



Faculté des sciences sociales | Faculty of Social Sciences
School of Psychology

Psychedelic Psychotherapies and Mental Health
PSY 6137 [A], Fall 2024

Course Information

Class Format:

This is an online course, that will be delivered primarily in a synchronous manner. As such, 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. Even though lectures and discussions are online, treat this as you would an in-person lecture, 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. We may record some sessions at the discretion of the professor but cannot guarantee that lectures will be available for later viewing, so please plan to be present during all class times.

Location: Online (Zoom): <https://us06web.zoom.us/j/6129400639> (unless noted otherwise)

Students must have reliable email service and check email and BrightSpace daily for information about the course.

Important Dates:

Course Dates: 9/4 - 12/3 (Weds 2:30-5:20 pm Eastern Time Zone)

Study Break: 12/7

Holidays: Thanksgiving (10/14), Reading Week (10/13-10/19)

Drop Date: With refund (9/27), Without refund (11/15)

Final Exam Period: 12/5 - 12/18

Instructor Information:

Name: Rajni Sharma, MACP, RP, PhD

Email: rsharma10@UOTTAWA.CA

Office Hours: By appointment only

Name: Monnica Williams, PhD, ABPP, CPsych

Email: Monnica.Williams@UOTTAWA.CA

Phone Number: (343) 961-1290

Office Hours: By appointment only (TBD)

Short Bio: Dr. Williams is a board-certified clinical psychologist, Professor, and Canada Research Chair in Mental Health Disparities at the University of Ottawa. Her clinical work and research are focused on mental health in communities of color, culture, trauma, psychedelic medicine, and OCD.

Before emailing a question, please *fully* read this syllabus and explore the associated resources. The answers to many questions can be found in this document and students may be referred to the syllabus if the answer is already available. Please allow at least two (2) *business days* for responses to inquiries before pursuing another route of communication.

Official Course Description

This course will review the therapeutic uses of psychedelic substances and entheogens for mental health and the related research base. Specific topics will include psychedelic-assisted psychotherapies in Western medicine, treatment outcomes, cognitive-behavioural approaches, ethics, and psychedelic group therapies. The course will include cultural issues in treatment delivery and instruction surrounding therapeutic techniques.

Additional 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, as well as for promoting emotional well-being. This course will review the therapeutic uses of psychedelics and the related research base.

Course Learning Outcomes

Course Learning Outcomes

- 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

Teaching Methods

This course will use a combination of teaching strategies and approaches to support students in achieving the Course Learning Outcomes. These approaches include lectures, Q&A, discussion, role play, reading, reflection papers, engagement in projects, creating presentations, and preparing for the final exam. In-class exercises may require openness and interpersonal vulnerability, and all students are expected to respond to one another in a sensitive and respectful manner.

Sample class format:

2:30 pm – 3:30 pm	Presentation/Lecture (e.g., professor or guest) (50 min), Q&A (10 min)
3:30 pm – 4:00 pm	Discussion of readings (30 minutes)
4:00 pm – 4:10 pm	Break (~10 minutes)
4:10 pm – 4:55 pm	Deliberate practice role-play, small group exercises, analysis of recorded session, online activity, student presentation, etc. (44 min)
4:55 pm – 5:10 pm	Regroup and give a summary (15 min)
5:10 pm – 5:20 pm	Discuss homework for next week (10 min)

Course Calendar

	Date	Topic	Reading (<i>due before class</i>)
1	Sept 4	Syllabus Review & Intro to Psychedelic- Assisted Therapy	Rochester, J., Vallely, A., Grof, P., Williams, M., Chang, H., & Caldwell, K. (2022). Entheogens and psychedelics in Canada: Proposal for a new paradigm. <i>Canadian Psychology</i> , 63(3), 413–430. https://doi.org/10.1037/cap0000285 ** Johansen, P. Ø., & Krebs, T. S. (2015). Psychedelics not linked to mental health problems or suicidal behavior: A population study. <i>Journal of Psychopharmacology</i> , 29(3), 270-279.**
2	Sept 11	PAT History and Evidence Base, Current Events Lecture: Monnica Williams.	Costandi, M. (2014). A brief history of psychedelic psychiatry. <i>The Psychologist</i> , 27(9), 714–715. Dyck, E. (2016). Peyote and psychedelics on the Canadian prairies. In B. C. Labate & C. Cavnar (Eds.), <i>Peyote: History, tradition, politics, and conservation</i> (pp. 151–170). Praeger/ABC-CLIO. 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 Naranjo, C. (1973/2013). <i>The Healing Journey: Pioneering Approaches to Psychedelic Therapy</i> . Multidisciplinary Association for Psychedelic Studies; 2nd edition (Chap 2).

3	<u>Sept 18</u>	Psychedelics and the Brain Guest lecturer: Sergio Perez Rosal. Psychedelics and the Brain	Williams - Managing Microaggressions, Ch 1-3 (pp.1-55) Dames Ch 1&2 (pp. 1-24) Nardou, R., Sawyer, E., Song, Y.J. et al. (2023). Psychedelics reopen the social reward learning critical period. <i>Nature</i> , 618, 790–798. https://doi.org/10.1038/s41586-023-06204-3 **
4	Sept 25	Ketamine-Assisted Therapy Guest lecturer: Mailae Halstead. Case-Study in Ketamine Assisted Psychotherapy	Williams - Managing Microaggressions, Ch 4 & 6 (pp. 57-82, 91-116) Naranjo, C. (1973/2013). The Healing Journey: Pioneering Approaches to Psychedelic Therapy. Multidisciplinary Association for Psychedelic Studies; 2nd edition (Chap 3). 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 Halstead, M., Reed, S., Krause, R., & Williams, M. T. (2021). Ketamine-assisted psychotherapy for PTSD related to experiences of racial discrimination. <i>Clinical Case Studies</i> , 20(4), 310-330. https://doi.org/10.1177/1534650121990894 **
5	Oct 2	MDMA-Assisted Therapy Lecture: Monnica Williams. Culturally Informed MDMA-Assisted Psychotherapy for PTSD	Williams - Managing Microaggressions, Ch 7 (pp. 117-134) Mithoefer, M. et al. (2017). A Manual for MDMA-Assisted Therapy in the Treatment of PTSD (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 Williams, M. T., Reed, S., & Aggarwal, R. (2020). Culturally-informed research design issues in a study for 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
6	Oct 9	Psilocybin-Assisted Therapy Lecturer: Monnica Williams. What to Do When Clients Talk	Sloschower, 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. [Read treatment manual at https://doi.org/10.31234/osf.io/u6v9y] 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.

		About Psychedelic Use.	<p>https://doi.org/10.1556/2054.2020.00137</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>
7	Oct 16	-Reading Week-	<p>McLane, et al. (2021, Dec 22). Respecting autonomy in altered states: Navigating ethical quandaries in psychedelic therapy. <i>BMJ</i>. https://blogs.bmj.com/medical-ethics/2021/12/22/respecting-autonomy-in-altered-states-navigating-ethical-quandaries-in-psychedelic-therapy/</p>
8	Oct 23	<p>Issues & Access to Care</p> <p>Guest lecturer: Joseph La Torre. Psychedelics and Psychotic Disorders</p>	<p>Fogg, C., Michaels, T. I., de la Salle, S., Jahn, Z. W., & Williams, M. T. (2021). Ethnoracial health disparities and the ethnopsychopharmacology of psychedelic medicine. <i>Experimental and Clinical Psychopharmacology</i>, 29(5), 539–554. https://doi.org/10.1037/pha0000490</p> <p>Smith, D. T., Faber, S. C., Buchanan, N. T., Foster, D. & Green, L. (2022). The need for psychedelic-assisted therapy in the Black community and the burdens of its provision. <i>Frontiers in Psychiatry</i>, (12)774736. https://www.frontiersin.org/articles/10.3389/fpsy.2021.774736/full</p> <p>La Torre, J., Gallo, J., Mahammadli, M., Zalewa, D., & Williams, M. (in press). Experiences of psychedelic drug use among people with psychotic symptoms and disorders: Personal growth and mystical experiences. <i>Journal of Psychedelic Studies</i>. https://doi.org/10.1556/2054.2024.00348**</p>
9	Oct 30	<p>Culturally-Informed Psychedelic-Assisted Therapy</p> <p>Guest lecturer: Sonya Faber. Cultural Competency in PAT</p>	<p>Ching, T. H. W. (2020). Intersectional insights from an MDMA-assisted psychotherapy training trial: An open letter to racial/ethnic and sexual/gender minorities. <i>Journal of Psychedelic Studies</i>, 4(1), 61–68. https://doi.org/10.1556/2054.2019.017</p> <p>De la Salle, S., Davis, D. D., Gran-Ruaz, S., Davis, A. K., & Williams, M. T. (2022). Acute and enduring effects of psychedelic use among Indigenous peoples in Canada and the United States. <i>Canadian Psychology</i>, 63(4), 589–607.</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>
10	Nov 6	<p>Group & Couples PAT</p> <p>Guest lecturer: Jordan</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-Methylenedioxyamphetamine (MDMA): A case example. <i>Journal of Psychoactive Drugs</i>, 51(2), 166–173. https://doi.org/10.1080/02791072.2019.1589028</p>

		Sloshower, MD. Psilocybin Assisted Therapy	<p>Cornfield, M., McBride, S., Zalewa, D., La Torre, J., Gallo, J., Mahammadli, M., & Williams, M. T. (in press). Exploring effects and experiences of ketamine in group couples therapy. <i>Journal of Psychedelic Studies</i>. https://doi.org/10.1556/2054.2024.00302</p> <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</i>, 44(1), 24–36. https://doi.org/10.1080/00952990.2017.1320802</p>
11	Nov 13	Ayahuasca Lecturer: Rajni Sharma. Ceremonial Use of Psychedelic Plant Medicines	<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>Diamant, 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> (pp. 63-79). Springer. https://doi.org/10.1007/978-3-030-55688-4</p> <p>George, J. R., Michaels, T. I., Sevelius, J., & Williams, M. T. (2020). The psychedelic renaissance and the limitations of a White-dominant medical framework: A call for indigenous and ethnic minority inclusion. <i>Journal of Psychedelic Studies</i>, 4(1), 4-15. https://doi.org/10.1556/2054.2019.015</p>
12	Nov 20	Student Presentations	<p>Skinta, M. (2022). Queer rejection, isolation, and the promise of psychedelics. In Belser, A., Cavnar, C., & Labate, B. C. (Eds), <i>Queering Psychedelics: From Oppression to Liberation in Psychedelic Medicine</i>, Synergetic Press. ISBN: 9781957869032</p> <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</i>, 30(4), 343–349. https://doi.org/10.1080/09540261.2018.1474088</p>
13	Nov 27	Student Presentations	<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</i>, 11(5), 1-13. https://doi.org/10.3389/fpsy.2020.00005</p> <p>Rosa, W. E. et al. (2022). Top ten tips palliative care clinicians should know about psychedelic-assisted therapy in the context of serious illness. <i>Journal of Palliative Medicine</i>, 25(8), 1273-1281. https://www.liebertpub.com/doi/10.1089/jpm.2022.0036</p>
F	Dec 4	Final Exam	

** optional readings/extra credit

Assessment Strategy

- *Class Discussion (25%)*: 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. It is expected that each student will come to class sessions fully prepared to engage in discussion with their fellow students and the instructor, and they will be willing to express their informed views on course materials. This grade also includes participation in BrightSpace online activities, such as the discussion forum. Respectful behavior toward other students and the instructor is part of this grade. Failing to participate in 3 or more classes for any reason will result in a failing grade or incomplete.
- *Weekly Reflection Papers (25%)*: Weekly reflection papers will be required each week by every student. Students will prepare a 1-2 page (1.5 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 submit their reflection paper on BrightSpace no later than 4pm the day before class. Late papers may not be graded.
- *Class Project (20%)*. Students will give a presentation on a research idea or topic of interest related to the field of psychedelic-assisted psychotherapies during the last two classes. They will also turn a written summary. Students should work in pairs but will each receive their own grade. Students must have their partner selected and topic approved by 9/25. Details to be discussed in class.
- *Final Skills Evaluation (30%)*. Test to be taken during the final exam period.

Assessment Policies and Expectations

Attendance

Students are expected to attend all synchronous sessions, be on time, and stay for the full class. Failing to attend 3 or more classes for any reason will result in a failing grade or incomplete.

EIN (fail) Grading Policy

All assignments must be attempted and submitted to pass the class. If there is an issue with your grade on an assignment, inform the instructor within 3 days.

Late Assignments

All assignments are to be submitted by their due date and time. Late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 7 days, *including weekends*. After 7 days all outstanding assignments will be given a zero (0%) grade.

Exams Integrity

Exams will be done on Brightspace and will use the following proctoring tools: Respondus Lockdown Browser and real-time proctoring with Zoom (Zoom Live Proctoring). These tools block access to

applications and internet browsing during the exam. It is important to note that there is no recording of students during the exam (no use of Respondus Monitor). You must agree to the terms and conditions for installing the Lockdown Browser. Your camera must always be on during the exam.

Use of AI

Students are encouraged to use AI tools like ChatGPT to enhance their learning. However, students may not cut-and-paste text from any AI tool into their assignments. They may use AI generated images, however. All use of AI for any assignment must be disclosed. AI tools may not be used for exams.

Class Protocols

- In all classes, students should be treated with respect and feel comfortable to ask questions during class without fear of being judged by others.
- As a class participant, you can mute/un-mute your audio, virtually raise your hand, and send messages to others. Please keep your camera on at all times to show engagement and respect for the presenter. You may turn it off for short periods during non-discussion segments as needed (e.g., eating, etc.)
- If your background is noisy, mute your microphone to help keep background noise to a minimum when you are not speaking.
- When you are virtually moved into small groups, always un-mute your audio so that you can properly contribute to the discussion.
- When speaking/presenting, be mindful of privacy.
- Be sure to position your camera properly so your face is clearly visible.
- Freely 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 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.

Assessment Details

Course grades will be determined as shown in the grading table, as per the uOttawa grading policy. All assignments should be posted on BrightSpace. Do not email it to the instructor or it will not count. If there is a problem with BrightSpace, inform the instructor or TA right away, but do not email your assignment to them.

Total points	Grade
90-100	A+
85-89	A
80-84	A-
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

Required Materials

The following textbooks must be purchased. Remaining readings will be available on Brightspace.

Dames, S., Penn, A., Williams, M., Zamaria, J., Vaz, A., & Rousmaniere, T. (2024). *Deliberate Practice in Psychedelic-Assisted Therapy*. Washington DC: American Psychological Association. ISBN: 978-1-4338-4171-2

Williams, M. T. (2020). *Managing Microaggressions: Addressing Everyday Racism in Therapeutic Spaces*. Oxford University Press. ISBN: 9780190875237

Bibliography

See the weekly schedule for a complete list of readings.

Indigenous Affirmation

ANISHINÀBE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogo kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànànig ogo kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, and future.

Intellectual Property Rights of Course Content

If you would like clarification regarding the intellectual property right of course content, please visit the [Copyright Office webpage](#) or consult your professor.

Institutional Policies and Academic Regulations

It is very important to know the institutional policies and academic regulations associated with your academic success. This information is available on the Faculty of Social Sciences website, on the [Student Hub webpage](#) under the “Institutional policies and academic regulations” tab.

Academic Fraud Regulations

If you would like clarification regarding academic integrity and misconduct, please consult [Academic Regulation A-4](#) or consult your professor.

Academic Regulations A-1 on bilingualism at the University of Ottawa

Per [Academic Regulation A-1](#) : « Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course's language of instruction. »