



**INDEPENDENT STUDY AGREEMENT**

This form must be completed whenever a student makes arrangements with an instructor to do an Independent Study - **SASS 598**. It is the responsibility of the student to complete this form, have it signed by the instructor and to return it to the Registrar, Office of Student Services, Room 121, at the time of (pre) registration. **No credit will be given for the course and it will not appear on the student's transcript, unless this form is completed.**

\_\_\_\_\_ has agreed  
*Instructor's Name*

to work with \_\_\_\_\_ on SASS 598  
*Student's Name & EMP ID Number*

Independent Study Course during (*Please one*) Fall Spring Summer, \_\_\_\_\_

For \_\_\_\_\_ credit hours. Topic to be focused on: \_\_\_\_\_

Which curricular area is this focused upon? (*Please check one*)

POLICY    SOCIO-BEHAVIOR    METHODS    GENERAL

**Instructor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Please return this form to MSASS Registrar**

**Mandel School of Applied Social Science**  
Case Western Reserve University  
Curriculum Committee

**Policy on Independent Reading Courses (SASS 598)**  
*Passed by the MSASS faculty December 1993*

Individual readings courses are intended to allow students to study topics not covered or covered briefly in established courses. Individual readings courses cannot be used to substitute for courses already in the MSASS curriculum. The proposed policy is intended to provide a guideline for faculty and students interested in pursuing individual reading courses.

1. Students interested in pursuing SASS 598 will enlist the cooperation of a full-time faculty member at the Mandel School of Applied Social Sciences.
2. Students interested in pursuing SASS 598 will develop a brief proposal which includes the following:
  - A. **Purpose of the Reading Course**  
The student should provide a statement of the overall purpose and a rationale supporting the fact that the content to be studied is not available in the MSASS curriculum.
  - B. **Educational Objectives**  
What are the educational objectives of the course?
  - C. **Educational Activities**  
What will be the activities of the course? How will the educational objectives be met?
  - D. **Products of the course**  
What will be the product(s) of the course?
  - E. **Resources**  
What educational resources will be needed?
  - F. **Timeline**  
What is the time line of the activities outlined in the educational plan?
3. The student and the faculty member will both review and revise the proposal.
4. The student and the faculty member will both sign the proposal.
5. The student will present the signed proposal to the Registrar at registration and file a copy with the Master's Program chairperson.

# MSASS Full-Time Faculty & Research Interests

**Kathryn Betts Adams Ph.D.**

*Depression in older adults, normal aging, caregivers of persons with Alzheimer's disease, mental health treatment methods, intervention research*

**Sarah Andrews M.S.S.A.**

*Family development, death and bereavement, women's issues, spirituality and social work*

**David E. Biegel Ph.D.**

*Mental health, informal support systems, aging, caregiving*

**Mark G. Chupp Ph.D.**

*Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing and Appreciative Inquiry*

**Claudia J. Coulton Ph.D.**

*Research and statistics, poverty, neighborhoods, urban affairs*

**David Crampton Ph.D.**

*Research/teaching in child welfare*

**Kathleen J. Farkas Ph.D.**

*Alcohol and other drug abuse, gender issues, aging*

**Robert L. Fischer Ph.D.**

*Program evaluation, social/behavioral intervention research, child and family interventions, nonprofit programming, policy studies*

**Daniel J. Flannery, PhD**

*Violence prevention, mental health, program evaluation*

**Grover C. Gilmore Ph.D.**

*Visual perception and aging, Alzheimer's disease, intelligence*

**Victor K. Groza Ph.D.**

*Child welfare, special needs adoption, family therapy, gay and lesbian issues, international social welfare*

**Merl C. Hokenstad, Jr. Ph.D.**

*International social welfare, health and social services policy and programs for older people, social work education*

**Megan Holmes, PhD**

*Domestic violence, alcohol use and child maltreatment, research*

**David Hussey, PhD**

*Substance abuse, violence, social and behavioral science, psychopathology*

**Deborah Regenbogen Jacobson Ph.D.**

*Practice evaluation, social work methods, women's issues, international education*

**Mark L. Joseph Ph.D.**

*Urban poverty, community development, mixed-income development, comprehensive community initiatives*

**Lenore A. Kola Ph.D.**

*Alcohol and other drug abuse, dual disorders*

**Jung-won Lim, PhD**

*Ethnic minority and underserved cancer survivors, cultural and ethnic disparities in cancer outcome research, quality of life and behavioral outcomes, family care giving and health communication, culturally competent interventions*

**Gerald Mahoney Ph.D.**

*Early childhood mental health, early intervention, parent education, disabilities*

**Oren Meyers Ph.D.**

*Pediatric mood disorders*

**David B. Miller Ph.D.**

*African-American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence*

**Dorothy C. Miller D.S.W.**

*Women's economic well-being, equality, public policy*

**Sharon E. Milligan Ph.D.**

*Evaluation of community-based initiatives, urban poverty, health and mental health service use among African-Americans*

**Sonia Minnes, PhD**

*Behavioral and mental health outcomes of prenatally drug-exposed children*

**G. Regina Nixon Ph.D.**

*Poverty/high-risk populations, cultural diversity*

**Anna Maria Santiago, PhD**

*Housing and urban policy, social capital formation, neighborhood effects on child health and well-being, community development*

**Mark I. Singer Ph.D.**

*Adolescent mental health, adolescent substance abuse, youth-related violence*

**Gerald A. Strom M.S.W.**

*Child abuse, growth and development, sex abuse investigation and treatment, clinical practice*

**Aloen L. Townsend Ph.D.**

*Adult development and aging, research methods and statistics, physical and mental health, families and formal service systems*

**Elizabeth M. Tracy Ph.D.**

*Co-occurring substance use and mental health disorders, school social work, social networks and social supports*

**Amy Blank Wilson, PhD**

*Individuals with serious mental illness and co-occurring disorders, mental health services research, interconnections among the mental health and criminal justice systems, corrections and reentry*

**Zoë Breen Wood Ph.D**

*Adoption, child welfare, policy and practice, social work methods, international travel and study, leadership, ability based learning*