



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 590/MCFT 563: Psilocybin Assisted Therapy
Fall 2023**

Time and Day: 09:00 AM - 05:30 PM Sept. 16th & 23rd
Where: York Graduate Center Room 101
Instructor: Julio Iñiguez, MA, LMFT
Office Hours: By appointment
E-Mail: julioi@lclark.edu

CATALOG DESCRIPTION

Psilocybin containing fungi have been used in healing practices for thousands of years in many indigenous communities including Mazatecs, Mayans, Aztec, and others. Recent research shows that psilocybin mushrooms show promising effects in treating depression, end of life anxiety, demoralization, and addiction in clinical settings.

COURSE DESCRIPTION

We will explore the historical uses of psilocybin mushrooms as well as the history of psychedelic medicine in the western world and the current resurgence of psychedelic assisted therapy. The following topics will be reviewed and discussed: Indigenous practices using psilocybin containing fungi, recent research on psilocybin therapy for depression, end of life anxiety, addiction, screening, preparation and integration phases of treatment, legal and ethical aspects of working with psilocybin, Oregon's measure 109. This course will combine experiential learning, lectures and seminar discussions.

Prerequisite: None

Credit: 1 semester unit (15 contact hours)

COVID policies:

<https://www.lclark.edu/news/covid-19-response/health-and-safety/>

<https://www.lclark.edu/news/covid-19-response/students/covid-19-communications/>

MCFT STUDENT LEARNING OUTCOMES

SLO 1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

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.

COURSE OBJECTIVES:

Students will be able to:

1. Understand historical, traditional, and contemporary uses of psilocybin containing fungi for various purposes.
2. Examine contemporary research on the applications of psilocybin assisted therapy.
3. Have a basic understanding of the psychopharmacology of psilocybin and its therapeutic potential.
4. Understand the process of psilocybin assisted therapies including preparation, facilitation, and integration.
5. Understand the basic framework of Measure 109 and Psilocybin Assisted Services in Oregon.

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. Readings from *Psychedelic Justice* will be assigned on the first day of class. **Read *Psychedelic Integration* in its entirety before the first 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 (30 pts)

- Full attendance to 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.

2. **Group presentation – 20 pts – in class, September 23, 2023**

Select a reading from *Psychedelic Justice* and work with your group to discuss the main points presented in the reading. As a group you will have an opportunity to discuss and analyze the issues presented in the reading. Following your own discussion within your group, you will present your collective understanding of the issues addressed in the article you selected to the rest of the class. In your presentation you'll provide an overview of the topic/issue that includes consideration of intersection of identities, attention to systemic privilege/oppression dynamics, historical and current sociopolitical factors, cultural appropriation, equity, and reciprocity etc. Develop 2-3 discussion questions to engage your audience in your topic/issue. Presentations will be 10-15 minutes in length.

3. **Reflection paper – 30 pts – 4-5 pages due by October 7, 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 and consider where you see yourself in relation to working with psilocybin fungi and/or other psychedelics (when they are FDA approved and legal).

- What is your vision for how you might engage in the field of psilocybin therapy?
- How do you see systemic family therapy fitting into the practice of psychedelic therapy?
- How would you work toward inclusion, equity, reciprocity, and social justice as it relates to the field of psychedelic therapy?
- How does your social location influence your desire and vision for working in psychedelic therapy at any capacity?
- If you don't see yourself working in this ecosystem what are some ideas you have about why this might not be the best fit for you?
- How might you apply what you learned in this class as you continue your development as a systemic couple and family therapist?
- What aspects of this class made the biggest impact on your understanding of psilocybin or psychedelic therapies?

APA format.

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

TEXTBOOKS:

Aixala, M. (2022). *Psychedelic Integration: Psychotherapy for Non-Ordinary States of Consciousness*. Synergetic Press.

Labate, B. C., & Cavnar, C. (Eds.). (2021). *Psychedelic justice: Toward a diverse and equitable psychedelic culture*. Synergetic Press.

Recommended reading:

Sheldrake, M. (2020). *Entangled life*. London, England: Bodley Head.

Feinberg, B. (2018). Undiscovering the Pueblo Mágico: Lessons from Huautla for the Psychedelic Renaissance. In: Labate, B., Cavnar, C. (eds) *Plant Medicines, Healing and Psychedelic Science*. Springer, Cham.
https://doi.org/10.1007/978-3-319-76720-8_3

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

Hernandez-Wolfe, P. (2018). Ecoinformed couple and family therapy, systems thinking, and social Justice, *Ecopsychology*, 10(3), 151-157.
<https://doi.org/10.1089/eco.2018.0009>

Lowe, H., Toyang, N., Steele, B., Valentine, H., Grant, J., Ali, A., Ngwa, W., & Gordon, L. (2021). The Therapeutic Potential of Psilocybin. *Molecules* (Basel, Switzerland), 26(10), 2948. <https://doi.org/10.3390/molecules26102948>

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

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.

SPECIAL NEEDS/ ACCOMMODATIONS

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

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.