Clinical And Applied Sociology

Sherry Camp

Omega Graduate School

Date (March 9, 2025)

Professor

Dr. Joshua Reichard

Assignment #3

1. Write a 5-page essay addressing the following:

a. Select a social issue or problem relevant to your profession. Write a clear introduction.

b. Develop a problem statement related to your profession. Your problem statements should be written in your own words and particular to your original research topic. A citation should not be included in the problem statement, but the problem should be supported with relevant citations in the following sentences and paragraphs. For example, the problem is [state the problem concisely] among [name your participants clearly] in a [state the scope/delimitation/boundary of your study]. The problem must actually state a problem and how it affects the target population.

PROBLEM STATEMENT:

\* The problem is members of a church committee are experiencing a stalemate in decision-making due to interpersonal conflicts.

WHO is experiencing the problem?

WHAT is the problem?

WHY might it be happening?

c. Craft a potential research question for your upcoming Action Research Project:

RESEARCH QUESTIONS:

\* How can a training workshop in effective communication strategies reduce interpersonal conflicts to improve decision-making for members of a church committee?

WHAT is the nature of the intervention?

HOW will the problem be mitigated?

WHO is will the intervention benefit?

WHAT is the expected outcome?

d. Propose a clinical sociological intervention to address the problem. What would the intervention look like? How would you deliver it? How would you evaluate its success?

b. Address the topic of the paper with critical thought.

c. You should develop a succinct conclusion which restates the purpose of your paper and summarizes your main points.

d. Use a minimum of eleven scholarly research sources (two books and the remaining scholarly peer-reviewed journal articles).

e. Include References in APA 7th edition format.

**Introduction:**

“Go into all the world and preach the gospel, baptizing them in the name of the Father, Son, and Holy Spirit, teaching them to observe all that I have commanded you, and I will be with you,” (Matthew 6:33). The verse is known in Christendom as the “Great Commission,” and the western world continues to send missionaries to foreign nations around the world. However, the trend is changing, and multiple foreign nations are coming to the west, not only as missionaries, but more desiring to come to America to pursue their careers and bring their families. How will private Christian schools help multinational families in language diversities, academic successes, and cultural integration without needed resources? Because the transition of many families to the USA, research is very important to intervene for children. “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).

Indy West Christian School was formerly Kingsway Christian School. KCS had been in existence since 1977 and was located at Kingsway Christian Church until 2022, when the church asked to school to relocate. The church, located west of Indianapolis is in an affluent neighborhood. Hardships and many hurt feelings were felt between the church and school. However, the school board managed to find another church in Marion County, Indiana, where the city of Indianapolis is located. Because of the diversity of this area in the capital city of Indiana, new students enrolled, and the multinational student population increased to 9.9% of the student body, and English as the primary language decreased. With the transition and moving costs, the school could not employ an ELA teacher. Thus, the problem. As of this writing, 19% of the school is diverse and multinational with 14 different languages spoken at home. A strategic plan must happen to intervene for the children.

**Problem Statement:**

Private Christian schools must meet the challenge of resourcing students in multinational families, with helps in language diversity, academic successes, and cultural integration. Families coming from other nations experience many challenges for their children, sociological and psychological. Who best to help them but the private Christian school? “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).

**Who is experiencing the problem?** Current and new multinational students and families coming into the USA and desiring a Christian education for their children experience this challenge. “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). Some of these families want Christian education and have moved here specifically for that reason.

**What is the problem?** Many students are learning English as their second language but speak their preferred national language at home with their families. This can cause a delay in their learning English. Multinational parents do not often understand messages and emails from teachers, staff, administration, and business office, and many are frustrated, misunderstood, confused, and do not feel an integral part of the school. School staff want to help but do not have the needed ELL training. Teachers do not always understand the multinational parent and the multinational parent does not always understand the teacher or academic instructions for their child. Breakdown of communication begins. It is time for the private Christian school to evaluate their programs to be effective in multinational learners. “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). 

**Why might it be happening?** Some multinationals want to be in USA so badly, and they find it difficult to be understood by English speakers in their workplaces and in their child’s school. They withdraw from asking questions when there is a language barrier, and many times their children become the translator between parent and teacher. Although there are translation applications to use, some words are not translatable. Who will be their liaisons? They know they could receive resources in a public school, but they want a Christian education.

“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). Christian schools can benefit from sociological theories to intervene for these children. Further, multinational families want their children to integrate into society here and learn what other American Christian students are learning from a biblical worldview about justice, equality and fairness. “Social justice is best understood as distributive justice, distinct from other forms of justice. It is inherently ideological in both the neutral and negative sense, inherently moral in its dedication to fairness and to care for others, and inherently political in its structural embodiment of values in a society,” (Hiebert, 2022).

**Research questions:**

1. How can training/workshop/professional development in specific strategies help

teachers, staff, and volunteers to aid students of multinational cultures in a private

Christian school, in language diversity, academic successes, and cultural integration

without the help of speakers of other languages or ELA teachers?

1. What is the nature of the intervention? Possibly Marion County/Township, Indiana, training for staff, as well as school parent volunteers who are bilingual in Spanish and African languages. Multinational churches, and community advocates. Family counseling with Christian bilinguals.
2. How will the problem be mitigated? Letting the school’s stakeholders know of the importance of reaching our multinationals, the mitigation will include a few bilingual churches in the Indianapolis area with training and helps and the knowledge of Wayne Township personnel who are familiar with helping multinational families, Christian counseling centers, community advocates.
3. Who will the intervention benefit? The intervention will help multinational students and parents to understand English language, have academic successes, and integrate into the culture. It will also help the school’s PTF (Parent Teacher Fellowship) to gain insights into the families of those they are not familiar with. “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).
4. What is the expected outcome? The expected outcome is for multinational families to be an integral part of the school family and to understand the culture of the school’s vision to: Love God, Love Learning, Love Others, as they are successful as English learners, grow in their academic successes and feeling an integral part of the school’s community. These helps can improve the situation tremendously.

**Clinical Sociological Intervention:**

1. What would the intervention look like? How would you deliver it? Possible intervention with monthly “Fireside Chats” with our administration and some volunteer bilingual families who can help with translations. An employee with Wayne Township who works with multinational families attending and showing translations helps and training for teachers. Twice weekly volunteer parents who can help multinational students with English speaking and reading. Church and Christian counselors. These will be used to support the families, but not necessarily resolve the problem. Growth and healing (which many children deal with moving from one nation to another) is not always predictable. But we can help them grow and possibly remove barriers of their learning. Families also want to learn from the school about culture in the USA including worldviews and social problems here and want help in advancing their children’s needs with society. “Educators need to empower the next generation to explore their views, apply their skills, and engage with social issues,” (Atkins & Grant, 2022). Interventions from sociologists who are constantly researching and studying to inform others is necessary. “How can global aspirations guide sociologists in bringing our knowledge, skills, and insights to achieve justice and equality of opportunity?” (Mancini, 2020). Especially, how does this knowledge effect multinational families who are living in America today? How will we help them understand?
2. How would you evaluate its success? Success will be evaluated with teacher assessments in students’ school academic work, more contact from multinational parents through messages, emails, personal conferences with school stakeholders, and understanding and comradery from each other through mutual cultural activities.: international days, representing country’s language and culture on a continuing basis with students. The continuation of “Fireside Chats” may be a great proponent.

**Conclusion:**

To conclude, private Christian schools are needed to help multinational families and should count it a privilege to do so. Students moving cross-culturally need academic supports to aid in language diversity, academic successes, and culture integration when coming to USA. Specific actions can be designed to change and improve students’ integration in schools. But, firstly, “Is the intervention of sociological practices in a crisis, or will this problem of meeting multinational family’s needs in the USA, renew more interest in sociological practices?” (Weinstein, 1997). The author of this paper hopes the later.

Jesus is a prime example of intervention of people when they needed help and could not get it from others, (1 Kings 19, Mark 5 and John 5). “The clinical sociological process of studying, diagnosing, intervening, and evaluating is neither merely descriptive to 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). The goal of private Christian schooling is worthy as these institutions continue to create an environment of ministry to staff, students and families, to healthy lasting relationships with Jesus Christ, academic successes and culture integration. Christian sociologists can help. Will Christian Schools accept the call?

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*

*Economics*, *136*(4), 2147-2194.

Atkins, L. l, & Grant, S. B. (2022). “Diverse applications of sociological imagination: A

qualitative study of service-learning mentoring.” Journal of applied social science 16(1):

328-345.

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

Heibert, D. (2022). The recurring Christian debate about social justice: A critical theoretical

overview. Journal of sociology and christianity12(1):49-76.

Hiebert, D. (2024). *The routledge international handbook of sociology and christianity*. New

York: Routledge.

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

implications.*Verbum Et Ecclesia, 46*(1) <https://doi.org/10.4102/ve.v46i1.3287>

Mancini, J. B. (2020). “Sociology and the sustainable development goals: Or do we really have a

role in changing the world?” Journal of applied social science 14(2): 127-144.

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>

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

DOI: 10.4324/9781003277743-40.

*The New American Standard Bible.* (1971). The Lockman Foundation.

Weinstein, J. (1997. “Applied sociology is the answer, but what was the question?” Michigan

Sociological Review 11:18-40.

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