An Undergraduate Curriculum in Applied Sociology

BSA Sociologists outside Academia

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The Applied Sociology Curriculum Development Team

A specially-convened group began work on the curriculum in July 2017 under the direction of BSA *Sociologists outside Academia* (SoA) convenor Nick Fox, following an open call for members. The working group comprises ten sociologists from across the UK, including applied sociologists, academics and two current sociology students. Collaborative software enables the group to develop and share ideas and outputs virtually, avoiding time-consuming and costly travel to face-to-face meetings.

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Introduction

Sociology has its roots as a practical problem-solving discipline. It is foundationally a subject that faces outward: toward a world of people and their social groups, organisations and institutions; toward the natural and built environment that people inhabit; toward the ideas, beliefs, values and norms that people use to constitute their social worlds on a day-to-day basis; and toward the processes of power and resistance that mark out both divisions, stabilities and continual change within society.

Sociological research has supplied insights into all these aspects of the world about us, and sociology consequently has much to say about daily life, from social justice to science and technology. Sociologists are surrounded by the subject-matter of their concerns: as researchers, activists, teachers and members of society themselves. Yet few of the 8000 new sociology graduates who every year join the UK jobs-market will end up working as professional sociologists in UK workplaces, whether in business, local government or the voluntary sector. The vast majority of those who retain a professional identity as 'sociologists' do so in the offices, libraries and lecture rooms of educational institutions. That's unlike economists and psychologists, who work in many areas of employment beyond the university.

In the US and some other countries, sociologists are regularly making use of their specialist knowledge to address not only the big problems that face society, but also the daily issues that need addressing at work, at home or in the community. There they call this work 'clinical sociology'. Here in the UK, we are calling it 'applied sociology'. This is our definition of this work:

> *Applied sociology is 'solution-focused sociology, analysing and intervening to address, resolve or improve everyday real-world situations, problems and interactions practically and creatively'.*

This definition differentiates what we call applied sociology from a number of other related activities: sociological research undertaken outside universities, public sociology, social activism, and also the professions that have emerged over the past 100 years to address particular social issues, including social work, criminology and probation work, management consultancy, human relations and market research. The focus here is on specific interventions to address immediate problems or situations in social settings, using sociological knowledge, theories and insights.

> ### Case Study
> *The Work, Interaction, and Technology research centre at King's College London specializes in video-based ethnographic studies of a wide range of workplace contexts, including healthcare, museums and markets. Bridging the academic and applied divide, the group engages with clients who are seeking to understand more about their world through detailed interactional analysis. Their insights lead to the design of new technology, and have influenced others around the world on how to study work.*

We are launching this curriculum in applied sociology because, like most professional sociologists, we consider that sociological research and knowledge transfer projects supply society with essential tools to make sense of daily life. Sociologists have the concepts, the theories and detailed knowledge of organisations and human interactions to both explain and improve many everyday situations, from the gender pay gap to the effects of climate change on well-being and health.

The curriculum pack we provide here is the outline for an undergraduate unit in applied sociology, probably to be studied in the third year of a degree. It is the outcome of six month's work by a task-and-finish group established by the British Sociological Association (BSA) *Sociologists outside Academia* special interest group. There are more details of the membership of this group and how we worked to develop the curriculum later in this pack.

> ### Case Study
> *A local university sociology department established a sociology clinic in the shopping area of Trondheim, Norway. The clinic used community-based studies to inform and guide urban planners and commercial endeavours, and involved community bodies and citizens as participants in the research process. (Bye, 2016)*

What is involved in becoming an applied sociologist? We suggest that first and foremost, such a person needs the sociological knowledge and subject-related skills to be able to work independently to analyse a situation and offer a workable solution. But they also need some more generic skills – for instance in communication, problem-solving, observation and listening, as well as considerable self-awareness and emotional maturity. Given the current nature of sociological work outside a university, they will require resilience and resourcefulness to establish and sustain a career as an applied sociologist. For this reason, we include materials on employment, careers and the ethics of applied sociological working. Finally, because applied sociology is a practical activity, we also emphasise the need to provide students with practical experience as part of their introduction to applied sociology.

BSA *Sociologists outside Academia*
and the Applied Sociology Curriculum Development team

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Using this Curriculum

We offer this curriculum free to any institution who would like to develop an applied sociology component within their bachelor's degree in sociology. There is no reason why it should not also form the basis for a more extended programme in applied sociology: whether at bachelor's or master's levels.

This curriculum in applied sociology outlines the content that we consider important for undergraduate students to study as part of an introductory unit. We have not attempted to write a detailed guide to teaching sessions, as different institutions will need to develop units that fit within their existing educational philosophies, teaching resources and timetabling frameworks. Instead we have set out content under four themes: knowledge, skills, employment and practice. Each theme offers an oversight of the content area, and a set of learning outcomes.

Detailed information (indicative lists of sociological concepts, theories, and the skills with which applied sociologists need to be familiar) are included in annexes 1 and 2.

We also offer some suggestions for learning activities and assessment of this curriculum, and some additional resource material for staff adapting the applied sociology curriculum for their degree programme.

Curriculum Element 1: Knowledge

Fundamental to the practice of an applied sociology are the sociological theories, perspectives and concepts that define our discipline. Indeed, it will be the application of these that differentiate a sociological approach to engaging with and addressing social situations and problems from the approaches of applied subjects such as work/occupational psychology, economics, management and organisation sciences, or social/community work.

As this is the curriculum for a 3rd year undergraduate module, it is assumed that sociology students will already have been exposed to the key theories, perspectives and concepts that comprise a sociological approach. We do not therefore expect that there would be substantive teaching of these aspects of sociological knowledge, although some revision of this material could form a way to introduce this module's teaching activities.

What this module will do instead is give students opportunities to integrate their understanding of these elements of sociology within a sociological imagination that applies the subject-matter to real-life practical situations and problems. It will encourage students to integrate and synthesise their existing knowledge of sociology, enabling them to gain insight into the practical relevance of sociological knowledge, as opposed to its theoretical deployment in research and scholarship. We hope that this will not only provide students with entry-level skills as applied sociologists, but also broaden their insights into the relevance of sociology for understanding the social world.

As a subject, sociology embraces a range of theoretical perspectives that may offer contradictory explanations of events. Applying sociological knowledge will therefore invite students to reflect upon which theories and concepts are most applicable and relevant to a specific situation. Pedagogically, this will allow this module to be an arena for discussion of some of the foundational differences and debates within our discipline, and providers may wish to design learning activities to exploit these opportunities.

Alongside sociological knowledge, providers may also see benefits in incorporating 'local knowledge' in this element, for instance addressing information relevant to a university's immediate locale.

The knowledge component of this module goes hand in hand with the other elements of this curriculum. It both underpins and is dependent upon the application of transferable and specifically sociological skills of students in practical settings. Sociological knowledge defines and locates the work and careers of applied sociologists as distinct from other disciplines who work in applied settings. Applying sociological concepts, theories and perspectives depends upon gaining practical experience of engaging with real-life situations and finding ways to apply sociological knowledge in those contexts.

Sociology is both a critical and reflexive discipline, and its appropriate, relevant and successful application in practice depends upon both these aspects remaining core to its work. Learning outcomes for an applied sociology curriculum must foreground these aspects of sociological understanding and a sociological imagination.

Learning Outcomes

By the end of the course, students will be able to:

K1	Offer examples of how sociology (unlike psychology, economics and management science) is a foundationally critical discipline and how this affects its application in practical situations.
K2	Suggest ways in which sociological knowledge, theories and concepts are socially constructed, and why this is relevant to applied sociology.
K3	Give examples of how sociological knowledge is contextual, and produced within material situations.
K4	Explain the importance of reflexivity in applying sociological knowledge to practical situations.
K5	Define a wide range of sociological concepts (see annex), and suggest how these may be applied to address particular practical situations and problems.
K6	Offer examples of how a range of general perspectives (such as conflict theories, social constructionism and feminism: see annex) may be applied to practical situations and problems.
K7	Offer examples of how foundational sociological ideas (such as social class, bureaucracy, patriarchy, alienation: see annex) may be applied to practical situations.
K8	Suggest ways in which a wide range of sociological theories (see annex) may be applied to practical problems and situations.
K9	Offer examples of how sociological knowledge articulates with knowledge about the immediate locale of the provider institution (for instance, local issues, specific social problems, demography, patterns of deprivation).
K10	Apply critical understanding to assess which concepts, theories and perspective are most appropriate and relevant to addressing different practical situations.
K11	Apply knowledge of sociological research approaches to data gathering, management and analysis when addressing practical situations.

See Annex 1 for indicative lists of concepts, theories and perspectives.

Curriculum Element 2: Skills

Working as a sociologist in applied settings will require practitioners to have a range of skills, some of which are transferable directly from the academic setting of undergraduate studies, while others will be more specific to working independently to seek to address, understand and resolve a wide range of situations and problems in work or community settings.

The skill-set for an applied sociologist may be sub-divided as follows:

Transferable, *generic* or *employability* skills. These are skills such as verbal and written communication skills; critical thinking; problem-solving, working collaboratively and independently; project management and personal time management, plus soft skills such as listening, summarizing, creativity, and emotion management. Some of these skills will have been developed during the earlier years of undergraduate study; this applied sociology module will provide an opportunity to further refine and practice this skillset.

Professional and *subject-specific* skills. These include applying sociological theories in practical settings; appraising evidence gathered formally or informally; and the range of research skills that enable applied sociologists to develop and refine a research question, collect and analyse data, and report it back to clients verbally or in writing.

Skills specific to applied sociology. These include: pitching a proposal to a client verbally and in writing; negotiation and arbitration; enterprise skills; financial and business management; use of social media such as *LinkedIn*, *Twitter* and *Facebook* to network and promote their work; interacting with media. Activist skills may also be relevant.

A full list of indicative skills for an applied sociology practitioner is provided in Annex B.

Skills are by their nature not capacities learnt from a book or in a classroom, but through practice. Many skills will only be fully acquired after working as an applied sociologist. It is thus acknowledged that a short undergraduate module will not provide opportunities for all the above skills to be acquired or adequately demonstrated.

In some cases, awareness of the need to gain a partial skill will be all that reasonably can be achieved during the module. For this reason, the following learning outcomes focus principally on awareness of skills and in some cases demonstration of a level of skill appropriate to an entry-level post as an applied sociologist. A final learning outcome consequently addresses the need for continuing professional development and awareness of skills not yet, or not fully acquired.

These LOs should be read in conjunction with those for the 'practice' component.

Learning Outcomes

By the end of the course, students will be able to:

S1	Give examples of the generic transferable skills required for work as an applied sociologist, and how and why these are important for effective working.
S2	Demonstrate practically the application of some generic skills (for example, communication, problem-solving, project and time management).
S3	Give examples of the professional and subject-specific skills required for work as an applied sociologist, and how and why these are important for effective working.
S4	Demonstrate practically the application of some professional and subject-specific skills (for example, appraising evidence, research skills).
S5	Give examples of the skills specific to working as an applied sociologist, and how and why these are important for effective working.
S6	Demonstrate practically the application of some skills specific to working as an applied sociologist (for example, pitching to a client, budgeting a project proposal, negotiation between parties).
S7	Reflect on skills not yet, or not fully acquired, and generate a training needs analysis identifying skills deficits and a plan to acquire an appropriate skill-set.

Curriculum Element 3: Employment, Careers and Ethics

This component of the curriculum complements and builds upon the skills required to conduct applied sociology, but addresses specific issues around working as an applied sociologist. It considers how to situate a personal and professional identity as an applied sociologist within broader social contexts. The three sub-themes are:

Employment

- Different forms of employment as an applied sociologist (contracts; working styles) and how these may vary across different sectors (industry, public sector, voluntary sector).

- Examples of different roles within applied sociology (for instance, independent consulting sociologist; applied researcher; staff member in company or organisation), looking at skills used and common transferable skills.

- Development of a professional identity as an applied sociologist.

- How ethical and personal perspectives affect actions as an applied sociologist.

Careers:

- Traditional conceptions of a career, changes in the world of work, and different ways of developing a career.

- The practicalities of different career models.

- Methodologies for professional development, including mentoring and membership of relevant academic and professional bodies.

- Career development as an applied sociologist within a changing landscape; current trends within employment (self-employment, gig economy etc.).

Ethics:

- Professional codes of ethics and key points (informed consent, confidentiality, privacy, data protection, risk management and safeguarding).

- Application of ethical and legal responsibilities to applied sociology contexts.

- Need for pragmatic, practical solutions to situations in applied sociology

Together these three sub-themes will provide students with an ability to reflect upon and critique the work of an applied sociologist, and to identify and articulate how these skills and knowledge used in diverse professional settings can contribute to a fulfilling career. By considering the inter-connected sub-themes, it encourages practical, theoretical and reflexive learning that will support students to successfully develop and sustain a long-term, flexible and adaptable career as an applied sociologist, incorporating multiple identities and settings.

The following learning objectives are designed to encourage students to take an applied sociological approach to the enactment of their own 'career' across the life course, as well as equipping them with practical knowledge and understanding about the nature of 'working' and current employment opportunities that amplify the skills developed via applied sociology.

Learning Outcomes

By the end of the course, students will be able to:

Employment

E1	Identify a number of different roles within applied sociology..
E2	Evaluate the contemporary landscape of employment, including challenges specific to their role as applied sociologists.
E3	Give examples of the distinct and unique value of applied sociology for addressing specific challenges in different professional settings.

Careers

E4	Critically assess current conceptualisation of careers and employment landscapes and how these may influence their own employment trajectory and choices.
E5	Evaluate their own career development, and how this may comprise a range of different forms of 'work' (e.g. paid, unpaid, emotional, campaigning).
E6	Offer examples to how their own skills, experience and knowledge contribute to their future careers and how these may be developed over time.
E7	Develop a plan to access continuing professional development to support a career as an applied sociologist.

Ethics

E8	Identify the core issues of ethical professional practice relevant to applied sociology.
E9	Reflect on their personal values and beliefs, and how these may be compromised or reinforced through work as an applied sociologist in commercial, public, and voluntary sectors.
E10	Assess the impact of giving professional advice to a client that will directly impact upon people working/participating in an organisation.

Curriculum Element 4: Practice

To assist learning in this applied sociology module, it will be important for students to gain some practical experience of applying sociological skills and knowledge. Indeed, this may be the means by which many of the learning outcomes identified in the earlier sections (knowledge, skills, employment, careers and ethics) are achieved.

Thus practical activities can enable students to explore the application of theory and concepts in practice, for example demonstrating the ways that social and cultural factors link individual experience to the public domain of events, while grounding their activities in theory. They will give students an opportunity to try out skills developed earlier in their degree. Finally, a practical component will supply the means to reflect on the practice of applied sociological work, to deepen their understanding of work as sociological practitioners, and thus help students to gain insight into what it means to do applied sociology.

In addition, practical activities should allow the students – and the organisations and communities with which they engage – opportunities to develop their understanding of what sociology can offer; to demonstrate the insights and facility that a sociological practitioner and sociological knowledge can provide; and to enable insight into both the limits and opportunities of the sociological imagination in applied contexts.

Though students may gain practical or research experience elsewhere during their sociology degree, the focus here should be firmly upon doing 'applied sociology' in non-academic settings. Precisely how a practical element to this module may be achieved will depend upon the resources available, geographical and other environmental considerations, connections between a department and its community, and other circumstances specific to a particular department and university. Models range from classroom activities (for instance, small teams working on a problem together, role playing etc) to visits or extended placements/internships in local organisations or companies, where students will have an opportunity to develop their skills and knowledge in relation to problems or situations in 'real world' settings.

There are some spin-off advantages to use of placements. Students will be exposed to a non-academic workplace, gaining insight into an industry, company or organisation. This will assist students to experience an area of work; to help them to build a professional network; and to experience first-hand some of the issues in applied sociology work, in order to inform their future career planning.

We offer a number of suggestions for how a practical element might be achieved in the Learning and Teaching Activities section below, while the Assessment section suggests means to assess the practice component.

Learning outcomes

N.B. The learning outcomes for this element of the curriculum should be read in conjunction with those for previous sections, as they address the practical application of the knowledge and skills set out in these elements. In addition, there are some process outcomes specific to this component.

By the end of the course, students will be able to:

P1	Apply a range of sociological concepts, theories and methods to an applied problem or situation, and use these to suggest resolutions. *See Annex A for a list of sociological concepts, perspectives and theories.*
P2	Demonstrate their application of a range of transferable and professional skills to address an applied problem or situation. *See Annex B for a list of relevant skills.*
P3	Give examples of the practical application of ethical issues in the practitioner/client relationship, and more generally concerning confidentiality, privacy and information governance in applied sociological work.
P4	Give examples of legal issues in applied sociological work, for example concerning human rights, employment rights, equality and diversity, citizenship.
P5	Gain knowledge, insight and understanding of a particular industry, service, organisation or social community.
P6	Explore and reflect upon their own role and identity as sociological practitioners, and upon the value of sociology as an applied discipline.
P7	Build a personal network relevant to work as an applied sociologist, and identify and perhaps join relevant communities of practice.

Learning and Teaching Activity Suggestions

We offer suggestions here for learning activities to deliver the learning outcomes (LOs) identified in the curriculum element sections, along with details of a related formative assessment and the LOs addressed

Knowledge

By the third year of an undergraduate degree, students will have been exposed to many of the concepts, theories and perspectives relevant to applied sociology. This module can provide a helpful revision of these.

Activity	Formative Assessment	LOs
Students are allocated specific concepts, perspectives or theories from the list in Annex A. They research these to provide: a) a one-sentence definition; b) an example of how the concept or theory might be used in a specific applied sociology situation.	Students present their answers to class-mates, and the combined work is used to create a master resource for the class to use during the module.	K5 – K10
Students are given a case study of an applied sociology problem and asked to identify the concepts, theories etc that are relevant to addressing this problem, with an explanation for the relevance of each.	Short report. Presentation to class.	K6 – K10
Students are given a case study of an applied sociology problem and asked to discuss the issues in applying sociological knowledge to address this problem practically (including using research to assess the problem).	Written report.	K1 – 4; K11

Skills

Skills are by their nature not capacities learnt from a book or in a classroom, but through practice. Many skills will only be fully acquired after working as an applied sociologist. We therefore need to differentiate between activities that increase awareness of and applied sociology skill-set and those that provide practical opportunities to acquire or refine skills. See also suggestions under 'practice' below.

Activity	Formative Assessment	LOs
Students work in small groups to identify the range of skills needed to work as an applied sociologist (divide into generic, professional and specific skills.)	Presentation to group	S1, 3, 5, 7
Short classroom tasks to practice generic reading, writing, critical thinking, communication, group work skills.	Peer assessment	S2
Students work individually to identify their current level of skill for the skill-set, develop a training needs analysis, and identify what are their CPD needs.	Training needs analysis	S7

Employment, Careers and Ethics

Activity	Formative Assessment	LOs
Use knowledge and theory from sociology of work to consider work models and careers in applied sociology.	Essay	E1-3
Students develop a Gantt chart to map a potential career as an applied sociologist, and identify the training needs associated with this career trajectory.	Presentation and discussion in class.	E4-7
Students work in groups to discuss the ethical issues associated with case studies of organizational situations and problems which may be addressed by applied sociologists.	Report	E8-10

Practice

A practical component could range from classroom activities to an extended placement. s in local organisations or companies, where students will have an opportunity to develop their skills and knowledge in relation to problems or situations in 'real world' settings. Conceivably the entirety of this module could be organised as a practical placement/internship, with the learning objectives in the previous sections all being assessed via a placement report. The practical element can be assessed by means of a report, with or without a reflective component (see *Assessment* section below).

Activity	Formative Assessment	LOs
Students attached to an organisation for a period of days or weeks, to learn about workplace issues. Dual supervision by course tutor and a supervisor from the organisation. Students supported to use sociological theory etc to discuss possible resolutions of organisational situations with workplace supervisor.	Written report and oral presentation to class.	K10; S2,4,6; P1-6; E8-10
Students work on or off-campus in an organisation, shadowing a practitioner and undertaking allocated tasks.	Report on work of a practitioner.	P3-6
Students visit an organisation or business and interview a key member of staff to learn about the kinds of issues that arise.	Report selecting one issue and discussing how an applied sociologist might address the situation.	S2, 4; P5-6
Students identify a social issue (e.g. gender inequalities in a profession or level of management). After library research, they visit an organisation for two days to interview staff and observe how this issue affects a particular organisation.	Report analysing the situation, what needs to change, resources and recommendations.	S2, 4; P1-5
Following library research on a topic, students use role play during a class to explore a situation in an organisation.	Class discussion of knowledge, skills and practical issues of working as an applied sociologist.	P1-4, 6
Students establish a professional profile on *LinkedIn* or other social networking site.	Class demonstration of profile.	P7

Assessment

We have suggested a range of possibilities for how to deliver the learning outcomes, with possible formative assessments. Many of these could be also adapted to provide summative assessment.

Some of the learning outcomes identified in this curriculum are suitable for more traditional assessment using essays or short answers, either in examination conditions or by continuous assessment.

However, given the subject-matter of this curriculum, course leaders may consider it more appropriate for summative assessment of this module to be based around a significant practical component. If a placement or other practical component is incorporated, then typically a report would enable many of the learning outcomes to be measured. This report might be structured, to ensure specific LOs are assessed. Other assessment formats include:

- A final report to be presented to an actual or imagined placement organisation/client, to address a situation or problem.

- A reflexive account of a practical activity undertaken during the module, using sociological frameworks, concepts and theories to illustrate an applied sociology approach.

- A portfolio of work (report, reflection, blog articles, video) relevant to the curriculum in applied sociology.

- Secondary analysis of data, to inform an applied sociology issue.

- An essay on a problem that, according to the literature or media, impacts on an organisation or community.

Resources

A. Publications Relevant to Applied Sociology

Argow, W.W. (1941) The practical application of sociology. *American Sociological Review*, *6*(1): 37-40.

Bruhn J.G. (2001) On becoming a clinical sociologist. In: Rebach H.M. and Bruhn J.G. (eds.) *Handbook of Clinical Sociology*. Boston, MA: Springer.

Burgess-Proctor, A., Cassano, G., Condron, D. J., Lyons, H.A. and Sanders, G. (2014) A collective effort to improve sociology students' writing skills. *Teaching Sociology*, *42*(2): 130-139.

Clark, E.J. (1990) The development of contemporary clinical sociology. *Clinical Sociology Review*, *8*(1), 9.

Finkelstein, M. (2009) Toward teaching a liberating sociological practicality: Challenges for teaching, learning and practice. *Teaching Sociology*, *37*(1): 89-102.

Finkelstein, M. (2010) Why teach applied sociology? Four reasons to consider. *Journal of Applied Social Science*, *4*(1): 97-109.

Fritz, J.M. (Ed.). (2007). *International Clinical Sociology*. Springer Science & Business Media.

Howery, C.B. (1989) Models for applied sociology programs at the BA level. *Sociological Practice*, *7*(1): 26.

Malcom, N.L. (2006) Analyzing the news: Teaching critical thinking skills in a writing intensive social problems course. *Teaching Sociology*, *34*(2): 143-149.

Mead, G. (2017). Forms of knowledge and the love of necessity in Bourdieu's clinical sociology. *The Sociological Review*, *65*(4): 628–643.

Nichols, N. (2016) Investigating the social relations of human service provision: Institutional ethnography and activism. *Journal of Comparative Social Work*, *11*(1). http://journal.uia.no/index.php/JCSW/article/view/360

Rebach, H.M. (2001) Intervention in clinical sociology. In: Rebach, H.M. and Bruhn, J.G. (eds.) *Handbook of Clinical Sociology*. Boston, MA: Springer.

Rose, C. (2010). How to win campaigns: Communication for change. London: Routledge

Steele, S.F. (2017) 'When you come to the fork in the road, take it'. Aspirations for applied and clinical sociology: paradigms to princesses. *Journal of Applied Social Science*, *11*(1): 5-10.

Taylor, R., Torugsa, N., & Arundel, A. (2017) Leaping into real-world relevance: an 'abduction' proves for nonprofit research. *Nonprofit and Voluntary Sector Quarterly, 1:* 1-22. DOI: 10.1177/08997640

Watts, D.J. (2017) Should social science be more solution-oriented? *Nature Human Behaviour*, *1*, 0015. DOI:10.1038/s41562-016-0015

Weinstein, J. (2003). Civics as applied sociology. *Social Justice*, *30*(4): 21-39.

Wirth, L. (1931) Clinical sociology. *American Journal of Sociology 37*(1): 49-66.

B. Case Studies

Sociologists at the Xerox Palo Alto Research Center (PARC) formed the Work Practice group and used ethnographic methods to examine how people accomplished their work. Informed by ethnomethodology and conversation analysis, the team pioneered the study of work in context. Their discoveries fuelled a wide range of innovation in terms of technology, processes, and designs. The impact of that work continues to inform how to study technology-in-action and explore the workplace as a system of coordinated practice (Szymanski and Whalen, 2011).

Applied sociologists in rural Central Pennsylvania had targeted conversations with local municipal and community leaders to discover the functional problems they faced. From this, they used student surveyors and faculty with Geographic Information Systems (GIS) skills to map blighted housing. This was information the towns desperately needed to gain access to Community Development Block Grant money (Milofsky and Green, 2015).

While everyone has a medical record, most people do not know where it comes from or how it was created. A team of applied sociologists from Bentley University conducted the first broad-based investigation of the medical transcription industry. Using a systems perspective, the team helped the industry better articulate the value it brings to the healthcare revenue cycle. Through their research findings, the team also assisted the industry in developing best practice documents in quality assurance, offshoring, and speech recognition technology. (David et al., 2009; David and Vinkhuyzen, 2013).

See also:

Bye, T.A. (2016) A sociology clinic: a sociology of the people, by the people, for the people? *Social Theory and Health.* https://socialtheoryhealth.wordpress.com/2016/12/12/

Companion, M. (2013) Obesogenic cultural drift and nutritional transition: Identifying barriers to healthier food consumption in urban Native American populations. *Journal of Applied Social Science*, *7*(1), 80-94.

Holtzman, M. and Menning, C. (2015) A new model for sexual assault protection: Creation and initial testing of Elemental. *Journal of Applied Social Science*, *9*(2), 139-155.

Simonson, L. J. (1996) Mediating conflicting constructions of childhood sexual experience: a case study. *Clinical Sociology Review*, *14*(1), 11.

Sumerau, J. E. and Cragun, D. (2016) Frames of reference: Applying sociology in interdisciplinary medical settings. *Journal of Applied Social Science*, *10*(2), 113-118.

C. Relevant Journals

Clinical Sociology Review (to 1998)	http://digitalcommons.wayne.edu/csr/
European Review of Applied Sociology	https://www.degruyter.com/view/j/eras
Journal of Applied Social Science	http://journals.sagepub.com/home/jax
Teaching Sociology	http://journals.sagepub.com/home/tso
Journal of Applied Sociology	http://journals.sagepub.com/home/jaxa
International Journal of Applied Sociology	http://www.sapub.org/journal/aimsandscope.aspx?journalid=1116
Advances in Applied Sociology	http://www.scirp.org/journal/aasoci/

D. Curriculum Development Resources

Description	Web addresses
Applied sociology clinic	https://socialtheoryhealth.wordpress.com/2016/12/12/a-sociology-clinic-a-sociology-of-the-people-by-the-people-for-the-people/
Campaigning	http://www.parliament.uk/documents/commons-information-office/brief-guides/outreach-publications/campaigning-at-westminster.pdf
	https://www.salfordcvs.co.uk/people-powered-change-learn-how-campaign-day
	http://www.bl.uk/learning/resources/pdf/makeanimpact/mairesource.pdf
Careers	http://www.sociologyatwork.org/category/careers-in-sociology/
Clinical sociology	http://www.sociologyatwork.org/what-is-clinical-sociology/
Digital Champions	https://www.learnmyway.com/courses/how-to-be-a-digital-champion/
	http://www.salford.ac.uk/skills-for-learning/home/carousel-files/digital-champions
	https://www.croydon.gov.uk/community/go-on-croydon/digital-champions
Fire regulations	https://www.socialsciencespace.com/2017/06/grenfell-tower-missing-social-dimension-fire-regulations/
Ethics	Association for Applied and Clinical Sociology (AACS) Ethical Standards for Sociological Practitioners: http://www.aacsnet.net/mission/
	British Sociological Association:
	https://www.britsoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf
	https://www.britsoc.co.uk/media/24309/bsa_statement_of_ethical_practice_annexe.pdf

Poverty	https://confrontingpoverty.org/poverty-discussion-guide/
Teaching applied sociology	http://journals.sagepub.com/page/jax/collections/classroom/index
	https://othersociologist.com/2012/11/02/sociology-for-what/
Urban planning	http://www.teaandwater.co/insights/cities/human-urban-planning
Writing sociology	http://onlinelibrary.wiley.com/doi/10.1111/j.1475-682X.2008.00248.x/full

E. Links to Relevant Organisations

Applied Sociology Cluster of the Canadian Sociological Association	http://www.csa-scs.ca/files/webapps/csapress/applied/
Applied Sociology Thematic Group of the Australian Sociological Association	http://tasa.org.au/thematic-groups/groups/applied-sociology/
Association for Applied and Clinical Sociology	http://www.aacsnet.net
Clinical Sociology Research Cluster of the International Sociological Association	http://www.isa-sociology.org/en/research-networks/research-committees/rc46-clinical-sociology/
Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS)	http://www.sociologycommission.org/
Sociologists Outside Academia group of the British Sociological Association	https://www.britsoc.co.uk/groups/special-interest-groups/sociologists-outside-academia/
Sociology at Work	http://www.sociologyatwork.org/

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Annex 1 Knowledge

A. General perspectives

Conflict theories
Constructionism
Determinism
Environmentalism
Ethnomethodology
Existentialist
Feminism
Functionalism
Interactionism

Marxism
New materialism
Poststructuralism
Sociolinguistics
Sociology of knowledge
Sociology of Time
Utilitarianism

B. Foundational ideas

Alienation
Class analysis
Disability
Division of labour
Emotions
Formal vs. substantive rationality
Health and illness

Iron cage of bureaucracy
Mechanical vs. organic solidarity
Patriarchy
Social construction of reality
Sociological imagination

C. Theories

Actor-network theory	Protestant ethic and capitalism (Weber)
Boundary object theory	Rational choice theory
Bourdieu's theory of distinction	Reciprocity and 'the gift' (Mauss)
Bureaucracy (Weber)	Relational-cultural theory (psychological & feminist)
Class theories	Sapir-Whorf hypothesis
Cognitive dissonance	Sick role (functionalist theory of illness)
Communication theory	Social comparison theory
Critical race, decolonial and post-colonial theories	Social exchange theory
Demographic transition theory	Social identity theory
Dependency and modernization theories of development	Social shaping of technology
Deviance and labelling theory	Sociobiology and evolutionary psychology
Dirt as 'matter out of place' (Mary Douglas)	Stigma (Goffman)
Dramaturgical theory (Goffman)	Structural functionalist theory (Parsons, Davis/Moore)
Emergent norm theory of mass behaviour	Structural strain theory (Merton)
Feminist legal theory	Systems approach to organisation
Feminist technoscience theory	Systems of thought/discourses (Foucault)
Feminist theory	Theories of ageing (Activity theory; disengagement theory; ageism)
Game theory	Theories of professions (Parsons, Freidson)
Gender theory	Theories of socialisation
Governmentality (Foucault)	Theory of scientific management (Taylor)
Grid and group analysis (Mary Douglas)	Theory of self (Mead)
Hegemonic masculinity	Thomas theorem
historical materialism (Marx/Hegel)	Urban ecology
In- and out-groups	Work/life (im)balance
Institutional racism/sexism/homophobia	
Inter- and intra- generational mobility	
Neo-classical management theory (human relations)	

D. Sociological concepts

Ableism	Illness experience
Anomie/alienation	Intersectionality
Biomedicine	Labelling
Biopsychosocial complex	Masculinity and femininity
Biosocial complex	Medicalisation
Citizenship	Military-industrial complex
Community	Moral order
Cosmopolitanisation	Moral panic
Countercultures	New technology
Cultural capital	Patriarchy
Cultural diffusion	Popular culture
Cultural identity	Power
Cultural relativism	Purposive sampling
Culture	Race
Culture shock	Racism
De-industrialisation	Relativism
Disability studies	Reproductive rights
Discourse	Resistance
Division of labour	Sexualities and sexualisation
Ethnicity	Social class
Ethnocentrism	Social construction
Eurocentrism	Social control
Gemeinschaft/Gesellschaft	Social distance
Gender	Social division/stratification
Gender-related violence	Social exclusion and stigma
Gentrification	Social identity
Glocalisation	Social Institution
Habitus	Social mobility
Hawthorne effect	Socialisation
Health inequalities	Sub-culture
Hidden curriculum	Tacit knowledge
Ideology	

Annex 2 Skills

A. Generic, transferable and employability skills

Active listening
Campaigning
Communication skills
Creativity, including use of photography/video for data collection and presentation
Critical thinking
Emotion management
Problem-solving
Project management
Summarising
Time management
Verbal and written communication
Working collaboratively with others

B. Professional and Subject-specific skills

Analyse data qualitatively and quantitatively
Apply sociological theories to practical settings
Appraise evidence critically
Develop and refine a research question

Dissemination to public and media
Evaluating complex information
Gather data using a range of tools
Mapping local social ecosystem
Public speaking
Report writing

C. Skills specific to work in applied sociology

Campaigning
Financial management
Interacting with media
Negotiation and arbitration
Partnership building
Pitching a proposal to a client verbally and in writing
Presentation of findings to clients
Running a small business
Use of social media for professional purposes

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