

Lewis & Clark
Graduate School of
Education and Counseling



CPSY 590/MCFT 563: Ketamine/MDMA Assisted Therapy
Fall 2023

Time and Day: 09:00 AM - 05:30 PM November 18th & 19th
Where: York Graduate Center Room 101
Instructor: Julio Iñiguez, MA, LMFT
Office Hours: By appointment
E-Mail: julioi@lclark.edu

CATALOG DESCRIPTION

This course explores the process of Psychedelic Assisted Therapy from preparation through integration with a focus on Ketamine and MDMA. Recent research shows promising results for the treatment of mental health conditions including post-traumatic stress disorder, severe and chronic depression, suicidal thoughts, obsessive compulsive disorder, substance use disorders, and more. The focus of this class will be MDMA and Ketamine assisted therapies and both medicines will be described in terms of dosage, routes of administration, safety considerations, and common protocols used in clinical therapeutic and research settings.

Prerequisite: None

Credit: 1 semester unit (15 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.1: Students recognize the impact of power on individuals, families, and communities.

SLO 2.1: Students self-reflect on the implications of own and others' social location in clinical practice.

SLO 3.1: Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 4.1: Students apply ethical decision-making processes to clinical dilemmas.

COURSE OBJECTIVES:

Students will be able to:

1. Understand historical, traditional, and contemporary practices of psychedelic assisted healing.
2. Examine contemporary research on the applications of MDMA/Ketamine assisted therapy.
3. Have a basic understanding of the psychopharmacology of Ketamine and its therapeutic potential.
4. Have a basic understanding of the psychopharmacology of MDMA and its therapeutic potential.
5. Understand the process of psychedelic assisted therapies including preparation, facilitation, and integration.

TEACHING METHODS

A variety of teaching methods will be utilized during this course to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures.

READINGS:

Participants are expected to complete the assigned readings and to synthesize and apply them in class. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience. **Please complete the assigned textbook and required readings provided below prior to class.**

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Participation (50 pts)

- Full attendance on both days of class is required for a passing grade.
- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues

to assess your impact on your peers and participate in class.

- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Coming to class prepared (having read the assignment for the day).
- Contributing to in-class discussion based on the topics of discussion and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a respectful fashion.
- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

Rubric for Participation

Attendance: 20 points

Prepared for Class: Completed readings, punctuality 10 pts

Engagement in Class: 20 points

2. Reflection Journal – 50 pts – 5-6 pages due by December 8, 2023 send to julioi@lclark.edu

Reflect on what was covered in class including required and recommended texts and articles, class discussions, lectures, and experiential exercises. Write a response to the following questions that illustrates your understanding of psychedelic assisted therapies and your thoughts and feelings related to what was presented.

- Based on what you've seen and read for this course as well as your own experiences, knowledge and wisdom, what do you believe is the most important mechanism of action that allows for transformative change to occur in psychedelic assisted therapy?
- Describe what you feel are the most important aspects of preparation for psychedelic therapy that you would include when talking with a client interested in psychedelic assisted therapy.
- Please share your understanding of inner healing intelligence. What aspects of this notion resonate for you? Are there any aspects that you are uncertain

or skeptical of?

- What role do you see yourself in as psychedelic assisted therapy is rolled out in our western medical system? Do you see yourself pursuing further training or choosing other modalities of therapy that are not in the psychedelic therapy space?
- What was your most valuable take-away from this course?

APA format.

All papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar.

TEXTBOOKS:

Moghaddam, B. (2021). *Ketamine*. MIT Press.

REQUIRED READING:

Multidisciplinary Association for Psychedelic Studies. (2016). *A manual for MDMA-assisted psychotherapy in the treatment of posttraumatic stress disorder*. Retrieved from <http://www.maps.org>

Multidisciplinary Association for Psychedelic Studies. (2021). *MAPS Code of Ethics for Psychedelic Psychotherapy*. Retrieved from <http://www.maps.org>

Ketamine Research Institute. (2020). *Ethical Guidelines for Ketamine Clinicians*. Retrieved from <http://www.kriyainstitute.com/guidelines/>

RECOMMENDED READING:

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, *Journal of Psychedelic Studies*, 4(1), 4-15. <https://doi.org/10.1556/2054.2019.015>

Gorman, I., Nielson E.M., Molinar, A., Cassidy, K. and Sabbagh, J. (2021). Psychedelic Harm Reduction and Integration: A Transtheoretical Model for Clinical Practice. *Frontiers in Psychology*. 12:645246. doi: 10.3389/fpsyg.2021.645246

Michaels, T.I., Purdon, J., Collins, A. et al. (2018). Inclusion of people of color in psychedelic-assisted psychotherapy: a review of the literature. *BMC Psychiatry*, 18, 245 <https://doi.org/10.1186/s12888-018-1824-6>

Phelps, J. (2017). Developing Guidelines and Competencies for the Training of Psychedelic Therapists. *Journal of Humanistic Psychology*, 57(5), 450–487. <https://doi.org/10.1177/0022167817711304>

Williams, M. T., & Labate, B. C. (2020). Diversity, equity, and access in psychedelic medicine, *Journal of Psychedelic Studies*, 4(1), 1-3.

<https://doi.org/10.1556/2054.2019.032>

FINAL GRADING

Participation	50 points
Reflection Paper	50 points
Total	100 points

A = 93-100	B = 83-87	C = 73-77
A- = 90-92	B- = 80-82	C- = 70-72
B+ = 88-89	C+ = 78-79	

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.