PHI 805-22: Faith-Learning Integration and Interdisciplinary Studies

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Course Learning Journal

Assignment #4 – 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.

COURSE LEARNING JOURNAL SR 805-12 Faith-Learning Integration and Interdisciplinary Studies

**Introduction**

The SR 805-12 Course on Faith-Learning Integration and Interdisciplinary Studies is an authentic and exciting experience of realizing how faith and learning interconnect in the pursuit of a noble profession. This course has been very insightful for me as a Army Non-Commissioned Officer aspiring to be a leader since it has presented me with a new set of paradigms that enables me to fuse faith with knowledge and practice from scholarly and professional arenas. The basic assumption of the course that learning is always about change aligns well with my professional ideas about leadership as a stewardship and as a call to make change.

The location of the course within the general structure of the graduate degree is significant in terms of strategic importance. It becomes useful as a starting point to show how faith-based approaches to issues can be implemented in various fields, thereby offering an elaborate method to analyze the social problems among scholars. Through the focus on interdisciplinary and integration of faith into the research, the course encourages the participants to move beyond the compartmentalization of knowledge and application in their academic endeavors.

**Personal Growth and Intellectual Transformation**

In this course, I have been enlightened intellectually and professionally to a greater extent. The systematic approach towards integrating faith and learning made some points in knowledge production and professional development unfamiliar to me. The course deviated from the normal thinking of how Army training prepares individuals for leadership by just addressing the technical and operational competence of the leaders.

Having considered the ideas of the Christian worldview on leadership, I can say the following: It is clear that leadership is not just about skills and knowledge. Therefore, due to the implications of theological knowledge in my scholarly research methodology, I enhanced my understanding of leadership as a process of individual and collective transformation. This perspective of professional practice changed the very approach to military service from mere employment as a means of earning a living to a noble opportunity to cultivate human beings and enrich society.

The methodological frameworks offered more elaborate approaches to addressing social problems because the approach is not confined to one field. This is in line with the military leadership competencies as outlined, which are more complex, less discipline-oriented problem-solving skills.

**Reflective Learning and Professional Contextualization**

The course learning models, especially the seven-step interdisciplinary research process model, helped the students develop a good understanding of the challenging professions that go beyond the conventional academic or military learning models. This approach to research and learning is a complex system that contributes to knowledge of various social issues, overcomes divisions between disciplines, and enhances the understanding of professional growth.

The seven-step interdisciplinary research process appeared as a rather revolutionary approach to the methodological framework. Every step of this process—from problem clarification to lifelong learning evaluation—brought valuable insights into how multifaceted problems can be addressed with rational thinking, a moral compass, and a desire to positively change the world. This was not a theoretical approach, as is characteristically common with conventional research methodologies but involved critical thinking, participation, and a sincere desire to see the outcome implemented.

It highlighted how embedding faith into research and practice exposes the shortcomings of utilizing a technical or mechanistic approach to leadership and solving problems. Most military training focuses on the operational and tactical levels; however, this course showed that leadership is much more profound and multifaceted in its approach to people. Integrating the theological and philosophical paradigms with empirical research methods brought richness to the process of professional development.

The following are some of the important realizations that were made during this learning journey that profoundly changed my professional perception: First, leadership was redefined from the traditional approach to a state of authority over the subordinates to the essential role of accountability. This changes the position from the management of organizational processes to the cultivation of human capital since leadership is the process of enhancing the capacity of people and groups.

The understanding of moral courage in this course has become more refined than previously. Unlike in the rule-based approach, the focus of ethical decision-making in the interdisciplinary approach is not on the lines that need to be followed. This perspective is particularly important in military situations, as most of the time, leaders are faced with a dilemma that cannot be clearly answered by following a definite set of guidelines.

Integration also became a significant leadership competency across disciplines. It is becoming a master in synthesizing the findings of theology, psychology, organizational theories, and professional practice, which is quite a complex academic accomplishment that transcends disciplinary boundaries. It helps leaders find more appropriate and context-specific solutions in given problem-solving situations.

The integration of faith and the learning approach used in the course created a solid paradigm for comprehending the acquisition of knowledge as a value-oriented, comprehensive process. The conventional system of education alienates learning from the religious and moral aspects of life and learning. However, this methodology engulfs a more holistic perspective of human existence and practice, which is holistic.

Most revolutionary was the understanding that professional training does not only concern the acquisition of specific practical competencies but also the search for meaning. This worldview is not compatible with the instrumental view of the professional practice, as it means that only when one understands what they are doing and why they can be efficient, not otherwise.

The described methods provided profound approaches to the methodological analysis of intricate social issues. Thus, the course showed how an interdisciplinary approach can provide a better and richer understanding of various processes and phenomena. This is well aligned with the contemporary and dynamic operational contexts in which military leaders find themselves, which cannot be addressed using segregated approaches.

Finally, this process of reflection provided a better understanding of the fact that professional development is a lifelong process of change that involves individuals and communities. The course did not offer knowledge as a possibility of acquiring some fixed set of skills but as a process by which one must constantly engage in critical thinking, ethical awareness, and personal and social development.

**Professional Field Contextualization**

In my military background, knowledge of the course is rather valuable. Military leadership demands more agile and ethical forms of leadership that take into account the nature of human beings. The faith-learning integration process presents a complex model that can prepare leaders who would effectively address moral dilemmas in professional settings.

The research methodologies have been presented as practical approaches to handling organizational issues. The integration of theological, social science, and professional practice frameworks offers military leaders an enhanced, people-centred understanding of leadership and organizational improvement.

Particular spheres of possible use are:

* Taking into consideration ethical and spiritual components in leadership development programs
* Strategies in the context of organizational change that focus on the development of the human person
* Some decision-making frameworks that are aimed at the strategic level and take into account both efficiency and people’s worth

**Questions and Continuing Exploration**

Several critical questions have emerged from this learning journey:

1. How can military organizations integrate faith-based leadership principles without compromising institutional neutrality?
2. What methodological innovations can further enhance interdisciplinary research approaches in professional contexts?
3. How can faith-learning integration methodologies be adapted across diverse cultural and organizational environments?

These questions do not mark the end of the scholarship but rather an opportunity for scholars and professionals to further their studies.

**Conclusion: Transformation and Ongoing Journey**

The SR 805-12 course is not only an academic course; it is an invitation to redefine the profession from head to toe. The course offers rich models for connecting faith with academic work, and participants are encouraged to design more prosperous and ethically sound approaches to leadership and research.

 As an Army Non-Commissioned Officer, I think the course can be quite effective in changing the participants. It is an effective approach to cultivating leaders who are equipped to address global issues that are sophisticated in nature, immoral in practice, and amoral in form, with virtue, compassion, and a genuine concern for human well-being.

This learning is not an ending but an opening to a process of how faith, education, and profession can serve as a tool for change in society. This course has provided me not only with ideas to be applied in the field of organizational management but also with passion, which is to see leadership as a divine call for the growth and transformation of people.

The first is that one should never underestimate the importance of technical competence, but the most important lesson is that leadership goes beyond technical ability. It has to be said that it deals with overall education, which focuses on the unity of practice, values, and spirituality.