

Doctor of Philosophy in Applied Eco-Arts Therapy

Akamai University

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"Healing Art is being born as we speak. The concept is catching fire, is awakening in people's spirits...Artists, musicians and dancers are realizing their imagery has meaning....that their imagery heals them, others, their neighborhood, or the earth."

---Michael Samuels

"Painting from nature is not copying the object; it is realizing one's sensations." ---Paul Cézanne

Introduction

Eco-Arts Therapy is an organic, nature-connected remedy for the excessive stress of contemporary life that causes us to unreasonably want and overuse our natural resources. In turn, our ecosystem resource abuse produces the catastrophic problems of Earth Misery (EM) that affect all of us.

The love and art of creating or applying music, gardening, painting, math, yoga, science, poetry, counseling, management, education and most other skills is enhanced by adding a naturally unifying emotional component to them that increases sane ecological relationships and social justice.

The significance of Eco-Arts Therapy is that it enables the natural world to help us reverse Earth Misery (EM). It helps our artistic emotions and skills transition our excessive EM demands on Earth's life into honest and trustable relationships that we can embrace. This is fundamental because, since 1974, EM has tragically created a 50% average increase in species extinction, mental illness, obesity, climate change, oceanic oxygen depletion, loneliness, atmospheric carbon, population, forest fire size, mass shootings, and excessive stress. They are accompanied by increased corruption, child abuse, unhappiness, mistrust, unfairness, expensive health care, political and economic extremes, destructive dependencies, addiction, and many other disorders.

The heartfelt, sensory science of Eco-Arts Therapy is a personal and teachable, nature-supportive way to think and feel as well as a long-term healing and performing proficiency. In natural areas it transforms the wanting parts of our psyche and society that produce EM into happy, 54-sense relationships that reduce the emotional pain of EM and increase personal, social and environmental well-being.

A special 18 month degree or certification program is available to practitioners who have appropriate life and/or livelihood experience in their field.

Who Can Utilize Eco-Arts Therapy? Anyone regardless of age, background, or artistic talent.

What “Arts” does Eco-Arts Therapy utilize? Therapies include: art, music, poetry, dance, sand-play therapy, drama and poetry, movement therapy, expression therapy, multi-culture arts, et al.

Who Utilizes Eco-Arts Therapy?

- People experiencing stress;
- Children or young adults having problems in work or school;
- Individuals with mental health or learning disabilities or difficulties. Some applications have included: eating disorders and body image difficulties, abuse, autism, brain injuries, eating disorders, cancer, anger management, schizophrenia, ADD, ADHD, grief and life losses, Post Traumatic Stress Disorder (PTSD), Post Traumatic Stress (PTS), Obsessive Compulsive Disorder (OCD), addiction, depression, anxiety, Alzheimer or dementia, and climate or social/relationship stress;
- Someone who wishes to explore themselves more deeply or improve their sense of self;
- And so forth.

What Career Fields have Eco-Arts Therapy Been Applied to? A list of professional fields, but not limited to are: Teachers, counselors, Art Therapists, Music Therapy, school administrators, Animal Assisted Therapists, Life coaches, Applied Ecopsychologist’s, Summer Camp’s, Retreat Centers, Pastor’s, Childcare and preschools, eco-villages and independent communities, Home-schools, Reiki and energy workers, marriage and spiritual counselors, massage therapists, addiction specialists, family and marriage workers, naturopathic medicine, parents, personal relaxation, social workers, aging seniors, supportive care for hospice or long-term illness workers, hospital and medical settings, crisis centers, veteran’s services and support, community organizations, caretakers, and so forth

ENTRY REQUIREMENTS

Akamai University provides an effective path to the doctorate by research tutorial and dissertation, for mid-career professionals who have completed Master’s level study in an appropriate field and considerable career experience at the higher levels of the profession. The primary objective of the program is to provide a means for qualified candidates to produce quality dissertations under the tutorial of a graduate committee of three qualified members of the Akamai faculty.

As prerequisites for acceptance to the Doctor of Philosophy, conducted by research tutorial and dissertation, participants should have completed the equivalent of a recognized graduate degree in an appropriate field of study, have research training, and have several years of meaningful professional experience. Participants are expected to be proficient in English

language skills or provide other assurances of effective language support throughout the program. Participants must have access to a computer, appropriate software, email and Internet, and academic library resources.

DEGREE REQUIREMENTS

Participants pursuing the doctorate degree by research shall complete a seven-phase process (equivalent to 52 credits above the Master's degree in traditional doctoral program) including three doctoral research tutorials, a comprehensive review, and a dissertation project.

Participants may document and petition for equivalence education when it is reasonably appropriate.

As a minimum degree requirement, doctoral participants must maintain enrollment at Akamai University for at least one and one-half calendar years. Although a maximum period of six years is allowed to complete the program, most doctoral participants are fully capable of finishing their programs within three years. No transfer credit shall be applied to this degree, as it is based upon a seven-step quality review process.

Doctoral Degree Requirements (Required: 52 credits):

Core Studies in Eco-Arts Therapy (Required: 18 credits)

Major Concentration (Required: 12 credits)

Research Preparation (Required: 6 credits)

EA EXM 980: Ph.D. Eco-Arts Comprehensive Examination (Required: 2 credits)

EA RES 985: Eco-Arts Dissertation Proposal (Required: 4 credits)

EA RES 990: Eco-Arts Dissertation (Required: 8 credits)

EA EXM 995: Oral Review of Eco-Arts Dissertation (Required: 2 credits)

Core Studies in Eco-Arts Therapy

These are the foundational competencies in theories, principles, and practices, and the historical, philosophical, and social-cultural implications of the discipline. These courses represent the core competencies and essential elements, which define your field of study and establish the underlying foundations upon which you may base your advanced professional development.

Core Studies (18 credits minimum)

EA 600A: Explore Nature's Wisdom with Eco-Art (1 credit)

EA 600B: Psychological Elements of Global Citizenship (2 credits)

EA 601: Introduction to Educating and Counseling with Nature through Eco-Arts (3 credits)

EA 602: Educating and Counseling with Nature in Eco-Arts I (4 credits)

EA 603: Educating and Counseling with Nature in Eco-Arts II
(4 credits)
ECO 611: Field Studies in Eco-Arts Therapy. Co-Facilitate EA 601 (2 credits)
EA 612: Field Studies in Educating & Counseling with Nature through Eco-Arts.
(Co-Facilitate) 602 I/603 II (2 credits)

Major Concentration in Eco-Arts Therapy

Doctoral student's complete coursework comprising a major concentration in Eco-Arts Therapy comprising at least 12 credits, as outlined below.

Major Concentration in Eco-Arts Therapy (12 credits minimum)

Eco 630: Field Studies in Eco-Arts Therapy (3 Credits)
Eco 631: Advanced Field Studies in Eco-Arts Therapy (3 Credits)
Eco 632: Case Studies in Eco-Arts Therapy (3 Credits)
Eco: 633: Student Facilitation in Eco-Arts Therapy (3 Credits)

Research Preparation in Eco-Arts Therapy

Doctoral students pursue studies providing advanced research knowledge necessary for success in their dissertation. At least six semester credits of research preparation coursework are required as listed below. Through this requirement, students learn to effectively define applied problems in Eco-Arts Therapy and articulate the rationale for the study. They learn to present an effective scholarly review of the academic literature and implement qualitative or participatory action methods for evaluating the issues of research.

Research Preparation (6 credits minimum)

EA 792: Ph.D. Advanced Participatory Readings in Eco-Arts (3 credits)
EA 661: Ph.D. Phenomenology Research Techniques Eco-Arts (3 credits)

Finishing Activities for Eco-Arts Therapy

The mandated classes that all students must successfully complete and must be completed with the mentorship of an Akamai Dissertation Committee include the following:

EXM 980: Ph.D. Eco-Arts Comprehensive Examination
(2 credits)
RES 985: Eco-Arts Dissertation Proposal (4 credits)
RES 990: Eco-Arts Dissertation Project (8 credits)
EXM 995: Oral Defense of Eco-Arts Dissertation (2 credits)

Doctoral Comprehensive Review

Upon satisfactory completion of the doctoral research tutorials, the participant will be authorized to schedule the comprehensive review. The senior member of the doctoral committee will direct the written and oral components of the review. The written portion is open book style with selected essay questions requesting creative responses that reach the

higher levels of understanding. Answers should be drawn from the scholarly literature as well as applications within the professional business environment. Proper referencing of the scholarly literature is expected. The oral component of the review shall be completed by conference between the participant and committee members and is intended to encourage an open discussion of the written essay responses. Participants are expected to complete the requirements of the following structured coursework:

EA EXM 985: Eco-Arts Comprehensive Examination (2 credits)

This is the traditional comprehensive examination of doctoral students, conducted by the dissertation committee immediately following completion of the doctoral tutorials and before undertaking the dissertation proposal. The examination includes both written and oral components and is confined to the research discipline of the student.

Dissertation Proposal Process

During this phase of the process, participants prepare a formal proposal related to their concept for research. The proposal is completed under the direction of the doctoral committee and prepared according to published University guidelines, which shall be provided to the participant. Participants are expected to complete the requirements of the following structured coursework:

EA RES 985: Eco-Arts Dissertation Proposal (4 credits)

This program element is required of doctoral students to guide them through the formal research proposal process for their dissertations, including the development of the research methodology, data gathering device, and data analysis techniques.

Conduct of Dissertation Project

Following approval of the dissertation proposal, participants will begin their research project. The dissertation may take the form of a traditional research project, or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the dissertation is chosen, the resulting project must demonstrate mastery of a body of knowledge in the field and represent a meaningful and original contribution to the betterment of the profession. The dissertation project may be conducted by quantitative, qualitative, or participatory action research. The body of the dissertation manuscript should exceed 75 double-spaced, typewritten pages and be structured according to a set of approved research and manuscript guidelines provided by the University. Dissertations that take the form of a scholarly project must follow the guidelines provided by the University for such projects. Participants are expected to complete the requirements of the following structured coursework:

EA RES 990: Eco-Arts Dissertation Project (8 credits)

This program element governs the conduct of the dissertation project. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 75 or more pages in length. The project may take any of several forms, depending on the specialization in the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence.

Oral Review of Dissertation

Once the participant has prepared the dissertation manuscript, the senior member of the doctoral committee will schedule the formal review process and act to conduct both the formal physical review of the manuscript and oral review of the dissertation project.

Following receipt of the research manuscript, it usually takes the three-member doctoral committee four to six weeks to complete the physical review and prepare questions and commentary for later discussion. The oral review is carried out by personal conference and is designed to allow detailed investigation of the underlying review of the literature, the dissertation methodology, and the mechanics of the project, presentation of the findings, and conclusions and recommendations.

One outcome of the dissertation review process is a set of final expectations directing the participant through the remaining tasks for completing the dissertation manuscript. Once the final manuscript is approved, the participant will submit the formal document to an approved bindery and later arrange for the bound dissertation to be shipped to the University headquarters in Hawaii for permanent archival storage. Upon the participant's completion of the final tasks, and receipt of the needed records and documentation, the University will issue a letter of completion to the participant. It will then make preparation for issuance of the transcript of record and diploma certificate.

EA EXM 995: Oral Defense of Eco-Arts Dissertation (2 credits)

This examination is an oral defense of the doctoral dissertation by the student conducted by the doctoral committee immediately following the reading of the dissertation manuscript.

DOCTORAL COMMITTEE EXPECTATIONS

Doctoral participants will progress through their programs under the advisement and mentorship of a three-member Doctoral Committee composed of qualified Akamai graduate faculty. The Committee is comprised of a primary, secondary and tertiary mentor, each with an assigned role in directing the doctoral process.

Doctoral participants are expected to work in unity with the same doctoral committee members throughout the entire program. However, participants requiring a change in committee members must submit a formal petition to the University administration to request the change, and such petitions must include a special fee. It must be understood that changing the composition of a doctoral committee may result in a readjustment of expectations, as the committee works to incorporate the ideas and advisement of the new committee member. This may also result in extending the completion date of the degree.

COURSE MODULE DESCRIPTIONS

Core Studies in Eco-Arts Therapy

ECO 600A: Explore Nature's Wisdom with Eco-Art (1 credit) Students learn the basic elements of citizenship which are observed in members of healthy natural communities. The experiential activities of the course help students learn through direct sensory perception how these have broken down. Each participants practices the basic steps of the Natural Systems Thinking Process through utilizing various Eco-Art activities.

ECO 600B: Psychological Elements of Global Citizenship (2 credits)

This short course is offered to students when required or suggested by their department, or by the student's personal choice during any period semester of enrollment or application. It may also be used as a student facilitator training internship once the student has completed the course. Students discover how our excessive separation from nature stresses our sensuous inner nature and initiates our personal and global troubles. Students learn to reverse this destructive process by mastering thoughtful sensory nature reconnecting activities that dissolve stress by satisfying our deepest natural loves, wants, and spirit. This hands-on course teaches lasting leadership, education, counseling, and mental health skills that feelingly tap the "higher power" wisdom of Earth's creation process. The email and telephone contacts of the course empower students to let nature help them nurture warm interpersonal relationships, wellness, and responsibility on personal and global levels. Students relate the course methods and materials to their fields of interest to integrate these areas with the global ecosystem. They become familiar with the Natural Systems Thinking Process and improve their Globally Balanced Thinking Score. (Textbook: Web of Life Imperative)

EA 601: Introduction to Educating and Counseling with Nature through Eco-Arts (3 credits) Students learn to promote, teach and research personal, social and environmental responsibility by mastering and adapting unique "nature-connecting" teaching methods for personal and professional use. They discover how to teach first-hand, tangible, reconnection with nature contacts that provide information and satisfy deep natural wants. Students discover how, when unsatisfied, these want to disrupt inner peace and fuel personal, cultural and ecological disorders. Under the direction of the instructor, students establish and identify two or more person class of students with whom they work online and/or onsite. They maintain a journal of their teaching and research efforts and prepare a 5-page reflective paper. Prerequisite: ECO 600. (Textbook: Reconnecting with Nature)

EA 602: Educating and Counseling with Nature I in Eco-Arts (4 credits)

Students learn to promote, teach and research personal, social and environmental responsibility by adapting unique "nature-connecting" teaching methods for personal and professional use. They master the use of hands-on reconnection with nature contacts as education and counseling procedures. Students help promote, organize, and guide presentations for a selected group. They mentor an individual or teach/facilitate a two or three person class. In concert with a support group that includes the facilitator, they maintain and post a journal of their teaching, findings and research efforts and prepare a 5-page reflective paper. Prerequisite: ECO 601. (Textbook: Well Mind, Well Earth)

EA 603: Educating and Counseling with Nature in Eco-Arts II (4 credits)

Students learn to promote, teach and research personal, social and environmental responsibility by adapting unique "nature-connecting" teaching methods for personal and professional use. They master the use of hands-on reconnection with nature contacts as education and counseling procedures. Students help promote, organize, and guide presentations for a selected group. They mentor an individual or teach/facilitate a two or three person class. In concert with a support group that includes the facilitator, they maintain and post a journal of their teaching, findings and research efforts and prepare a 5-page reflective paper. Prerequisite: ECO 602. (Textbook: Well Mind, Well Earth)

EA 608: Natural Attractions, Intelligence and Sanity (1 credit)

Participants discover how to help prevent contemporary society's nature-separated thinking from deteriorating personal growth and responsible relationships. Increase your effectiveness, marketability, and global citizenship by learning about the process of educating and counseling with nature. Learn how to introduce readily available Natural Systems Thinking Process (NSTP) into various aspects of society.

EA 611: Student Teaching-Educating and Counseling with Nature in Eco-Arts I (2 credits)

Students co-facilitate ECO 601, under the guidance and supervision of the instructor. Student co-facilitators serve as interns, using their experience and expertise in the content of ECO 601, to help participants succeed in the ECO 601 course.

EA 612: Student Teaching -Educating and Counseling with Nature (2 credits) Students co-facilitate ECO 602/603: Educating and Counseling with Nature I and II, under the guidance and supervision of the instructor. Student Co-facilitators serve as interns, using their experience and expertise in the content of ECO 602/603, to help participants succeed in the ECO 602/603 course.

Major Concentration in Eco-Arts Therapy

Eco 630: An Introduction to Eco-Art Therapy (Required: 3 Credits) This is a fun, experiential course designed to introduce the student to how adding an art component to nature-connecting activities can enhance the ability of Nature to teach. Both art and nature are non-verbal ways through which our subconscious mind can express itself. In this class, the student will learn techniques to use to facilitate that expression through making therapeutic, nature-inspired art. You do not need to be an "artist" or have any so-called "creative talent" to take this class. It is not an art course, but rather uses the creative process of art-making as a tool for healing and self-discovery with Nature. It lets the student explore the innovative merging of traditional Art Therapy with Applied Ecopsychology. The course consists of 12 individual hands-on lessons/activities.

ECO 631: Advanced Field Studies in Eco-Art Therapy (3 credits)

This 12 week class teaches advanced hands-on education, counseling and mental health skills that use art to tap the wisdom of Nature's ways. Students continue their exploration of a set of creative and therapeutic tools that help reverse the problems caused by our separation from Nature.

ECO 632: Case Studies in Eco-Art Therapy (3 credits) This course component gives students the opportunity to complete 3 case studies in Eco-Art Therapy's processes and activities. This course includes Legal and ethical issues in interpreting and assessing Eco-Arts therapies.

Each student writes a scholarly paper which explores books, journal articles, and other learning materials that support the use of art in its ability to help Nature teach. Students are to write an academic paper consisting of research and discussion on the goals and rationale of both art therapy and Applied Eco-therapy and the correlation between them. Students will find evidence to demonstrate that merging the two psychologies by adding an art component to The Natural Systems Thinking Process (NSTP) enhances effectiveness.

Eco 633: Student Facilitation in Eco-Arts Therapy (3 Credits) This course gives students the opportunity to teach the Eco-Art Therapy process and activities. Students facilitate ECO 530 or Eco 531 online. Students who complete facilitation online will receive a complete evaluation answered by students and evaluated by the course Instructor.

Research Preparation in Eco-Arts Therapy

EA 692: Ph.D. Advanced Participatory Readings in Eco-Arts (3 credits)

This course explores books, journal articles, and other learning materials that make, or would have made, the way nature works to become an ally to increase well-being if Eco-Arts had been included as part of them. Students also explore and can present new forms of art to the general field of inquiry of Eco-Art. Examples include: sand-play therapy, music therapy, movement therapy, et. all

EA 661 Phenomenology Research Techniques in Eco-Arts
Therapy (3 credits)

OR

Choose One: Eco 615: Liberate Your Natural Essence (1 Credit). Then add **Eco 616:** Revolutionary Wisdom (2 credits) Total (3 Credits)

Eco 617: Nature as a Higher Power (3 Credits)

Eco 618: With Justice for All (3 credits)

Course Descriptions

Eco 615: Liberate Your Natural Essence (1 Credit) Students learn to add art and science through adding the Greatest Trustable Truth (GTT) methods and materials to their life, relationships or livelihood. Most of us suffer the underlying "Earth Misery" that results. It includes many symptoms of addiction, PTSD and abandonment and it erodes personal and

global well-being. This course enables participants to invoke their GTT and build a sustainable/repeatable nature-connecting remedy to help us in our everyday lives.

Eco 616: Revolutionary Wisdom (2 credits) This course teaches us the process of the heart-centered art and science of Earth's self-correcting beauty and balance enabling us to empower our personal lives. We desperately need heart centered individuals who want to improve their lives by learning to use the organic methods and materials that redress our violation of Earth's integrity, reverse its catastrophic effects and enable us to teach others to do the same. Like drinking water when we are thirsty, each new connection we learn to make with the life of Nature/Earth improves its and our wellness and joy.

Eco 617: Nature as a Higher Power (3 Credits) This course follows participants, in real-life, who utilized nature-connecting activities to overcome drug and alcohol addiction. The powerful remedy discussed in this course enables us to overcome all types of addictions and live by and through the wholeness of Nature in and around us.

Eco 618: With Justice for All (3 credits) Scientific and common sense observations from a wide variety of disciplines recognize that the world is increasingly falling apart. It is well known that the misery produced by our personal and global breakdown violates humanity's universal and constitutional rights to life, health, information and property protection. The breakdown creates a perpetual anxiety that increases our stress and mental illness accompanied by our wide range of runaway personal social and environmental disorders.

Because a diverse majority of the public is vulnerable to the world increasingly being pulled apart, many people recognize that a class action suit is their best means to peacefully gain access to Nature's glue and use its self-correcting powers to increase the well-being provided by strong personal, social and environmental justice.

This course, and its fictional book written by real life participants, presents testimony by sworn witnesses in a metaphoric federal grand jury class action investigation concerning the negligence and liability of the defendants for violating their human and constitutional rights to life by withholding the benefits of Nature's purifying and balanced life from them. It also gives the reader the ability to participate online in the investigation as a witness, juror or class action complainant while the Jury examines additional evidence.

Finishing Activities

EA EXM 980: Ph.D. Eco-Arts Comprehensive Examination (2 credits)

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and before undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

EA RES 985: Eco-Arts Dissertation Proposal (4 credits)

Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

EA RES 990: Eco-Arts Dissertation Project (8 credits)

This course governs the conduct of the dissertation project for the doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 75 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

EXM 995: Oral Review of Eco-Arts Dissertation (2 credits)

This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University.

