



SOCIOLOGY AT WORK

The Official Newsletter of the Association for Applied and Clinical Sociology

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Message from the President

I am honored to be the AACCS president for the 2022-2023 term. I accepted this role because I believe in what sociology can offer the world.



Sociology can help explain race differences in health outcomes, gender differences in education outcomes, socioeconomic differences in access to clean water and green spaces, and so much more. And once we have consistent explanations, we must put our research to work. Applied and clinical sociologists are putting research into practice across many different professional environments - and we are truly making a difference. Public discourse often emphasizes the weight of society's problems. But it's time we consider the weight of our collective solutions.

I encourage you to get more deeply involved in supporting AACCS's mission to promote applying our knowledge and methods to develop constructive solutions to social problems - it takes a committed team to do this work. If you are interested in supporting students, join the Student Committee! If you want to help amplify our public presence, join the Marketing and Membership Committee! If you want to support the systems that keep AACCS running, join the Nominations and Governance Committee! Additional committees include Professional Development, International Committee, Awards Committee, and Publications Committee. We need your skills and talents to keep making progress. Email aacslead@gmail.com if you would like to volunteer.

Thank you for your continued engagement with AACCS. I know that together, we can build something good.

Trenita Childers, AACCS President, 2022 - 2023

Thank you for Joining Us in Louisville, KY for the 2022 AACS Conference!

The 2022 AACS Conference was a Success!

Thank you for joining us in Louisville, KY for the 2022 AACS Conference! The AACS Board would like to extend their appreciation to Tiny Uys, 2021-2022 Vice President, Melissa Fry, 2021-2022 Immediate Past President, and the Program Committee for organizing our first hybrid conference! By all accounts, the conference was a great success – folks especially appreciated meeting in-person after two years of pandemic conference. We look forward to seeing you next year! Stay tuned for more information about the date, location, and theme for the 2023 conference.

Message from Immediate-Past President

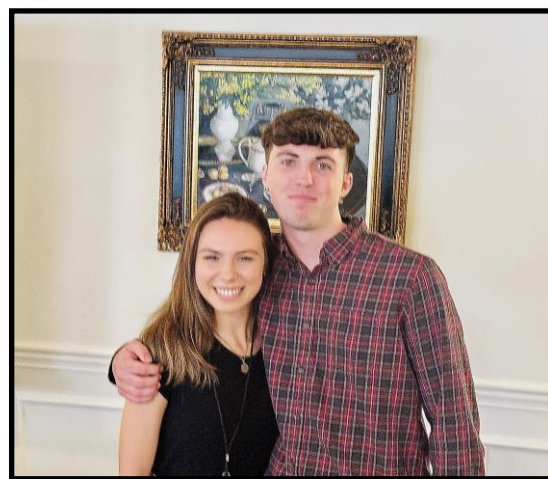
It was great to see all of you at the 2022 AACS Conference! The Brown Hotel venue was exquisite - it is truly a “grand dame” classic hotel! Looking forward to next year’s conference! - Roger A. Straus, Ph.D., C.C.S., Immediate Past President

University of Tampa Students Win the AACS Client Problem-Solving Competition!

Congratulations to University of Tampa Applied Sociology majors Kerri Ravas and Lincoln Cutler for winning first place in the annual [Client Problem-Solving Competition](#) at the [Association for Applied and Clinical Sociology Conference](#) (AACS) on Saturday, October 8th, 2022! The team did remarkable work applying sociological literature on regional identity and frame alignment processes to provide recommendations to the Sierra Club of Louisville, Kentucky for expanding advocacy participation in river lands preservation. A special thanks of gratitude to Dr. Damien Contessa for his efforts as the team's UT Faculty Advisor. Many thanks to William Burr and the AACS community. Without their support, participation in the annual competition would not be possible. Well done UT Sociology!

Salute to Post-COVID Conferencing

After having collaborated for several years online, and recently even having published an article together in our Journal for Applied Sciences, these folks got to meet for the first time ever in person at the conference in Louisville. Sharon Eberhardt (second from left, Troy University) brought her amazing grad students Ryan Howard (left) and Christie Caruana (second from right) to introduce them to AACS and meet out-of-state collaborator, Daniela Jauk-Ajamie (right, University of Akron). Hooray to post-Covid conferencing!



Calls for Participation

Journal of Applied Social Science (JASS) Call for Paper Submissions

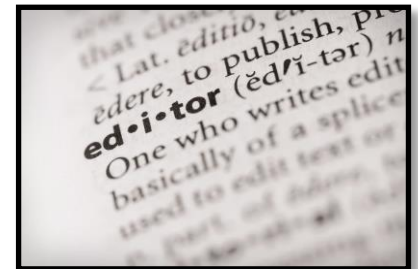
The Journal of Applied Social Science (JASS) invites submissions of manuscripts of a clinical or applied nature. Articles need to demonstrate how social science was used to improve a situation, or at least contains specific, implementable recommendations on how to do so. If you feel your manuscript fits with the journal's aim, we encourage you to submit your article for peer review and possible publication. Click on the "Submit Paper" button to access the submission guidelines. More information can be found on our website: <https://journals-sagepub-com.esearch.ut.edu/home/jax>.



JASS also welcomes Research Notes. Research Notes are brief articles (4 to 6 double-spaced pages) from applied and clinical practitioners. Questions about Research Notes can be directed to JASS Associate Editor, William Burr at williamhowardburr@gmail.com.

Journal of Applied Social Science (JASS) Call for Book Editor

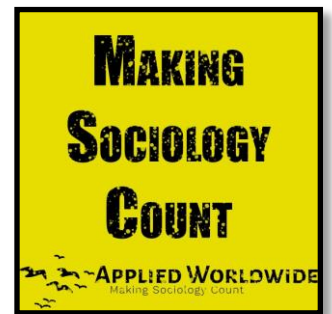
JASS is currently looking for a person to serve as Book Editor. Duties include securing review copies of books from publishers, inviting practitioners or academicians to review, and reviewing 1 to 3 book reviews per issue (3 issues per year).



Questions? General queries can be sent to JASS Chief Editor Bruce Friesen at bfriesen@ut.edu.

Consider Contributing to Applied Worldwide!




Hello AACCS Members! Welcome to Applied Worldwide! We are a digital content production company with a focus on applied sociology. We are inviting all AACCS members to participate in our [Profiles in Applied & Clinical Sociology](#) publication series. The series is meant to provide students with examples of applied sociology, showcase the market value of sociological skills and services, and promote the work of individual sociological practitioners and organizations. If you are interested in participating in the series and having your sociological work profiled, please fill out [this interview form!](#)



Call for AACCS Newsletter Submissions

Please send original articles/essays/interviews, teaching and mentoring notes, research reports, film reviews, book/publication announcements, requests for book reviews, member news, calls for papers, job announcements/career opportunities, and other items of interest to secretary.aacs@gmail.com for publication consideration.

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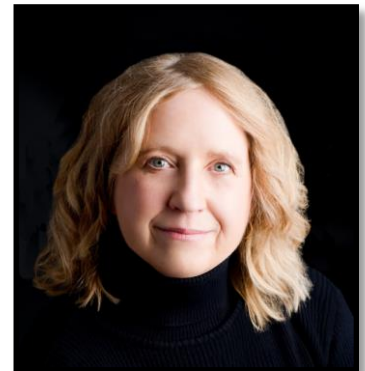
Join Us in Congratulating our Newest AACCS Certified Members!

As AACCS Certification Chair, I would like to share the good news that there are two new certified members. [Dr. of Ministry Wesley Cohoon](#) and [Dr. Yvonne Vissing](#) successfully completed their certification demonstrations at the AACCS Annual Meeting on October 8, 2022.

Mr. Cohoon's demonstration, *Using Clinical Sociology to Build Relationships and Clarify Meaning*, was characterized by the committee as professional, ethical, and clearly demonstrated a clinical sociological perspective. Mr. Cohoon's certification review committee was composed of the following AACCS certified members: Christa Moore, C.C.S. (primary reviewer), Joshua Reichard, C.C.S., and Linda Weber, C.C.S. Mr. Cohoon's demonstration was a review of five interventions ranging from advocating for a child with an intellectual disability to his work with churches and disability inclusion to addressing organizational policy leading to nursing turnover.



Dr. Vissing's demonstration, *Importance of Clinical Sociology in My Children's Human Rights Work*, was characterized as demonstrating excellence in practicing as a clinical sociologist at the community and organizational levels of intervention. Dr. Vissing's certification committee was composed of the following AACCS certified members: Deborah Phelps, C.C.S. (primary reviewer), Amitra Wall, C.C.S., and Christina Ryder, C.S.P./C.A.S. In her demonstration, Dr. Vissing covered her human rights education training, working with statewide court systems regarding juvenile justice and addressing the plight of homeless youth at the national and international level of intervention.



If you were able to attend either of these demonstrations, I hope it inspired you to consider certification. The certification process is a rewarding experience. It gives one the opportunity to reflect on their sociological practice work and to be evaluated by their peers. As a certified practitioner, you will have enhanced legitimacy when interacting with your colleagues as well as other professionals. I encourage those who are active AACCS members (member for two years or more) to apply for certification. Certification application materials are on the website at: <http://www.aacsnet.net>

The certification process takes two to three months. This includes submitting a portfolio and additional materials to the certification chair who reviews the materials. After review, the certification chair institutes a certification review committee. The certification review committee in collaboration with the certification chair engages in additional review/clarification of submitted portfolio materials. If certification materials support the applicant's claim of using sociological theory and method to bring about positive social change, the committee will recommend that a certification demonstration be scheduled. Typically, the certification demonstration is presented at the annual meeting in October.

For more information about Certification, please contact:
Melodye Lehnerer, Ph.D., C.C.S. AACCS Certification Chair
melodye.lehnerer@csn.edu.

Member Announcements

New Podcast, “Why Sociology?”

Daniela Jauk-Ajamie (C.C.S., University of Akron/Ohio) and collaborator Angela Adkins (Stark State College, Ohio) developed a new podcast to make sociology recognizable and educate about applied and clinical sociology careers. The first season of “Why Sociology?” was published in the summer and consists of seven interviews with Sociology graduates in applied and intriguing career fields. Check out an [overview of all seven episodes](#) and the [podcast website](#). The podcast is available on all major podcast apps and should so be a new and accessible learning tool to students on apps/media they already use.



They also developed an assignment to use the podcast in Sociology classrooms that has now been [published on TRAILS](#), the national teaching repository of the *American Sociological Association* for your enjoyment and use. They started working on Season #2 already on the regional level and they are open to collaborate if folks want to host their own season about their own applied and clinical sociology graduates and use the existing infrastructure! Contact djauk@uakron.edu and/or aadkins@starkstate.edu for info and a chat.

New ASA Community: Sociologists in Practice Settings

Calling all sociologists outside traditional academic positions to join our ASA Community so we can build a network of like-minded applied sociologists for personal, collective, and disciplinary growth. Our mission is to provide a networking and professional development home for sociologists working outside of academia, in order to promote an expansive understanding of a sociological imagination “at work.” We welcome all methodologies and all sectors: for-profit industries, non-profit organizations, public sectors, as well as other applied or creative sociological careers/endeavors. We also welcome any sociologists housed in or around university settings; from students to department chairs. Join the ASA Community through your ASA member portal this fall! See our website for more information: <https://www.asanet.org/communities-sections/sociologists-working-everywhere>.



Teaching Note: The Road to Peace and Justice Goes Through Childhood

At the 2022 AACSB conference, my colleagues and I presented a workshop we called, *The Road to Peace and Justice Goes Through Childhood*. In that workshop we offered the observation that revisioning many of the classes that we teach through the lens of childhood offers fresh perspectives on problems faculty with an applied sociology orientation address in their teaching, research, and service. For example, Social Problems courses typically examine such issues as: economic inequality, racism, gender, sexuality, aging, health care, crime, war, and terrorism. We asked: *How would each of these topics look if viewed from a child-centered, human dignity perspective?*

An important part of starting this revisioning is remembering that we were all children at one time, and that we all developed many of the templates for our adult lives (both useful and problematic) from our childhood experiences. One way to start this revisioning process is to connect with our childhoods through the lens of human dignity experiences. To make this connection I suggest that you complete the following exercise:

- Describe two experiences when an adult in your life *supported* your human dignity when you were a child. What happened? How did you feel?

- Describe two experiences what an adult in your life *violated* your human dignity when you were a child. What happened? How did you feel?

Connecting to these experiences will start a journey to developing a child-centered perspective for teaching and research. Try having your students complete this exercise. I have been doing this for the past 30 years. It has helped me learn about a child-centered perspective on many issues facing young people today. It also helps me integrate new perspectives into my research and teaching that promote critical, advocacy-oriented opportunities. We trust you will find the same.

With questions or comments, please contact me, Lucien Lombardo at llombard@odu.edu.

Lucien Lombardo, Professor Emeritus, Department of Sociology and Criminal Justice, Old Dominion University, Norfolk, VA.

Kathy S. Stolley, Professor, Department of Sociology, Virginia Wesleyan University, Virginia Beach, VA.

John E. Glass, Professor, Collin College, Frisco, TX.

Research Excerpt:

Collaborative Project and Problem-Based Learning, and Human and Structural Transformation

Muhammad M. Haque, Associate Professor of Sociology, Department of Social Sciences, McNeese State University, Lake Charles, Louisiana 70609, mhaque@mcneese.edu

This research excerpt, developed from a paper presented earlier in an AACSB conference, attempts to address the efficacy of collaborative project and problem-based learning - often called PBL - in transforming student intellectual and academic skills. These skills are a. content mastery, b. critical thinking skills, c. problem solving skills, d. interpersonal skills, e. situation specific oral communication skills, f. value-based decision-making, g. metacognition, and h. synergistic thinking. Despite two different taxonomies, the project and problem-based learning pedagogic models carry a similar connotation. Project-based learning originated around 1918 in the works of John Dewey and William Kilpatrick, involving rigorous student engagement in the form of active or experiential learning, while problem-based learning originated partly during the second World War and more extensively in the sixties, exclusively to find solutions to specific problems, based on various inductive and deductive approaches. Initially it emerged in the field of physical science and engineering. Later, it moved to medicine and other fields. In spite of its origin in the USA, it is more common in Germany, Norway, Sweden, Iceland, Finland, Denmark, the Netherlands, Japan and the Democratic Republic of Korea. Japan takes the overall lead in the world, having more than ninety percent of its activities in the public and private sectors aligned with this approach. Conceptually, and in application, collaboration is not automatically inherent in the project or problem-based approaches. However, they tend to have a collaborative orientation. The current investigation is aligned with a collaborative mode labelled singularly as C-PBL. This approach is considered economically, environmentally and socially much more sustainable than a traditional individualized didactic model due to its minimal usage of physical resources and sustained social, emotional, and intellectual support and exchanges. Two important outcomes of this approach are seen in the data, depicting the USA at the bottom of voter participation and union density rates, and characterized also by the highest inequality – measured by the Gini coefficient – among all developed countries. These other modern countries also have better healthcare, education, environmental track records, longer general and maternity leaves, and shorter work hours - thus making their citizens more available for social bonding and nation building.

For any country to thrive in the competitive, modern global arena, it must teach its population the skills stated earlier. Without them, one can easily expect the participants not simply to “lose”, but to functionally

remain stagnant, expecting politically and economically tied “aid” as a subordinate actor. Based on the Program for International Student Assessment (PISA) data collected over the last several decades, the USA constantly holds a much lower position in reading, writing and problem-solving in the areas of information and language, and mathematics and science, compared to most of its allied counterparts. If this situation prevails, without any serious or measurable overhaul, one can expect the USA to fall into a similar scenario.

All eight skills (See Figure 1 below) stated are somewhat equally relevant to academic, economic and political participation, and their success leading to broad social sustainability. At the onset, all pursuits require some level of content or subject mastery simply to initiate an intelligent action. Critical thinking requires discerning judgements based on analyzing a large amount of information maintaining the highest possible objectivity, and without having some identifiable content mastery it is less likely that serious critical thinking processes will take place. Then having these two skills, an individual or a group will be able to probe into a specific problem-solving exercise at a conceptual or physical level with an applied orientation by generating a series of solutions. A PBL can augment all three skills by increasing interpersonal skills that are required for any collective activity, from a simple romantic relationship or a familial bond to a complex bureaucratic setting. A good interpersonal skill set is not simply a functional requirement for any formal or informal organization. It is simultaneously a medical and social savior to a series of psychosomatic elements due to its capability of generating social connections, and thereby minimizing loneliness and bringing emotional well-being. Consequently, one then can argue that it may also act as an indirect antidote to many chronic physical illnesses which result from chronic emotional instability. Compared to traditional lecture-based teaching, a PBL model, used with an instructor or student-initiated discussions or a combination of both, has a far greater capacity to produce this skill set as a result of the development of the three previous skills followed by development of situation specific oral communication skills which are necessary to participate in various situations including familial issues, business deals, political settlements or multilateral international treaties. Value-based decisions are those decisions that are made by the participants emerging from varied moral and philosophical backgrounds on many common grounds - sometimes even dealing with extremely uncompromising issues. Their settings can range from simple dyadic relations to cross-national socioeconomic and geopolitical contracts. Their tenacity can be significantly increased when embedded in PBL settings, having channeled through the five previous skills, ultimately leading to development of the last two skills, metacognition and synergistic thinking. These are probably two of the top intellectual and functional qualities that one can hope to develop through all the other prior skills, contextually attendant to the PBL method. Possessing metacognition, one can more easily question most decisions that are made routinely - having all other humans as mirrors around them for reflection - for crosschecks - with higher level of self-awareness. Following the same etiology, the end goal in this chain is to acquire synergistic thinking skills that lend the actors to tread on something very novel. It is then possible that one of such novelties may alter the whole social structure within a subsystem or system level or at least provide momentum for such possibilities. And with heightened self-awareness at the individual or collective level, one can fairly assume that those possibilities will most likely lead to something that involves collective goals rather than any self-centered destructive force. Making historical observations about any epistemological and scientific development leading to a paradigm shift, or derivative forces behind any philosophical movement encompassing various political economies or religions, the observers will very likely come to a similar conclusion. From a rational or empirical standpoint, the emergence of various religious systems and political economies - perceived as good or evil - were all rooted in similar social currents and causative structures.

Based on the analysis of the author’s thirty-nine years’ classroom data across six universities - strengthened by a solid literature review and findings from many quantitative tests - it is suggested that in most classroom exams students consistently score higher in the PBL based courses compared to non - PBL courses with minimal reading and effort. They also score higher on the listed skills set measured by student evaluations and

various standardized tests, controlling for pre-course preparations and many socio-demographic factors. The data drawn from introductory level to advanced classes all reveal a similar pattern. While this excerpt focuses on sociology, worldwide evidence suggests that it can be incorporated in any area of study involving abstract or concrete and physical or nonphysical subject matters. This investigation deals with PBL performance in written form accompanied by formal oral presentations. The findings reveal that results are consistent with any standardized subjective or objective exams. A similar pattern emerges worldwide in most experimental activities whether in academic or non-academic sectors involving both private and public sectors. In the organizational workflow and pattern design, the applicatory philosophy of this mode of teaching shows up consistently in Germany, Sweden and Japan in the form of cross-training and job rotation. Ninety-five percent of Google's work is collaborative project and problem-based, similar to many business and military endeavors across the globe. With the rise in modern digital team technology, a new form of working environment is emerging in the form multinational collaborative research as well as many business ventures embedded in the idea of synergy, cost savings, multilateral relationships, and diversity at its highest form.

Three specific socio-psychological phenomena - anomie, alienation and impersonality - noted, respectively, by Durkheim, Marx and Weber, and originated with modern urban-industrial movement characterized by a highly specialized division of labor, feeling of lack of ownership in the production sector and routinization of work activities, seem to also decline as a result of PBL and collaborative work environments, contributing to greater job and classroom satisfaction and development of sustainable products. These patterns are evident in the current investigation including most empirical tests. With the existence of many PBL and attendant organizational models, such as the Japanese bottom-up workflow system based on the Deming Formula developed in the USA, one may ask why their presence so small in the USA? In simple term, they pose a systemic threat to the existing political economy linked to trickle-down economics by including increases in unionization, voter participation and equity, thus leading to institutional rearrangement and reflecting a much broader interest involving the mass. One response is the institutionalization of this collaborative model beginning with K-12. However, initiation should underlie a developmental pedagogy allowing for flexibility, pragmatism and cultural sensitivity.

Figure 1: Schematic Diagram Representing Etiological Relationship Between Eight Intellectual and Social Skills with Collaborative Project and Problem-Based Learning Model

