

PSY 6137: Psychedelic Psychotherapies and Mental Health

Monnica Williams, School of Psychology, uOttawa

COURSE DESCRIPTION

Substances that have been instrumental in healing traditions for thousands of years are now being appreciated for their potential benefits in treating a wide variety of mental illnesses and substance use disorders, and promoting emotional well-being. This course will review the therapeutic uses of psychedelics and the related research base. Specific topics will include: psychedelic-assisted psychotherapies in Western medicine, treatment outcomes, CBT approaches, ethics, and psychedelic group therapies.

Students must have reliable email service and check it daily for information about the course. We may record some sessions at the discretion of the professor but cannot guarantee that all lectures will be available for later viewing, so please plan to be present during class times.

LEARNING OBJECTIVES

- Various types of psychedelics currently used for mental health
- Research surrounding the clinical indications for specific substances
- Empirically-supported psychotherapeutic treatment approaches used with psychedelics
- Ethical issues and concerns surrounding psychedelic-assisted therapies
- Issues and concerns about the delivery of psychedelic-assisted therapies cross-culturally
- The importance and processes of integration of psychedelic experiences

CLASS FORMAT

This course may be offered in person or online. For online delivery, students must have reliable internet service with audio and video capabilities. Class sessions should occur in a quiet, private place, on a laptop not a cell phone. Headphones are recommended. Treat this as you would an in-person course, and cameras should be on during all discussion sessions. We will be using Zoom, so install and test the software in advance and ensure you have working Zoom account. After you log in, please make sure your correct name appears next to your image, so we can get to know you.

Sample class schedule:

10:00 am	Presentation (e.g., professor or guest lecturer) (50 min) Q&A (10 min)
11:00 am	Student presents one of the readings (20 minutes)
11:20 am	Break
11:30 am	Discussion of readings (30 min)
12:00 pm	Small group exercises (e.g., role-play, analysis recorded session) (30 min) Regroup and each group give a short summary (20 min)
12:50 pm	Present homework for next week

COURSE SCHEDULE

Class	Topic / Activities	Readings Covered
1	<p>Course Overview</p> <ul style="list-style-type: none"> • Introductions • Syllabus review • Lecture: “Overview of psychedelic therapies” 	<p>Luoma, J. B., Chwyl, C., Bathje, G. J., Davis, A. K., & Lancelotta, R. (2020). A meta-analysis of placebo-controlled trials of psychedelic-assisted therapy. <i>Journal of Psychoactive Drugs</i>, 52 (4), 289-299. https://doi.org/10.1080/02791072.2020.1769878</p>
2	<p>First Wave Psychedelic Research</p> <ul style="list-style-type: none"> • Lecture: “Early research and vulnerable populations” • Reading Discussion • Small Group Exercise 	<p>Costandi, M. (2014). A brief history of psychedelic psychiatry. <i>The Psychologist</i>, 27(9), 714–715.</p> <p>Naranjo, C. (1973/2013). <i>The Healing Journey: Pioneering Approaches to Psychedelic Therapy</i>. Multidisciplinary Association for Psychedelic Studies; 2nd edition (selected chapters)</p> <p>Dubus, Z. (2020). Using psychedelics to “cure” gay adolescents? Conversion therapy trial, France, 1960. <i>Annales médico psychologiques</i>, 178(6), 650–656. https://doi.org/10.1016/j.amp.2020.04.009</p> <p>Strauss, D., de la Salle, S., Slosower, J., & Williams, M. T. (in press). Research abuses against people of colour in psychedelic research. <i>Journal of Medical Ethics</i>. http://dx.doi.org/10.1136/medethics-2021-107262</p>
3	<p>Early Psychedelic Therapy & Prohibition</p> <ul style="list-style-type: none"> • Lecture • Reading Discussion • Small Group Exercise 	<p>Passie, T. (2018). The early use of MDMA (‘Ecstasy’) in psychotherapy (1977–1985). <i>Drug Science, Policy and Law</i>, 4, 1–19. https://doi.org/10.1177/2050324518767442</p> <p>Nutt, D. J., King, L. A., & Nichols, D. E. (2013). Effects of Schedule I drug laws on neuroscience research and treatment innovation. <i>Nature Reviews Neuroscience</i>, 14(8), 577–585. https://doi.org/10.1038/nrn3530</p> <p>Holmes, S. W., Morris, R., Clance, P. R., & Putney, R. T. (1996). Holotropic breathwork: An experiential approach to psychotherapy. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 33(1), 114–120. https://doi.org/10.1037/0033-3204.33.1.114</p>
4	<p>Ethics</p>	<p>Rochester, J., Vallely, A., Grof, P., Williams, M., Chang, H., & Caldwell, K. (2021). Entheogens and psychedelics in Canada: Proposal for a new paradigm. <i>Canadian Psychology</i>. https://doi.org/10.1037/cap0000285</p>

Class	Topic / Activities	Readings Covered
	<ul style="list-style-type: none"> • Lecture: “Ethical considerations in psychedelic-assisted psychotherapy” • Reading Discussion • Small Group Exercise 	<p>Ryan, W. & Bennett, R. (2020). Ethical guidelines for ketamine clinicians. <i>The Journal of Psychedelic Psychiatry</i>, 2(4), 19-23.</p> <p>Carlin, S. C., & Scheld, S. (2019, Spring). MAPS MDMA-Assisted Psychotherapy Code of Ethics. <i>Multidisciplinary Association of Psychedelic Studies Bulletin</i>, 29(1). https://maps.org/news/bulletin/articles/436-maps-bulletin-spring-2019-vol-29-no-1/7710-maps-mdma-assisted-psychotherapy-code-of-ethics-spring-2019</p> <p>McLane, et al. (in press). Respecting autonomy in altered states: Navigating ethical quandaries in psychedelic therapy. https://blogs.bmj.com/medical-ethics/2021/12/22/respecting-autonomy-in-altered-states-navigating-ethical-quandaries-in-psychedelic-therapy/</p>
5	<p>MDMA-Assisted Psychotherapy for PTSD</p> <ul style="list-style-type: none"> • Lecture: “MAPS MDMA-assisted psychotherapy protocol” • Reading Discussion • Small Group Exercise 	<p>Mitchell, J. M., Bogenschutz, M., Lilienstein, A., Harrison, C., Kleiman, S.,... Doblin, R. (2021). MDMA-assisted therapy for severe PTSD: a randomized, double-blind, placebo-controlled phase 3 study. <i>Nature Medicine</i>, 27(6), 1025–1033. https://doi.org/10.1038/s41591-021-01336-3</p> <p>Mithoefer, M. et al. (2017). <i>A Manual for MDMA-Assisted Therapy in the Treatment of PTSD</i> (Version 8.1: May 22, 2017). https://maps.org/research/mdma/mdma-research-timeline/4887-a-manual-for-mdma-assisted-psychotherapy-in-the-treatment-of-ptsd</p> <p>Williams, M. T., Reed, S., & George, J. (2020). Culture and psychedelic psychotherapy: Ethnic and racial themes from three Black women therapists. <i>Journal of Psychedelic Studies</i>, 4(3), 125-138. https://doi.org/10.1556/2054.2020.00137</p>
6	<p>Cultural Issues in Research and Outreach</p> <ul style="list-style-type: none"> • Lecture: “Culturally-informed research design issues” • Reading Discussion • Small Group Exercise/Video 	<p>Neitzke-Spruill, L. (2020). Race as a component of set and setting: How experiences of race can influence psychedelic experiences. <i>Journal of Psychedelic Studies</i>, 1 (4), 51-60. https://doi.org/10.1556/2054.2019.022.</p> <p>Eriacho, B. (2020). Considerations for psychedelic therapists when working with Native American people and communities. <i>Journal of Psychedelic Studies</i>, 4(1), 69-71. https://akjournals.com/view/journals/2054/4/1/article-p69.xml</p> <p>Williams, M. T., Reed, S., & Aggarwal, R. (2020). Culturally-informed research design issues in a study for</p>

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7	<p>Psilocybin Therapies for Depression and Anxiety</p> <ul style="list-style-type: none"> • Lecture • Reading Discussion • Small Group Exercise 	<p>MDMA-assisted psychotherapy for posttraumatic stress disorder. <i>Journal of Psychedelic Studies</i>, 4(1), 40–50. https://doi.org/10.1556/2054.2019.016</p> <p>Michaels, T. I., Purdon, J., Collins, A. & Williams, M. T. (2018). Inclusion of people of color in psychedelic-assisted psychotherapy: A review of the literature. <i>BMC Psychiatry</i>, 18(245), 1-9. https://doi.org/10.1186/s12888-018-1824-6 (optional)</p> <p>Sloshower, J., Guss, J., Krause, R., Wallace, R., Williams, M., Reed, S., & Skinta, M. (2020). Psilocybin-assisted therapy of major depressive disorder using Acceptance and Commitment Therapy as a therapeutic frame. <i>Journal of Contextual Behavioral Science</i>, 15, 12-19. [Treatment manual at https://doi.org/10.31234/osf.io/u6v9y]</p> <p>Roseman L., Nutt D. J., & Carhart-Harris, R. L. (2018). Quality of acute psychedelic experience predicts therapeutic efficacy of psilocybin for treatment-resistant depression. <i>Frontiers in Pharmacology</i>, 8, 974. https://doi.org/10.3389/fphar.2017.00974</p> <p>Ross, S., Bossis, A., Guss, J., Agin-Liebes, G., Malone, T., Cohen, B., Mennenga, S. E., Belser, A., Kalliontzi, K., Babb, J., Su, Z., Corby, P., & Schmidt, B. L. (2016). Rapid and sustained symptom reduction following psilocybin treatment for anxiety and depression in patients with life-threatening cancer: A randomized controlled trial. <i>Journal of Psychopharmacology</i>, 30 (12), 1165–1180. https://doi.org/10.1177/0269881116675512</p>
8	<p>Ketamine and Ketamine Assisted Psychotherapies</p> <ul style="list-style-type: none"> • Lecture: “Case study of ketamine-assisted psychotherapy” • Reading Discussion • Small Group Exercise 	<p>Dore, T., Turnipseed, B., Dwyera, S., Turnipseed, A., Andries, J., German Ascani, G., Monnette C, Huidekoper A, Strauss, N., & Wolfson, P. (2019). Ketamine Assisted Psychotherapy (KAP): Patient demographics, clinical data and outcomes in three large practices administering ketamine with psychotherapy. <i>Journal of Psychoactive Drugs</i>, 51(2), 189–198. https://doi.org/10.1080/02791072.2019.1587556</p> <p>Calabrese, L. (2019). Titrated serial ketamine infusions stop outpatient suicidality and avert ER visits and hospitalizations. <i>International Journal of Psychiatry Research</i>, 2(6), 1-12.</p> <p>Halstead, M., Reed, S., Krause, R., & Williams, M. T. (in press). Ketamine-assisted psychotherapy for PTSD related</p>

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		to experiences of racial discrimination. <i>Clinical Case Studies</i> . https://doi.org/10.1177/1534650121990894
9	CBT Models & Approaches <ul style="list-style-type: none"> • Lecture • Reading Discussion • Small Group Exercise 	<p>Wolff, M., Evens, R., Mertens, L. J., Koslowski, M., Betzler, F., Gründer, G., & Jungaberle, H. (2020). Learning to Let Go: A cognitive-behavioral model of how psychedelic therapy promotes acceptance. <i>Frontiers in Psychiatry, 11</i>(5), 1-13. https://doi.org/10.3389/fpsyt.2020.00005</p> <p>Wagner, A. C., Mithoefer, M. C., Mithoefer, A. T., & Monson, C. M. (2019). Combining cognitive-behavioral conjoint therapy for PTSD with 3,4-Methylenedioxymethamphetamine (MDMA): A case example. <i>Journal of Psychoactive Drugs, 51</i>(2), 166–173. https://doi.org/10.1080/02791072.2019.1589028</p> <p>Rodriguez, C. I., Wheaton, M., Zwerling, J., Steinman, S. A., Sonnenfeld, D., Galfalvy, H., & Simpson, H. B. (2016). Can exposure-based CBT extend the effects of intravenous ketamine in obsessive-compulsive disorder? An open-label trial. <i>The Journal of Clinical Psychiatry, 77</i> (3), 408–9. https://doi.org/10.4088/jcp.15110138</p>
10	Third Wave Therapies & Context <ul style="list-style-type: none"> • Lecture • Reading Discussion • Small Group Exercise 	<p>Walsh, Z., & Thiessen, M. S. (2018). Psychedelics and the new behaviourism: Considering the integration of third-wave behaviour therapies with psychedelic-assisted therapy. <i>International Review of Psychiatry, 30</i>(4), 343–349. https://doi.org/10.1080/09540261.2018.1474088</p> <p>Watts, R., & Luoma, J. B. (2020). The use of the psychological flexibility model to support psychedelic assisted therapy. <i>Journal of Contextual Behavioral Science, 15</i>, 92-102. https://doi.org/10.1016/j.jcbs.2019.12.004.</p> <p>Carhart-Harris, R. L., Roseman, L., Haijen, E., Erritzoe, D., Watts, R., Branchi, I., & Kaelen, M. (2018). Psychedelics and the essential importance of context. <i>Journal of Psychopharmacology, 32</i>(7), 725–731. https://doi.org/10.1177/0269881118754710</p>
11	Substance Use <ul style="list-style-type: none"> • Lecture • Reading Discussion • Small Group Exercise 	<p>Brown, T. K., & Alper, K. (2018). Treatment of opioid use disorder with ibogaine: Detoxification and drug use outcomes. <i>The American Journal of Drug and Alcohol Abuse, 44</i>(1), 24–36. https://doi.org/10.1080/00952990.2017.1320802</p>

Class	Topic / Activities	Readings Covered
		<p>Argento, E., Capler, R., Thomas, G., Lucas, P., & Tupper, K. (2019). Exploring ayahuasca-assisted therapy for addiction: A qualitative analysis of preliminary findings among an Indigenous community in Canada. <i>Drug and Alcohol Review</i>, 38(7), 781–789. https://doi.org/10.1111/dar.12985</p> <p>Erritzoe, D., Roseman, L., Nour, M. M., MacLean, K., Kaelen, M., Nutt, D. J., Carhart-Harris, R. L. (2018). Effects of psilocybin therapy on personality structure. <i>Acta Psychiatrica Scandinavica</i>, 138, 368-378. https://doi.org/10.1111/acps.12904</p>
12	<p>Group Therapy</p> <ul style="list-style-type: none"> • Lecture: “Ayahuasca retreats and tourism” • Reading Discussion Groups • Small Group Exercise 	<p>Trope, A., Anderson, B. T., Hooker, A. R., Glick, G., Stauffer, C. & Woolley, J. D. (2019). Psychedelic-Assisted Group Therapy: A Systematic Review. <i>Journal of Psychoactive Drugs</i>, 51 (2), 174-188. https://doi.org/10.1080/02791072.2019.1593559</p> <p>Uthaug, M., Mason, N., Toennes, S., Reckweg, J., de Sousa Fernandes Perna, E., Kuypers, K., van Oorsouw, Riba, K., & Ramaekers, J. (2021). A placebo-controlled study of the effects of ayahuasca, set and setting on mental health of participants in ayahuasca group retreats. <i>Psychopharmacology</i>. https://doi.org/10.1007/s00213-021-05817-8</p> <p>Diament, M. , Gomes, B. R., & Tófoli, L. F.. (2021) Ayahuasca and Psychotherapy: Beyond Integration. In B. C. Labate & C. Cavnar (eds.), <i>Ayahuasca healing and science</i>. Springer. https://doi.org/10.1007/978-3-030-55688-4</p>
13	<p>Future Directions in Research</p> <ul style="list-style-type: none"> • Lecture • Reading discussion • Small Group Exercise 	<p>Belouin, S. J., & Henningfield, J. E. (2018). Psychedelics: Where we are now, why we got here, what we must do. <i>Neuropharmacology</i>, 142, 7–19. https://doi.org/10.1016/j.neuropharm.2018.02.018</p> <p>Beaussant, Y., Tulskey, J., Guérin, B., Schwarz-Plaschg, C., Sanders, J., & the Radcliffe Institute for Advanced Studies Working Group on Psychedelic Research in Serious Illness. (in press). Mapping an agenda for psychedelic-assisted therapy research in patients with serious illness. <i>Journal of Palliative Medicine</i>.</p> <p>Campbell, M. & Williams, M. T. (2021). The ethic of access: An AIDS activist won public access to experimental therapies, and this must now extend to psychedelics for mental illness. <i>Frontiers in Psychiatry</i>, 12(680626), 1-5.</p>

Class	Topic / Activities	Readings Covered
13	Student Presentations	NA

All readings will be available on our Brightspace site as links or PDFs. One page reading reflection papers are due by 5pm the day before class.

GRADING & EVALUATION

- *Timely Attendance and Participation (10%)*. Students are expected to show up for class on time, participate in the whole class, and contribute meaningfully to the conversation. Some classes will include role play activities, and preparation and best efforts are important.
- *Class Discussion (25%)*: Each week a different student will present one of the weekly readings and lead the discussion of the assigned weekly readings. It is expected that each student will come to class sessions fully prepared to engage in informed discussion with their fellow students and the instructor, and they will be willing to express their informed views on course materials.
- *Weekly Reflection Papers (35%)*: Weekly reflection papers will be required each week by every student. Students will prepare a 1-2 page (double spaced) response to the assigned readings to facilitate their own thinking about the theories/arguments presented. The reflection paper will consist of the student's own analytically informed responses to the readings, as well as thought provoking questions for discussion during class discussion. Each reading should be addressed. Students must email a copy of their reflection paper to the student leading the reading discussion that week and submit it on BrightSpace no later than 4 pm the day before class. Late papers will not be graded.
- *Class Project (30%)*. Students will give a presentation on a research idea or topic of interest related to the field of psychedelic-assisted psychotherapies at the final class. Students may work in pairs but will each receive their own grade. Details to be discussed in class.

CLASS PROTOCOLS

- In all classes, whether face-to-face or virtual, students should be treated with respect and feel comfortable to ask questions during class without fear of being judged by others.
- In the online class, you will be invited to join via an invitation link. As a class participant, you can mute/un-mute your audio, virtually raise your hand, and send messages to others.
- Unless the professors indicate otherwise, mute your microphone to help keep background noise to a minimum. Rule of thumb: mute your microphone when you are not speaking.
- When you are virtually moved into small groups, un-mute your audio so that you can contribute to the discussion.
- When speaking/presenting, be mindful of privacy and background noise.
- Be sure to position your camera properly.
- Use chat to post questions during lectures or presentations.
- If you need to interrupt lecture or presentation, raise hand so you are visible to speaker or, preferably, use the "raise hand" icon.
- Use your uOttawa email to communicate with your professors or the TA outside of class. Be sure to include your name and course code + the subject matter in emailing heading.

REGULATIONS FOR COURSE

Important dates and deadlines are listed at <http://www.uottawa.ca/important-academic-dates-anddeadlines/>.

Dates to remember are:

- Last day to withdraw from a course or an activity and receive a financial credit, less administrative fees: XXX
- Last day to withdraw from a course with no financial credit: XXX

Note: If you simply stop attending a course and do not withdraw, you will receive a failing grade.

Absence from an examination: Absence from any examination or test, or late submission of assignments due to illness, psychological problems or exceptional personal circumstances must be justified; otherwise, students will be penalized ([Academic Regulation 9.5 – Evaluation of student learning](#)).

1. Medical grounds

- a) Students must directly notify their professor or the academic secretariat of the faculty where they are registered, before the exam or before the assignment deadline.
- b) Before accepting the student's justification, the professor or the faculty's academic secretariat has the right to request a medical certificate from the attending physician (including the student's name, the date of both the absence and the return to studies, the medical consultation date, and the physician's signature).
- c) If the authenticity of the medical certificate is in question, the professor or the faculty's academic secretariat may request that it be validated by the University of Ottawa's Health Services.
- d) If the medical problem is not foreseeable, students must notify their professor or the academic secretariat of the faculty where they are registered and submit a medical certificate bearing the date of the absence within five working days of the exam date or the assignment deadline, except if extenuating circumstances prevent them from doing so; these circumstances must be documented.
- e) Students who write an examination during the period of disability specified on the medical certificate cannot later plead illness to appeal their examination results.

2. Psychological problems

- a) Students must directly notify their professor or the academic secretariat of the faculty where they are registered, before the exam or before the assignment deadline.
- b) Before accepting the student's justification, the professor or the faculty's academic secretariat has the right to request either a certificate from the attending physician or from a psychologist (including the student's name, the date of both the absence and the return to studies, the consultation date, and the physician's or psychologist's signature) or a supporting letter issued by the University of Ottawa's Counselling and Coaching Service.
- c) If the authenticity of the certificate is in question, the professor or the faculty's academic secretariat may request that it be validated by the University of Ottawa's Health Services.
- d) If the psychological problem is not foreseeable, students must notify the professor or the academic secretariat of the faculty where they are registered and submit a certificate bearing the date of the absence within five working days of the exam date or the assignment deadline,

except if extenuating circumstances prevent them from doing so; these circumstances must be documented.

- e) Students who write an examination during the period of disability specified on the certificate cannot later plead psychological problems to appeal their examination results.

3. Exceptional personal circumstances

Absence from an examination or test and the late submission of assignments due to exceptional personal circumstances must be justified in writing within five working days of the date of the examination or test or the assignment deadline. The academic unit and the faculty concerned reserve the right to accept or reject the reasons presented. Reasons such as travel, work and misreading of examination schedules are not accepted, except in exceptional and properly documented circumstances.

Religious accommodation: If a required activity in a course conflicts with a religious practice that you follow, you may seek religious accommodation ([Academic Regulation 15 – Religious accommodations](#)). You must send your professor(s) or your faculty a letter or an email in which you describe the religious practice you follow and the accommodation that you want. You must submit your request for accommodation within the following deadlines:

- If the accommodation you want concerns academic requirements mentioned in the course syllabus or shared during the first class or earlier, you must make your request in the first two weeks of the session.
- If the accommodation you want concerns academic requirements established or made known after the first class, you must make your request within five working days of the requirement being made known.
- If the accommodation concerns a final exam, you must make your request within five working days of the exam schedule being posted.

Academic fraud refers to “an act by a student that may result in a false academic evaluation of that student or of another student” ([Academic Regulation 14 - academic fraud](#)). Academic fraud includes, for example:

- submitting work prepared by someone else or for someone else;
- using work you have previously submitted for another course, without your professor’s permission;
- falsifying or making up information or data;
- falsifying an academic evaluation;
- submitting work you have purchased on the Internet;
- plagiarizing (see below) ideas or facts from others.
Plagiarism means using words, sentences, ideas and facts you have gotten from others and passing them off as yours, by failing to quote or reference them correctly. Plagiarism comes in many forms, including the following:
 - failing to place words or sentences you have taken from other authors in quotation marks;
 - not providing a reference for a quotation, paraphrase, or summary;
 - “copying and pasting” information found on the Internet without providing a reference.

For a complete description of academic fraud, the procedures followed in cases of academic fraud, and the penalties that may be applied, see [Academic Regulation 14 - academic fraud](#).

Sexual Violence: The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. See <https://www.uottawa.ca/sexual-violence-support-and-prevention/>.

SERVICES

Adaptive measures: If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact Access Service (www.sass.uottawa.ca/access) or by phone at 613-562-5976 - TTY: 613-562-5214

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.

Requests for adaptive measures must be submitted at least seven days before mid-term examinations (not including the day of the examination and statutory holidays) and at least three weeks before the final examination.

Student Academic Success Service (SASS) is a free network of services and programs designed to give you the tools and information you need to succeed from your first day on campus until you receive your diploma. Delivered by professionals and fellow students who care about your success and your well-being, the programs and services of SASS complement your classroom learning and support you in achieving your academic and professional goals. See <http://sass.uottawa.ca/en>. The services include:

- Aboriginal Resource Centre
- Academic Writing Help Centre (AWHC)
- Access Service
- Mental Health and Wellness
- Counselling and Coaching Service
- Mentoring