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 & 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  

______________________________________________         _________________  
Student’s Signature     Date  

______________________________________________         _________________  
Instructor’s Signature    Date  

Please return this form with your completed registration form  

- Over -
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.
Kathryn Betts Adams, Ph.D.
Depression in older adults, theories of aging, persons with early-stage Alzheimer’s disease and their caregivers, mental health treatment methods, intervention research

Sarah Andrews, MSSA
Family development, death, loss and bereavement, women’s issues

David E. Biegel, Ph.D.
Mental health, co-occurring substance use and mental disorders, 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.
Research/teaching in child welfare

Kathleen J. Farkas, Ph.D.
Alcohol and the other drug abuse treatment, co-occurring disorders, criminal justice and re-entry, women’s issues

Jerry E. Floersch, Ph.D.
Adult severe mental illness, recovery case management, medication management, and qualitative research methods

Wallace J. Gingerich, Ph.D.
Practice evaluation, clinical social work practice, family therapy, computer applications, assessing educational outcomes

Victor K. Groza, Ph.D.
Child Welfare, international child welfare adoption, adoptions from the public system, adoptive families

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.
Practice evaluation, social work methods, women’s health issues, family systems theories, international study-abroad programs

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; employee assistance programs

Jeffrey L. Longhofer Ph.D.
Adolescent and adult mental health, culture and emotion, qualitative methods of clinical research

Gerald Mahoney, Ph.D.
Early childhood mental health, early intervention, parent education, disabilities

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

Michelle R. Munson Ph.D.
Adolescent and emerging adult mental health services, older foster care youth, supportive relationships

G. Regina Nixon, Ph.D.
Poverty/high populations, cultural diversity

Marvin L. Rosenberg, D.S.W.
Social policy, ethics in the professions

Mark I. Singer, Ph.D.
Adolescent mental health, adolescent substance abuse, youth-related violence

Gerald A. Strom, MSW
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.
Co-occurring disorders social networks and social support, school social school

Kathleen Wells, Ph.D.
Research methods, child mental health, child welfare

Zoe Breen Wood, MSW
Child welfare policy and practice, social work methods, social policy and advocacy, field education