SR950 Clinical and Applied Sociology

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Omega Graduate School

Due Date

October 5, 2024

Professor

Dr. Joshua Reichard

Course Learning Journal

The journal is a written reflection of your learning journey while working in 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 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.

**Learning Journal**

 The intent of the course was to examine clinical and applied sociology and sociological intervention and research as an approach to analysis and problem solving of a social problem while also utilizing Christian sociology, epistemology and ontology. This course aligns with the objectives of the Doctor of Social Leadership programme as it situates Christian and sociological worldview and principles in addressing a social problem for constructive social change.

 The course is rightly placed in the sequence of courses as it aids the understanding of sociological intervention after the foundation laid by SR968 Sociological Methodology: Interpreting Changing Cultures course. This key sociological intervention learning is important in the preparation of the action research. Therefore the sequence is impeccable.

 Prior to taking this course, I had no knowledge of applied or clinical sociology. However, I have been exposed to applied and clinical psychology in my academic and professional background. Psychology operates more on the micro perspective and is concerned with human behaviour and the mind, cognition and emotions. Applied and clinical sociology is similar in epistemology to clinical social work. Being exposed to this new learning around clinical sociology has expanded my sociological thinking.

 The course helped to deepen my sociological imagination with the context of my research area of interest: gender equality, work life balance and the mental load. It has helped me to explore the sociological context of intersectionality debate, sociological intervention process and the conflict theoretical context within the mental load and gender discourse.

 I have been challenged to integrate knowledge through interdisciplinary and multidisciplinary approaches to make sense of the material through analysis and acculturation. The growth process is continuous and exposure to synergies in social work, sociology and theology is fascinating. I have gained new sociological insights around Christian sociology and the integration of morality, social activism and critical sociological thought to address real world problems in ways that differ from secular sociology. Christian sociology objects to secular sociology’s over-reliance on scientific knowledge and human potential and overlooks divinity, the fall of man and redemptive grace as part of human existence. Additionally, I have been exposed to W. I. Thomas’ social situationism “If people define situations as real, they are real in their consequences.” Social situationism is an important part of the learning for me as it presents people’s perception about a situation as their reality based on their subjective experiences. This is aligned with phenomenological understanding of the lived experiences of people, which is how people experience their own reality of a phenomenon. There were many insights and ‘aha’ moments in this course and with time to assimilate further, I am confident there will be greater expansion of the sociological imagination.

 The course has met my educational goals through strengthening my sociological imagination and in particular the growth of Christian sociology which I was only exposed to through Omega Graduate School. The course has helped me to thoughtfully engage with the discourse and integrate my sociological understanding to the discourse around gender, roles and household work. The growth process throughout the subterm has been real and is ongoing. I look forward to the andragogical rigor of the courses that I will take in the next subterm. Additionally, I look forward to continuing to expand my sociological epistemology and ontology as I step into my purpose as a Christian scholar and endeavour to change the world. I am eternally grateful for all the new learning and knowledge resources which I will use to improve my academic thinking and professional practice.