

SR 950-32 Clinical and Applied Sociology, Dr. Joshua Reichard

LDR 815-32 Transforming People Problems, Dr. Brenda Davis

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Assignment #4 – Course Learning Journal

The journal is a written reflection of your learning journey while working on each course. The Learning Journal integrates the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to communicate with your professor insights gained as a result of the course. The course learning journal should be 3-5 pages in length and should include the following sections:

1. Introduction –Summarize the intent of the course, how it fits into the graduate program as a whole, and the relevance of its position in the curricular sequence.

2. Personal Growth - Describe your personal growth—how the course stretched or challenged you - and your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills have you gained?

3. Reflective Entry - Add a reflective entry that describes the contextualization (or adaptation and relevant application) of new learning in your professional field. What questions or concerns have surfaced about your professional field as a result of your study?

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional, religious, and educational goals.

1. Introduction –Summarize the intent of the course, how it fits into the graduate program as a whole, and the relevance of its position in the curricular sequence.

The intent of the Clinical and Applied Sociology course was for the scholar to understand and differentiate applied and clinical sociology from a Christian Perspective. This was very helpful to my learning as I integrated my faith and my daily practice as a principal who problem-solves daily. Looking at the proper diagnosis of a problem and creating interventions to transform problems into life-altering interventions is the essence of what Christian sociologists and problem solvers aspire to create (Reichard, 2024). The course also challenged me to look at what I do at work and in my Educators for Christ ministry and how I can lead more effectively to help bridge the gap between what we need as educators and leaders within the public school system and secular college and universities, and what we need to be doing daily in our profession to teach our core Christian values to help our students and society at large. Additionally, both courses in their sequence have been helpful to help me begin to look at my work and ministry from a more systematic perspective (Reichard, J. D., 2024).

The Transforming People Problems course is intended to advance our thinking and plans as leaders to effectively communicate and bring about social change in all areas of our lives. The course allowed us to think about an area that we are working in, whether it be in our family, profession, and/or ministry, and make strategic advances towards a positive social change or outcome. More specifically, the course involved exploring effective communication and leadership styles, the most effective leadership models. The research provides knowledge of how

leadership models as well as change models can be carried out with research-driven strategies.

The research also brought light on research to show Maslow's Hierarchy of Needs to be relevant in every part of our lives. This becomes more important to understand in leading others.

However, as I began to read about its application to employees or people under my charge, it helped me to understand that it also applies to my own life, and make sure I monitor these needs in myself.

2. Personal Growth - Describe your personal growth—how the course stretched or challenged you— and your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills have you gained?

To answer this question of how these two courses stretched or challenged me and my mastery of the course and skill...what new insights have I gained, I want to share this conclusion from my Clinical and Applied Sociology class:

“The goals of modern American education conflict with the country's laws mandating compulsory education, as does the academic achievement of American students when compared to students elsewhere. There needs to be a change. America's public schools must be reformed. Numerous educational theorists, critics, lawmakers, academics, communities, parents, teachers, and students are demanding change because they see an issue with the current system.

Furthermore, when the US is contrasted with other wealthy countries, the results are extremely concerning (Chicosky, 2015). Chicosky suggests that the United States reinvent its education system and adopt an early intervention program for preschool, and students should continue to receive mandated elementary-level instruction as in successful countries. Chicosky believes that

middle school and high school levels should be voluntary, and not be mandated. Students choosing to opt out of middle and high school need to select a strong vocational-technical skills program as an alternative to the academic track (2015). Adopting change is never easy but necessary until effective results are achieved. I hope that Christians will rise and become the primary voice in America leading the charge to educate and protect the well-being of America's children" (S. Anderson, personal communication, March 14, 2024; Chicosky, C. L., 2015).

Before reading Chicosky's article, I was thinking about the education of the masses as we know it. The personal growth and new insight that I have gained from my research is to reimagine compulsory education. Compulsory education needs to be reimaged to meet the needs of our students today. Compulsory education needs modern innovative reform with data-driven best practices to monitor effectiveness, equity, career, and college readiness (Chicosky, C. L., 2015).

3. Reflective Entry - Add a reflective entry that describes the contextualization (or adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result of your study?

Since I have been an OGS scholar-practitioner, I have come to realize in a brand new way that while I have a passion for the work and ministry that I do, God's passion is even greater (Genesis 1, Acts 17, John 3:16-17). I praise God for leading me to OGS to better equip me for this work. The new learning has further challenged me to be deliberate in the language that I use in my communications (McConnell-Ginet, 2020). The new learning has given me a new perspective on change. As I grow in my sphere of influence as a leader, I can better assess my

effectiveness through my knowledge of different change models. Using even the simplest change model, Lewin's three-stage processual model can help to understand where you are in the process of leading your family, organization, ministry, or school (Errida, A., & Lotfi, B., 2021; McConnell-Ginet, S., 2020; NASB, 2020).

I am gaining more knowledge, which is helping me to also better assess if I am leading with love and care using Pollack's six core psychological needs, which are safety, affiliation, positive self-regard, independence, engaging activities, and noble pursuits (Pollack, 2020). I have begun using Pollack's six core psychological needs as a checklist to monitor the well-being of those I am leading (Pollack, J., 2020).

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional, religious, and educational goals.

I found both courses to be pertinent and highly effective in meeting my professional, religious, and educational goals with applicable skills that I can use immediately. I came to OGS wanting to tie all of the different pieces to my life together, being a principal, author, CEO, and ministry leader. I am gaining insight. More importantly, I am discovering what is most important. Learning through the research and speaking to Dr. Reichard and Dr. Davis helped to enlighten me and has made me want to learn even more. Thank you.

Works Cited

- Chicosky, C. L. (2015). Restructuring the modern education system in the United States: A look at the value of compulsory education laws. *BYU Educ. & LJ*, 1.
- Errida, A., & Lotfi, B. (2021). The determinants of organizational change management success: Literature review and case study. *International Journal of Engineering Business Management*, 13, 18479790211016273.
- McConnell-Ginet, S. (2020). *Words matter: Meaning and power*. Cambridge University Press.
- New American Standard Bible (NASB), (2020). *Lockman Foundation*. (Original work published in 1960).
- Pollack, J. (2020). *Conflict Resolution Playbook: Practical Communication Skills for Preventing, Managing, and Resolving Conflict*. Rockridge Press.
- Reichard, J. D. (2024). Applied and Clinical Sociology: A Christian Perspective. In *The Routledge International Handbook of Sociology and Christianity* (pp. 369-379). Routledge.