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Failed Motions

On 8/13/21, Training Subcommittee considered motions that would recommend a clinical facilitator concept and a dual track training programs that would create separate training requirements for clinical and non-clinical facilitators. As a result of the failed motion, the subcommittee proceeded with recommendations that assume one track for facilitator training and licensure.

Unresolved Motions

On November 5, 2021 Training Subcommittee discussed a concept for award Accelerated Training Hours based on prior training, education or experience. The Subcommittee did not reach a vote on this motion. Proposed text is included below:

Training programs may credit students with **Accelerated Core Training** hours not to exceed 40% of the total number of **Core Training hours** required by the program, if warranted by the student's previous professional credentialing or relevant experiences in the field. Programs that offer Accelerated Core Training hours shall establish processes to identify a student's prior achievement of competencies in Core Training subject matter and credit students with Accelerated Core Training in a manner that acknowledges a variety of pathways toward achieving competencies. In no event, however, shall training programs credit students with Accelerated Core Training hours in training involving the ethics and responsibilities of a psilocybin facilitator including those having to do with cultural equity issues, or for training that addresses statutes, regulations, procedures and practices that govern the Psilocybin Services Program, including, but not limited to, the Program's informed consent model, the Program's intake and evaluation processes to assess participant appropriateness and fit, facilitators' scope of practice, dosing protocols, and emergency response.

Accelerated Core Training Hours are the hours that training programs may credit students with having already attained towards program completion after determining that the students, through prior coursework, training, or experience, have achieved competency with respect to equivalent content provided by the program.

Core Training means the coursework necessary to convey the knowledge and skills needed by Facilitators to conduct preparation, administration, and integration sessions that maximize participant safety and promote beneficial participant outcomes. Core Training does not include Practicum Training.

November 5, 2021 Administration Recommendations

1. As part of their enrollment and application process, training programs shall require applicants to submit information and materials that include, but are not limited to, a signed authorization permitting the program to conduct a criminal background check, letters of reference, a description of educational background, and a written statement demonstrating commitment to entering the field and serving the community with integrity.
2. Programs shall provide **Core Training** that consists of at least 120 hours. At least 25% of Core Training hours shall take place in an in-person teaching format. At least 50% of Core Training not conducted in-person shall be conveyed through online **synchronous learning**.
Synchronous Learning means that students learn from their instructor at the same time as their fellow students.
3. Core Training will devote specified minimum hours to each of the following subject areas:
 - Historical, Traditional, and Contemporary Plant Medicine Practices and Applications (12)
 - Diversity, Equity, and Inclusion in relation to Psilocybin Services (12)
 - Safety, Ethics and Responsibilities of a Psilocybin Facilitator (10)
 - Psilocybin Pharmacology, Neuroscience, and Clinical Research (12)
 - Core Psilocybin Facilitation Skills (16)
 - Conducting a Psilocybin Preparation and Orientation Session (16)
 - Conducting a Psilocybin Administration Session (20)
 - Conducting Psilocybin Integration (14)
 - Group Psilocybin Facilitation (8)
4. Programs shall require students to complete practicum training. The goal of practicum training is to provide students the opportunity to facilitate and observe the facilitation of non-ordinary states of consciousness. Over time, and as the number of licensed Service Centers and qualified supervisors allows, practicum training shall include placement at a **Practicum Site** where students shall observe and facilitate psilocybin services under the supervision of a **Practicum Site Supervisor**. In cases in which a Practicum Site is not reasonably available or accessible to students, a training program will identify and facilitate alternative training for students to fulfill the practicum requirement and describe to the Oregon Health Authority how this alternative training

reasonably approximates training at a Practicum Site. Students shall complete a minimum of 40 hours of practicum training, including at least 30 hours of direct practice, and at least 10 hours of consultation relating to the student's direct practice.

- a. **Practicum Site:** A licensed Psilocybin Service Center or other designated site approved by the Oregon Health Authority to provide practicum training.
 - b. **Practicum Site Supervisor (Site Supervisor):** An onsite practicum supervisor of assigned trainees, affiliated with a Practicum Site. It is the primary responsibility of the Site Supervisor to develop the trainee's practicum skills and evaluate a trainee's practicum performance, focusing on direct services with clients / participants.
5. Partial Training Programs may be approved by the Oregon Health Authority to offer specific Core Training to students while not providing all Core Training. Partial Training Programs must clearly identify to prospective students that they do not offer all required Core Training. If a program grants Accelerated Training hours to students, it must also accept transfer credits from Partial Training Programs. Partial training programs are not subject to the requirement that their students complete practicum training. ¹
 6. Training programs can either categorically accept or not categorically accept transfer hours from all Partial Training Programs. Training programs cannot accept transfer hours from one or some Partial Training Programs while denying transfer hours from others. ²
 7. Comprehensive training programs shall have more than one **Lead Educator** on staff. All presenters of the curriculum affiliated with a training program, whether Lead Educators, contracted specialists, or guest speakers, shall have significant relevant experience and/or education in the subject areas on which they are presenting. Partial Training Programs are not required to have more than one Lead Educator.
 - a. **Lead Educator:** An educator affiliated with a training program who provides Core Training to students and tracks the progress of students throughout the program.
 8. Each training program shall identify a Program Director who has authority to confer student enrollment and program completion.
 9. Training programs shall maintain a level of training for students such that students who successfully complete the program's training could reasonably expect to possess the

¹ Equity subcommittee considered an identical recommendation on 11/3/21

² Equity subcommittee considered an identical recommendation on 11/3/21

knowledge and skills required to pass the state licensing exam and practice in good standing as a licensed facilitator.

10. Training programs shall train students in CPR and First Aid or ensure that students have current certification prior to program completion.

November 5, 2021 Curriculum Recommendations

1. Programs shall provide students with an overview of historical and current views and practices involving the role of fungi and plant medicines in various wisdom traditions, including indigenous and shamanic traditions, and in identifying the key differences and shared principles across cultures in relation to plant medicine use.
2. Programs shall train students in the ethical dimensions around working across diverse social locations and cultures, while highlighting the potential for psilocybin services to address and redress inequities and stigma resulting from the current structure of health care systems and delivery of healthcare services, particularly in relation to BIPOC community members and persons who, through identity, experience, or geography, have lacked meaningful access to behavioral health and wellness care.
3. Programs shall train students in pharmacology related to psilocybin, supporting students to understand:
 - Pharmacodynamics and pharmacokinetics of psilocybin
 - How various medications and supplements, including MAO inhibitors and SSRI's, can interact with psilocybin
 - The metabolism of psilocybin and psilocybin products
4. Programs shall train students in basic neuroscience relating to psilocybin, supporting students to understand:
 - The concept of neuroplasticity and neurogenesis
 - The primary effects of psilocybin on the brain, including connectivity in and between areas in the brain, such as effects on the Default Mode Network
 - Current theories on mechanisms of action of psilocybin
5. Programs shall train students in key areas of research, including, but not limited to:
 - Depression and Treatment Resistant Depression
 - Substance Use Concerns
 - End of Life / Palliative / Existential Distress
 - Anxiety
 - Trauma
 - Spirituality
 - Enhancements relating to measures of wellness, such as well-being, pro-social behavior, creativity, eco-mindedness, openness, and connectedness
 - Emerging research in the field

6. Programs shall train students on the Oregon Psilocybin Services Act and related laws, regulations, and professional standards as they pertain to the rights and ongoing professional obligations of licensed Facilitators.
7. Programs shall train students to develop an awareness of personal motives for doing this work, with an understanding of problematic motives.
8. Programs shall train students in ethical issues related to psilocybin facilitation, following Oregon's Facilitator Code of Ethics.
9. Programs shall train students to demonstrate an awareness of ethical considerations relating to equity and reciprocity, including an understanding of what cultural appropriation means and its impact in people's lives.
10. Programs shall train students in how to prepare clients for psilocybin use in a manner that ensures informed consent, safety planning, and promotes an understanding of the boundaries between the facilitator and the client.
11. Programs shall train students to recognize their scope of practice, how to relate scope of practice to a Client Information Form, how to identify clients in need of referral to specialized treatment services, and how to provide such referrals in a timely manner.
12. Programs shall train students to have the capacity to evaluate a standardized Client Information Form to help determine whether and under what circumstances a client is an appropriate candidate for psilocybin services, what should be included in safety planning, and whether a client's needs fall under a facilitator's scope of practice.
13. Programs shall train students to have the capacity to conduct an intake interview for the purpose of establishing a trusting alliance with a client and evaluating a client's readiness for psilocybin services.
14. Programs shall train students to determine a client's goodness of fit with a facilitator, based on information on a standardized Client Information Form, a facilitator's scope of practice, the strength of the alliance between the client and facilitator, and a facilitator and client's assessment of the appropriateness of psilocybin services for the client at the current time.
15. Programs shall train students to understand various dosing strategies and considerations, taking into account:

- Experiential differences relating to differing dosages
- Physiological considerations in relation to dosage
- Delivery mechanisms of psilocybin
- Use of secondary doses

16. Programs shall train students in the foundations of traumatic stress (individual and systemic), including how it's stored in the body, how it can manifest during the psilocybin experience, and what to do in these circumstances. Programming will help students to:

- Understand that trauma is embedded in the body
- Identify repressed trauma rising to the surface of consciousness during a psilocybin experience
- Identify intergenerational trauma and traumatic stress resulting from systemic oppression
- Create safety for trauma resolution
- Understand the risks associated with re-traumatization resulting from the psilocybin experience
- Use self-regulatory skills in response to a client's trauma reaction

17. Programs shall train students in skills needed to serve as an empathic presence for clients, including an ability to sustain a nondirective facilitation approach and a nonjudgmental and accepting disposition, to suspend attention evenly over the course of a session, to communicate clearly and compassionately, to respond to distress with calmness, and to monitor interpersonal boundaries.

- a. **Nondirective Facilitation:** An approach to facilitation in which the facilitator maintains a consistent, warm, and affirming disposition with a client, while avoiding giving the client direct advice or directly interpreting a client's statements or behaviors. The goal of nondirective facilitation is for clients to discover things about themselves for themselves with minimal guidance from a facilitator. Pace and direction is controlled by the client. An exception would be when safety is at stake, at which point it may be incumbent on a facilitator to become directive in the service of safety.

18. Programs shall train students to identify and facilitate a variety of subjective psilocybin experiences, including experiences relating to bodily sensations, cognitive processes, emotional states, spiritual and mystical states, and traumatic memories.

19. Programs shall train students to demonstrate skills necessary to safely and effectively facilitate non-ordinary states of consciousness during a personal process of transformation, including, but not limited to:

- Reflective listening
- Discerning when to intervene and when to step back during a client's experience
- Resisting the urge to impose meaning upon a client's experience
- Ethically navigating power differentials between facilitator and client

- Demonstrating a capacity to create a safe container for difficult or intense thoughts, emotions, and experiences
 - Understanding when and how a client may need additional support or a higher level of care
20. Programs shall train students to develop an understanding of the optimal use of environmental components within a psilocybin administration session, including, but not limited to, space, lights, smells, decor, comfort, access to bathroom, and minimization of outside-session distractions.
21. Programs shall train students in a trauma-informed manner on how to safely manage and reduce potential harms related to difficult or adverse behavioral or medical responses that may arise as a result of psilocybin ingestion.
- a. **Adverse Behavioral Response** means behavior engaged in by a
 - b. client during an administration or integration session that endangers
 - c. the safety of the client, the Facilitator, or others whom the client encounters or may reasonably encounter.
 - d. **Adverse Medical Response** means a physiological reaction of a client during an administration session the continuation of which could lead to medical harm.
22. Programs shall train students to develop characteristics and skills related to effectively working with challenging behaviors during session, such as:
- Calmness
 - Empathic presence and nonjudgmental listening
 - Non-directive communication skills
 - Knowing when and how to be directive in support of safety
 - Recognizing signs of medical distress and knowing when and how to seek support if there are safety concerns beyond the facilitator’s scope of practice
23. Programs shall train students to demonstrate an understanding of skills, processes, and criteria involved in completing a psilocybin administration session, including an ability to discern when and how to initiate and document completion of the administration session, and how to facilitate this transition with a client.
24. Programs shall train students on proper integration tools, techniques, and resources available to help clients process their psilocybin experiences.
25. Programs shall train students to articulate the goals of an integration session, including, but not limited to:
- Exploration of negative feelings from psilocybin session
 - Facilitation of positive internal and external changes
 - Enhancement of existing supportive relationships

- Maintenance of trust and positive connection between client and facilitator

26. Programs shall train students to use open-ended questions that support effective integration, including those relating to:

- Memories from the psilocybin experience
- Positive and challenging aspects of the psilocybin experience
- Role of previously identified intention during the experience
- How the experience might affect a client's relationships
- How the client can incorporate new insights and breakthroughs into daily life

27. Programs shall train students to demonstrate skills required to facilitate an effective and safe psilocybin group session, including, but not limited to:

- Screening a participant for compatibility with group format
- Facilitating group rapport
- Establishing a sense of safety within the group
- Discussing group agreements, including confidentiality, boundaries, ethics, and communication rules
- Facilitating group cohesion, belonging, and safety
- Identifying when an individual within a group requires one-to-one support, removal from a group, or additional intervention

November 5, 2021 Supplementary Recommendations

1. Programs shall train students on maintaining appropriate boundaries between facilitators and clients, the risk of emotional and sexual abuse, the potential harm to clients, and the consequences for facilitators.
2. Programs shall train students in professional ethics, including fraud, financial exploitation, the risks of financial conflicts of interest, and when and how to disclose those conflicts.
3. Programs shall train students on the importance of accurate record keeping and how to maintain appropriate client records including the importance of maintaining client privacy and data security.
4. Programs shall train students in the fiduciary duties that facilitators owe clients and the consequences of breaching those duties.
5. Programs shall train students to understand and explain all aspects of the client informed consent form and the appropriate timing and procedures for obtaining informed consent from clients.
6. Programs shall train students to understand and explain the client bill of rights and the related responsibilities of facilitators.
7. Programs shall train students in the legal requirements of Oregon's Measure 109.
8. Programs shall train students on how to proactively make psilocybin services accessible to people with disabilities.
9. Programs shall train students on appropriate handling, storage, and dispensing of psilocybin products.
10. Programs shall train students in appropriate emergency procedures for obtaining medical assistance for clients and assisting vulnerable clients during emergencies.