

INTERDISCIPLINARY AND HOLISTIC APPROACHES TO HUMAN FLOURISHING

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EDITORIAL

REFLECTION

This November, we enthusiastically present a new issue of the Canyon Journal of Undergraduate Research (CJUR). We are pleased to introduce the editorial staff that has diligently collaborated to produce this issue of the journal at Grand Canyon University in Phoenix, Arizona: Scott Greenberger, EdD., Executive Editor, Breanna Naegeli, PhD., Editor-in-Chief, Murette Hahn, PhD., Associate Editor, Katalina Inzunza Herrera, M.S., Assistant Editor, and Jenny Kuban, M.S., Managing Editor. Our editorial board includes Ramesh Velupillaimani, PhD. and Neal Adam, PhD., and Sandi van Lieu, EdD. serves as Copy Editor. We are abundantly grateful for the tenacity, dedication, and collaborative efforts of this editorial staff.

The Canyon Journal of Undergraduate Research was initiated to serve as a platform for undergraduate learners at Grand Canyon University to share their original, contemporary research as it aligns with the Boyer Model of Scholarship. Further, this journal is dedicated to the publication of faculty-mentored and peer-reviewed research, and the following manuscripts have undergone both a competitive selection process, and a rigorous peer-review process. This issue is inclusive of the following guides: Discovery Guide: Literature Review and the Guide for Reflection on Interdisciplinary Problems.

We eagerly await manuscript submissions for our June 2025 issue. Undergraduate learners can visit <https://research.gcu.edu/cjur> to learn more about the Canyon Journal of Undergraduate Research, to access writing guides available for authors, and to submit a manuscript for consideration. Manuscripts for the June 2025 issue should be submitted no later than February 20, 2025.

CURRENT ISSUE

The current issue demonstrates how integrating multiple disciplines in research can yield more comprehensive insights into complex human issues, thereby enhancing our capacity to promote human flourish-

ing. By synthesizing knowledge from fields such as sociology, psychology, education, and health sciences, students develop a holistic understanding that fosters meaningful change across their respective fields and beyond. This interdisciplinary approach not only enriches academic research (Ingersen et.al., 2023), but also aligns with the university's mission to advance experiential learning and to support human flourishing.

Asscientific challenges become more intricate, collaborative efforts across disciplines are essential to achieve impactful breakthroughs (Lu, 2016). In today's interconnected world, synthesizing insights from various fields enriches understanding and amplifies societal impact (Ingersen et al., 2023). Continued collaboration across disciplines has the potential to drive meaningful change, both within the academic and real-world contexts.

This issue is comprised of five manuscripts featuring seven authors who purposefully embraced an interdisciplinary approach to address complex issues. One author examined how social stigma and psychological factors impact mental health treatment adherence, while another investigated cognitive health solutions through the lens of biology, chemistry, and health sciences. Another explored educational inequalities affecting undocumented learners, examining legal, economic, and resource barriers. Additionally, research on history, education, and language acquisition models proposed solutions for a more inclusive learning environment for English language learners. Collectively, these authors utilized interdisciplinary perspectives to deepen their understanding of complex issues and offered actionable solutions or directions for future research.

The editorial staff of the *Canyon Journal of Undergraduate Research* is dedicated to empowering students to participate in collaborative research and publish scholarly work across disciplines. We are committed to advancing scientific knowledge by continuing to publish impactful research.

REFERENCES

- Ingersen, A., Soendenbroe, C., Ahmed, H.I., Borch, J., Moseholm, K.F., Dal, M.H., Kusta, O., Bergien, S.O., & Gillberg, L. (2023). Should young researchers engage with interdisciplinary research? *Acta Physiologica*, 239. <https://doi.org/10.1111/apha.14053>.
- Lu, G.M. (2016). Science without boundary: interdisciplinary research. *National Science Review*, 3, 263-263. <https://doi.org/10.1093/NSR/NWW021>