

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	SPE158
Course Title:	Psychedelic Medicine: Healing Trauma and Addiction
Prerequisite Courses:	
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Counselling and Community Safety
Previous Course Code & Title:	None
Course First Offered:	June 2013

# of Credits:	2.5
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Course Description:

This advanced course will examine the interdisciplinary clinical context, concepts and applications behind the scientific and therapeutic uses of psychedelic or “mind manifesting” medicines for healing trauma and addiction. Since the late 1960’s public policies have repressed scientific investigation and awareness of these promising medicines. Now, almost 50 years later, the situation is changing. Studies at major universities now demonstrate that benefits afforded by optimal psychedelic experiences can open portals of hope and healing for people in despair due to trauma, end of life fears, anxiety, or addiction. The course is designed for physicians, health workers, psychologists, psychiatrists, therapists, first responders and related practitioners working in the field of trauma and addictions.

Course Goal(s):

The goal of this 5 day course is for the learner to understand concepts, knowledge, and contexts of psychedelic medicines and to learn skills of assessment and containment regarding the benefits and harms associated with their use.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Understand and describe the multi-dimensional complexities of the newly emerging field of psychedelic research and practice.
2. Demonstrate assessment skills appropriate for first responders and health practitioners to minimize harm from the use or misuse of psychedelic medicines.
3. Demonstrate containment skills and appropriate capacity for empathic attunement to individuals undergoing a deep alteration of consciousness due to psychedelic medicine.

Course Topics/Content:

- History/Archeology of Ethnopharmacognosy: From Mysteries to Paradigms
- Entheogenic Education: A Purpose to Gaining Different Knowledge in Different States of Consciousness
- Assessment Skills Simulation: Dyad practice

- World War Two and LSD: Hofmann's Problem Child Video: Dr. Jan Bastiaans LSD treatment of a concentration camp survivor
- Cross Cultural Perspectives: Case History: Brazil and Ayahuasca; Internationalization of Use
- Case History: Mazatecs (Mexico) and Northwest First Nations (Canada) and Psilocybin Mushrooms
- Recent History: Canada, US, Europe, Brazil since WWII Case History: Maryland Psychiatric Research Center, US
- Treatment for Addictions: LSD, Ibogaine, Ketamine, Ayahuasca
- Treatment for Trauma: Past and Current Research International MDMA Psychotherapy Research
- Containment Skills and Empathic Attunement: Non-ordinary States of Consciousness Simulation: Dyad Practice
- Integration of Neurobiology and Current Research on the Medical Use of Psychedelics
- Psilocybin Research Renaissance: Treatment of Death Anxiety
- Case Histories: UCLA, Johns Hopkins, NYU
- Cannabinoid Medicines: Opposing Actions of THC and Cannabidiol
- Neurobiology of Mystical Experience: Evidence from current research
- Methodological Conundrums in Psychedelic Research
- Psychedelic Psychotherapy
- Future Directions for Psychedelic Medicine

Text and Resource Materials:

N/A

Required:

Pre-reading package provided.

Highly Recommended:

1. The Chemistry of Mind-Altering Drugs: History, Pharmacology, and Cultural Context, Perrine, Daniel (PhD)
2. LSD Psychotherapy, Dr. Grof, Stanislav (MD)
3. LSD My Problem Child, Hofmann, Albert (PhD, Discoverer of LSD)
4. The Psychedelic Future of the Mind" by Thomas B. Roberts, Ph.D. Park Street Press.
5. Psychedelic Drugs Reconsidered, Lester Grinspoon (MD) and James Bakalar
6. Psychedelic Healing: The Promise of Entheogens for Psychotherapy and Spiritual Development, Neal Goldsmith (PhD)
7. Critical Analyses of the UN International Narcotics Control Board 2011 report <http://iceers.org>

Recommended:

1. Psychedelic Medicine: New evidence for Hallucinogenic Substances as Treatments Vol 1&2 Edited by Michael J. Winkelman, PhD and Thomas B. Roberts, PhD
2. Trips: How Hallucinogens Work in Your Brain, Cheryl Pellerin
3. Psychedelic Horizons, Thomas B. Roberts
4. Ayahuasca, Entheogenic Education, and Public Policy, Kenneth Tupper

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe): Advanced Professional Development				

Equivalent Course(s) within the JIBC:
Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	21.0			
Simulation/Lab	14.0			
Practicum/Fieldwork	0			
Online	0			
Correspondence	0			
Total Class Hours	35.0			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	60%	Other	%
Quizzes/Test	%	Simulations	40%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:
Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.