



CASE

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES

INDEPENDENT STUDY FOR UNDERGRADUATES AGREEMENT

This form must be completed whenever a student makes arrangements with an instructor to do an Independent Study for Undergraduates - SASS 390. 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 390
Student's Name & SS#

Independent Study Course during (Please check one) [] Fall [] Spring [] Summer, _____

Topic to be focused on: _____

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

- [] POLICY [] SOCIO-BEHAVIOR [] METHODS [] GENERAL [] RESEARCH

Signature and Date lines for Student and Instructor

Please return this form with your completed registration or add/drop form.

Mandel School of Applied Social Science

Case Western Reserve University

Curriculum Committee

Policy on Independent Reading Courses (SASS 390)

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 390 will enlist the cooperation of a full-time faculty member at the Mandel School of Applied Social Sciences.
2. Students interested in pursuing SASS 390 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.

Family caregiving issues- psychosocial and political; evidence-based practice for mental disorders in older adults; cancer and its impact on older adults and their families; changing face of age, aging, and ageism with the graying of the baby boomers

Sarah S. Andrews, M.S.S.A.

Death, loss, and bereavement; emerging family issues; sexual & health related issues of relevance to women (i.e., women's reproductive health care, chronic illness and female sexuality)

David E. Biegel, Ph.D.

Mental health, informal support systems, aging, caregiving

Pranab Chatterjee, Ph.D.

Organizational behavior/small group behavior; comparative social welfare systems; technology transfer

Claudia J. Coulton, Ph.D.

Research and statistics; poverty; neighborhoods; urban affairs

David Crampton, Ph.D.

Child welfare and social policy analysis

Kathleen J. Farkas, Ph.D.

Drug abuse & dependence including alcohol, opiates, cocaine & designer drugs; special issues in women's addiction; re-entry of formerly incarcerated persons into the community; drug abuse and dependence and the criminal justice system; drug abuse and dependence among the elderly

Mark Fleisher, Ph.D.

Socio-political context of community violence in industrial and non-industrial societies; post-civil war evolution of poverty and the emergency of American youth gangs; role of prisons and imprisonment in contemporary Americans society

Grover Gilmore, Ph.D.

Wallace Gingerich, Ph.D.

Practice evaluation; clinical social work practice; family therapy; computer applications

Jerry E. Floersch, Ph.D.

Mental health practice with severe mental illness; the use of professional theory in practice; qualitative research methods; philosophy of social science;

Victor K. Groza, Ph.D.

Adoption; adoptive families; international adoption; Romania

Merl C. Hokenstad, Ph.D.

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

Deborah R. Jacobson, Ph.D.

Introduction to social work; mental health topics; intervention theories; practice evaluation

Lenore A. Kola, Ph.D.

Alcohol and other drug abuse; employee assistance programs

Gerald Mahoney, Ph.D.

Family and parental influences on children development and socioemotional well being; early intervention for at-risk children and children with disabilities; early childhood mental health

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

Sharon E. Milligan, Ph.D.

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

G. Regina Nixon, Ph.D.

Neighborhood leadership development; spirituality in social work

R. Susan Pearlmuter, Ph.D.

Management; social welfare; women's issues and poverty

Marvin Rosenberg, D.S.W.

Social policy; ethics in the profession

Mark I. Singer, Ph.D.

Adolescent mental health; adolescent substance abuse; youth related violence

Gerald A. Strom, MSW

Field education; 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; mental health; families and formal service systems

Elizabeth M. Tracy, Ph.D.

Women with substance abuse disorders (e.g., treatment needs, characteristics); social networks and social support (role, function of social networks); social services in schools (e.g., violence prevention)

Kathleen Wells, Ph.D.

Research methods; child mental health; child welfare;

Zoe Breen Wood, MSW

Child welfare; policy and practice; social work methods

John A. Yankey, Ph.D.

Working effectively with legislators; developing an effective legislative advocacy program; conducting strategic planning with nonprofit organizations; developing effective partnerships among nonprofit organizations and businesses; developing successful grant proposals; defining and selecting appropriate leadership styles

Dennis R. Young, Ph.D.

Nonprofit management; economics of nonprofit organizations

Revised 7/20/04