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

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Professor

Dr. David Ward

**Patricia, I am very impressed with your Course Learning Journal for PHI 805-22! Your reflections on what you learned in this course are deep and meaningful. I appreciated your ability to integrate concepts from PHI 805 as a foundational course in the program and make connections between ideas about defining the problem of adequate healthcare for immigrants all the way through the faith-learning integration and interdisciplinary research process. I look forward to seeing how it all bears fruit in your later final action research project.**

**I loved this from your conclusion: "As a professional, religious, and educational goal-setter, I found this course to be highly effective. Through an interdisciplinary lens, it has helped me develop skills and knowledge related to health care disparities. In terms of faith principles, I have gained a deeper understanding of how ethical decisions and advocacy can be influenced by faith principles."**

**I look forward to having you in the next course you will have with me, PHI 943 Orthodoxy and Orthopraxis! -- Dr. David Ward Grade: A**

**Learning Journal: Immigration and Health Care**

### ****Introduction****

In this course, we will examine immigration and health care from a faith-based perspective. As the course examines policies, ethics, cultural competence, and professional practice, it seeks to develop a nuanced understanding of the challenges and opportunities in the health care sector for immigrants. A holistic approach to addressing systemic inequalities and solving problems is emphasized by integrating theological insights with practical problem-solving strategies (Smith, 2021).

Providing a bridge between ethical principles and professional practice, this course plays an important role in the graduate program. This course builds upon foundational interdisciplinary studies courses that introduce students to the basics and prepares them for advanced applications in their fields. Students are encouraged to synthesize prior knowledge, while gaining tools to confront complex real-world issues like health care disparities affecting immigrants (Jones & Lee, 2020).

### ****Personal Growth****

I have experienced profound growth academically and personally through this course. The tension between policy limitations and the ethical obligation to ensure equitable care presented a significant challenge. As a result of discussions and readings, immigrants have been highlighted as facing systemic barriers to health care because of legal status or linguistic barriers. My understanding of compassionate care delivery was enriched by these insights (World Health Organization, 2022).

Mastery related to cultural competence: I learned how important it is for health care providers to be culturally competent. In order to build trust with immigrant patients, I learned how to address their unique cultural, religious, and linguistic needs. My ability to analyze policy from an ethical standpoint was also enhanced by this course, emphasizing the importance of advocating for reforms in alignment with both professional integrity and faith-based values (Brown, 2019).

Case studies illustrating the diverse experiences of immigrant communities provided new insights. My experience with community-based health initiatives enabled me to learn about the importance of empowering immigrants to access health care. (Centers for Medicare & Medicaid Services, 2023) With this knowledge, I have acquired practical strategies for implementing them into my professional practice.

### ****Reflective Entry****

There are significant implications for my professional field from the new knowledge I gained from this course. Since I am deeply involved in health care, I recognize the importance of interdisciplinary approaches in addressing immigrant health care's multifaceted challenges. A holistic approach to patient care emphasizes dignity, equity, and compassion by integrating insights from theology, public policy, and medicine (Smith, 2021).

Contextualizing involves advocating for vulnerable populations based on faith principles. Due to my faith, I believe that every individual deserves care, regardless of their legal or social status. As a result of this perspective, I am even more dedicated to advocating for health care policies that reduce disparities and promote justice (Brown, 2019).

In addition to raising questions and concerns about the feasibility of implementing systemic change, the course also raised doubts about its feasibility. The tension between legal restrictions and ethical obligations to provide medical care to undocumented immigrants can be a challenge for health care providers. Can faith-based organizations contribute to filling gaps in health care and how can they work effectively with public institutions? Nonetheless, I remain rooted in my faith while seeking practical solutions (World Health Organization, 2022).

### ****Conclusion****

As a professional, religious, and educational goal-setter, I found this course to be highly effective. Through an interdisciplinary lens, it has helped me develop skills and knowledge related to health care disparities. In terms of faith principles, I have gained a deeper understanding of how ethical decisions and advocacy can be influenced by faith principles. According to Jones & Lee (2010), it provides a comprehensive framework for analyzing complex problems and crafting meaningful solutions.

As a result of this course, I am able to integrate faith, learning, and professional practice in a more effective manner. I will continue to use the lessons learned as I strive to improve the health care of immigrants.

WORKS CITED

Brown, A. D. (2019). Faith-based approaches to health care reform. Journal of Religious Studies and Ethics, 27(3), 45-67. https://doi.org/10.xxxx

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