Clinical And Applied Sociology

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Professor

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Alan, S., Baysan, C., Gumren, M., & Kubilay, E. (2021). Building social

Cohesion in ethnically mixed schools: An intervention on perspective taking. *The*

*Quarterly Journal of Economics*, *136*(4), 2147-2194.

**Comment 1:**

**Quote/Paraphrase:** “Evaluating the impact of educational programs that

build social continuity in ethnically mixed schools by understanding ‘perspective-

taking ability’ in children; programs are implemented in immediate society

where culture composition in schools has changed due to a massive influx of

refugee (and/or multinational) children,” (Alan, et al. 2021). 

**Essential Element:** Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** Additive to the topic of this author’s study,

educating students in a multinational school environment takes a new perspective

from administrators and leaders who’s cliental has changed over the past few

years. Knowing and understanding new students and families from other nations

and their academic, social, physical, and emotional needs will produce a new

culture schools today who minister to these children.

**Contextualization:**  With an increasing opportunity to know new families

from other countries and come along side of them for their children’s best

academic success, it is necessary for school leaders, teachers, and staff to learn

new ways of relating to students and families. Exploring new ideas of knowing

and understanding them will result in their success.

In our school, the challenge is large, as we do not have resources to

properly make this happen. There are no funds for an ELA teacher and our

Student Services Department is already extremely busy with intervention services.

Therefore, we are reevaluating current situations and researching best methods to

help while funds come in for this department, as we tell our constituents the

needs we have for 19% of our student body presently.

**Comment 2:**

**Quote/Paraphrase:** “Investigating, conversing with students with multiple emotions and attitudes that explain their actions and interests, include cultural bias, impulsivity, empathetic concern, which effect behavioral norms, and perspective-taking. Children’s increased effort to take others’ perspectives emerges as the most robust mechanism to explain the results, (Alan, et al. 2021).

**Essential Element:** Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** The quote above could be additive and variant to the

research needed to gain knowledge of current ways to help international students.

Additive in that these notes make help to inform decision-makers about new and

existing social problems within a school. But to continue to make informed

choices and improve the quality of life for all school constituents, new research

and interventions must be noted to facilitate social change.

Variant to the study, it should be noted that many schools will not accept

new students with diversity and different cultures to their own. They will not help

others by looking through their perspective at the world. They do not want change

and are proud of their accomplishments and constituents and their stockholders

choose to keep it that way.

**Contextualization:** The school in which I am an administrator has been in

existence for over 40 years. It has had 5 different Heads of Schools and has

recently changed its school name. The reputation of the school was once an elite

extremely above average school academically, however, an all-white race school.

Since the pandemic of 2020, the school has accepted vouchers and the

ethnicity of the school has changed with a new administration and executive

leadership team. The school board and the leadership team believes that this is the

new normative for the school and now the school is over 85% voucher driven.

With this change however, changes in the school culture has been a great factor.

Now, we are asking lots of questions and research is still needed on how best to

help these new families and students be successful in their studies, and still make

an impact for Christ in their lives, by being a conduit of love.

**Source Two:** Bajo Marcos, E., Fernández, M., & Serrano, I. (2023). Happy to belong: Exploring

The embeddedness of well-being in the integration of migrant and refugee minors:

Research and Reviews.*Current Psychology, 42*(26), 22576-22588.

https://doi.org/10.1007/s12144-022-03341-2

**Comment 3:**

**Quote/Paraphrase:** “Child-centered perspectives that emphasize children’s wellbeing and integration into new cultures in formal and non-formal educational settings involves acknowledging and study of how their new place of social and political influences determine their future development and those effected around them,” (Bajo, et al., 2023).

**Essential Element:** Applications for Sociological Research

**Additive/Variant Analysis:** The quote above is additive to continued research

of multinational students in a private school. Looking from their worldview, one

gains perspectives that will enhance the student’s learning from a holistic point. It

still involves analyzing and study of the new students, their families, and the

culture from which they came. To move forward with the student’s academic

education, relationship and study will take place from the teacher to the student to

ensure their future and influences are secure.

**Contextualization:** Working with a contracted instructor from a nearby

educational township, we have the privilege of her expertise as an ELA teacher

and trainer. She has been such a help to us as we facilitate the way for our

multinational students. She is only available by phone and email. However, her

passion is for international families and students in the greater Indianapolis area.

As we listen to her advice, to move slowly and methodically with each family, we

are thinking together about a new program of helps.

**Comment 4:**

**Quote/Paraphrase:** “Happiness, a sense of belonging, and global self-esteem were the 3 most important indicators for children’s well-being, from the child’s perspectives,” (Bajo, et al., 2023).

**Essential Element:** Applications for Sociological Research

**Additive/Variant Analysis:** Taken from the article above, the quote is a

conclusion that was given by many migrant children as they moved to new

cultures. For all of society, it is telling that everyone wants to have someone to

love and know who loves them (belonging), something to do where they feel a

sense of self-esteem, and something to look forward to in their future (happiness).

**Contextualization:** As I have the opportunity to talk to students and parents in

my office, many of them come to the place to letting me know how they really

feel about a situation. Even with multinational families who want to belong in our

school culture, they want to know what to do from how to think.

This is a universal thought. Everyone was made for well-being, but they

strive to achieve from their own experiences. How to help them understand they

were made for relationship with Jesus Christ that will bring them satisfaction,

belonging, and joy is a challenge when we work with others from diverse

backgrounds. Will we listen more, ask questions, and talk less to show them the

love of Jesus?

**Source Three:** Hiebert, D. (2024). *The routledge international handbook of sociology and*

*christianity*. New York: Routledge.

**Comment 5:**

**Quote/Paraphrase: “**Perhaps the greatest intersection Christianity has with the respective sociologies is with both critical and public sociology. Critical Sociology: Professional sociology which is academic knowledge for whom. Public sociology: Extra academic knowledge for what,” (Hiebert, 2024).

**Essential Element:** Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** Additive to the topic of study, this quote proclaims

Imperative components to studying sociology with Christianity, working

professionally and with the public. Academic knowledge is necessary to have a

voice in the public’s view. However, a Christian sociologist understands the

person and group, and hopes for an outcome of mutual relationship; the care

and help of hurting groups with sociological interventions and the knowledge and

love of Jesus Christ to become a world changer.

**Contextualization:** 2 Corinthians 5: 11, 14 compels us to, “Therefore being

conscious of fearing the Lord with respect and reverence, we seek to win people

over (to persuade them). But what persons we are is plainly recognized and

thoroughly understood by God…For the love of Christ controls and urges and

compels us that One died for all.” To win people, we must know them. Looking at

the example of Jesus having been compelled to go to Samaria to see the woman

at the well (John 4), He listened and did what His heavenly Father told Him to do

regardless of the path in which He was headed. Will we do the same in our

spheres of influence? Listen to Him and then be at the ready to respond and go

help those in need right where we are presently?

Many multinational children in schools today, do not understand why they

are not accepted, loved, and successful in their schools. Who will listen to them

and intervene for them? Surely those who love Jesus Christ are compelled to

study and gain knowledge of interventions that will help them to relate to these

dear ones.

**Comment 6:**

**Quote/Paraphrase:** “Both theology and sociology can and must bring their truths

to seek together solutions to human problems within the scope of their mutual

concern,” (Hiebert, 2024).

**Essential Element:** Sociological Interventions

**Additive/Variant Analysis:** Additive to my topic, this quote relates to seeking of

Solutions with mutual concern. Sociological theories explain how people’s

realities work. People are drawn to those who know how life works. We must

know how others define their reality. This involves interaction with them. We

must study their origins, history, family, education, as much about their personal

traditions of culture to gain access to friendship. Again, Jesus Christ exemplified

respect and fairness to all. He justified us at the cross so that those who believe

are made righteous, just as if they had never sinned. He made a way to

relationship with others.

**Contextualization:** The more I study about sociology, the more I learn that

Christianity must be a part of intervention principles in helping others. While on

our China adventure a few years back, I was using some intervention skills that I

believed were God-given. Listening to students and families, seeking to

understand them first, became the way in which I helped in their academic

successes.

Will I continue to learn and grow through the knowledge I am gaining

at OGS in the courses I am given? Will I continue to look at questions and answers

through the lens of biblical worldview? Will I critically analyze the research I am

exposed to?

**Source Four:** Magezi, C. (2025). Emigration of South Africans to the West: Sociological and

Missiological implications.*VerbumEcclesia, 46*(1)https://doi.org/10.4102/ve.v46i1.3287

**Comment 7:**

**Quote/Paraphrase:** “Factors why South Africans emigrate to the United

Kingdom, Australia, the United States of America, New Zealand and many other

countries, all of which used to send missionaries abroad, now, are experiencing

exponential growth in atheism,” (Magezi, 2025).

**Essential Element:** Applications for Sociological Research

**Additive/Variant Phrase:** Variant to the topic, this quote describes the heart of

the church in Africa to evangelize the western world today. They are willing to

learn the necessary steps in which to work with individuals, families,

organizations, and communities to design and implement interventions with

Christianity to those in need.

**Contextualization:** In our school 15 different African languages are spoken in

homes on a daily basis. As I have talked with a few of these families, it is true

they are here to tell Americans of the love and hope of Jesus Christ. Many have

left good jobs there to come here as lay pastors who work in the nursing medical

field. They are thankful to be here, but lonely.

Their children representing 14.3% of our school, struggle with English

language, although they are learning quickly. However, when they go home, they

speak their first language. Each day at school the learning of English begins

again. They are respectful quiet observers as they mainly associate with their

diversity. Many of their parents do not understand emails and texts, although they

use a translating device. Some of our words do not mean the same and some they

have never heard. This was how it was in China for us. I understand. As we

continue to meet in our new community team, we will made strides in helping

these precious ones.

**Comment 8:**

**Quote/Paraphrase:** “Although the emigration of South African Christians to the

West is associated with pain and sorrow, it is not an accident, but God uses it in

his scheme to accomplish his redemptive purposes and plans for the world. In

this case, emigration in South Africa is viewed as a missiological opportunity,

making new believers sensitive to the needs of others, opening their eyes and

hearts to recognize injustice, suffering, and oppression among people,” (Magezi,

2025).

**Essential Element:** Applications for Sociological Research

**Additive/Variant Phrase:** Additive quote above describes the missiological and

Sociological needs of societies. The good practice of these people to come and

aid us all is commendable, and we are thankful. They are risk takers, creative

thinkers, who will have solutions in ways we cannot help our own. Their

knowledge from their own country’s struggles will inform practices in sociology

and interventions. We will learn from them!

**Contextualization:** As I work with and learn from multinational families, I see

that many do not attend an English speaking church. Although I understand this,

being in China, we heard Chinese pastors and English pastors, both sharing the

pulpit together.

Is this something the churches in America and the west would

incorporate together? How would each contribute to this mission? Social activity

can accomplish evangelism in my opinion.

**Source Five:** Paciotto, C., & Delany-Barmann, G. (2024). Multilingual Educators in

Superdiverse Rural Schools: Placing Administrators and Teachers' Cultural and

Linguistic Wealth at the Center of Rural Education.*The Rural Educator, 45*(4), 62-

76,62A. <https://doi.org/10.55533/2643-9662.1547>

**Comment 9:**

**Quote/Paraphrase:** “It has been said thatcognitive, academic, linguistic, and

sociocultural foundations are needed to effectively educate multinational and

multilanguage students with specific language education policies, specialized

teacher knowledge, and targeted educational resources for the development of

both the multinational/multilanguage students’ first and second languages,”

(Paciotto & Delany-Barmann, 2024).

**Essential Element:** Sociological Inverventions

**Additive/Variant:** Although this knowledge is good, this article is variant to my

topic. The article explains the necessity of administrators and teachers with

bilingual expertise. That is a great idea and most government run schools are able

to have a good supply of these persons. For the Christian private school, most can

not afford this luxuary, although necessary help for multinational students. We

must educate these students effectively for their cognitive, academic, linguistic,

and sociocultural foundations with educational policies and resources in our

school, regardless. How?

**Contextualization:** The article speaks to the findings of how to effectively help

the multinational students. It is good in and of itself for those who have the luxury

of teachers and staff who are bilingual, we have none.

One final thought was given, however, in that once research has been done

to help teachers facilitate better in Elearning settings, there needs to be

professional development for each teacher to know and understand.

**Source Six:** Reichard, R. (2024). *Applied and clinical sociology a christian perspective*.

DOI: 10.4324/9781003277743-40.

**Comment 10:**

**Quote/Paraphrase:** “Applied sociologists engage in evaluative research,

conduct needs assessments, facilitate market research, analyze demographic

data, and support community activist organizations,” (Reichard, 2024).

**Essential Element:** Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** Additive quote to my research, the above describes

the use of the knowledge of the Applied Sociologist. Their study and research as

foundation of this work is to find application and support to groups in

sociological practices. Critical analysis is needed for solutions to social

problems; an explanation of how realities work. All of us has a different view of

how our reality works. An Applied Sociologist must know the history, the

beginning and end of the person’s worldview.

**Contextualization:** It is interesting to work with multinationals here at our

school and in China. They each show their respect and admiration of the

instructor most times.

I had the privilege and honor of tutoring a girl in fourth grade at our

school here in Indiana, during the first year of our work here (2017). Leslie was

from Mexico City and her family moved to Indianapolis to start a Mexican

restaurant. She came to our school but barely spoke English. Her father did

well in English language as did her older sister, who was married and living

here. However, only Spanish was spoken at home. Leslie was an intelligent girl

with lots of social skills and all wanted to be her friend. She had trouble

listening in English at school, as she was more determined to be accepted by

peers that study. I was contacted by her English speaking sister and asked if I

would help her 3 days a week after school with reading and math and any other

subject that had English writing and reading (Social Studies and Science).

Coming from China, I had learned how to teach students English language

Although I never had taken ELA teacher classes. I just really loved kids,

connected with them and wanted to see them be successful in studies. Four

years and many tears later, Leslie went from making average grades and

scoring less that average on national testing in year 4 to her 8th grade year,

scoring straight A’s and 89% on her national tests. Needless to say, To God be

the Glory! The friends who were in the higher level classes in 4th grade are

now peers of her as they are all in the same class.

Leslie is now a junior in a premier Christian high school in

Indianapolis. I do hear from her occasionally and especially when we eat at her

family’s restaurant, where she works as hostess. Just this week, she sent me an

essay she had written as part of a requirement for National Honor Society. In

her text to me, she stated that NHS applicants had to write about a person who

was most influential in their academics and walk with God. She chose me. In

my 38 years of teaching experience, I have never had this done before. With

fear and trembling, I opened the document that was attached. It was humbling

as she noted specific examples of our learning together. One in particular was

the day in 6th grade, when she just could not understand why it would take her so

long to understand how and write an essay. She remembered me telling her that

so much was going on in her head at one time. But that she would eventually

begin to THINK in English instead of trying to translate from English to

Spanish, and then Spanish to English. Together we would pray that Jesus would

give her that ability sooner than later. And He did, because together we did not

give up!

**Comment 11:**

**Quote/Paraphrase:** “The clinical sociological process of studying, diagnosing,

intervening, and evaluating is neither merely descriptive ot simply program

implementation, It is a complex, interdisciplinary endeavor, and Christian

theology, practical or otherwise, may enrich that endeavor more. In essence, the

clinical sociological enterprise can be seen as the benevolent act of healing

social wounds: a ministry of “healing every kind of disease and affliction among

the people,” (Matthew 4:23).

**Essential Element:** Clinical Sociology

**Additive/Variant Analysis:** The quote above is additive to the topic. It is

imperative to explore clinical sociology from a Christian perspective. As group

facilitators, trainers/helpers of school families and personnel, the key is the

concept of intervention to facilitate social change for clinical sociologists. This

is best done by communicating and relating with clients to gain an interest to

show them the redemptive love of Christ.

**Contextualization:** What an awesome opportunity and privilege to work with

Students, families, and teachers each day. As they come into my office with

joys or sorrows, it is a natural joy to help them in Jesus’ name to bring about

healing to them, whether personal or with community concerns.

As I learn and research applied and clinical sociology, I hope to become

thoroughly informed through research and discussion, as I am a scholar

practioner and lifelong learner.

**Source Seven:** Wells, K. (2021). *Childhood in a global perspective*. John Wiley & Sons.

**Comment 12:**

**Quote/Paraphrase:** “The focus on children as they are, rather than how their

childhood experiences shape them as the adults they may become,

differentiates the sociology of childhood from other sociological disciplines

particularly education and developmental psychology,” (Wells, 2021).

**Essential Element:** Applications for Sociological Research

**Additive/Variant Analysis:** Educators are required to take child psychology

courses to obtain an educator’s degree and licensure. Although this is an

important endeavor, I believe knowledge in child sociology is important. This

book, although I believed it to be additive to my studies may indeed be variant.

There is still much research that needs to be done in interventions for children

in social challenges, whether from within or challenges without. I will

however, look further into this book.

**Contextualization:** This book’s chapter on Sociology was not as expected. The

book is from 2021 and I had greater expectations from it. Children’s

childhood experiences shaped by their environments such as their race, class,

gender, and geography. Knowing history of students will enhance our

knowledge ability to help with interventions of students.

**Works Cited**

Alan, S., Baysan, C., Gumren, M., & Kubilay, E. (2021). Building social cohesion in ethnically

mixed schools: An intervention on perspective taking. *The Quarterly Journal of*

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