**Course Learning Journal**

PHI 805 – Faith-Learning Integration and Interdisciplinary Studies

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Professor

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Introduction

In this Journal entry, I am asked to summarize the intent of this course. I know from the DSL program’s catalog description that this program is designed for scholar-practitioners, with the emphasis on practical application of knowledge attained. This is order to become world changers. The intent of this course is to recognize why and how the spirituality of faith integration  underlies faith-learning integration, and to analyze how differing worldviews can influence interpreting information in different  disciplines.

 I perceive that it fits into the DSL program sequence as a provider of broadening fundamental insights, rather than building practical skills.

Personal Growth

This course stretched me in many ways, namely in the consideration of theological principles as they might fit within my volunteer role at a secular public agency.

 At first I really struggled with the material and lecture content. However, I made it clear to my professor that I was dealing with limited ways in which to overtly express spiritual truths in my dealings with the Hospital Foundation. This predicament was greeted with acceptance rather than condescension; thus I felt comfortable and confident that I could learn and gain perspective without jeopardizing my work.

Reflective Entry

While this course was mainly theoretical, I was able to contextualize some of its content in my volunteer position with the Hospital Foundation. I began to think of my volunteer service as a form of *ministry*. While, as stated, my work is outwardly secular in nature, inwardly I was able to connect service to a higher power with my service to the community. Once that realization occurred, the content of this course gained relevancy to my life and applicability to my eventual action research project.

Future Expectations

My only questions and concerns relating to the program expectations are whether I would be expected to incorporate scripture or Christian principles within my action research project. While a reflective section of the project would be acceptable, the incorporation of religious principles into the research itself would offend some of my fellow Foundation members and possibly get me into trouble with the Healthcare District. In light of these risks, I am confident that my professors will help me to maintain secularity in my hands-on research.

Conclusion

The DSL program’s catalog description states that this program is designed for scholar-practitioners, with an emphasis on practical application of knowledge attained. This is order to help OGS graduates become world changers.

I have not been affiliated with any form of religious organization for nearly 50 years. Therefore, I’ve admittedly struggled with some of the deeply religious content of my courses. Nonetheless, I feel enriched by this added dimension of learning – especially as it informs my newly discovered sense of purpose by viewing my work as a form of ministry to the community.

While my work is outwardly secular in nature, inwardly I was able to connect service to a higher power with my service to the community. Once that realization occurred, the content of this course gained relevancy to my life.

As I move through the DSL program, I am confident that I will continue to receive the same gracious support that I’ve receive thus far, including the accommodation of my secular restrictions within the context of my volunteer work.