PHI 805-22 Faith-Learning Integration and Interdisciplinary Studies

Obed Alcime

Omega Graduate School

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Professor

Dr. David Ward

**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.

**Obed, I am very impressed with your Course Learning Journal for PHI 805-22! Your reflections on what you learned in this course are accurate and articulate. I appreciate how completely you grasped this foundational course in the OGS curriculum. This well-written journal has been really gratifying to read, because I could see that it had made a transforming impact on you and your future academic work. I could see where your passion for impact expressed itself when you wrote, "Reflecting on my progress, I can confidently say that this course has been drastically transformational in shaping my approach to leadership, research, and faith integration." Your closing comment gave me a sense of mission accomplished, "As I continue my doctoral studies, I am committed to using this knowledge to influence education, leadership, and community development through biblically grounded research and critical empirical research." I would be honored to be your research project chair and help you in crafting your "biblically grounded research and critical empirical research" design. With positive expectations, I look forward to having you in future classes and going to the Library of Congress together in time.**

**Keep up the excellent work, Obed! -- Dr. David Ward Grade: A**

**Course Learning Journal**

The course PHI 805-12: Faith-Learning Integration and Interdisciplinary Studies has been the most eye-opening part of my journey at Omega Graduate School so far. It provided an extremely robust model for integrating Christian faith with interdisciplinary research, enabling me to conduct a deep dive into bridging theological, philosophical, and social science research into a unified academic approach. The power of this course lies in its ability to equip scholar-practicioners with the intellectual tools necessary to engage in rigorous research while maintaining a faith-based perspective. Faith-learning integration is already at the heart of the DSL program, reinforcing the necessity of applying Christian principles in professional areas of interest.

**Personal Growth**

Through this course, I have gained a deeper understanding of how faith and scholarship interact. The seven-step faith-learning integration model was instrumental in helping me to acquire a structured approach to research. It has completely changed my intellectual and academic life. I cannot think of one social dilemma that cannot be plugged into this 7-step process. This model emphasizes the need to analyze historical, biblical, and contemporary sources to construct a well-rounded argument (Ward, 2014). Requiring great intellectual prowess, it has enabled me to empirically and critically assess social dilemmas while simultaneously applying biblical truth.

Another significant takeaway from this course has been the rigorous work I conducted on the necessity of well-informed Christian leadership in a post-modern world; a topic that I am greatly considering for my DSL action research project. Christian leadership, a world that I am in as a millennial Church elder is often compromised by relativistic cultural values, where truth is often subjective rather than absolute. Through the course readings, I have developed a stronger conviction that Christian leaders must uphold absolute moral truths in both academic and professional settings. This conviction aligns with the biblical mandate to be “salt and light” in the world (Matthew 5:13-16, ESV Study Bible, 2008).

The course readings and my own research prove how Christian scholarship should not only be an intellectual pursuit but also a means of social transformation. This realization has encouraged me to think about how my research and leadership can contribute to both academic discourse and practical applications in society. Actively conducting research in the intersection of faith and learning has had a direct impact on my professional work. As an adjunct professor, pastor, and board-certified Christian counselor, the importance of integrating faith-based principles into professional development has been greatly reinforced through this course. This course has specifically reinforced my responsibility to advocate for faith-based ethical frameworks in professional spaces and to help others navigate moral dilemmas through a biblical lens (Harris, 2003).

**Reflective Entry**

The PHI-805 course has also raised key questions for my future research. One of these questions is how Christian scholars can effectively contribute to public discourse without compromising their theological convictions. Today’s modern social and cultural landscape often outcasts faith-based perspectives, creating challenges for those who seek to uphold biblical truth in research and scholarship. Exploring ways to bridge the gap between faith and secular academia will now be an even greater central theme in my doctoral work. Another critical question is how interdisciplinary research can be used to develop policies that promote ethical leadership and governance in both faith-based and secular institutions (Repko et al., 2017).

**Conclusion**

Reflecting on my progress, I can confidently say that this course has been drastically transformational in shaping my approach to leadership, research, and faith integration. This particular course was personally very difficult and challenging. Yet, it has provided me with a framework for applying Christian principles to academic inquiry and professional practice. This course has truly strengthened my personal faith and encouraged me to refine my ability to communicate Christian scholarship more effectively.

Moving forward, I plan to apply the principles learned in this course by actively participating in Christian academic conferences, publishing interdisciplinary research, and mentoring future leaders. The integration of faith and learning is not merely a theoretical exercise but must become a lifelong commitment to engaging scholarship with a Christ-centered worldview (Wolters & Goheen, 2005). As I continue my doctoral studies, I am committed to using this knowledge to influence education, leadership, and community development through biblically grounded research and critical empirical research.

**Works Cited**

ESV Study Bible: English standard version. (2008). Crossway Bibles.

Harris, R. A. (2003). *The integration of faith and learning: A worldview approach*. Wipf & Stock Publishers.

Repko, A. F., Szostak, R., & Buchberger, M. P. (2017). *Introduction to interdisciplinary studies* (2nd ed.). Sage Publications, Inc.

Ward, D. C. (2014). Interdisciplinary faith-learning integration for social change. *Journal of Interdisciplinary Studies, 26*(1/2), 29-56.

Wolters, A., & Goheen, M. W. (2005). *Creation regained: Biblical basics of a Reformational worldview* (2nd ed.). Eerdmans Publishing.