



INSTITUTE OF TRANSPERSONAL PSYCHOLOGY SYLLABUS

COURSE TITLE: Psychedelics: Theory, Research, & Clinical Applications

COURSE #: PRES6731

QUARTER/TERM OFFERED: Residential Fall 2011

INSTRUCTOR

Name: Alicia Danforth, MA

Phone Number: (310) 382-6375

Email: Alicia.Danforth@myitp.itp.edu

Name: David Lukoff, PhD

Phone Number: (707) 763 3576 (call anytime day or night)

Email: dlukoff@itp.edu

Name: James Fadiman, PhD

Phone Number: (650) 321-5595 (to set up a time to meet or talk on the phone)

Email: jfadiman@gmail.com

OFFICE HOURS

Dates: Tuesdays

Times: By appointment

TIME OF CLASS (Residential Programs only)

Day of week: Tuesday

Time: 3:00pm-5:00pm

INSTRUCTOR'S PHILOSOPHY OF TEACHING

Alicia Danforth: I make an effort to accommodate visual, auditory, and kinetic adult learning styles. Some instructor-centered teaching is required for this course because few students arrive with a large prior knowledge base in this emerging subfield. However, I emphasize learner-centered teaching as much as possible. This course employs didactic learning, as opposed to experiential approaches, slightly more than most ITP courses because immersing students in the rich but marginalized literature of psychedelic healing traditions and scientific research is a priority.

David Lukoff: I believe education should combine experiential experiences with didactic learning. Clinical training requires a deep commitment to examining one's own process, values, and skills.

Jim Fadiman: My intention is to use of what students come in with — information, opinions, attitudes and experiences— to focus on assumptions that facilitate as well as those that constrict effective understanding and communication.

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ONLINE LEARNING

If this course includes online components, please use the following link to access the Online Student Handbook and refer to the Online Learning section:

http://itp.angellearning.com/section/default.asp?id=Catalogs_Handbooks_and_Curricula&ts=1292846592

PREREQUISITES & PRIORITY REGISTRATION

The following courses are required in order to take this course: none

Priority Registration: Students in the following program will receive priority registration for this course (all others will be admitted if space allows): Psy.D. in Clinical Psychology

Course is: Open Closed Requires permission of Program Chair

Other course requirements: None

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FULFILLMENT OF PROGRAM REQUIREMENTS

This course fulfills requirements in other programs, as follows: This course is an elective course in the Clinical Psychology PsyD Program.

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COURSE DESCRIPTION

This course explores therapeutic issues involving the use of psychedelic substances. It covers clinical research on psychedelic drugs as adjuncts to psychotherapy for the treatment of addiction, PTSD, and existential distress at the end of life, as well as how to address psychedelic experiences that clients bring into psychotherapy. Ancient, shamanic, and modern uses of psychedelics will be examined to provide broad cultural perspectives.

CLASS ATTENDANCE/POSTING REQUIREMENTS

Full attendance in this course is mandatory for adequate student learning. Two excused absences, with prior notice, will be allowed. Any additional missed classes may result in a No Pass. All students are expected to arrive to class on time. The classroom is a clinical training site. Just as you would not check email, talk on the phone or text during an individual or group client session, please do not check email, talk on the phone or text during class except during designated breaks. Instructor policy on class attendance or posting requirements.

COURSE AIMS AND HOW THEY RELATE TO THE LEARNING OBJECTIVES*

- To be able to describe the main influences on psychedelic drug use in therapy, including its roots in ancient societies and religions.
- To be able to describe the theory and practice of psychedelic-assisted psychotherapy.



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EVIDENCE AND CRITERIA FOR EVALUATION*

See Rubric at the end of syllabus for specific evaluation criteria

COURSE READING*

Required Reading

No books are assigned as required reading. Required articles and chapters are listed by the week assigned below.

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Recommended Reading

Adamson, S., & Metzner, R. (1988). The nature of the MDMA experience and its role in healing, psychotherapy, and spiritual practice. *ReVision: The Journal of Consciousness and Change*, 10(4), 52-79.

Beck, J., & Rosenbaum, M. (1994). *Pursuit of ecstasy: The MDMA experience*. Albany, NY: State University of New York Press.

Bravo, G., & Grob, C. S. (1996). Psychedelics and transpersonal psychiatry. In B. W. Scotton, A. B. Chinen, & J. R. Battista (Eds.), *Textbook of transpersonal psychiatry and psychology* (pp. 176-183). New York: Basic Books.

Doblin, R. (1991). Pahnke's "Good Friday experiment:" A long-term follow-up and methodological critique. *The Journal of Transpersonal Psychology*, 23(1), 1-28.

Dumont, G. J. H., Sweep, F. C. G. J., van der Steen, R., Hermsen, R., Donders, A. R. T., Touw, D. J., et al. (2009). Increased oxytocin concentrations and prosocial feelings in humans after ecstasy (3,4-methylenedioxymethamphetamine) administration. *Social neuroscience*, 4(4), 359-366.

Fadiman, J. (2011). *The psychedelic explorer's guide: Safe, therapeutic, and sacred journeys*. Rochester, VT: Park Street Press.

Griffiths, R., Richards, W., McCann, U., & Jesse, R. (2008). Mystical-type experiences occasioned by psilocybin mediate the attribution of personal meaning and spiritual significance 14 months later. *Journal of Psychopharmacology*, 22(6), 621-632.

Grof, S. (1993). Realms of human unconscious: Observations from LSD research. In R. Walsh & F. Vaughan (Eds.), *Paths beyond ego: The transpersonal vision* (pp. 95-106). New York: Jeremy P. Tarcher.

Grob, C. S. (2007). The use of psilocybin in patients with advanced cancer and existential anxiety. In M. J. Winkelman & T. B. Roberts (Eds.) *Psychedelic medicine: New evidence for hallucinogenic substances as treatments* (1st ed.). Praeger Publishers.



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- Grof, S. (1980). LSD psychotherapy. Pomona, CA: Hunter House.
- Halpern, J. H., Sherwood, A. R., Hudson, J. I., Yurgelun-Todd, D., and Pope, H. G. (2005). Psychological and cognitive effects of long-term Peyote use among Native Americans. *Biological Psychiatry*, 58(8), 624-31.
- Halpern, J. H. (1996). The use of hallucinogens in the treatment of addiction. *Addiction Research*, 4(2), 177-189
- Hood, R. W. (1975). The construction and preliminary validation of a measure of reported mystical experience. *Journal for the Scientific Study of Religion*. 12, 29-41.
- Huxley, A. (1954). *The doors of perception & heaven and hell*. New York: Harper Collins.
- James, W. (1961). *The varieties of religious experience*. New York: McMillan Publishing Company. (Original work published 1902)
- Joe-Laidler, K., & Hunt, G. (2008). Sit down to float: The cultural meaning of ketamine use in Hong Kong. *Addiction Research and Theory*, 16(3), 259-271.
- Krupitsky, E., Burakov, A., Romanova, T., Dunaevsky, I, Strassman, R., and Gimenko, A. (2002). Ketamine psychotherapy for heroin addiction: Immediate effects and two-year follow-up. *Journal of Substance Abuse Treatment*, 23(4), 273-83.
- Lukoff, D., Zanger, R., and Lu, F. (1990). Psychoactive substances and transpersonal states. *The Journal of Transpersonal Psychology*, 22(4), 106-48.
- Merkur, D. (1998). *The ecstatic imagination: Psychedelic experiences and the psychoanalysis of self-actualization*. Albany, NY: State University of New York Press.
- Metzner, R., & Adamson, S. (2001). Using MDMA in healing, psychotherapy, and spiritual practice. In J. Holland (Ed.), *Ecstasy: The complete guide: A comprehensive look at the risks and benefits of MDMA* (pp. 182-207). Rochester, VT: Park Street Press.
- Mogar, R. E., & Aldrich, R. W. (1969). The use of psychedelic agents with autistic schizophrenic children. *Behavioral Neuropsychiatry*, 1, 44-51.
- Nichols, D. E. (1986). Differences between mechanisms of action of MDMA, MBDB, and the classic hallucinogens. Identification of a new therapeutic class: enactogens. *Journal of Psychoactive Drugs*, 18(4), 305-313.
- Pahnke, W. M. (1963) *Drugs and mysticism: An analysis of the relationship between psychedelic drugs and the mystical consciousness*. Unpublished doctoral dissertation, Harvard—Cambridge, MA. Retrieved November 23, 2008 from <http://www.maps.org:80/books/pahnke/>



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- Pahnke, W. N., (1966). Drugs and mysticism. *The International Journal of Parapsychology*, 8(2), 295-313. Retrieved on December 1 from <http://www.psychedelic-library.org/pahnke.htm>
- Richards, W. A. (2009). The rebirth of research with entheogens: Lessons from the past and hypotheses for the future. *Journal of Transpersonal Psychology*, 41(2), 139-150.
- Roberts, T. B. (2002). Toward an entheogen research agenda. *Journal of Humanistic Psychology*, 42(1), 71-89.
- Shulgin, A., & Shulgin A. (1990). *PiHKAL: A chemical love story*. Transform Press.
- Schultes, R. E., and Hofmann, A. (1992). *Plants of the gods: Their sacred healing and hallucinogenic powers*. Rochester, VT: Inner Traditions.
- Smith, H. (2000). *Cleansing the doors of perception: The religious significance of entheogenic plants and chemicals*. New York: J. P. Tarcher/Putnam.
- Link:
[Tupper, K.W. \(2011\). *Ayahuasca, entheogenic education & public policy*. Unpublished doctoral dissertation, University of British Columbia, Vancouver, B.C.](#)
- Link:
[Tupper, K.W. \(2009\). *Entheogenic healing: The spiritual effects and therapeutic potential of ceremonial ayahuasca use*. In J.H. Ellens \(Ed.\), *The healing power of spirituality: How religion helps humans thrive* \(Vol. 3, pp. 269-282\). Westport, CT: Praeger.](#)
- Vollenweider, F. X., Gamma, A., Leichti, M., & Huber, T. (1998). Psychological and cardiovascular effects and short-term sequelae of MDMA ('ecstasy') in MDMA-naïve healthy volunteers. *Neuropsychopharmacology*, 19(4), 241-251.
- Walsh, R., & Grob, C. S. (2005). *Higher wisdom: Eminent elders explore the continuing impact of psychedelics*. Albany, NY: State University of New York Press.
- Winkelman, M. (1995). Psychointegrator plants: Their roles in human culture, consciousness and health. In M. Winkelman, & W. Andritsky (Eds.), *Yearbook of cross-cultural medicine and psychotherapy* (pp. 9-53).
- Wittmann, M., Carter, O., Hasler, F., Cahn, B. R., Grimberg, U., Spring, P., et al. (2006) Effects of psilocybin on time perception and temporal control of behaviour in humans. *Journal of Psychopharmacology*. Retrieved November 25, 2008 from http://www.erowid.org/plants/mushrooms/mushrooms_effects.shtml



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Required readings can be purchased online and are available on reserve in the library. There may be additional assigned readings, at the discretion of the instructor.

METHOD OF INSTRUCTION (class format subject to change)

- Didactic 35%
- Discussion 35%
- Experiential 30%

ASSIGNMENTS

The Student Learning Objectives identified above will be developed and assessed through the following course assignments and activities (evidence).

Assignment #1: Review a peer-reviewed journal article or several articles on a topic of interest and present key points in a 10-minute class presentation + 5-minute Q&A. Select an article that is not included in the assigned readings. Students will sign-up by week for Weeks 3 – 9. Presentations should correspond to weekly topics. Paper should be 2-3 pages, include a summary of the research, and discuss the strengths and weaknesses of the article.

For the paper, summarize the article in a paragraph or two. Present a brief summary to the class, so they get the highlights (e.g., hypothesis, methods, results). It's best if you can paraphrase instead of reading straight from your paper as much as possible when sharing with the class. To conclude the paper, identify some areas of future research based on findings in the article. Or, you might want to explore some implications this research has for another area or field of interest of yours. Put this article into a broader perspective. Why, as future clinicians or researchers, should we care about it? What is this paper's significance from a Big Picture view?

For the Q & A portion of your presentation, you might want to pick 2 - 3 questions from your notes to present as discussion prompts for the class. Please follow the APA/ITP style guidelines for the paper and add a reference page, even if you only include the one reference.

Take a good look at what was reported and summarize the key findings that would be most interesting to clinicians or others who study consciousness/mystical states. What did the researchers do well? See if ideas come to mind about what they could have done better or what you would like to see in future follow-up studies.

Here are some questions you might want to consider:

- What assumptions did the researchers make?
- Do you detect bias in their approach? In your opinion, would the ways in which they analyzed their data offset or enhance any biases they held?
- Do the findings seem credible? Why or why not?
- Do the researchers identify delimitations (areas not covered by the study)?
- Does this article contain information that would be of interest to clinicians/other researchers?



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Ask yourself if the study you are reviewing meets the standards for quality research.

Due weeks 3-9 by arrangement (2-3 pages)

Assignment #2: Write a summary of two in-depth, anonymous interviews. One will be on a pleasant or euphoric experience with psychedelics, and the other will be on a challenging experience or "bad trip." The interviews may be provided by either one or two individuals. Classmates are acceptable as participants. However, self-reports are excluded for this assignment. During the last class meeting, give a 10 minute summary of your key findings and personal learning.

To clarify, individuals sometimes report that their most challenging journeys are eventually perceived as valuable. Therefore, your "bad trip" interview may have positive outcomes even though the experience itself was primarily difficult.

Students who have never written a clinical case report or similar document are advised to consult the instructors regarding formatting tips.

Due week 10 (8-10 pages)

Copy and paste graph or image (optional)

INCOMPLETES AND LATE PAPERS

You will receive an Incomplete if you do not submit all course work by the end of the last week of classes. If you receive an Incomplete for the quarter, all work must be submitted by the end of week 5 the following quarter. The grade will automatically become a No Pass if work is not submitted by the due date without prior permission from the instructor. Late papers will only be accepted at instructor's discretion and may not be reviewed in as timely and as thorough a manner as on-time papers. Ability to complete work in a timely manner will be considered in overall evaluation for the course.(Instructor policy here)

CLASS OUTLINE

Class/Week Date Reading and Topic Due

Class	Reading and Topic	Due
1 9/27/10	Overview Tryptamines/Phenethylamines/Cannabinoids defined Entheogens/Entactogens/Emphathogens described Hallucinations/Delusions/Altered Perceptions clarified Drug scheduling basics Online resource tour (Handout) Syllabus review Assignments described/Presentation sign-up Readings Friedman, H. (2006). The renewal of psychedelic research:	



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	<p>Implications of humanistic and transpersonal psychology. The Humanistic Psychologist, 34(1), 39-58.</p> <p>Grinspoon, L., & Bakalar, J. B. (1986). Can drugs be used to enhance psychotherapeutic process? American Journal of Psychotherapy, 40(3), 393-404.</p> <p>Media/Online www.maps.org; www.heffter.org; and www.erowid.org</p>	
2 10/4/10	<p>History of Psychedelic Use for Healing (Indigenous/Pre-LSD)</p> <p>Readings Metzner, R. (2002). The role of psychoactive plant medicines. In C.S. Grob (Ed.), <i>Hallucinogens: A reader</i>. New York: Penguin Putnam.</p> <p>Calabrese, J. D. (1997). Spiritual Healing and Human Development in the Native American Church: Toward a Cultural Psychiatry of Peyote. <i>Psychoanalytic Review</i>, 84(2), 237-255.</p> <p>Marsden, R., & Lukoff, D. (2007). Transpersonal Healing with Hallucinogens In M. Winkelman & T. Roberts (Eds.), <i>Psychedelic Medicine: Addictions Medicine and Transpersonal Healing</i> (Vol. 2, pp. 37-69). Santa Barbara, CA: Praeger Press.</p> <p>Optional Online Video: The Beyond Within Part 1 (Part I)</p>	
3 10/11/10	<p>History of Psychedelic Use for Healing (Western Medical/Post-LSD)</p> <p>Readings Stolaroff, M. (1997). The secret chief. Santa Cruz, CA: The Multidisciplinary Association for Psychedelic Studies. (Chp. 3, 33-48) http://www.maps.org/secretchief/scchpt3.html</p> <p>Grof, S. (1973). Theoretical and empirical basis of transpersonal psychology and psychotherapy: Observations from LSD research. <i>Journal of Transpersonal Psychology</i>, 5(1),15-54.</p> <p>Optional Online Video: The Beyond Within Part 2</p>	
4 10/18/10	<p>Research with Psychedelics: Indications and Outcomes</p> <p>Readings Fadiman, J. (2011). <i>The psychedelic explorer's guide: Safe,</i></p>	



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	<p>therapeutic, and sacred journeys. Rochester, VT: Park Street Press. Chapter 8 (Required); Chapter 20 (Optional).</p> <p>Moreno, F., Wiegand, C., Taitano, & E. Delgado, P. (2006). Safety, tolerability, and efficacy of psilocybin in 9 patients with obsessive compulsive disorder. <i>Journal of Clinical Psychiatry</i>, 67, 1735-1740.</p> <p>Grob, C. S., Danforth, A. L., Chopra, G. S., Halberstadt, A. R., McKay, C. M., Greer, G., Hagerty, M., (2011). A pilot study of psilocybin treatment in advanced-stage cancer patients with anxiety. <i>Archives of General Psychiatry</i>, 68(1), 71-78.</p> <p>Mithoefer, M. C., Wagner, M. T., Mithoefer, A. T., Jerome, I., and Doblin, R. The safety and efficacy of \pm3,4-methylenedioxymethamphetamine -assisted psychotherapy in subjects with chronic treatment-resistant posttraumatic stress disorder: the first randomised controlled pilot study. <i>Journal of Psychopharmacology</i>. doi:10.1177/0269881110378371</p> <p>Media/Online: Psilocybin Study</p>	
5 10/25/10	<p>Recent and Current Clinical Research with Psychedelics: Future Directions and Review of Safety Guidelines</p> <p>Readings</p> <p>Johnson, M. W., Richards, W. A., & Griffiths, R. R. (2008). Human hallucinogen research: Guidelines for safety. <i>Journal of psychopharmacology</i>, 22(6), 603-620.</p> <p>Strassman, R. J. (1995). Hallucinogenic drugs in psychiatric research and treatment: Perspectives and prospects. <i>Journal of Nervous and Mental Disease</i>, 18(3), 127- 138.</p> <p>Hittner, J. B., & Quello, S. B. (2004). Combating substance abuse with ibogaine: Pre- and posttreatment recommendations and an example of successive model fitting analysis. <i>Journal of Psychoactive Drugs</i>, 36(2), 191-199.</p> <p>Media/Online: ClusterBusters</p>	
6 11/1/10	<p>Clinical Considerations/Scope of Practice for researchers, therapists, and spirituals guides: What do you need to know?</p> <p>Readings</p>	



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	<p>Danforth, A. (2010). Focusing-oriented psychotherapy as a supplement to preparation for psychedelic therapy. <i>Journal of Transpersonal Psychology</i>, 41(2), 51-60.</p> <p>Greer, G. R., & Tolbert, R. (1998). A method for conducting therapeutic sessions with MDMA. <i>Journal of Psychoactive Drugs</i>, 30(4), 371-379.</p> <p>Fisher, G. (1970). The psycholytic treatment of a childhood schizophrenic girl. <i>International Journal of Social Psychiatry</i>, 16(2), 112-130</p> <p>Media/Online: Ann Shulgin on The Shadow Erowid CBS News</p>	
7 11/8/10	<p>Psychedelics, Mental Illness, and Potential Risks: What does the evidence base tell us?</p> <p>Readings</p> <p>Kwapil, T. R. (1996). A longitudinal study of drug and alcohol use by psychosis-prone and impulsive-nonconforming individuals. <i>Journal of Abnormal Psychology</i>, 105(1), 114-123.</p> <p>Sarkar, S., & Schmued, L. (2010) Neurotoxicity of ecstasy (MDMA): An overview. <i>Current Pharmaceutical Biotechnology</i>, 11 (5) 460-469.</p> <p>Halpern, J. H., Sherwood, A. R., Hudson, J. I., Gruber, S., Kozin, D., Pope, H.G. (2011) Residual neurocognitive features of long-term ecstasy users with minimal exposure to other drugs. <i>Addiction</i>, 106(4), 777-786: doi: 10.1111/j.1360-0443.2010.03252Volume 106, Issue 4,</p>	
8 11/15/10	<p>Psychedelics, Mystical Experience, and Spiritual Practice</p> <p>Readings</p> <p>Smith, H. (1964) Do drugs have religious import? <i>The Journal of Philosophy</i>, 61(18), 529-530. http://www.druglibrary.org/schaffer/lsd/hsmith.htm</p> <p>Fadiman, J. (2011). <i>The psychedelic explorer's guide: Safe, therapeutic, and sacred journeys</i>. Rochester, VT: Park Street Press. (Chapter 3 by Alan Watts)</p> <p>Tart, C. T. (1991). Influences of previous psychedelic drug experiences on students of Tibetan Buddhism: A preliminary exploration. <i>Journal of Transpersonal Psychology</i>, 23(2), 139-173.</p>	



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	<p>Richards, W. A. (2007) The phenomenology and potential religious import of states of consciousness facilitated by psilocybin. Presented at Symposium on “Psilocybin and Experimental Mysticism,” American Psychological Association Convention. San Francisco, CA. August 17, 2007.</p> <p>Griffiths, R., Richards, W., McCann, U., & Jesse, R. (2006). Psilocybin can occasion mystical-type experiences having substantial and sustained personal meaning and spiritual significance. <i>Psychopharmacology</i>. 187(3), 268-8.</p>	
11/29/10	Thanksgiving holiday break – No class meeting	
9 12/06/10	<p>Ayahuasca</p> <p>Readings Grob, C. S. (1999) The psychology of ayahuasca. In R. Metzner (Ed.) <i>Ayahuasca: Human consciousness and the spirits of nature</i>. New York: Thunder's Mouth Press.</p> <p>McKenna, D. J. (2007). The healing vine: Ayahuasca as medicine in the 21st century. In M. Winkelman & T. Roberts (Eds.), <i>Psychedelic Medicine: Addictions Medicine and Transpersonal Healing</i> (Vol. 2, pp. 37-69). Santa Barbara, CA: Praeger Press.</p> <p>Tupper, K. W. (2009). Ayahuasca healing beyond the Amazon: The globalization of a tradition indigenous entheogenic practice. <i>Global Networks: A Journal of Transnational Affairs</i>, 9(1), 117-136.</p>	
10 12/13/10	<p>Student Presentations/Discussion on Final Papers</p> <p>Readings No assigned readings in Week 10</p>	Paper

CONFIDENTIALITY

Confidentiality of all case material and class discussions is to be respected and not shared outside of class unless you believe a person is potentially a danger to themselves or others, in which case you should speak to the instructor in accordance with ITP administrative policies.

INDIVIDUAL AND CULTURAL DIFFERENCES



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This course is intended to be inclusive of multiple viewpoints that reflect and honor the voices of people with a variety of individual and cultural differences, including but not limited to differences related to gender, age, sexual orientation, religion/spirituality, physical/mental ability, socioeconomic status, and race/ethnicity. The instructor will honor and respect multiple viewpoints expressed within class discussions and included in a scholarly manner in course assignments. This course specifically incorporates individual and cultural differences in the following manner: Literature on healing practices in indigneous cultures fro global geographic regions is reviewed, and cross-cultural research is included in reading assignments.

ACCOMODATIONS FOR A DISABILITY

If you need accommodations for a disability, please speak to the instructor before the course begins, or by the end of the first class. In order to receive accommodations for a disability in any course, a student must have already made previous arrangements through the Office of the Dean of Students, who is ITP's disability officer. Students must contact the Dean of Student Services and have verification of disability on file prior to asking for special accommodations by the instructor.

All other information and materials related to the syllabus can be found on Angel under the General Syllabi Materials folder in the Syllabi group:

http://itp.angelllearning.com/section/default.asp?id=Syllabi_&ts=1292873030

This includes:

- 1- Academic Honesty/Integrity Statement
- 2- Information Literacy and Use of Library
- 3- Institutional Goals
- 4- Mid-Quarter Evaluation
- 5- Netiquette
- 6- Program Learning Objectives
- 7- Self-Disclosure
- 8- Writing Requirements

STANDARDS FOR COURSE ASSIGNMENT EVALUATION*

COURSE LEVEL STUDENT LEARNING OBJECTIVES

OBJECTIVE	LIMITED PROFICIENCY	APPROACHING PROFICIENCY	PROFICIENT
Participation: Includes attendance, completion of reading assignments, class discussion contributions, and engagement in experiential exercises.	Student attends fewer than the minimum required class meetings. Student rarely contributes to class discussions (or does not demonstrate engaged presence) and comments do not indicate that a majority	Student attends minimum number of required class meetings. Student occasionally contributes to class discussions, and demonstrates familiarity with most class	Student attends all class meetings. Student frequently contributes reflective comments and questions to class discussions, and demonstrates in-depth knowledge of all or nearly all



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	<p>of the reading assignments have been completed. The student does not demonstrate fundamental comprehension of core concepts from readings. Student does not engage in a robust or thoughtful manner in experiential exercises.</p>	<p>readings. Student participates in experiential exercises in an engaged manner. Student contributes comments and questions to class discussions that demonstrate a fundamental understanding of key concepts.</p>	<p>assigned readings. Student participates in experiential exercises in a robust and engaged manner, and sharing reflects deep and thoughtful insights and learning.</p>
<p>Written Assignment #1: Submit a 2- to 3-page critical review of a peer-reviewed journal article (or several articles on a related topic). The paper must be written in APA 6th style format with references included. Other types of scholarly writing may be reviewed per instructor approval (e.g., dissertations, book chapters).</p>	<p>The paper does not meet the page length requirement. The paper is primarily a summary of the article(s) and lacks critical analysis of key findings, strengths, and weaknesses. Potential areas of future research are not identified or are not supported by content in the article. Writing is disorganized and cursory. The paper includes more than five errors in APA (6th) style.</p>	<p>The paper is a minimum of two pages. The paper includes a critical analysis of some of the key findings in the reviewed article(s). The paper includes 5 or fewer APA (6th) style errors. Writing style is organized and indicates thoughtful analysis.</p>	<p>The paper is 2 to 3 pages. The paper reflects a critical analysis of all or most key findings in the reviewed article(s), including accurately identifying the main strengths and weakness. Suggestions for future research indicate an awareness of broader issues of importance to in the field.</p>
<p>10-minute in-class presentation on first written assignment + 5-minute Q & A class discussion.</p>	<p>The presentation includes only a summary of the reviewed article and lacks evidence of critical thinking and analysis. The presentation is disorganized. The student does not provide content adequate to support class discussion.</p>	<p>The presentation includes several key findings, strengths, and weaknesses. The student offers at least one plausible example of future research suggested by the article. The content presented supports questions and comments for</p>	<p>The presentation is concise and addresses most or all key findings, major strengths and weakness, and thoughtful reflection on potential areas of future research. The student provides prompts/questions that catalyze robust class discussion.</p>



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	Conclusions are not supported by content from the article.	class discussion.	
Written Assignment #2:	The paper is fewer than 8 pages and does not include summaries of two anonymous interviews. The paper includes self-reports of psychedelic experiences instead of reflection on the significance of others' experiences. The paper does not demonstrate an understanding of the fundamentals of the theory and practice of psychedelic-assisted psychotherapy (e.g., set & setting, post-session integration). Writing is disorganized, and the paper includes more than five APA (6th) style errors.	The paper is between 8-10 pages and includes summaries of two anonymous interviews. The paper relates interview content to several concepts of the theory and practice of psychedelic-assisted psychotherapy. The paper is organized and includes five or fewer APA (6th) style errors.	The paper is between 8 – 10 pages and contains two in-depth, anonymous interviews. The paper relates interview content to multiple concepts from the theory and practice of psychedelic-assisted psychotherapy. The paper also includes content relevant to the history of therapeutic psychedelic use and cross-cultural perspectives. The paper is well-organized, concise, and contains fewer than five APA (6th) style errors.
10-minute in-class presentation + 5-minute Q & A class discussion	The presentation includes cursory summaries. The presentation is disorganized. The student does not provide content adequate to support class discussion.	The presentation includes summaries of two interviews. The content presented is adequate to support questions and comments for class discussion.	The presentation provides two engaging interview summaries. The student provides prompts/questions that catalyze robust class discussion.

*Changes made to these sections during the course require a resubmission of the syllabus to program_services@itp.edu.