised that you remain in regular contact with the committee in order to receive feedback on your research-to-date, guidance on research strategies and adjustments, and comments on written drafts.
You are permitted to use data provided by a faculty member (including an empirical paper committee member) or that derive from a larger project on which you are already working. However, the student should be the originator of the ideas and thematic elements of the paper, should be solely responsible for implementing and performing the analysis, and in all other ways qualify as primary author of the completed manuscript.

(3) When the final manuscript of the empirical paper is approved, the two empirical paper committee members will sign the Empirical Paper Approval Form, Section II. The form should be submitted to the Chair of the Ph.D. Committee and a copy submitted to the student advisor before the beginning of the fifth semester. A copy of the approved manuscript will be provided to the Chair of the Ph.D. Committee to be kept on file.

(4) You are required to make a presentation of the core findings of the research paper to an audience of interested professionals in a setting that invites critical commentary and response. This requirement should be fulfilled before submitting the Request to Take the Qualifying Exam form, and may be satisfied in several ways, including a paper or poster presentation at a professional meeting—such as the Gerontological Society of America, the American Society on Aging, the American Sociological Association, the American Psychological Association—a presentation at one of USC’s research centers or colloquia, or a presentation at another forum that the committee deems appropriate for satisfying this requirement. Students who wish to take their Qualifying Examinations (Quals) in the fifth semester of study may fulfill the requirement by having a first-authored paper or poster based on the empirical paper accepted for presentation at a professional meeting. The chair of the empirical paper committee will note that this requirement has been satisfied by signing the Empirical Paper Approval Form, Section III.

Any variation to the timetable noted above must be approved by the Chair of the Ph.D. Committee.

Note that students are not permitted to submit the Request to Take the Qualifying Exam form until all requirements noted on the Empirical Paper Approval Form are fulfilled as indicated by signatures of relevant committee members, and the completed form is properly submitted.
Examination Process
To be eligible to take Quals, the student must have completed at least 24 units applicable toward the degree in residence at USC; must have achieved a GPA of at least 3.0 on all USC course work available for graduate credit; and have the recommendation from his/her Guidance Committee Chair that he/she is prepared to take the examination. A student must enroll in GRSC 800 during the semester in which Quals is taken. Clearance to register for GRSC 800 may be obtained through the Graduate School.

When the Guidance Committee has determined that Quals can be taken, the student should obtain the Request to Take the Qualifying Exam form, have it completed and signed, and return it to the Student Services Office the semester before, but in no case less than 30 days prior to the beginning date of the examination. The student advisor will normally send an email with details regarding the exam (dates of exam, prior exam questions, etc.) at least one month prior to the exam. Specific exam rules will be emailed the week prior to the exam.

The oral examination must be completed within 60 days of the written in-house exam. Written exams are typically scheduled the 8th week of the fall and spring semesters; exact dates will vary. Quals take place upon completion of all or most of the required course work. Quals are comprehensive in nature, partly written and partly oral, and designed to test whether the student has sufficient knowledge in the most central areas in gerontology and is ready to undertake independent, Ph.D.-level research.

Quals are a multidisciplinary exam consisting of five areas: biology of aging, psychology of aging, sociology of aging, policy relevant to aging, and concepts and theory in gerontology.

The areas are not mutually exclusive; questions may integrate information from multiple areas. Students should consult the instructors of required courses and members of the Ph.D. exam committee for a description of the issues and topics important for the exam. Copies of past exam questions are available in the Student Services Office as an aid to studying. The knowledge base required for Quals will necessitate reading research literature beyond course content. The Guidance Committee will help the student develop a self-directed plan of study.

Written Examination
The written in-house exam covers five content areas relevant to aging: biology, psychology, sociology, policy, and concepts and theories. The exam is given on two days. The exam is evaluated by a Faculty committee, and the results are reported to the student’s Quals Committee Chair. If the written examination or empirical paper is failed, the examination is reported to the Graduate School as failing. If performance on the written exam is marginal, faculty members on the committee may require an oral examination prior to giving a final grade on the exam.

If the written examination is failed, it may be retaken once. A student must retake the failed exam no sooner than six months and no later than 12 months after the date a failure is recorded. A second failure disqualifies the student from candidacy.

Oral Examination
An oral exam is part of Quals and must be completed by all students. The oral exam can cover topics presented in the written examination; however, if the written examination is satisfactory, most of the oral exam will focus on the student’s preliminary dissertation proposal which must be submitted to all Guidance Committee members at least one week prior to the date of the oral exam unless other arrangements are approved. The student is responsible for scheduling the meeting and arranging for a room for the oral exam with the five member guidance committee. Finding a day and time when all 6 people can be in a room can be a challenge. Students are advised to arrange this meeting as soon as possible. A preliminary proposal outlining the planned dissertation should be delivered to the committee members at least two weeks before the oral exam. The proposal should follow NIH proposed format. This should include information on the question to be addressed, the data to be used, and the methods to be employed. A typical length for this proposal would be in the range of 5 -15 pages. Students are expected to present the proposed research orally. All members of the Guidance Committee must be present during the oral examination, and must render a judgment on the entire Quals. Students are informed at this time whether they have passed Quals.

Candidacy
Students enrolled in the Graduate School are officially admitted to candidacy for the Ph.D. degree when they have completed the residency requirement and passed the Ph.D. Quals. Upon passing both written and oral sections of the Quals, the Results of the Quals form
PROCEDURAL REQUIREMENTS

(provided on the day of the oral exam to the Guidance Committee Chairperson) must be submitted to the student advisor as soon as possible. Admission to candidacy is dependent on submission of the Results of Quals form. The Graduate School informs students in writing whether or not they have been admitted to candidacy.

Dissertation
The culmination of the Ph.D. program is the writing of a dissertation. A dissertation is an original contribution to current knowledge in the field and a demonstration that the Ph.D. candidate has achieved sufficient mastery in the field to pursue independent research. The dissertation is to be prepared and written according to USC publication guidelines. The student must be enrolled in GER 794 Doctoral Dissertation during fall and spring semesters after admission to candidacy until all degree requirements are completed. Registration during summer is not required, unless completing final dissertation requirements.

Research involving human subjects needs to be approved before any research project can be undertaken. The University Park Institutional Review Board has the responsibility to the federal government to assure compliance for all research (faculty, staff, and student), which involves the use of human subjects. “Human subject” is defined as a living individual about whom an investigator conducting research obtains (a) data through intervention or interaction with the individual or (b) identifiable private information. (Secondary data analysis may require clearance.) Students are encouraged to obtain information on research involving human subjects from the Office of the Vice Provost for Research in ADM 300 (MC 4019). This publication provides information on how to go about obtaining approvals and must be done before the research is started.

Dissertation Committee
After successfully completing the Quals, students pursue their dissertation research under the guidance of a Faculty Dissertation Committee. The Dissertation Committee includes at least three members from the Guidance Committee: the Chairperson, one or more members from the USC Davis School of Gerontology faculty, and one member from outside the Gerontology faculty. Students may also add additional members to their Dissertation committee. No maximum number is set. The form to report the formal committee is available online and must be submitted through the school office to the Graduate School. A new Appointment of Committee form must be submitted by the end of the semester when Quals have been passed.

Dissertation Proposal
Prior to undertaking Ph.D. research, the Dissertation Committee must approve the candidate’s formal dissertation proposal. A written proposal of the dissertation must be completed and orally presented to the Dissertation Committee within six months of passing Oral Quals. If needed, the student should also prepare a request for approval of research involving human subjects. The written proposal should be in a format and length similar to a proposal submitted to the National Institute on Aging of the National Institutes of Health, more generally. Students can obtain information on this format from the NIA website.

The formal proposal must include a comprehensive, critical literature review indicating how the research will add to current gaps in the literature. This requirement is meant to give candidates research and writing experience while undertaking the initial phase of the dissertation process. The review allows candidates to demonstrate proficiency in organizing and formulating research in one area relevant to a critical issue in gerontology. The literature review should clarify the contribution of the proposed study to knowledge in the area.

The formal proposal should be submitted to the Dissertation Committee at least two weeks prior to the meeting.

The student is responsible for scheduling the meeting and arranging for a room for the discussion of the formal dissertation proposal with the committee. Once the committee has approved the proposal, the student should obtain a form from the Student Services Office, to be signed by the chair indicating approval of the proposal. The student should also obtain a “dissertation packet” from the Graduate School online (http://www.usc.edu/schools/GraduateSchool) or in person (GFS 315), which includes formatting instructions and other forms and documents necessary for completing the dissertation.
Dissertation Defense
The last step in completing the Ph.D. is completion of the dissertation. A student should consult regularly with their Dissertation Committee Chairperson (and possibly other Committee members) in conducting the research and preparing the manuscript and be prepared to write multiple drafts of the dissertation before the formal defense. The dissertation defense consists of a formal presentation by the student and a question/answer session and discussion to assess the written manuscript and the student’s ability to defend it.

Upon notification that the Committee considers the dissertation ready to be defended, the student must orally defend the dissertation. The oral defense is completed in an open meeting of the committee, which may be announced in the USC Chronicle. The student is responsible for scheduling the meeting and arranging for a room. At least one month prior to the oral defense, written notification of the date, time, and place is to be submitted to the Graduate School.

The candidate must defend the dissertation in such a manner as to determine to the unanimous satisfaction of the dissertation committee that the candidate has attained the stage of scholarly advancement and power of investigation demanded by the university for final recommendation to the doctorate. While the oral examination is open to the general university community, only the members of the dissertation committee shall have the authority to recommend acceptance of the dissertation, which must be unanimous.

PH.D. PROGRAM COMMITTEES

Ph.D. Committee and Subcommittees
Under the general oversight of the USC Davis School faculty, the Ph.D. Committee is the governing body of the Ph.D. program. The Committee typically consists of 3-4 standing members representing the constituent disciplines of the program. Occasionally faculty outside the Committee are consulted on issues relevant to their specific disciplinary expert. The Chair of the Committee is Dr. Merril Silverstein.

The Committee is responsible for all aspects of the instructional program including curriculum review, admission recommendations, petitions, screenings, qualifying examinations, and academic standards. The Committee generally meets bi-monthly with an agenda established by the Chair.

Screening/Qualifying Exam Committee
The Screening/Quals Committee is composed of faculty members who teach required and upper level courses, other faculty members of the Ph.D. committee, the School’s Director, and the Chair of the Ph.D. Committee. It meets at the end of each semester to review the progress of first-year students and to recommend their continuation or termination to the Ph.D. Committee.

Students should be aware: The defense of the dissertation may need to be repeated if the document is not satisfactory. It is very unusual for the version of the dissertation submitted for defense to end up as the final version. Usually, recommendations of further changes result from the defense. These may require several months of work.

Upon successful defense and completion of the dissertation, the student must submit the written dissertation to the University Publications office. Submission of the dissertation begins in a meeting with the gerontology student advisor.

Dates for final typing and a schedule of deadlines are listed in the University Catalogue, and in the schedule of classes for each semester. Upon completion, the student must provide a bound copy of the dissertation to the Gerontology Library.

The degree is posted after a degree check and the submission of the signed dissertation cards. The diploma is printed and mailed to the student within six to eight weeks of posting of the degree.
The USC Davis School of Gerontology provides opportunities for Ph.D. students to work in policy related or other research organizations. Although this is not a requirement for the Ph.D. in Gerontology, the program provides a unique opportunity to develop professional and research skills. The internship provides opportunities to develop career and professional contacts. Internship opportunities are available worldwide. Ph.D. students have completed internships in Berlin, Germany, at the Max Planck Institute for Human Development; in Washington, D.C. with organizations including the Administration on Aging (AoA), AARP, the American Bar Association (ABA), the Senate Special Committee on Aging, the General Accounting Office (GAO), the Centers for Medicare and Medicaid Services (CMS), the National Institute on Aging (NIA), and the National Institute of Mental Health (NIMH). Some Ph.D. students have completed internships in Sacramento at the California Department of Aging (CDA) and the State Department of Health. Others have interned locally, at organizations including the Los Angeles County Area Agency on Aging (AAA), the Los Angeles Chapter of Alzheimer’s Association (AA), AltaMed Health Services, and RAND.

Students typically apply for this program near the end of their first semester, and complete a 12-16 week internship during the summer before their second year. Students should consult with their mentor and address further inquiries concerning policy internships to Dr. Aaron Hagedorn (213-740-1725 / ahagedor@usc.edu).
**PH.D. STUDENT MEETINGS**

The Ph.D. Roundtable is a monthly informal meeting during the academic year covering a variety of topics of interest to students. It is usually held around lunch time or at a time that is convenient for the majority of Ph.D. students. Students are expected to take advantage of this opportunity to learn interactively and share their research in an informal setting. In many ways, the Roundtable acts as a support group for Ph.D. students. Topics covered have included input from the Ph.D. Chair, statistical methods and application, research conducted by faculty and students, current topics in gerontology, career related issues, computer software application, program requirements, and degree progression. The meetings are organized by students and can be expanded to include a wide range of topics. The incoming student representatives are charged with helping to develop the meetings. Maria Siciliano and Shieva Davarian are the Ph.D. student representatives. Jeff Laguna and Shieva Davarian are the GSA Emerging Scholar and Professional Organization Campus Ambassadors.

**STUDENT REPRESENTATIVE**

At the end of each academic year, students elect a representative. Following are the responsibilities of the student representative:

**Ph.D. Committee**
- Attend Ph.D. committee meetings and provide a student perspective on issues
- Solicit student input regarding aspects of the program that are discussed in the Ph.D. committee meetings, and suggest other student concerns as agenda items for the meetings
- Inform students of the major proceedings of meetings
- Arrange GSA at Andrus, which is a practice session for students presenting at the November GSA meeting

**Ph.D. Students Committee**
- Each semester, determine which day is best for the majority of Ph.D. students and faculty (coordinate to ensure that this time does not conflict with Ph.D. committee meetings and faculty meetings)
- Solicit ideas for presentations from students and faculty
- Ensure that a variety of speakers from within and outside the department are scheduled to speak (a list of potential speakers and topics should be developed and added to each year)
- Notify students of roundtable schedule
- Ensure that rooms are booked for presentations, that an overhead machine is brought for presenters who desire one, and that speakers (particularly those from outside the center) receive introductions

**Other**
- Hold an election for the next year’s student representative at the end of each academic year
- Ensure that a meeting between Ph.D. faculty and students is held early in the second semester, and that a meeting between Dr. Silverstein and the incoming students is held very early in the first semester
- Monitor the “Gero Ph.D.” website: ensure that the seminar schedule is posted, encourage faculty and students to post scholarship and career opportunities, remove outdated material
- Inquire whether changes in the membership Qualifying Exam Committees have taken place at the end of the spring semester, and notify students
- Compile and distribute a directory of Gerontology Ph.D. students early in the fall (get disk from outgoing student representative)
Ph.D. Program Faculty

Eileen Crimmins, Ph.D., Edna M. Jones Chair in Gerontology and Sociology. Demography of older populations, sociology and research methodology.

Gerald C. Davison, Ph.D., Dean and Executive Director, Professor of Gerontology and Psychology, William and Sylvia Kugel Chair of Gerontology. Mental health in older adults and treatment of anxiety, stress and depression.

Kelvin Davies, Ph.D., D.Sc., Associate Dean for Research, James E. Birren Professor of Gerontology, and Professor of Molecular & Computational Biology.

Susan Enguidanos, Ph.D., Associate Professor of Gerontology. Geriatric Care Management. Palliative Care; Social Work Intervention.

Caleb Finch, Ph.D., ARCO/Keischnick Chair of Gerontology and Biological Science and University Professor, Director, Gerontology Research Institute. Cell biology, mechanisms controlling postnatal development and aging in man and other mammals, Alzheimer’s disease.

Margaret Gatz, Ph.D., Professor of Psychology and Gerontology. Clinical aspects of the psychology of aging.

Bob Knight, Ph.D., Merle H. Bensinger Professorship in Gerontology and Psychology and Director of Tingstad Older Adult Counseling Center. Alzheimer’s disease, care giving, dementia, mental health.

Valter Longo, Ph.D., Associate Professor of Gerontology and Biological Science. Cell Biology and genetics, regulation of aging and multiple stress resistance systems in yeast and mammals, Alzheimer’s Disease.

Mara Mather, Ph.D., Associate Professor of Gerontology and Psychology; Emotion and Cognition

Christian Pike, Ph.D., Associate Professor of Gerontology Division of Biogerontology. Neuronal apoptosis, Alzheimer’s disease, hormonal regulation of cell viability.

Jon Pynoos, Ph.D., UPS Foundation Chair in Gerontology, Public Policy and Urban Planning. Housing, long-term care, policy.

Edward L. Schneider, M.D., Dean Emeritus, Professor of Gerontology, Medicine, and Biological Science; Demographics and health care.

Merril Silverstein, Ph.D., Professor of Gerontology and Sociology. Family and intergenerational relations.

John Walsh, Ph.D., Associate Professor of Gerontology and Biological Science. Electrophysiological analysis of brain areas that are targets of age related disease.

Kathleen Wilber, Ph.D., Mary Pickford Foundation Professor of Gerontology and Public Administration. Administration, long-term care, guardianship.

Elizabeth Zelinski, Ph.D., Professor of Gerontology and Psychology, Rita and Edward Polusky Chair. Longitudinal changes in memory and cognition.

Affiliated USC Davis School Faculty (Selected)

Maria Aranda, Ph.D., Associate Professor of Social Work.

Iris Chi, Ph.D., Golden Age Association/Frances Wu Chair for the Chinese Elderly, Professor of Social Work.

Anne Katz, Ph.D., Clinical Associate Professor of Gerontology. Community services and aging.

Jung Ki Kim, Ph.D., Research Associate. Demography and aging.

Martin Levine, J.D., Professor of Law, Psychiatry, Behavioral Sciences, and Gerontology. Vice Provost, Faculty Affairs. Elder law.

Wendy J. Mack, Ph.D., Associate Professor of Preventive Medicine.

John J. McArdle, Ph.D., Professor of Psychology and Gerontology.

Jeffrey McCombs, Ph.D., Associate Professor of Pharmacy, Public Administration, Economics, and Gerontology. Health policy.
FACULTY AND THEIR RESEARCH

Mike Nichol, Ph.D., Associate Professor of Pharmacy and Gerontology. Drugs and aging.

Robert Myrtle, D.P.A., Professor of Public Administration and Gerontology. Human resources.

Victor Regnier, M.Arch., Professor of Architecture and Gerontology. Housing Design.

John Tower, Ph.D., Associate Professor of Biological Sciences.

Monika White, Ph.D., Adjunct Associate Professor of Gerontology. Community-based service delivery.

Bradley R. Williams, Pharm.D., Associate Professor of Clinical Pharmacy and Clinical Gerontology. Medication, aging.

OTHER INFORMATION

Health Service
Part of each student’s fees cover the cost of the Student Health Center. Contact the center if you require medical attention. (Due to an outbreak of measles, the Health Center requires all students to prove that they have either had the disease or have received a vaccination. No one may register until this proof has been provided.)

International Students
International students should contact the Office of International Students (Student Union Building, Room 300) prior to the start of the fall semester.

General Assistance
Students who have questions about procedures should take them to the Student Services Office. The student advisor can answer questions about how to register, complete petitions, secure financial aid, work with the Graduate School, find housing, arrange for campus parking, and access counseling and recreational facilities.

Financial Aid
The USC Davis School will attempt to provide a minimum level of financial aid for students without other forms of assistance during their first year in the program. Students are encouraged to seek other forms of financial aid such as research assistantships, traineeships, teaching assistant positions and scholarships. Receipt of such a fellowship provides financial support during your Ph.D. career as well as recognition and distinction that will serve you well during your future career.
PH.D. PROGRAM ALUMNI

Class of 2009

Kathryn Thomas
PREVIOUS DEGREES: BS, University of Virginia, Systems Engineering, NIS, University of Southern California, Gerontology
DISSERTATION: Nursing Home Transitions: A New Framework for Understanding Preferences, Barriers and Outcomes
POSITION: Adjunct Faculty, Gerontology Institute, Georgia State University

Amber Watts
PREVIOUS DEGREES: BA, University of Redlands, Psychology and Performing Arts, MA, Wake Forest University, Psychology
DISSERTATION: Predicting Cognitive Decline and Dementia in Elderly Twins from Indicators of Early Life Oral Health
POSITION: Post-Doctoral Fellow, Gerontology Institute in the Lifespan Institute, University of Kansas

Tingjian (Jessie) Yan
PREVIOUS DEGREES: BA, Shandong Normal University P.R. China, Geography, MS, Renmin University of China Beijing RR. China, Demography
DISSERTATION: Translating Two Physical Activity Programs for Older Adults into Home- and Community-based Settings: “Active Start” and “Healthy Moves for Aging Well”
POSITION: Post-Doctoral Fellow, American Heart Association-Pharmaceutical Roundtable Outcomes Research Center, Department of Neurology, University of California, Los Angeles

Class of 2008

Echo Chang
PREVIOUS DEGREES: BA, National Taiwan University, English Literature, MA, Advertising, Michigan State University, MS, California State University - Fullerton, Gerontology
DISSERTATION: Childlessness and Psychological Well-being Across the Life Course as Manifested in Significant Life Events
POSITION: Assistant Professor, Gerontology Program, California State University, Fullerton

In Hee Choi
PREVIOUS DEGREES: BA/BS Seoul Women’s University - Seoul Korea, English & Literature, Public Administration, MIPA University of Wisconsin - Madison, WI, Public Affairs
DISSERTATION: Falls Among Older Adults: Characteristics of Fallers, Co-morbidities of Falls and Their Impact of Acute and Long-term Care Utilization
POSITION: Professor, Seoul Women’s University

Zhen Cong
PREVIOUS DEGREES: BA, Xian Foreign Language University - Xian, China, English / International Economics, MS, Xian Jiaotong University - Xian, Management Science & Engineering
DISSERTATION: Children’s Migration and the Financial, Social and Psychological Well-being of Older Adults in Rural China
POSITION: Assistant Professor, Department of Human Development and Family Studies, Texas Tech University

Sarah Ruiz
PREVIOUS DEGREES: BS, University of Delaware - DE, Family Research
DISSERTATION: The immediate and Long-term Legacy of Relationships with Grandparents for the Well-being of Grandchildren
POSITION: Post-Doctoral Research Fellow, Labor and Population, RAND Corporation

Jihye Yeom
PREVIOUS DEGREES: BA, Korea University – Seoul, Korea, Sociology, MA, Korea University – Seoul, Korea,Sociology
DISSERTATION: The Effect of Body Mass Index on Mortality: Different Countries and Age Groups
POSITION: Post-Doctoral Research Fellow, Labor and Population, RAND Corporation

Class 2007

Gretchen Alkema
PREVIOUS DEGREES: MSW, University of Michigan, Ann Arbor, Social Work, BA, University of Colorado, Boulder, Psychology
DISSERTATION: Translating Research Into Practice: A Community-Based Medication Management Intervention
POSITION: John Heinz/Health and Aging Policy Fellow, Heinz Family Senate Fellowship

Daphna Gans
PH.D. PROGRAM ALUMNI

PREVIOUS DEGREES: MA, Michigan State University, Family Studies, BA, University of Haifa, Israel, Social Work.
DISSERTATION: Normative Obligations and Parental Care in Social Contexts
POSITION: Adjunct Staff, RAND Corporation

Aaron Hagedorn
PREVIOUS DEGREES: BSG University of Southern California, Gerontology, MSG/MHA University of Southern California Los Angeles, Gerontology, Health Administration
DISSERTATION: Longitudinal Change in Active Life Expectancy: The Longitudinal Studies of Aging 1984-2000
POSITION: Assistant Clinical Professor, Davis School of Gerontology, University of Southern California

Class of 2006

Dawn Alley
PREVIOUS DEGREES: BS, University of Southern California, Gerontology.
DISSERTATION: Elevated Inflammation in late Life: Predictors and Outcomes
POSITION: Assistant Professor, Epidemiology, Division of Gerontology, University of Maryland School of Medicine

Class of 2005

Alexis Abramson
PREVIOUS DEGREES: BS, Arizona State University, Tempe, Arizona, Public Programs, MA West Georgia College Atlanta Georgia, Gerontology.
DISSERTATION: Sources of Aging Anxiety in the Non-Elderly Population: The Importance of Images, Perceptions and Social Resources.
POSITION: Journalist; Author; Consultant

Jung Hyun Kim
PREVIOUS DEGREES: BA, Ewha Womens University, Korea, Home Management, MS Ewha Womens University Korea, Household Administration, MSG University of Southern California, Gerontology.
DISSERTATION: The Effects of East Asian Values, Coping Styles, Social Support on Physical Health Among Korean American Caregivers.
POSITION: Professor, Department of Rehabilitation and Welfare for the Aged, Yongin University, South Korea

Class of 2004

Miae Chun
PREVIOUS DEGREES: BM, Johns Hopkins University, Music, MM, Johns Hopkins University, Music, MSW The Catholic University of America, Social Work.
POSITION: Assistant Professor, Department of Elderly Health and Welfare, Chungju National University, South Korea

Crystal Flynn-Longmire
PREVIOUS DEGREES: BA, University of Michigan, Psychology, NIA Wayne State, Soc. Psychology
DISSERTATION: Cross-Cultural Examination of Mental Health Measures: Assessment of the Center for Epidemiologic Studies Depression Scale (CES-D) and the Zarit Burden Inventory (ZBI).
POSITION: Assistant Professor, Department of Neurosciences, Medical University of South Carolina

Christopher Kelly
PREVIOUS DEGREE: BA, University of Notre Dame, English
DISSERTATION: The Extent and Effectiveness of Nursing Home Regulation in the 50 States
POSITION: Assistant Professor, Department of Gerontology, University of Nebraska at Omaha

Christy Ann Nishita
PREVIOUS DEGREE: BA, University of Colorado, Psychology
DISSERTATION: Self-Care Strategies as Coping Mechanisms; Older Adult’s Proactive Role in Managing Functional Limitations and Achieving Adaptational Outcomes
POSITION: Assistant Professor, College of Education Center on Disability Studies, University of Hawaii at Manoa

George Shannon
PREVIOUS DEGREES: BA, Antioch University, MSG, USC, Gerontology
DISSERTATION: Evaluation of the Care Advocate Program: Bridging Managed Care and Home and Community Based Services
POSITION: Research Associate, Research Center / Institute for Change, Partners in Care Foundation
Frances Yang
PREVIOUS DEGREES: BS, University of Southern California, Gerontology
DISSERTATION: Filial Expectations and Social Support Exchanges among Older Taiwanese Parents and their Children
POSITION: Research Assistant Scientist, Institute for Aging Research, Harvard Medical School and Department of Psychiatry, Brigham and Women's Hospital

Ross Andel
PREVIOUS DEGREE: BA, Southern California College
DISSERTATION: The Association Between Occupational Complexity and the Risk of Dementia: Results from Case-Control and Twin Analyses.
POSITION: Assistant Professor, School of Aging Studies, University of South Florida

Patricia Housen
PREVIOUS DEGREE: BA, Pomona College, MA, Journalism, USC
DISSERTATION: Gender, Cohort and the Bump: An Investigation of the Reminiscence Effect in the Long Beach Longitudinal Study.
POSITION: Research Associate, Partners in Care Foundation; President, TheMemoryStore.org

Kristen Suthers
PREVIOUS DEGREE: BA, Canisius College, MPH, New York University
DISSERTATION: The Relationship Between Depressed Mood and Cognitive Decline in Older Americans: A Longitudinal Analysis by Gender.
POSITION: Health Policy Analyst, American Public Health Association

Hiroshi Ueda
PREVIOUS DEGREE: Master of Public Health, Master of Sociology (Applied Demography), New York Medical College
DISSERTATION: Heart Disease Among Middle-Aged and Elderly Persons in the United States: Trends and Multi-state Model.
POSITION: *World Health Organization, Kobe, Japan

Kathleen Werle
PREVIOUS DEGREE: MS Nursing, California State University, Los Angeles
DISSERTATION: Education and Intelligence Test Scores: Predictors of Dementia?
POSITION: *Dean, Applied Arts and Sciences, Evergreen Valley College

Judy Yip
PREVIOUS DEGREE: Bachelor of Geography, University of Hong Kong
DISSERTATION: Using network Perspectives to Examine the Organization of Community-Based Elder Care Systems Across Four Communities
POSITION: Senior Research Associate, Research and Quality Improvement Department, Commission on Accreditation of Rehabilitation Facilities

Xuan (Grace) Chen
PREVIOUS DEGREE: Bachelor of Sociology, MS Gerontology, University of Southern California
DISSERTATION: International Social Support and the Psychological Well Being of Older Parents in China
POSITION: *Senior Analyst, Kaiser Permanente of Southern California

Susan Stewart
PREVIOUS DEGREE: Bachelor of Psychology, University of Manitoba, Canada
DISSERTATION: Out of Pocket Health Expenditures by Older Adults in Relation to Age, Race and Insurance
POSITION: Research Associate, National Bureau of Economic Research and Program for Health Systems

Class of 2003

Class of 2000

Class of 2000

Class of 1999
Improvement, Harvard University

Class of 1998

Joseph Angelelli
PREVIOUS DEGREE: MS, Oregon State University, Human Development
DISSERTATION: An Analysis of Postacute Treatment and Outcome Differences between Medicare Fee-For-Service and Managed Care.
POSITION: Assistant Professor, Health Policy and Administration, Pennsylvania State University

Brian Kaskie
PREVIOUS DEGREES: MA, Washington University, Clinical Psychology
DISSERTATION: The Formation of State Legislation Concerning Individuals with Dementia: An Evaluation of Two Competing Theories.
POSITION: Associate Professor, Department of Health Management and Policy, College of Public Health, University of Iowa

Cecelia King
PREVIOUS DEGREES: BS, Spring Hill College, General Studies; MPH, Tulane University, Epidemiology
DISSERTATION: Measurement, Mediators, and Cognitive Impairment: Does Disease Affect Performance?
POSITION: *Epidemiologist, ACS Defense, Washington, DC

Ranyan Lu
PREVIOUS DEGREES: Bachelor of Medicine, Beijing Medical University, Preventative Medicine
DISSERTATION: Mechanisms of Linking SES to Hypertension: Findings from Three Longitudinal Studies Among the Pre-Retirement-Age and Older Populations.
POSITION: Director, Clinical Analytics, United Healthcare

Debra Sheets
PREVIOUS DEGREE: BA California State University Northridge, Nursing
DISSERTATION: Secondary Health Problems and Change in Functional Limitations Among Persons Aging with Disability.
POSITION: Associate Professor, Nursing and Gerontology, California State University, Northridge

Class of 1996

Adrienne Mihelic
PREVIOUS DEGREES: BA St. Johns College, Liberal Arts
DISSERTATION: Patterns and Processes of Functioning Health Change in a Longitudinal Study of Americans 70 Years of Age and Older
POSITION: *Director of Medical Research, ING-Re, Denver

Kerry Burnight
PREVIOUS DEGREES: BA University of California at Los Angeles
DISSERTATION: Using Self-reported Memory Ability to Approximate Objective Memory Ability in Older Adults: A Meaningful Measure or Inappropriate Shortcut?
POSITION: Associate Clinical Professor, Health Sciences, Department of Family Medicine, University of California, Irvine

Carl Renold
PREVIOUS DEGREES: MA Claremont Graduate School, Political Science
DISSERTATION: Medical Ethics: Futility of Care from the Physicians Perspective for Disabled Patients with Life Threatening Illness
POSITION: Associate Professor, Department of Human Services, College of Health and Human Development, California State University, Fullerton

Sandra Reynolds
PREVIOUS DEGREES: BA University of Connecticut, Sociology
DISSERTATION: Legislative Intent and Aging Policy in Los Angeles County: The Relative Effects of Age Versus Need in Public Conservatorship
POSITION: Associate Professor and Assistant Director, Academic Affairs, School of Aging Studies, University of South Florida

Freddi Segal-Gidan
PREVIOUS DEGREES: BA Reed College; BS John Hopkins University, Psychology/Biology and Health Sciences
DISSERTATION: Use and Cost of Health Care Resources
POSITION: Assistant Clinical Professor, Keck School of Medicine, University of Southern California
Class of 1995

Steven Lutzky
PREVIOUS DEGREES: MA Cornell University, Human Development in Family Studies
DISSERTATION: Understanding Caregiver Distress and the Decision to Place: Applying a Stress and Coping Model
POSITION: President, HCBS Strategies, Inc.

Tonya Parrott
PREVIOUS DEGREES: BA University of California, Los Angeles, Sociology
DISSERTATION: Normative Expectations and Exchanges of Help and Support Between Adult Children and Their Parents
POSITION: Local Missions Coordinator, Austin Christian Fellowship

Linda Wray
PREVIOUS DEGREES: BA Mary Washington College, International Relations
DISSERTATION: Disability and Work in the United States
POSITION: Associate Professor, Biobehavioral Health and Women's Studies, Health and Human Development, Pennsylvania State University

Class of 1993

Valentine Villa
PREVIOUS DEGREES: MSG and MPA, University of Southern California, Gerontology and Public Administration
DISSERTATION: The Health Status of Hispanic Elders: An Examination of the Effect of Sociodemographic, Psychosocial, Disease, Health Practice, and Cultural Determinants
POSITION: Senior Research Scientist, Center for Health Policy Research, University of California, Los Angeles; Adjunct Professor, School of Public Health, University of California, Los Angeles
CURRENT PH.D. STUDENTS

Entered in 2005

Caroline Cicero, BA, Davidson College Davidson NC, Anthropology & Sociology, MSW/MPL, University of Southern California Los Angeles, Social Work, Planning

Petrice Oyama, BA, Loyola Marymount University Los Angeles, Sociology

Bernard Steinman, BA, University of Washington Seattle WA, English, MS, Mississippi State University Starkville MS, Experimental Psychology

Entered in 2006

Adria Emberson, BA, California State University Long Beach, Social Welfare, MSW, San Diego State University, Social Work

Sarinnapha Vasunilashorn, BS, University of California Los Angeles, Psychobiology

Entered in 2007

Zachary Gassoumis, BS, University of Durham, United Kingdom, Natural Science

Jessica Lendon, BA, Berry College, Psychology, MS, Middle Tennessee State University, Sociology

Nichole Lighthall, BA, University of California Berkeley, Psychology

Kaoru Nashiro, BA, California State University, East Bay, Psychology

Entered in 2008

Shieva Davarian, BA, University of California Los Angeles, Psychology, MS, California State University Northridge, Biology

Jeff Laguna, BS, University of Arizona, Family Studies and Human Development

Felicia Wheaton, BA, University of California Berkeley, Integrative Biology and Anthropology

Maria Siciliano, BA, Wellesley College, English, MPA, Harvard University, Public Administration

Shoshana Hindin, BS, University of Illinois Urbana, Psychology

Entered in 2009

Sarah Dalton, BS, University of Illinois Urbana, Psychology

Alexis Denton, BA, University of California Berkeley, Architecture

Carrie Donoho, BS, University of Maryland, Psychology, MA, Northern Arizona University, Health Psychology

Krista Garcia, BA, University of California Davis, Psychology and Sociology

Joohong Min, BA, Seoul National University, Family/Child Studies, MA, Seoul National University, Family Studies

Nicholas Pisca, BA, University of California Santa Cruz, Anthropology, MA, Santa Clara University, Counseling Psychology
GERONTOLOGY DOCTOR OF PHILOSOPHY ADVISEMENT RECORD  
Catalogue Year 08/09

Student Name: ____________________________  Advisor: ____________________________

Student ID #: ____________________________  Date: ____________________________

**GERO SCIENTIFIC CORE**

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**RESEARCH CORE COURSES**

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**ELECTIVES**

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**QUALS / DISSERTATION**

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**NOTE:** RESEARCH CORE AND ELECTIVES MUST TOTAL AT LEAST 44 UNITS (INCLUDING TRANSFER UNITS)

TOTAL UNITS FOR PHD = 64
Screening Statement Guidelines

I. Talk about the course work you have completed, and courses you plan to take through quals.

II. Identify (with specifics) your research activities in the past year, including any information on publications, submissions or presentations. Discuss work with your faculty mentor, or who you envision as a mentor if you have not already chosen one.

III. Talk about strengths you’ve developed / weaknesses to be addressed.

IV. Write about your preliminary ideas for the quantitative paper for quals, as well as dissertation ideas. Try to pose research questions.

V. Write about your career goals.

No two screening statements are alike; you may want to add, focus on one area more than another, etc. You also want to have your faculty mentor, or a faculty member with whom you’ve worked closely, review it. Length averages from 500 to 1000 words (2 to 4 DS pages).
UCS WEB REGISTRATION

Instructions

STEP 1

If you have not already done so, you need to obtain “D” Clearance (if the class has a D after the 5 digit number in the schedule of classes) from Linda Broder (lbroder@usc.edu; 213-740-0182) to be able to register for classes online. If your contact information has changed since you last had a class, we need to update it.

STEP 2 (Actually several steps)

Go online to: https://camel.usc.edu/webreg/Login.asp (or click on “Web Registration” at the bottom of the www.usc.edu page). At the login, type in your ID (SSN number for most) and password, which is your date of birth in MMDDYY format (unless you’ve changed it).

At the next screen, click on the semester you’re registering for (e.g. Fall 2009)

At the next screen (Online Registration Form), scroll down to Gerontology in the list of Departments, and click on it (or other department or school if taking a class outside gerontology).

You’ll now see a list of classes. Scroll to the class you’ve obtained D clearance for, and click “Add” Once you’ve added the class, click on the “Auto Schedule” button at the top right. You’ll then see the Schedule Options 1 2 3 at the top right. Click on 1.

At the top of the screen, you should see “Make This My Schedule” Click on that button.

Next, click on “Commit Changes” at the top.

You’ll get a screen asking if you want Tuition Refund Insurance. This costs .4 of 1% of your total bill if you select it. It would refund your out of pocket tuition if you have to drop out.

Next screen, click on “Proceed to Register”.

If registration has been successful, you’ll get a message telling you so. If registration fails, an error message will tell you how to remedy it.

Some of you have used the touch-tone phone system in the past; this still works as well, though we’d like to eventually have everyone using the online registration. Touch Tone instructions are available at www.usc.edu in the schedule of classes link. As always, email or call Student Services if you run into problems.

FEE BILL SETTLEMENT

Information on settling your tuition and fee charges can be obtained online at:

http://www.usc.edu/dept/finserv/sfs/