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Editor's Preface

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Editor's Preface

This is the tenth issue of the *Clinical Sociology Review*. It is an exciting issue with which to mark the first decade of *CSR*'s existence. It begins with a reprint of an inspiring article by **Harvey Zorbaugh** entitled "Sociology in the Clinic," in the **History of Clinical Sociology** section, edited by **Jan M. Fritz**. Originally published in 1939 in *The Journal of Educational Sociology*, the article traces the roots of clinical sociology at the University of Chicago, and the author advocates greater use of the clinic by sociologists as a way of enriching theory and teaching. In his stirring Presidential Address from the 1991 annual meeting of the Sociological Practice Association in Costa Mesa, California, **Phillip D. Robinette** exhorts sociological practitioners to overcome the profession's mid-life crisis and to regenerate the organization with their individual and collective energy and enthusiasm.

The articles appearing in this issue appropriately reflect a range of issues and concerns from the micro, meso and macro levels of society. The authors include professional clinical sociologists and sociological practitioners working both in practice settings and in academia. The first article, "Integrating Psychodynamic, Cognitive, and Interpersonal Therapies: A Biophysical Role Theory," by **Tamara Ferguson, Jack Ferguson and Elliot D. Luby**, presents the results of an interdisciplinary effort by two sociologists and a psychiatrist to develop a theoretical model of stress that can be used to structure interview schedules to help patients and families identify problems and work for their solutions. In "Understanding Paranoia: Toward a Social Explanation," by **David May and Michael P. Kelly**, the authors use a detailed case history to argue that

paranoia is not so much a disease as a logical outcome of social stress and lack of integration into a social network. In her article, "Deep Learning Groups: Combining Emotional and Intellectual Learning," **Valerie Malhotra Bentz** uses a case study of two small group seminars to illustrate how "deep learning" can be used therapeutically to promote the maturation of clients. These three theoretically based articles by practicing counseling sociologists greatly inform the practice of clinical sociology.

The next three articles deal with the specific issue of chemical dependency and the relevance of sociology to understanding and treating this problem. In "Using Sociology to End Chemical Dependency," **J. Barry Gurdin** describes a methadone treatment program in which he is a counselor. He examines the advantages of methadone maintenance in combination with other therapies to resocialize heroin addicts. **John E. Glass** argues that problematic human behavior has social origins, and that those origins have implications for intra-personal therapeutic interventions, as well as for interpersonal interventions, in his article, "An Alternative Understanding of the Cognitive, Emotional, and Behavioral Characteristics of Individuals Raised in Alcoholic Homes: A Clinical Theory of the Individual." In "Intervention Among Children of Substance Abusers and School Success," **Marguerite E. Bryan** evaluates the effectiveness of an intervention program for African-American high school students who are children of alcoholic parents. She concludes that the program is effective in reducing absenteeism and improving grades among these students.

When clients are in therapy, they are engaged in a dynamic, interpersonal interaction with their therapists. As the next two articles in this issue demonstrate, these interactions may take some unexpected turns. In "Cross Cultural Intervention III: Some Corrections and an Update in the Case of Hexed Hair," the client, **Sophie Koslowski**, joins forces with the therapist, **Jonathan A. Freedman**, to update her case and to correct the therapist's errors in previous reports of the case. This act of authorship is an empowering action by the client. In the following article, "Identification of Violence in Psychiatric Case Presentations," **Edward W. Gondolf** and **Joyce McWilliams** find that psychiatrists tend to neglect and minimize violence in the lives of psychiatric patients, and suggest that clinical protocols be designed to give more consideration to these kinds of social problems. In these articles, clinical sociologists offer insights into the social organization of the therapeutic encounter, as well as the treatment technique.

The last four articles treat problems in social institutions. The first two of these focus on problems in the family. In "Comparing the Psychological Impact of Battering, Marital Rape, and Stranger Rape," **Nancy M. Shields**

and **Christine R. Hanneke** find that marital rape victims score higher on indices of paranoid ideation and psychoticism than do victims of battering or of stranger rape. **Diana J. Torrez**, in "Sudden Infant Death Syndrome and the Stress-Buffer Model of Social Support," reports that participation in a support group to facilitate the grieving process is beneficial for families who suffer the loss of an infant.

In "Taking Back a Rich Tradition: A Sociological Approach to Workplace and Industrial Change in the Global Economy," **Marvin S. Finkelstein** advocates increased participation by clinical sociologists in the movement toward flexible and participatory involvement in the workplace. Finally, **Randy Stoecker** and **David Beckwith**, in "Advancing Toledo's Neighborhood Movement Through Participatory Action Research: Integrating Activist and Academic Approaches," discuss the increasingly important role of participatory research and the problems of integrating the roles of activist and researcher.

In this issue, the Editorial Board introduces a new section, **Teaching Notes**, edited by Sarah C. Brabrant. This section contains shorter articles that focus on teaching clinical sociology at the graduate and undergraduate levels. The two articles which appear in the section will, we hope, inaugurate a new tradition in the journal. In "Techniques for Imparting Clinical Knowledge in Nonclinical Courses," **Mary Sengstock** discusses the use of case histories and personal analogies to teach clinical content to her gerontology students. **Joao Teixeira** discusses the use of drama to teach sociology in his article, "Theater as a Teaching Procedure in Sociology."

Like the articles, the books reviewed in this issue range from the micro to the macro levels of society. The first is the long-awaited *Handbook of Clinical Sociology*, edited by Howard M. Rebach and John G. Bruhn, and reviewed by **Stanley S. Clawar**. The book contains chapters on the role of clinical sociology, general practice concerns, examples of clinical sociology in a variety of settings, and the relevance of clinical sociology for special populations, including women and minorities. *Clinical Intervention for Bereaved Children: A Hospice Model*, by Elizabeth J. Clark, Grace C. Zambelli, Anne de Jong and Karen Marse, is reviewed by **Robert Fulton**. This book is a manual for bereavement intervention. *Be an Outrageous Older Woman—A RASP* — * A Remarkable Aging Smart Person*, by Ruth Harriet Jacobs, and reviewed by **Gladys Rothbell**, exhorts older women to demand what is due them and provides tips for enjoying old age. **James A. Kitchens** reviews two books, *Violent Emotions: Shame and Rage in Marital Quarrels*, by Suzanne M. Retzinger, and *Psychiatric Response to Family Violence: Identifying and Confronting Neglected Danger*, by Edward W.

Gondolf. Ms. Retzinger argues that marital conflict threatens an important social bond, and that this threatened loss creates shame and alienation, which, if denied, lead to anger. Understanding the process has implications for intervention. Dr. Gondolf's book is a description of the limitations of psychiatric responses to family violence. Finally, *The Rich Get Richer: The Rise of Income Inequality in the United States and the World* by Denny Braun, and *Assets and the Poor: A New American Welfare Policy*, by Michael Sherraden, reviewed by Josephine Ruggiero and Eric Hirsch, focus on the problem of economic inequality.

This issue is the result of my first year of work as the Editor of *CSR*. I would like to thank the members of the Executive Board, chaired by the President, Phillip D. Robinette, for giving me the opportunity to serve the discipline of sociology in this way. It has been a rewarding experience and I look forward to the remaining two years of my term. I would like to thank David J. Kallen, Editor from 1986 to 1991, for his assistance in the transition. His sage advice, based on six years of experience, was invaluable and helped me to avoid many pitfalls. I would also like to thank Elizabeth J. Clark, Consulting Editor, Jan M. Fritz, Historical Section Editor, and Julie Loehr, of Michigan State University Press, for their advice and encouragement. Others deserving special praise in this issue are Harry Cohen, Book Review Editor, and Sarah Brabrant, Teaching Notes Editor, for their conscientious and aggressive work in preparing their respective sections. I greatly appreciate the work of all the members of the Editorial Board, who are listed elsewhere, and I look forward to an even closer working relationship in the future. The sixty-one reviewers are also to be praised for their thorough and punctual reviews. Without their assistance, the journal could not function. Ms. Margaret Higgins, a graduate student in Sociology at the University of North Texas, served as the Editorial Assistant during the past year. Her impeccable organizational skills were invaluable in getting the journal off to a good start in its new home. Finally, I am grateful for the support, financial and otherwise, that I have received from the administration at the University of North Texas, including Clifford M. Black, a clinical sociologist and Associate Dean of the School of Community Service; Blaine A. Brownell, a historian and Provost and Vice President for Academic Affairs; and Daniel M. Johnson, a sociologist and Dean of the School of Community Service. Without the support of these three progressive social scientists/administrators, we could not support the journal in the Department of Sociology and Social Work.