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Editor's Preface

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Editor's Preface

This issue of *Clinical Sociology Review* continues the traditions of the first two issues by including reprints of historical articles relevant to Clinical Sociology, contributed articles, teaching notes, practice notes, and book reviews.

Symposium. The symposium reprints two articles related to the history of clinical sociology. The first is a survey of professors of sociology conducted in 1894 by **Howerth** in which he reports the definitions of sociology given by instructors of sociology in the United States. The second reprint, an article by **Small**, illustrates concern for the practice of sociology by one of the founding fathers of American Sociology. The symposium was organized and is introduced by **Fritz**.

Current Contributions. The current contribution section contains a wide range of articles, moving from practice to theory, from the methods of clinical sociology to examples of the uses of those methods. First, **Lippitt**, one of the pioneers of the uses of sociological (and psychological) theory to bring about planned change, discusses six contexts of planned change. This combination of theory of change and practical advice to the change agent should prove useful to every clinical sociologist. Then, **Hoffman** provides an example of the work of the clinical sociologist as change agent. In his discussion of the role of the acculturation specialist, Hoffman raises crucial ethical issues about the role of the clinician working for an establishment when the vested interests of the establishment are not necessarily the same as the best interests of the client.

Leitko gives an example of a study in which open and honest involvement of an originally hostile community in a research study was beneficial to the community as well as to the study. This benefit was possible because of the willingness of the researchers to be responsive to the needs and requests of the community. **Warren**, on the other hand, focuses on the opposite problem: How do sociological researchers refrain from being clinical when they are involved in a continuing relationship with respondents who request help? In a brief commentary on Warren, **Cohen** suggests that all sociological teaching and research bring about change, whether or not that change is specifically intended by the sociologist. **Jacobs** shows that the sociological perspective provides an important understanding of the ways in which child care specialists in England can use their position of power and greater knowledge to orchestrate judicial decisions about the care of a child. **Brenner** indicates that whether a social problem is seen as rooted in personal situations or the collectivity determines the nature of the appropriate intervention.

Clinical sociology has long been concerned with helping individuals and families. **Church** shows how social constructionism and dramaturgy affect how

couples construct their world, and how these perspectives are useful in marriage therapy. **Lavender** shows how a knowledge of social structure and social norms affects conceptions of sexual function and dysfunction, and how these perspectives can be used by the sociologist as sex educator in both classroom settings and counseling sessions.

Teaching Notes. In the Teaching Notes section, **Gondolf** discusses the structure of an introductory course in clinical sociology, and **Kirshak** provides a graduate student's view of a seminar designed to teach techniques of organizational intervention.

Practice Note. In a Practice Note, **Miller** shows how clinical sociology can be used in a program of mediation which utilizes the skills and knowledge of liberal arts faculty in a public university.

Book Reviews. In a review essay, **Britt** discusses Volume 1 of *The Handbook of Organizational Design* and concludes that it is an important book for clinical sociologists. **Cole** finds two books on divorce and its aftermath, written by Spanier and Thompson, and by Furstenberg and Spanier, major contributions to the literature of marriage and divorce. **Atwood** and **Atwood** find a potentially important book, *Changing the Subject*, cumbersome and tedious. **Ferguson** reports that Thomas' book on designing interventions is useful but repetitious, while **Williams** finds Prins' introduction to socioforensic problems not very useful to readers in the United States.