

1-1-1986

Editor's Preface

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Recommended Citation

Editors, CSR (1986) "Editor's Preface," *Clinical Sociology Review*: Vol. 4: Iss. 1, Article 2.

Available at: <http://digitalcommons.wayne.edu/csr/vol4/iss1/2>

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Editor's Preface

Volume 4 of *Clinical Sociology Review* is organized slightly differently from past volumes. Articles are presented in four major sections: History of Clinical Sociology, Theories of Clinical Sociology, Practice of Clinical Sociology, and Teaching of Clinical Sociology. There is, as usual, a separate Book Review section. This year's organization provides a logical way of grouping the contributions to this year's issue; they are grouped by the major focus or intended audience of the article. Some articles which might have been separated as a teaching note in the past are now included in the teaching section, as are some articles which in the past would have been included in the section on current contributions.

As with all categorizations, this one has some arbitrary aspects to it. Articles in the theory section are certainly useful for teaching, and some in the teaching section might have been included in the section on the practice of sociology (DiTomaso) or in the section on theory (Malhotra).

The *Review* no longer has separate sections for teaching notes or practice notes, which included shorter, more focused presentations of courses or practice experiences. Helping to build a true clinical literature in sociology, authors are placing experiences or courses into broader theoretical contexts rather than concentrating on describing what they do or teach.

History of Clinical Sociology. In this section **Jan Fritz** has selected two articles of historical relevance. Her introduction to the two articles includes information obtained through interviews with each of them. **McDonagh**, writing in 1944, called for the establishment of social research clinics to conduct issue and policy-relevant social research which would help various regions solve their problems. **Kargman** presents a discussion of the use of social systems theory in marriage counseling which is as relevant today as it was when it was written 30 years ago. This section then continues with **Deegan's** presentation of the life and work of Jessie Taft. Taft was influenced by the work of George Herbert Mead and Otto Rank. Discriminated against by sociology because of her sex, she made her greatest impact in social work. However, she has much to say to modern clinical sociology, and Deegan's article will serve to introduce her work to contemporary audiences. Finally, **Gurdin** discusses the development of clinical sociology in France and in French-speaking Canada, pointing out both similarities and differences in the French and U.S. traditions.

Theories of Clinical Sociology. This section contains two contributions to extending our understanding of sociologically based intervention. First, **Johnson** summarizes the uses of four sociological theories as they apply to bringing about planned, client-centered change: symbolic interaction, systems theory, exchange

theory, and critical theory. The *Clinical Sociology Review* is frequently used as a source of classroom readings, and this article will be particularly useful as an introduction to the field for students. **Anderson** suggests that it requires cooperation among organizations with quite different goals to bring about meaningful change on the community level. However, the conditions which bring this cooperation about will differ depending on the goal-type of the organization.

Practice of Clinical Sociology. Clinical practice is generally thought of as involving a specific client with specific short-term goals. **Kriesberg** argues that sociology has much to offer in terms of policy-related research and clinical suggestions that will help prevent nuclear war; the clients, in addition to ourselves, are a large and relatively unknown group of present and future potential victims of nuclear war. **Gordon** discusses how sociological perspectives on intergroup relations and intergroup conflict were used by defense attorneys in a case in which members of a minority were accused by the majority group of starting a riot. In the process, he tells us much about the process of being a court witness. Another minority group, Cuban refugees, have specific problems in terms of alcoholism treatment. **Ventimiglia**, drawing on his study of patients with multiple sclerosis, suggests a number of sociologically based interventions aimed at improving the quality of life of persons with m.s. and of their spouses.

Teaching of Clinical Sociology. In an article that might have been included in the section on practice rather than teaching, **DiTomaso** discusses the role of the sociologist teaching in a School of Business and points out the numerous ways in which it differs from the traditional role of the sociologist teaching in a traditional department of sociology. **Fisher** reports positive change in students who enroll in his course in socialization; an understanding of socialization theory is achieved through examination of the students' own socialization experiences. Colleges and Universities are increasingly developing programs in sociological practice. At the Clinical Sociology Association meetings in Washington in the summer of 1985, **Clark**, the present president, and **Fritz**, a past president, conducted a workshop on the development of educational programs in sociological practice, with an emphasis on Clinical Sociology. The guideline document they prepared for that session is included as the final item in the section on teaching. It provides a helpful guide to Departments considering the establishment of undergraduate or graduate programs in clinical sociological practice.

Book Reviews. Swan's *The Practice of Clinical Sociology and Sociotherapy* raises some important questions which need to be raised in the development of the field, according to the review by **Knudten**. Rosenthal's *Words and Values*, reviewed by **Cohen**, helps in the understanding of how words can be loaded with ideology. Harrington's 1962 book, *The Other America*, was a major impetus in the development of the war on poverty. Now, nearly a quarter of a century later, his *New American Poverty* is found by **Brabant** to be equally important, not nearly as optimistic, and required reading for all. **Chaiklin** finds Staples' *Roots to Power* an interesting and useful statement of one group's ideas about grassroots organizing.