



School Catalog

Version 2.0

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This catalog will be effective for 1 year from effective date

Synaptic Training Institute
971-403-0884

info@synaptic.care

<https://synaptic.institute>

6536 SE Duke St. Suite 7 Portland, OR 97206

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School Ownership

The school is owned by the Synaptic Institute, an Oregon nonprofit, and is answerable to the Institute's Board of Directors: Michael Crowley, Tahlia Harrison, Matthew Hicks, and Greg Robillard.

Current Staff

Matthew Hicks, ND, MS	- Faculty, Executive Director of Synaptic Institute
Peter Addy, PhD	- Faculty
Sunil Aggarwal, MD, PhD, FAAPMR	- Guest Faculty
Erik Blender	- Faculty
Christine Calvert	- Faculty
Ashley Collins	- Faculty
Lama Mike Crowley	- Faculty
Alison Draisin, PsyD	- Faculty
Firstman	- Faculty
Jarrod Franklin, ND, MS(n), MS(ayu)	- Faculty
Tahlia Harrison, LMFT, MA	- Faculty, Treasurer of the Board
Ian Luepker, ND	- Faculty
Greg Robillard, MA, LMFT	- Faculty, Secretary of the Board
Sara Sentell, ND, Lac	- Faculty
Leanna Standish, ND, PhD, LAc	- Guest Faculty
Erin Johnson, MA	- Faculty
Olivia Giguere, ND	- Faculty
Mike Sapiro, PsyD	- Guest Faculty
Amelia Hall, PhD	- Guest Faculty

Governing Institutions

Oregon Health Authority - Psilocybin Services

Phone: 503-947-2340

Fax: 503-947-5461

500 Summer Street, NE, E-20

Salem, OR 97301-1097

Oregon Higher Education Coordinating Commission

3225 25th Street SE

Salem, Oregon 97302
info.HECC@hecc.oregon.gov

503-378-5690

Mission

We envision a world with a widespread network of highly skilled practitioners providing care and connection to self, others, and the world at large. Our mission is to cultivate skillful, ethical, and socially responsible practitioners of entheogenic medicine rooted in holism, traditional wisdom, and science.

Program Offered and Potential Occupation

Synaptic offers a psilocybin facilitator training program. This includes training, both didactic and practicum, to fulfill the education requirements necessary to apply for a Psilocybin Facilitator License in the state of Oregon. This license allows applicants to work as facilitators in a psilocybin service centers in the state of Oregon. This license is a basic license for facilitation.

Once each student has finished the program, and passed all required courses, including practicum, they will receive a certificate of completion from Synaptic Institute, which they will be able to furnish to the Oregon Health Authority when applying for licensure.

According to the Oregon Health Authority the following are required to apply for licensure:

- Must be 21 years of age or older
- Must have a high school diploma (or equivalent)
- Must be a resident of Oregon (provision expires in 2025)
- Must complete a facilitator training program with curriculum that has been approved by OPS
- Must pass a regulations exam administered by OPS
- Must pass a criminal background check
- Must pay a license application fee
- Must pay an annual license fee

Program Clock Hours

Students need to complete 134 hours of instruction, plus 100 hours of experiential learning. Additional electives may be offered. There is no time limit for completing graduation requirements, however, a prolonged course of study may feature curriculum updates necessitating a negotiation of the enrollment agreement, which can be accommodated on a case by case basis.

All of the 234 hours of instruction, practicum, and supervision must be completed for the student to receive their certificate of completion.

Course Catalog

Unless otherwise noted, all of the following courses are required.

Current and historical use of a few other miscellaneous plant and fungal medicines	Addy	We will briefly discuss atypical and complex psychedelic plant and fungal medicines not discussed in other courses. We will identify Iboga, Amanita mushrooms, and cannabis as psychedelic medicines with longstanding traditional and contemporary practices and applications. Material will include emphasis on current and historical use of plant and fungal medicines in indigenous cultures.
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Current and historical use of plant and fungal medicines in Mesoamerica	Addy	This workshop provides an overview of current and historical use of psilocybin-containing mushrooms and other plant medicines in southern Mexico. We will describe pre-Conquest plant medicine use based on surviving records and artifacts, as well as the living traditions of Mazatec and other indigenous groups. We will assess contemporary practices and worldviews. Material will include emphasis on current and historical use of plant and fungal medicines in indigenous Mesoamerican cultures.
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READINGS:

Carod-Artal, Francisco Javier. "Hallucinogenic drugs in pre-Columbian Mesoamerican cultures." *Neurología (English Edition)* 30.1 (2015): 42-49.

Guzmán, G. Hallucinogenic Mushrooms in Mexico: An Overview. *Econ Bot* 62, 404–412 (2008).
<https://doi.org/10.1007/s12231-008-9033-8>

Introduction to
Transpersonal
Psychology

Addy

We will cover facilitation skills from the field of transpersonal psychology. We will practice identifying and assessing holotropic states as well as three vectors of transformation. Material will include emphasis on:

- *client communication, empathy, and rapport;
- *a non directive facilitation approach, cultural attunement and a nonjudgmental disposition;
- *response to psychological distress and creating a safe space for difficult emotional experiences; and
- *identification and facilitation of a variety of subjective psilocybin experiences, including experiences relating to physiological sensations, cognitive, emotional and mystical states, and traumatic memories.

READINGS

Hartelius, G., Rothe, G., & Roy, P. J. (2013). A brand from the burning: Defining transpersonal psychology. *The Wiley-Blackwell Handbook of Transpersonal Psychology*, 1-22.

Hartelius, G., & Ferrer, J. N. (2013). Transpersonal philosophy: The participatory turn. *The Wiley-Blackwell Handbook of Transpersonal Psychology*, 187-202.

Transpersonal
Integration

Addy

We will learn to assess religious orientation. We will identify religious and spiritual issues, including spiritual emergence and spiritual bypass. Material will include emphasis on interpreting feelings and emotions experienced during administration sessions, and facilitation of positive internal and external changes.

READINGS:

Lukoff, D., Lu, F., & Turner, R. (1996). Diagnosis: A transpersonal clinical approach to religious and spiritual problems. *Textbook of transpersonal psychiatry and psychology*, 231-249.

Sheridan, M. J. (2017). Addressing spiritual bypassing: Issues and guidelines for spiritually sensitive practice. In *The Routledge handbook of religion, spirituality and social work* (pp. 358-367). Routledge.

Trauma-Sensitive
Yoga and Breath
Meditation Practices

Blender

Meditation, Yoga & Mindfulness practices are ancient and effective tools for self-regulation and for working through anxiety, depression and various forms of PTSD. Integration of psychedelic exploration for healing & personal transformation can be more effective when combined with an active yoga and breath practice. It is no surprise that the same meditative and breath practice tools are also quite effective in helping a person to self-regulate and navigate the peaks and valleys of a psychedelic journey. In this course, we will explore and practice trauma-informed yoga exercises (asanas) + breath meditation techniques (pranayama) that work quickly and are easy to convey to future clients. We will also cover how these practices have positive effects on the brain and nervous system that can really assist in long-term integration of psychedelic experiences. At the end of this course, facilitator trainees will have knowledge & practice of yogic and breath techniques they can store and grow in their mindfulness tool-belt. With practice, facilitators should be able to teach these techniques to others who seek their benefit.

Substance Use

Calvert

Topics covered in this course will include:

1. An introduction to substance use and addiction relevant to the expanded state experience, including red flags in the screening process, and special considerations with preparation and integration.
2. Current research on Psilocybin for support with addiction and substance abuse.
3. Widening the net of our understanding of substance abuse as an innate need to experience expanded states gone awry, and how to support the person in recovery through the framework of the Transpersonal and Holotropic perspectives.

Experiential activities will include reflective writing and group sharing to allow participants to identify their own judgment and beliefs around addiction, and where addictive tendencies exist within their own personal or familial experiences that may impact their capacity to properly support.

Integration Toolbox Collins

There are a multitude of ways to integrate psychedelic and transformative experiences. Having flexibility as a facilitator, attuning to your client and having a variety of integration approaches and tools is essential to meeting diverse needs. In this course, we will explore seven Psychedelic Integration Realms of: Self-Discovery, Spirit & Cosmos, Core Values, Earth Wisdom, Body Intelligence, Wounding & Healing and Relationships & Lineage. Through these realms, we will investigate various practices such as mindfulness, art and movement, techniques for treating trauma and stress, grief, nature immersion and parts work. At the end of the course, students will have created their own toolbox of activities and inquiries for one-on-one, small or large group settings.

Recommended Reading:

No Bad Parts by Richard Schwartz

Trauma Treatment Toolbox by Jennifer Sweeton

Somatic Psychotherapy Toolbox by Manuela Mischke-Reeds

Art Therapy Techniques: A Guide for Clinicians and Clients by Susan I. Buchalter

Coming Back to Life: Practices to Reconnect Our Lives, Our World by Joanna Macy

Mindful Compassionate Dialog:

<https://www.wiseheartpdx.org>

Group Facilitation

Collins,
Blender

Group psilocybin experiences are quite different from individual journeys. Attuning to the group dynamics in the energetic field while maintaining a healthy flow for each individual's experience places a different & increased set of demands upon facilitators. In this course, we will discuss, role-play, practice and Q&A on various circumstances that arise in the group psilocybin context. We will break down the various components of a well-designed group ceremony: intake, set & setting, group agreements, dosage & methodology, group psychedelic facilitation skills & methodology, problem-solving, safety, and integration. At the end of this course, facilitator trainees will have a clear understanding and practice of the skills & methods necessary to manifest a safe, healthy, and productive group psilocybin experience.

Skills required to facilitate psilocybin group sessions including:

- Assessing client's compatibility with group format
- Set and setting for group facilitation;
- Facilitating group communications and dynamics, including strategies for working with multiple facilitators
- Group agreements, including confidentiality and safety
- Identifying when a client within a group requires individual support, removal from a group, or additional intervention
- Group Preparation Sessions
- Group Integration Sessions
- Regulatory requirements for group facilitation

Buddhism Series

Hall

This series of live discussions will teach students basic tenets of Buddhism as a tool for entheogenic core skills, ethics, preparation, ceremony (administration), and integration. Topics will include:

- Basic Buddhist history and the Three Vehicles (yanas) with emphasis of the Vajrayana path
- Ethics: the five pansil vows, bodhisattva vow, and tantric vows
- Equity: the Buddha's rejection of caste
- Meditation techniques
- Buddhist cosmology and psychology of suffering and liberation

Eastern Origins I:
Iranian/Indian

Crowley

This history course will be delivered by pre-recorded lecture to include the relevant history of entheogenic use in Asia and include the following topics:

- Proto-Indo-European culture
- Contact with BMAC culture
- Iranian haoma/fire worship
- Indian soma/fire worship
- Conflation of Rudra (Aryan Amanita muscaria god) with
- Shiva (indigenous Psilocybe cubensis god)
- Krishna (and other Vishnu avatars)

-NW India:

Before 2500BCE, Harappan culture in the Indus Valley. Harappans left thousands of clay seals, some showing a "soma filter"

After 2000BCE, Indo-Europeans migrate into NW India, bringing the Vedas and a fire ritual in which the priests drink soma.

Around 500CE, tantric texts spring up in all Indian religions. Many of these texts advocate the sacramental use of psychoactive drugs.

Buddhism calls these sacraments "amrita".

-Tibet: Secret (but widely documented) use of amrita.

Ngagpa knowledge of Psilocybe mushrooms. Blue medicine Buddha, holding wheat, etc.

-Central Asia: Origin and spread of

*Proto-Indo-Europeans c. 3000BCE.

*PIE people encounter the Oxus Valley people who consume drugs in a fire ritual.

Iran: *PIE people migrate into Iran.

Fire worship solidifies into Zoroastrianism with the psychoactive sacrament haoma.

Eastern Origins II: Chinese/Japanese	Crowley	<p>This history course will be delivered by pre-recorded lecture to include the relevant history of entheogenic use in Asia and include the following topics:</p> <ul style="list-style-type: none"> -Siberian shamans, Amanita muscaria -Ancient Chinese legends mention Lin Chi (literally means “magic mushroom”). Early emperors sent expeditions (especially eastwards, by sea) to find this “plant” -In the Warring States period, “Lin Chi” was identified as Ganoderma lucidum (reishi) -Psilocybe species used by Buddhists (esp. in cult of Ushnisha deities) -Japanese Buddhists adopt Psilocybe species -Hints of Amanita muscaria in Shintoism and legends of Kobo Daishi
Modern Era	Crowley	<p>This course will cover the historically significant events regarding psychedelics from the 19th century to present. Topics will include:</p> <ul style="list-style-type: none"> -The Western discovery and synthesis of mescaline -Hoffman's discovery of LSD -The Wasson's encounter with Maria Sabina and subsequent popularization of psilocybin -The first wave of psychedelic research in the 1950's and 60's -The hippies counterculture -The controlled substance act and the war on drugs -The rise of MDMA and the creation of MAPS -Strassman's research on DMT that reignites psychedelic research -Creation of Heffter's and Beckley Foundation -Highlights of the cultural impact of more research on psychedelics

Introduction to
Counseling Skills

Draisin

Students will learn basic counseling skills including active listening, building rapport and empathy, developing therapeutic relationships, creating and holding safe space for the client to express emotionally challenging material, as well as how to take a non-directive, non-judgmental approach.

Students will learn about power exchanges through transference and countertransference and the importance of boundaries. Students will learn how and when to intervene, how to recognize and determine high risk clients and when to refer them to a higher level of care.

They will also learn the importance of self-care, personal cultivation, and best practices. There will be a mixture of lecture, role play, and case examinations.

Voices of Tradition	Hicks; Firstman (guest lecturer); Mano (guest lecturer)	<p>This online live discussion series will cover the following topics:</p> <ul style="list-style-type: none"> -Cultural Equity in relation to Psilocybin 1. Recognizing traditional philosophy and relationship with plant medicine. 2. Recognizing the plant as an entity with its own ethos. 3. Service providers operate in the mannerisms and behavior of the plant teachings. 4. Recognizing and crediting the plant and its custodians for preserving, protecting, and promoting its relevance in today's government regulations. -Safety ethics and responsibilities. 1. Humans taking responsibility for their role in global mental disorders. 2. Facilitators creating the right environment regarding human resources, set and setting, manage participants' expectations. 3. Personal responsibility regarding mental and physical state. 4. Creating the physical space for the experience (Restroom, lighting, guides etc.) -Core Facilitation Skills 1. Notes on the traditional practice of facilitators taking medicine with participants. 2. Facilitators knowing how and when to intervene during participants' journeys. -Preparation and Orientation 1. Interviews and questionnaires 2. Physical and mental condition of the participant 3. Information about the experience and its presentation 4. Qualifying participants for the journey -Administration 1. Staff awareness 2. Structuring of Meals and Activities 3. Set and setting considerations including light, sound, and management of facilitators and facility 4. Disclaimers, Protocols, Liabilities etc.
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5. Dosage management during the journey including consideration of physiological effects, secondary dosing, and methods of delivery

6. How to mark the completion of a session

-Integration

1. Pre-ceremony preparations

2. One-on-One interaction and reasonings

3. Importance of perception and expansion

4. Post-Ceremony work and sustainability

-Group Facilitation

1. Identifying the connection between human and societal experiences

2. Removing personal claim to trauma

3. Identifying the networking capabilities of the plant

4. The importance of collective responsibility and security

Equitable Care

Franklin

First and foremost, the course is an introduction to the discussions about the delivery of equitable care, to diverse populations, in entheogenic settings. The course examines historical frameworks and perspectives in the practice of entheogenic or psychedelic therapies, the nature of their strengths and shortcomings in equitable care, and provides the groundwork for developing cultural humility as a client-focused facilitator. The course invites the student to understand their role as a dynamic advocate in creating a more equitable future for those seeking care.

objectives

- a.) Understand the components of a social determinant of health.
- b.) Develop an analytical framework to examine health equity and its relation to cultural equity within current and perspective client populations.
- c.) Learn how racial justice is integrally tied to health equity, particularly how racial privilege and systemic racism are part of historical and contemporary health outcomes on the individual level and community level.
- d.) Understand the historical underpinnings and social impacts of drug policies in the United States within individuals and communities.
- e.) Learn how systemic inequity, particularly health inequity, can perpetuate intergenerational trauma.
- f.) Understand the strengths of collaboration within healthcare systems for developing a responsible referral and support system for current and perspective clients.

methods: a systemic examination of race, ethnicity, national origin, color, sex, sexual orientation, gender, age, marital status, political belief, religion, immigration status and mental or physical disability and equitable access to psychedelic therapeutics

activities: student focused insight practices for each system of examination

READING: Psychedelic Justice: Toward a Diverse and Equitable Psychedelic Culture, Inflamed: Deep Medicine and the Anatomy of Injustice

Equity Case
Discussions

Franklin

Students will be given topics or specific case scenarios to discuss in small groups or cohort-wide on the issues related to equity.

Ethics Exercises

Harrison

Competencies: Students will be able to:

- Identify the ethical issues related to facilitation and facilitation with the use of substances that induce non-ordinary states of consciousness.
- Identify, implement, and commit to embodying core ethical values imperative to the work as a psilocybin facilitator.
- Identify and understand ethical practice as it relates to culturally-responsive care and providing care for people across diverse social locations and cultures.
- Identify accountability structures and frameworks for when rupture occurs.
- Identify and communicate the protocols to clients using psilocybin services in the event of harm.
- Understand and identify the responsibility of the facilitator to advance the field through embodying the highest ethical standards and principles of social justice and equity.
- Cultural equity, its relationship to health equity and social determinants of health;
- Racial justice, including the impact of race and privilege on health outcomes and the impact of systemic racism on individuals and communities;
- The impact of drug policy on individuals and communities;
- History of systemic inequity, including systemic inequity in delivery of healthcare, mental health and behavioral health services;
- Intergenerational trauma; and
- Responsible Referral and Support
- "Safety, Ethics, Law and Responsibilities" module shall include the following subjects and their application during preparation, administration, and integration sessions:
 - Awareness of facilitator's personal bias, including examination of facilitator's motives;
 - Training on the Oregon Psilocybin Services Act and

related laws, regulations, and professional standards for facilitators; including facilitator scope of practice and expectation of referral when scope of practice is exceeded.

-Training in ethical issues related to psilocybin facilitation, including:

-Oregon's Facilitator Code of Ethics;

-Ethical considerations relating to equity, privilege, bias and power;

-Awareness of increased vulnerability associated with altered states of consciousness;

-Appropriate use of touch and client consent to physical contact;

-Appropriate emotional and sexual boundaries between facilitators and clients both during provision of psilocybin services and at other times, potential harm to clients and consequences for facilitators of breaching those boundaries;

-Historical and contemporary abuse of power associated with psychedelics, including sexual, emotional and physical abuse, and implications for facilitators;

-Business ethics and equity will be discussed in relation to access of care, practitioners' relationship to money, business models and marketing practices. This includes financial conflicts of interest and duties to clients;

-Reasonable expectations regarding client outcomes.

-Accurate record keeping and client confidentiality.

-Awareness of new research related to safety and ethics of providing psilocybin services and resources for professional development following program completion.

-Appropriate measures to mitigate risks associated with psilocybin services, including harm reduction, de-escalation, and conflict resolution.

Competencies: Students will be able to:

- Identify the ethical issues related to facilitation and facilitation with the use of substances that induce non-ordinary states of consciousness.
- Identify, implement, and commit to embodying core ethical values imperative to the work as a psilocybin facilitator.
- Identify and understand ethical practice as it relates to culturally-responsive care and providing care for people across diverse social locations and cultures.
- Identify accountability structures and frameworks for when rupture occurs.
- Identify and communicate the protocols to clients using psilocybin services in the event of harm.
- Understand and identify the responsibility of the facilitator to advance the field through embodying the highest ethical standards and principles of social justice and equity.
- Cultural equity, its relationship to health equity and social determinants of health;
- Racial justice, including the impact of race and privilege on health outcomes and the impact of systemic racism on individuals and communities;
- The impact of drug policy on individuals and communities;
- History of systemic inequity, including systemic inequity in delivery of healthcare, mental health and behavioral health services;
- Intergenerational trauma; and
- Responsible Referral and Support
- "Safety, Ethics, Law and Responsibilities" module shall include the following subjects and their application during preparation, administration, and integration sessions:
 - Awareness of facilitator's personal bias, including examination of facilitator's motives;
 - Training on the Oregon Psilocybin Services Act and

related laws, regulations, and professional standards for facilitators; including facilitator scope of practice and expectation of referral when scope of practice is exceeded.

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-Oregon's Facilitator Code of Ethics;

-Ethical considerations relating to equity, privilege, bias and power;

-Awareness of increased vulnerability associated with altered states of consciousness;

-Appropriate use of touch and client consent to physical contact;

-Appropriate emotional and sexual boundaries between facilitators and clients both during provision of psilocybin services and at other times, potential harm to clients and consequences for facilitators of breaching those boundaries;

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-Reasonable expectations regarding client outcomes.

-Accurate record keeping and client confidentiality.

-Awareness of new research related to safety and ethics of providing psilocybin services and resources for professional development following program completion.

-Appropriate measures to mitigate risks associated with psilocybin services, including harm reduction, de-escalation, and conflict resolution.

Harm Reduction	Hicks	<p>This course will cover the core principles of harm reduction in both psychedelic and other substance use and include the following topics:</p> <ul style="list-style-type: none"> -Models of drug use -The discourses on drug use -Respecting individuals autonomy -Collaboration, respect, acceptance, empowerment, and compassion in relation to drug users -Illicit drug use practices and statistics -The dangers of drug combinations -De-escalations and conflict resolution <p>READING: Letcher, A. Mad Thoughts on Mushrooms: Discourse and Power in the Study of Psychedelic Consciousness. <i>Anthropology of Consciousness</i> 18, 74–98 (2007)</p>
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Drug Use for Grown Ups by Carl Hart

Intake, Informed Consent, and Preparation	Hicks	<p>This course will cover the OPS Intake Form and Informed Consent model of care as well as a survey of preparation principles and models. This includes:</p> <ul style="list-style-type: none"> -Discussion of client's purpose for seeking services -Potential benefits -Referral options to consider -Limitations of facilitators role and scope of practice -Trauma informed care -Identification of safety concerns including medications and psychological stability -Identification of client's support systems -Determination of appropriateness of services -Safety planning -Facilitator and client boundaries, especially including the use of touch -Discussion of racial and cultural issues in the relationship -Discussion of indigenous preparation practices <p>In addition to lecture and discussion, students will be paired up and go through several role-play scenarios to practice the application of the material.</p>
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Introduction to Neuroscience	Hicks	<p>This course will introduce students to core neuroscience concepts that will enable them to better understand the mechanisms of psilocybin. Topics will include:</p> <ul style="list-style-type: none"> -Anatomy of the nervous system -Basic neurophysiology and neurochemistry including development, plasticity, and signaling -Synapses and neurotransmitters -Basic pharmacology with an emphasis on psychotropics -Core concepts in perception, memory, and mood -Neuroimaging <p>Reading: Foundational Concepts in Neuroscience: A Brain-Mind Odyssey (Norton Series on Interpersonal Neurobiology) by David Presti</p>
Introduction to Scientific Literature	Hicks	<p>This course will briefly introduce students to reading and critically assessing peer-reviewed scientific papers. It will serve as an introduction to the journal club series.</p>
Journal Club	Hicks	<p>A journal club is a gathering of professionals who take turns presenting to the group a summary and discussion of a peer-reviewed article. It is an excellent way for students to engage with the material and their peers, while thinking critically and filling in gaps in the curriculum with the latest publications. Students will be required to take an introductory course on critically reviewing scientific papers and commit to at least one 30-minute presentation and 16 hours of attendance. Topics will be allotted to specific modules in advance and students must get approval for their articles of choice.</p>
Setting	Robillard	<p>This course will focus on the aesthetic environment as well as the OHA requirements for psilocybin administration and will include a variety of examples broken down in detail, such as lighting, temperature, art, nature elements, space, furniture, sound, etc.</p>

The Science of Psilocybin	Hicks	This course will cover the science of psilocybin including its pharmacokinetics and pharmacodynamics, routes of administration, metabolism, drug and supplement interactions, and its effects on the brain and body including adverse physical and behavioral reactions and how to deal with them. It will also review the most relevant clinical trial data and other areas of research.
Western Origins	Hicks	This course will provide a survey of psychedelics from pre-history to the Renaissance period through a primarily Western perspective. Topics covered will include: <ul style="list-style-type: none"> -Terrence McKenna's stoned-ape hypothesis -Eleusinian mysteries -The pagan-Christian continuity hypothesis with a psychedelic twist -Evidence of entheogen use in early Christianity up to the Inquisition period -Entheogen use in pre-Christian Europe
Challenging Experiences	Hicks, Blender, Collins, Firstman	This course will include scenarios of challenging psychedelic experiences including unexpected disclosures, psychosis, suicidality, and more that will be role-played by students. Following role-play will be a cohort wide discussion of the cases including a panel that will give feedback on challenging experiences.
History Panel Discussion	Hicks, Addy	Because most of the Historical, Traditional, and Contemporary Practices and Applications module will be delivered via pre-recorded lecture, this live panel discussion will give students and faculty the opportunity to ask questions, share experiences, and engage with the material as it relates to historical, indigenous, and current psychedelic practices.

Music in
Entheogenic
Ceremony

Hicks;
Kaelan
(guest
lecturer);
Blender

Wavepaths will provide a series of three workshops, covering theory, practical and experiential aspects of person-centred music for psychedelic-assisted therapy. This includes:

-Theory and Q&A

-Research deep-dive and Q&A

-Deep listening with discussion to follow

During an in-person workshop, Erik Blender will provide student the opportunity to experience sound healing and the use of musical instruments that require little or no musical training for the purpose of group facilitation.

Trauma Informed
Care and Consent

Knighton

This course focuses on giving students a foundational knowledge of trauma and how to work with it in the psilocybin service setting and the client-facilitator relationship. Students are given an overview of trauma informed care, somatic trauma theory, parts theory, trauma informed consent practices, and how trauma and trauma-work are situated within a broader framework of systemic oppression and collective liberation.

This course is part lecture, part experiential role play and group engagement. Students are expected to engage with the material through the lens of their personal histories, social positioning in terms of privilege and oppression, and desired role as a psilocybin services facilitator.

Course Objectives

Trauma informed care, including physiology of trauma, vicarious trauma, empathic stress and compassion fatigue

Trauma and traumatic stress resulting from systemic oppression

Repressed trauma emerging during a psilocybin experience

Active monitoring of client-facilitator boundaries specifically boundaries related to consent and touch

Assessment of social positioning and active attendance to power dynamics in client-facilitator relationship

Active monitoring of facilitator's personal material and attendance to emotional/energetic boundaries, particularly in psilocybin sessions and as related to facilitator intuition versus trauma response

Traumatic stress and its manifestation during a psilocybin experience and appropriate facilitator response, including: trauma's relationship to the body

Safety for trauma resolution and risks associated with re-traumatization

Identification and facilitation of a variety of subjective psilocybin experiences, including experiences relating to

physiological sensations, cognitive, emotional and mystical states, and traumatic memories

Appropriate modes of intervention, understanding when intervention is necessary, and when a client may need a higher level of care

Recognizing and addressing adverse behavioral reactions and adverse medical reactions

Protocols for ensuring facilitator safety and responding to emergencies

Healing Life-Limiting Illness with Entheogens Luepker

Learning objectives:

- 1.) To explore openly and transparently our own relationship with death and dying for.... “a therapist’s fear of death or unfamiliarity with it can severely inhibit the communication process and create a situation of fearful alienation for the dying individual.” (Grof, S., Halifax, J.)
- 2.) Understand the basic tenets of palliative medicine ie., patient-centered, optimizing quality of life, addressing mental, emotional, physical, social and spiritual suffering by facilitating autonomy, access to information, and choice. (National Consensus Project, 2013)
- 3.) Recognizing and harnessing the significance of psychodynamic, death/rebirth and transpersonal experiences during entheogenic sessions within the context of life-limiting illness. Explore the components of psycho-spiritual healing: 1. a sense of connection with self, others, and nature. 2. A sense of meaningful suffering rather than suffering meaninglessly. 3. Finding peace in the midst of chaos and loss.
- 4.) Explore the characteristics of mystical states of consciousness and why they correlate with a reduction of depression and anxiety in those with life-limiting illness vis a vis the NYU psilocybin and cancer studies. (Ross S., Bossis A., Guss J., et al.)
- 5.) Explore the role of unprocessed trauma at the end of life and prevention of continued “legacy trauma” passed onto the survivors of the dying person. Recognize the unique suffering of war veterans in this regard.
- 6.) Potential interactions of entheogens with the polypharmacy utilized with this population. Understanding the ‘Total Pain’ concept elucidated by Dame Cicely Saunders and the holistic nature of entheogens.
- 7.) Understand how hospice and palliative care differ and the role of bereavement counseling while working with families of the dying;

8.) Identification of the unique health, psychological and socio-cultural concerns presented by persons with terminal illness; and awareness of the appropriate knowledge, skills and approach needed to provide safe facilitation to such persons in a manner consistent with client goals, values, heritage, and spiritual practices.

READING: Being Mortal by Atul Gawande, selected chapters from The Human Encounter with Death by S Grof & Joan Halifax, When Breath Becomes Air by Paul Kalanithi, selected chapters from Staring at the Sun by Irvin D. Yalom

Diagnosis

Robillard

This course will provide an overview of behavioral health patterns that will aid the facilitator in determining appropriateness of psilocybin services. While it is not the role of a psilocybin facilitator to make diagnoses, being able to identify them while understanding risks and specialized skills required for certain pathologies is crucial in delivering safe and effective services. Diagnoses included in this course:

- Depression
- Bipolar disorder
- Suicidality
- Anxiety
- Personality Disorders
- Obsessive-Compulsive Disorder
- Schizophrenia and other forms of psychosis-related illnesses

Eating Disorder
Informed Care

Sentell

This course will cover:

1. Facilitators will learn how to design an intake interview that screens for eating disorders in the context of seeking Psilocybin treatment; can identify red flags for eating disorders; and can assess for signs and symptoms of more serious illness that would warrant referral to higher level of care or other specialist care. Facilitators will learn how to determine if a patient with an eating disorder is appropriate and medically stable enough for Psilocybin treatment.

2. Current research on Psilocybin for Eating Disorders

3. Special considerations in preparation, administration, journey, and integration:

Facilitators will learn about important comorbidities and complications of eating disorders that should be assessed during all phases of care including preparation, administration, and integration. This includes teaching facilitators about the physical and psychologic affects of psilocybin and how patients with eating disorders may be specifically impacted. Facilitators will be taught how to recognize red flags and handle according to their scope and limits of practice. More specifically, this course will provide information to help facilitators assess safety concerns such as medical and psychologic instability including suicidality and help clients identify support systems and safety planning in advance of and throughout treatment.

Facilitators will be taught how to utilize nonjudgmental, inclusive and empathic language to create safety for this special population including the provision of eating disorder and trauma-informed care.

Activities will include reflective exercise at the beginning of class to allow participants to asses their own internal

bias; triggers; and beliefs around body.

Ayahuasca	Hicks; Standish (guest lecturer)	Dr. Standish will present a 90 minute lecture and discussion session on the history, living tradition, and ethics of ayahuasca tea and its analogs including the neurochemistry, pharmacology, toxicity, and clinical data as these topics relate and contrast with psilocybin traditions and pharmacology. READING: LJ Standish et al (2021) Ayahuasca Tea in the U.S.? Why and how? J. Psychedelic Psychiatry March 2021 p. 5-14
Microdosing	Zelfand (guest lecturer)	Although microdosing is not a part of Measure 109 defined services, it is a common practice that practitioners should be competent in talking about. This course will review available scientific literature and several case reports about the safety, efficacy, and contraindications for microdosing psilocybin and other psychedelics.
Experiential Learning: Apprenticeship	Various	Students will be required to complete a minimum of 40 apprenticeship hours. Mentors may be chosen from a list of pre-approved professionals or students may propose their own mentor which must go through a vetting process by Synaptic faculty. Mentors will provide four 1-hour consultations with the student and fill out an assessment form. This will provide students with the opportunity to observe and assist a skilled professional in their altered-state facilitation.
Experiential Learning: Personal Cultivation	Various	Students come to training with a wide variety of personal experience in the medicine itself, or self-work in general. Regardless of past experience, students and practitioners must continually take care of themselves and explore their own depths in order to keep their own shadows out of the work. We will encourage this practice by requiring 20 hours of personal cultivation. These hours must be logged on a form and initialed by the provider seeing the student.

Students are responsible to find their own providers and cover their costs. This requirement is not included with tuition. Only sessions conducted during the student's enrollment count toward the 20 hours. It is not necessary for all 20 hours to come from the same provider. Students can count different types of personal cultivation. Examples include but are not limited to:

- Entheogenic work facilitated by an experienced professional (no friends, family members, or other students)
- Any form of psychotherapy
- Coaching
- Personal growth oriented retreats or workshops, including but not limited to:
 - ManKind Project / WomanWithin
 - Racial and Social Justice workshops
 - Non-Violent Communication
 - Etc.
- Shamanic or energy work
- Breathwork
- Meditation retreats

Group work is encouraged, but we strongly encourage that at least some hours are done individually

Experiential
Learning: Practicum

Various

Students will complete a minimum of 40 hours of altered state facilitation work in a training environment. By training environment we mean a setting that is supervised by experienced faculty wherein students, often in alternating pairs, facilitate other students in altered state work. Practicums may offer additional training, not covered elsewhere in the curriculum, depending on the practicum faculty. Practicums will be offered in collaboration with partner organizations and facilitators and may include students from other

programs, accredited and otherwise. Synaptic students must complete one of the following practicums:

Rastafari Indigenous Village Retreat(Jamaica)

Mexico/Amazon Tradition Retreat (Mexico)

2 Vital Reset group intensives (Hood River, Oregon)

Other options that may become available by Synaptic and its partners

Be sure to review the pricing policy regarding the different rates for the various options.

Mysticism in
Psychedelic Therapy
(elective)

Sapiro

This course is about about the students and their relationship to cosmos and psyche. Dr. Sapiro will give brief lectures, but most of our time together will be spent integrating material into student's personal and professional lives.

We cannot have a conversation about psychedelics without talking about the feelings of belonging they evoke. While not every experience or session leaves us feeling connected to ourselves or the greater Universe, the majority of people wisely using psychedelics and engaging in psychedelic therapy often report an increased sense of interdependence and connection to the cosmos, and a deeper understanding of their own psyches. All of us who choose to use and work with psychedelics need to become more familiar and comfortable accessing and working in these realms. The material of the psyche and the cosmos will inevitability arise in session so let us explore the possibilities of healing and growth that accompany touching these two domains.

Psychedelic therapy is both deep and expansive. We are simultaneously playing in the fields of one's psyche and in the grandeur of the Mystery itself. These levels of consciousness expose us directly to our personalities, our core beliefs and wounds, our strengths and hopes, as well as to the interdependent nature of reality, and to the fabric of the Cosmos itself. Here we discuss the importance of images, symbols, metaphors, signs, visions, etc that play a role in our healing and transformation. Mystical experiences during psychedelic journeys have been demonstrated to increase psychospiritual wellbeing and decrease existential loneliness and distress.

Learning Objectives:

Define Mysticism

Describe the relationship between mysticism and psychedelic therapy

Understand and discuss the research on the relationship between mystical experiences and wellbeing

Differentiate between and be able to define the concepts psyche and cosmos

Identify three elements of psyche and cosmos as they relate to psychedelic therapy

Physical Campus

The school has no physical location. Classes are conducted online primarily, and the in-person meetings will be held at a private retreat center in Eagle Creek, Oregon.

Admissions Process

Prospective students will complete an online application at <https://synaptic.institute>.

Criteria for Admission

Successful candidates will demonstrate qualifications and suitability for successful participation in Synaptic Institute's psilocybin facilitator training program, including:

- Clear oral and written communication
- Organization, time management, and attention to detail
- Ability to collaborate within a community
- Commitment to healing
- The desire to support human development in positive and life-affirming directions

There is no education requirement beyond a high school diploma, but preference is given to students with psychedelic experience and professional experience working with people in a healing capacity.

After reviewing your application, we will send you an email to either invite you to an interview or let you know we do not feel our program is the right fit for you. After an interview, we will either offer you a position which can be secured with a \$150 registration fee, add you to a waitlist for the next cohort, or let you know that we feel our program is not the right fit for you. Your application is not complete until you pay the \$25 application fee.

All applicants fill out an online application. Documentation includes a cover letter, the student's resume or CV, and a letter of recommendation. Students who present a strong application will be invited to an interview.

Evaluation Criteria

A successful applicant will have experience working with people, e.g. as a teacher, therapist, etc. It is preferred that applicants have some experience and or training working with psychedelics.

The interview is a critical part of the selection process. Staff will use the interview to understand how applicants have learned to hold space, manage crises, and keep a curious and compassionate mind.

Applicants will be notified on a rolling basis, within one week of their interview.

Upon acceptance to the program, successful applicants will pay the \$150 registration fee to hold their spot. As a part of enrollment, students need to furnish a valid passport or driver's license, to both establish age and place of residence. Applicants can upload photographs of these documents via the enrollment form.

No further ID verification or drug testing is required. The program requires age and residency verification, as licensed facilitators must be 21 years of age before working, and until 2025, must reside in the state. Applicants from out of state are free to apply, with the understanding that they cannot work as a facilitator in Oregon until 2025. Synaptic does not discriminate based on immigration status.

Application materials are kept for a minimum of one year. If reapplying for the following year, you will need to submit a new application form and the \$25 application fee. If you would like us to use the essay(s), resume, and/or letters of recommendation that were submitted with your old application please notify us of this in writing.

If you wish to submit new essays, resume, or letters, send these in with your new application form. The Admissions office will notify you of any additional required documentation. If you are reapplying more than a year from your previous application, you will need to resubmit all required application materials.

Any person may apply for admission to Synaptic. No applicant shall be barred from admission on the basis of race, color, age, religion, sex, sexual orientation, national origin, disability, or marital status.

Transfer of Credit

Continuing education or academic work completed within the last 3 years, or direct work experience will allow for up to 40%, or 48 credit hours, to be waived. The following course areas may not be waived: ethics, cultural equity, or classes pertaining to statutes and regulations prepared by the state, including the informed consent model, intake and evaluation process, scope of practice, dosing protocols, and emergency response.

There is no change to the fee structure of the program for waived coursework.

Other informal or nonacademic education will be considered, e.g. a course given as a public talk, or for specific continuing education units. Documentation must be provided for any form of continuing education, e.g. proof of payment for attending a talk, or the CE certificate of completion.

Classes that might be waived are listed below. Note that not all of the following courses may be waived together. Only a total of 48 hours of instruction may be waived. Partial credit may be considered where appropriate.

Course Name	Hours Waived
Ayahuasca	1.5
Current and historical use of a few other miscellaneous plant and fungal medicines	0.5
Current and historical use of plant and fungal medicines in Mesoamerica	1
Eastern Origins, I and/or 2	3
Group Facilitation	12
History Panel	1.5
Integration Approaches	2.5
Diagnosis	3.5
Facilitator Cultivation	13
Neuroscience	1
Introduction to Scientific Literature	0.5
Introduction to Transpersonal Psychology	1.5
Journal Club (no more than half of the course required hours can be waived)	6
Microdosing	1.5
Modern Era	1
Transpersonal Integration	1
Trauma-Sensitive Yoga and Breath Meditation Practices	1
Western Origins	1.5

Any course waiver requests must be submitted, along with the prior documentation, in spreadsheet

format, as below:

Class	Hours	Class Substitute	Evidence
Facilitator Cultivation	5	I have worked as an LPC for 4 years	CV uploaded
Introduction to Transpersonal Psychology	1.5	Took class in graduate school	Transcript uploaded
Introduction to Transpersonal Psychology	1.5	Attended talk given by Dr. Peter Addy	Admission ticket uploaded

Students will be notified of the ability to waive classes within the first week of term.

Academic Calendar

Cohorts begin in August and conclude March in the following year. Students will receive specific class dates from their instructors.

Important Dates

05/01/2023 Access to pre-recorded video content begins

- Fridays 12-1pm for Journal Club ongoing (there is a minimum number of times one will need to attend, but it is not mandatory to attend every week)

08/23/2023 Orientation

- Wednesdays 6:30-8pm September 2023 through February 2024 (excluding US holidays)

08/30/2023 - 09/02-2023 In-person retreat in Eagle Creek, Oregon

10/07/2023 Online workshop (8 hours)

10/23 - 10/31/2023 Practicum option #1, retreat in Mexico

10/26 - 10/27/2023	Practicum option #2, service center in Hood River, Oregon
11/04/2023	Online workshop (8 hours)
12/02 - 12/08/2023	Practicum option #3, retreat in Jamaica
01/06/2024	Online workshop (8 hours)
02/03/2024	Online workshop (8 hours)
03/02/2024	In-person workshop and graduation in Portland, Oregon

Academic Fees

There is a \$25 fee to apply to the program.

If accepted, there will be a \$150 non-refundable registration fee paid by each student to secure their spot in the upcoming cohort. There is a \$25 withdrawal fee if a student choose to leave the program.

There is a \$6,000 fee for tuition of the didactic portion of the program. This includes the initial in-person retreat with lodging and in-person workshop and graduation event. Students are responsible to pay for transportation to and from the retreat center, located in Eagle Creek, Oregon. This retreat is part of the didactic training and is not a practicum retreat.

The cost of didactic and experiential modules are charged separately. Each experiential module has a different cost associated with it. Jamaica is \$2,100 - \$2,400; Mexico is \$1,700 - \$2,300 depending on housing option; both of these trips include lodging and food. A local option in Hood River, Oregon is \$1,200 per two-day experience and must be done twice to fulfill graduation requirements and does not include lodging or food. See the retreat page of our website for more details.

Other costs to consider: travel to retreats, personal growth requirement costs, time off work, and books.

Policy and Timeline for Payments

Students may choose between an ACH transaction with no additional charge, or credit card transaction with 3.9% additional charge. For an additional \$100 fee, students may choose to distribute their didactic tuition in **two equal payments**. First payment is due upon enrollment and second payment is due November 15, 2023. Failure to make payment will result in

suspension from the program.

Practicum retreats are paid for separately and must be paid in a single transaction. Each retreat has a simple application form that must be filled out. This application is free. Once accepted payment in full is due in order to secure your seat in the retreat. The refund policy for retreats differs to that of the didactic coursework. Please carefully read the Cancellation and Refund Policy for Practicum Retreats section which follows the related section for Didactics.

Students are responsible for sourcing their own materials, such as books, that may be required for their studies. No such materials will be provided. Requirements and links for where to purchase materials will be clearly designated in each course syllabus.

Due Dates

- \$150 registration fee due upon acceptance to reserve seat
- Half or full didactic tuition is due upon enrollment
- Second half of didactic tuition is due on November 15, 2023
- Full cost of practicum retreats is due upon acceptance to that retreat

Federal Financial Aid

The Synaptic Institute does not qualify to provide federal financial aid under Title IV, and there is no Ability to Benefit policy, as this would require access to federal financial aid.

Fee Waivers

There are no current options to waive fees at this point.

Scholarships

Synaptic Institute is pleased to offer a limited number of scholarships per cohort. We understand the significant cost of this and comparable programs and want to do everything we can to make it as accessible as possible to people of diverse socio-economic backgrounds. Upon reviewing each applicant's entire application, we may offer a position in the cohort with or without a scholarship based on resources and the applicant's need.

In order to qualify for a scholarship, applicants must:

- Indicate that they will be applying for financial aid on the enrollment application

- On the application, describe why they are applying for financial aid, whom they plan to serve, and how their participation or perspectives will be an asset to the cohort and the community. Applicants will also list their annual household income to demonstrate their financial need.

Awarded scholarships will be applied directly to the applicant's tuition. All students must pay the non-refundable \$150 registration fee. Applicants will be notified that they have been selected for a scholarship award no later than the date of the first tuition installment.

Additionally, all applicants are strongly encouraged to apply for a scholarship through the Sheri Eckert Foundation and Healing Advocacy Fund. Any scholarship awarded through this foundation can be used at any accredited program in the state, including the Synaptic Institute.

Scholarship award letters will be sent via email.

Books, supplies, other materials

Students need to provide their own electronic devices, which have the ability to connect to the internet. There may be required books which are not provided as indicated in course syllabi.

Cancellation and Refunds for Didactics

(1) A student may cancel enrollment by giving written notice to the school. Unless the school has discontinued the program of instruction, the student is financially obligated to the school according to the following:

(a) If cancellation occurs within five business days of the date of enrollment, and before the commencement of classes, all monies specific to the enrollment agreement shall be refunded;

(b) If cancellation occurs after five business days of the date of enrollment, and before the commencement of classes, the school may retain only the published registration fee. Such fee shall not exceed 15 percent of the tuition cost, or \$150, whichever is less;

(c) If withdrawal or termination occurs after the commencement of classes and before completion of 50 percent of the contracted instruction program, the student shall be charged according to the published class schedule. The student shall be entitled to a pro rata refund of the tuition when the amount paid exceeds the charges owed to the school. In addition to the prorated tuition, the school may retain the registration fee, book and supply fees, and other legitimate charges owed by the student;

(d) If withdrawal or termination occurs after completion of 50 percent or more of the program, the student shall be obligated for the tuition charged for the entire program and shall not be

entitled to any refund;

(e) The enrollment agreement shall be signed and dated by both the student and the authorized school official. For cancellation of the enrollment agreement referenced in subsections (1)(a) and (b) of this rule, the "date of enrollment" will be the date that the enrollment agreement is signed by both the student and the school official, whichever is later.

(2) Published Class Schedule (for the purpose of calculating tuition charges) means the period of time between the commencement of classes and the student's last date of attendance as offered by the school and scheduled by the student.

(3) The term "Pro rata Refund" means a refund of tuition that has been paid for a portion of the program beyond the last recorded date of attendance.

(4) When a program is measured in clock hours, the portion of the program for which the student will be charged is determined by dividing the total clock hours into the number of clock hours accrued according to the published class schedule as of the last date of attendance.

(5) When a program is measured in credit hours, the portion of the program for which the student will be charged is determined by dividing the total number of weeks into the number of weeks accrued according to the published class schedule as of the last date of attendance.

(6) For other measurements of time such as days or weeks, the portion of the enrollment period for which the student will be charged is determined by dividing the total number of days or weeks into the number of days or weeks, accrued according to the published class schedule as of the last date of attendance.

(7) The term "tuition cost" means the charges for instruction including any lab fees. "Tuition cost" does not include application fees, registration fees, or other identified program fees and costs. The school shall adopt and publish policies regarding the return of resalable books and supplies and/or the prorating of user fees, other than lab fees.

(8) The school shall not charge a withdrawal fee of more than \$25.

(9) The school may adopt and apply refund calculations more favorable to the student than those described under this policy.

(10) When a cancellation, withdrawal, termination, or completion occurs, a calculation of all allowable charges under this rule shall be made. If such calculations evidence that the school received total payments greater than its allowable charges:

(a) Within 40 days after notification of such cancellation, withdrawal, termination, or completion, a written statement showing allowable charges and total payments received shall be delivered to the student by the school, together with a refund equal in amount to monies paid to the school in excess of those allowable charges;

(b) In the event payments to a student account are derived from federal and/or state tuition

assistance program(s), including student loan programs, regulations governing refund notification and awarding within respective program(s) shall prevail in lieu of paragraph (a) of this subsection, but only with respect to the covered portions thereof; and

(c) In the event payments to a student account are derived from a sponsoring public agency, private agency, or any source other than the student, the statement of charges and payments received together with an appropriate refund described under paragraph (a) of this subsection may be delivered instead to such party(ies) in interest, but only with respect to the covered portions thereof.

(11) In case of disabling illness or accident, death in the immediate family, or other circumstances beyond the control of the student that causes the student to leave school, the school shall arrange a prorated tuition settlement that is reasonable and fair to both parties.

(12) A school shall be considered in default of the enrollment agreement when a course or program is discontinued or canceled or the school closes prior to completion of contracted services. When a school is in default, student tuition may be refunded by the school on a pro rata basis. The pro rata refund shall be allowed only if the Superintendent determines that the school has made provision for students enrolled at the time of default to complete a comparable program at another institution. The provision for program completion shall be at no additional cost to the student in excess of the original contract with the defaulting school. If the school does not make such provision, a refund of all tuition and fees shall be made by the school to the students.

Statutory/Other Authority: ORS 345.115

Statutes/Other Implemented: ORS 345.115

PLEASE NOTE: This school does not have general liability insurance and as a result, this school MAY BE AT RISK OF FINANCIAL HARM THAT COULD LEAD TO SCHOOL CLOSURE. By signing the school's enrollment agreement, YOU ARE ACKNOWLEDGING THIS RISK, which may make it more likely that you will be unable to obtain a refund of tuition or other fees paid to this school if the school is forced to shut down due to expenses incurred due to a LACK OF GENERAL LIABILITY INSURANCE or for any other reason.

Cancellation and Refund for Practicum Retreats

Practicum retreats are part of the requirements for completion of the program, however, they are not didactic classes with a tuition and are therefore considered a separate fee. Due to the significantly different financial liabilities of retreats when compared to didactic coursework, an independent set of cancellation and refund policies will be enforced as follows.

The full cost of the retreat is due upon acceptance to the specified retreat in order to reserve one's position. Written notice via e-mail to info@synaptic.care is required to cancel or request a refund. There will be a \$25 fee subtracted from the refund regardless of the date of request. A graduated refund percentage will be calculated based on the following schedule from the first day of a retreat and the day in which a refund request is received:

- 90 days or more: 100%
- 80-89 days: 90%
- 70-79 days: 80%
- 60-69 days: 70%
- 50-59 days: 60%
- 40-49 days: 50%
- 30-39 days: 40%
- 20-29 days: 30%
- 10-19 days: 20%
- 7-9 days: 10%
- 0-6 days: no refunds available

We understand that life happens and things do not always go according to plan, however, this refund policy will be enforced regardless of the reason for the cancellation including those that deserve our sincerest sympathies.

Attendance

Synaptic requires 90% attendance at live events whether online or in-person. For any event that is missed in part or entirely, an assignment may be provided by the instructor, supervisor, or program administrator that covers the missed content including a recording of the event, up to 10%. If more than 10% is missed, a student will be required to attend a subsequent live session in order to graduate.

A program representative will take attendance at all live events both in person and online. For online events students must have their registered names on the screen. Their cameras should remain on for the duration of class, with limited exception, to demonstrate their attendance. If students gather for online events or have technical difficulties, it is their responsibility to contact a school administrator to demonstrate their attendance. Record of attendance will be maintained in the school database and reported with each progress report.

If a student misses more than 15 minutes per hour of any class, they will need to contact the instructor and/or other students to learn about what they might have missed. Given the difficult nature of the subject material, students may find the need to excuse themselves from part of a training session or online discussion. It is important for each student to recognize their own mental health and self-care needs, and take appropriate action to manage their emotional health.

If there is a pattern of lateness or absence from portions of any class, instructors or

administrators may impose remediation for the student.

A student who expects to be late is expected to email the office prior to the start of that day's class. A late student is responsible for obtaining the information given in the missed class and should make arrangements to get the missed information from two or more students.

For late work, students are expected to work with their individual instructor on a timeline to get work completed.

Leave of Absence

If available, a student may be able to take a leave of absence from the program and finish with a subsequent cohort. However, the curriculum may change and result in some redundancies or extra costs to the student. If for any reason a student needs to withdraw or take a leave of absence from the course, they should do so in writing.

Grading and Evaluation

The psilocybin facilitator training course is a Pass / Fail course. Students must meet all academic requirements for receiving the certificate in order to pass. No letter grades are assigned to any component of the course.

Pre-recorded content can be completed at any time during the year, with the exception that some content is a prerequisite for live discussion. See all syllabi for more detail. All required courses must be completed or waived for a certificate to be awarded.

Pre-recorded class evaluation

In order to successfully complete pre-recorded courses you must achieve an 80% or higher score on a comprehension quiz consisting of five or more questions on the Thinkific platform. Quizzes can be retaken as many times as necessary to achieve a passing score. Any resource may be used for reference during the quiz. Quizzes may be taken during or after the course but it is recommended to take it before subsequent coursework.

In-person and synchronous remote class evaluation

In order to successfully complete this course you must attend and participate in discussions

with the group. Students are expected to be present and engaged throughout the course.

Requirements to receive the certificate of completion

Students must receive a passing grade for all classes, and complete all 224 clock hours of the course. No other repetition or incompletes are available in synchronous coursework.

Progress Reports

Students will receive four progress reports following each of their four individual supervision meetings. Progress reports will alert students of any outstanding course work and assessment of their competencies as well as any potential remediation that may be deemed necessary for graduation.

Practicum Evaluation

Each practicum supervisor will evaluate their students' progress in apprenticeship. Evaluation will be based on each student's ability to demonstrate the program competencies. If students fail to progress, either before, or during the apprenticeship, various forms of remediation will be suggested, including, but not limited to,

- External counseling classes,
- Volunteer work involving interactions with other people,
- Reflection papers.

Depending on the level of remediation necessary, students will be informed whether they can expect to graduate and be awarded a certificate from Synaptic Institute. The process of evaluation for potential facilitators will be ongoing, and instructors are able to ask students to pause practicum work at any time.

Core Abilities

Underlying the skills specific to the work of facilitating entheogenic experiences are the following core abilities:

1. Behave ethically
2. Think critically
3. Communicate with clarity

4. Act compassionately
5. Collaborate openly

Standards and Competencies

- I. Practice empathic abiding presence
 - A. Maintain composure, evenly suspended attention, empathic listening, responding to distress with calmness, and equanimity
 - B. Practice watching the breath, being alert, ready to respond, keeping a positive attitude, and knowing when and when not to engage
 - C. Balance affective and cognitive empathy
- II. Cultivate enhanced trust
 - A. Create psychological safety for participants
 - B. Model trust in all stages of treatment
- III. Demonstrate knowledge of the physical and psychological effects of psychedelics
 - A. Be able to explain the neurobiology and pharmacology of any substances used in practice
 - B. Demonstrate a thorough understanding of the subjective and phenomenological experiences that these substances can create
 - C. Assess risk and demonstrate techniques to mitigate acute distress
 - D. Maintain safety for all stakeholders
 - E. Acquire knowledge and skills from a variety of sources including scientific literature and traditional sources
- IV. Practice self-awareness and ethical integrity
 - A. Recognize transference and countertransference
 - B. Exercise restraint in over idealizing a participant's experience, meaning making, or one's role in the process
 - C. Practice with a social justice lens
- V. Apply transpersonal awareness
 - A. Articulate the range of possible experiences of altered states
 - B. Respect the beliefs and interpretations of experiences of the participant and help navigate for their benefit
 - C. Refrain from imposing one's own world view on a participant
- VI. Demonstrate proficiency in complementary techniques
 - A. Recognize one's areas of relative strengths and weaknesses
 - B. Seek training in supplemental skills
- VII. Comply with Oregon Psilocybin Services guidelines
 - A. Maintain compliance with all state requirements for education, licensing, and conducting psilocybin services according to rules and regulations enforced by the Oregon Health Authority

Articulation Agreements

Synaptic Institute has been approved by the Global Accreditation Council and as a partner with Ubiquity University to offer a Master of Arts (MA) or Doctor of Philosophy (PhD) in Entheogenic Medicine.

Synaptic does not grant degrees of any kind, however, by completing our program and electives totalling at least 240 hours, students may transfer this credit toward a degree from Ubiquity University. More information is available upon request.

Student Expectations

The following standards of behavior apply when students are together, engaging in online activities including social media, during practicum, and at Synaptic events.

- Behave ethically and follow the highest standards of honesty and integrity. This includes but is not limited to:
 - Discussing confidential information with authorized persons only.
 - Respecting the privacy of others.
 - Seeking to resolve conflict in a fair and responsible manner.
 - Submitting work that represents the student's own efforts and originality.
- Demonstrate respect for self, others, and the environment.
- Maintain professional conduct.
- Respond promptly to all communications; provide all officially requested information; appear for appointments when required for administrative or academic purposes.
- Comply with official requests of Synaptic staff and board members
- Remit tuition, fees, and other debts owed to Synaptic within a timely manner.
- Attend all meetings, course-related activities, scheduled appointments and examinations.
- If withdrawing from your course at Synaptic, follow the formal procedure by submitting your withdrawal request in writing.
- A student may act as an official representative of Synaptic only with authority from the Executive Director; Synaptic endorsement of private endeavors may not be implied.
- No student may represent a commercial enterprise, advertise or conduct business, or attempt profitable fund-raising or sales of any type in Synaptic facilities except as part of an approved student organization activity.

Failure to adhere to Administrative Requirements will result in use of the Student Discipline Process.

Student Conduct

The following standards of behavior apply when students are onsite, engaging in online activities including social media, during practicum, and at Synaptic events.

Prohibited activities which may result in the Student Discipline Process include:

- Plagiarism, cheating, or academic dishonesty. This includes: submission of any unoriginal work, failing to cite a source, soliciting someone to complete your assignments, allowing another student to submit your work as their own, or cheating during examinations.
- Dishonesty, including: provision of false information, alteration or misuse of documents, impersonation, misrepresentation, or fraud.
- Undisclosed recording, audio or video, on Synaptic premises. Written permission must be obtained from the Executive Director prior to any recording.
- Physical or verbal abuse, intimidation, persecution, or sexual harassment of another person or group of persons is strictly prohibited. Sexual harassment includes unwelcome physical touching or sexually offensive language, which interferes with an employee or student's performance.
- Acts of discrimination against another student who is a member of a protected class. "discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability.
- Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of specific safety regulations; failure to render reasonable cooperation in any emergency; possession or use of firearms, knives (excepting non-spring pocket knives), other weapons, explosives, or fireworks on site.
- Obstruction or forcible disruption of regular Synaptic activities; refusal to identify oneself when requested or to obey any other lawful instruction from the Executive Director or other Synaptic official to discontinue or modify any action which is judged disruptive.
- Obscene, indecent, or grossly inconsiderate behavior; exposure of others to highly offensive conditions; disregard for the privacy of self or others.
- Theft, abuse, or unauthorized use of Synaptic property, including unauthorized entrance into Synaptic facilities, possession of stolen property and littering.
- Illegal use, sale or possession of stimulants, intoxicants, or narcotics.
- Use or possession of open containers of alcoholic beverages on campus other than at approved locations and events.
- Gambling on campus or at organized student events.

- Failure to comply with the lawful directions of any Synaptic official, or staff member who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of Synaptic in the absence of a particular official. (Emergency orders may supersede some written regulations.) Students who receive orders which they consider unreasonable although not illegal must obey them at the time and may bring a formal complaint later against the issuing staff members in writing to the Executive Director.
- Deliberate incitement of others to commit any of the prohibited acts by providing assistance or encouragement to others engaged in them, or by failure to separate oneself clearly from a group in which others are engaged when there is sufficient time and opportunity.
- Each student is responsible for the conduct of guests. While on site students and visitors must comply with applicable building or grounds regulations.
- Synaptic students and staff should report any violations of these requirements to the Executive Director immediately.

Knowingly withholding information regarding a violation will also result in the Student Discipline Process.

Student Discipline Process

Violation of the Administrative Requirements or Conduct Requirements of the Synaptic Institute will result in the Student Discipline Process.

When a violation occurs, the Executive Director will notify the student of the violation orally or in writing. If notified orally, the student may request a written notice. The student may issue a statement to the Executive Director immediately after notification, or the student may request 24 hours to prepare a statement and contact any witnesses in his/her defense. Statements from witnesses may be requested by the Executive Director, the student, or both, and can be submitted in oral or written form.

The Executive Director will review the statements of the student as well as any witnesses before determining the level of disciplinary action. The decision will be based on the nature and seriousness of the violation. A voluntary admission of a violation to the Executive Director in contrast to hiding the violation is highly regarded in determining the extent and nature of disciplinary action.

If a student wishes to appeal the decision of the Executive Director, the student must follow the Synaptic Grievance Process.

Levels of Disciplinary Action

- **Warning:** The student may receive one warning for a breach of conduct during the course. This warning will be issued in writing, sent to the student electronically, and kept on file. That warning will remain in effect throughout the duration of the course. Any subsequent violation will lead to one of the following:
- **Non-Academic Probation:** The student will be placed on Non-Academic Probation for four weeks. If there are any further violations of the Administrative or Conduct Requirements during this period the student discipline process moves to suspension or dismissal at the discretion of the Executive Director.
- **Suspension:** The student will be suspended from Synaptic for two weeks. If the behavior remains unchanged after suspension the student discipline process escalates to dismissal. If that suspension includes one of the mandatory in-person weekends, the student will be withdrawn from the course.
- **Dismissal:** This student will be dismissed from Synaptic and may no longer attend the course. Synaptic's Cancellation and Refund Policy will apply.

Final Notification of Disciplinary Action

The Executive Director's final notification of disciplinary action will describe the details of the offense, the student's statements, and the level of disciplinary action taken. A copy of this final notification will be kept in the student's Education Records.

Reinstatement

Voluntary Withdrawal

Students who voluntarily withdraw may reapply to another training cohort. There is no guarantee that the student will be reinstated. If reinstated, they must complete the full course of study, with the exception of the standard waiver process. Any classes completed at Synaptic before voluntary withdrawal must be repeated if the withdrawal took place more than three years earlier.

Involuntary Withdrawal (dismissal)

Students who involuntarily withdraw from the course, due to disciplinary action, can reapply to the program after three years. There is no guarantee that the student will be reinstated. If reinstated, they must complete the full course of study, with the exception of the standard waiver process. Classes completed at Synaptic before involuntary withdrawal must be repeated.

Discrimination Policy

Discrimination in any form will not be tolerated. Discrimination means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability. If a student has been discriminated against, the student may file a grievance using our Grievance Process as outlined below.

Synaptic's policies governing employees will be enforced in situations where instructional staff or other school personnel have been found to have engaged in discriminatory behavior;

Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries.

Grievance Policy

A grievance is defined as a written statement which alleges a specific violation of procedures, rules or regulations infringing on the personal and professional rights of the grievor. A grievance will be addressed according to the following process:

Stage 1: Attempted Resolution with the Executive Director

1.1: Letter to the Executive Director

This letter must include:

- A full description of the alleged violation, with specific facts and all extenuating circumstances,
- The policies, rules or regulations which are the basis for the grievance,
- The name or names of the individual or individuals involved, and
- A request for a meeting with the Executive Director.

1.2: Meeting with the Executive Director

- The goal of this meeting is to resolve the problem caused by the alleged violation
- A scribe may be present at this meeting.
- This meeting must be held before the grievance process can continue to Stage 2.

If no resolution is reached at this meeting, or if an appeal is requested, the grievance process continues:

Stage 2: Appeal to the Executive Director

2.1: Letter of Appeal to the Executive Director

This letter must include:

- A request for a formal hearing to address the grievance.

The Executive Director must respond to the appeal letter by personal service or certified mail within 10 days. The purpose of this response is to set a date for a formal hearing to address the grievance. This response must name the place, the date, the time and the individuals who may be present at the formal hearing.

2.2: Formal Hearing

The formal hearing must be held within 30 days.

The following individuals must be present:

- One member of the Board of Directors, or the designee of the Board of Directors.
- One member of the Advisory Board, If the grievance involves the Executive Director and/or a member of the Board of Directors.
- The Executive Director or the designee of the Executive Director.
- The Griever.
- One representative or support person of the Griever.
- Any witnesses whose testimony is to be considered.

The formal hearing will be governed by procedures set by the Board of Directors and administered by the Executive Director or designee of the Executive Director. The formal hearing will follow Robert's Rules of Law and Order and will be recorded to provide a record of the hearing. The recording will be kept in the office of the Executive Director until 1 year following the completion of the appeal process. If the resolution reached at the formal hearing is unacceptable to the griever, the grievance process continues as follows:

Stage 3: Appeal to the Board of Directors

The griever shall file a written request for appeal with the Executive Director within 10 days of the formal hearing. All materials, including the taped record, will be turned over to the Board of Directors to review. The Board of Directors shall review the decision of the formal hearing and come to a final decision regarding the grievance within 30 days.

If for any reason the preceding process is not followed by the griever, the grievance will be considered void, the case will be closed and all information will be retained by the Board of Directors.

Stage 4: Appeal to affiliated organizations

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact:
Higher Education Coordinating Commission, Private Career Schools, Oregon Higher Education Coordinating Commission, 3225 25th St., SE, Salem, OR 97302”

After consultation with appropriate Commission staff and if the complaint alleges a violation of Oregon Revised Statutes 345.010 to 345.470 or standards of the Oregon Administrative Rules 715-045-0001 through 715-045-0210, the Commission will begin the complaint investigation process as defined in OAR 715-045-0023 Appeals and Complaints.

Synaptic Institute policies governing employees will be enforced in situations where instructional staff or other school personnel have been found to have engaged in discriminatory behavior.

Student Services

There are no specific services available to students such as resources for housing, or employment at this time.

Employment Placement

Synaptic cannot offer any guarantee of employment for psilocybin facilitators. Throughout the program, instructors will offer suggestions and resources for students regarding employment. Synaptic instructors may provide letters of recommendation if requested to any qualified student who completes the training program.

Student Education Records

At the time of a student’s withdrawal or upon the completion of the course, a student’s Education Records are filed in Synaptic’s archives. These files are maintained digitally in a cloud environment for a minimum of 25 years.

Education Records include:

- The original application form for admission
- The final Synaptic progress report
- A copy of the signed and dated Synaptic certificate of completion
- The practicum supervisor’s reports from practicum (if applicable)

All Education Records are held in their entirety in the strictest of confidence and are the sole possession of Synaptic Institute. Only the student can access their Education Records. The

Executive Director must authorize a verbal or written request for access to Education Records. Education Records may only be viewed at the Synaptic office in the presence of the Executive Director or a designated staff person.

Current students or graduates may submit a written request for copies of their Education Records. Copies will be released to the individual upon receipt of the written request at a charge of \$5 per page. Each page will be marked "Copy: Issued to Student." Information or content in any particular document that refers to a person or topic not related to the individual making the request will be blacked out on the copy. Requests will be filled as soon as possible but no longer than 45 days after the date of the written request.

Federal Educational Rights and Privacy Act

Release of Information

Third-party access to the educational record without the student's written permission is limited to individuals designated as school officials, those persons and/or agencies specifically authorized in the "Family Educational Rights and Privacy Act" (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) as amended, or to any other person to whom disclosure may be required by law.

A. Student Authorization

A student may authorize the release of his or her education record to a third party providing the request is made in writing, signed, and dated.

B. Without Student Authorization

The institution will disclose information from a student's education record only with the written consent of the student, except that records may be disclosed without consent when the disclosure is:

1. To school officials who have a legitimate educational interest in the records. A school official is any one of the following:
 - a. A person employed by the institution in an administrative, supervisory, academic or research, or support staff position, including health or medical staff.
 - b. A person elected to the Board of Trustees.
 - c. A person employed by or under contract to the College to perform a special task, such as the attorney or auditor.
 - d. A person employed by the law enforcement unit of the institution.
 - e. A student serving on an official committee, such as a disciplinary or grievance

committee, or who is assisting another school official in performing his or her tasks.

- f. A school official has a legitimate educational interest if the official is acting on behalf of the student and is doing any of the following:
 - i. Performing a task that is specified in his or her position description or contract agreement.
 - ii. Performing a task related to a student's education.
 - iii. Performing a task related to the discipline of a student.
 - iv. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
 - v. Maintaining the safety and security of the campus.
2. To officials of another school, upon request, in which a student seeks or intends to enroll.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. To state and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the institution.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who is claimed as a dependent for income tax purposes. The institution will evaluate individual circumstances before doing so, and will require a copy of the first page of the parent's federal income tax return to establish the student's status as a dependent. If educational information is properly released to a custodial parent of whom the student is a dependent, a duplicate of the released information may also be released upon request to a natural, non-custodial parent of whom the student is not a dependent.
9. To comply with a judicial order or a lawfully issued subpoena. An attempt to notify the student is required by law before the institution can honor such an order or subpoena.
10. To appropriate parties in a health or safety emergency.
11. To individuals requesting Directory Information so designated by the institution.
12. The results of any disciplinary proceeding conducted by the institution against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
13. To the student.
14. To the Immigration and Naturalization Service (INS) for purposes of Coordinated Interagency Partnership Regulating International Students
15. Student Recruiting Information to military recruiters for recruiting purposes only. (Soloman Amendment)
16. To the Internal Revenue Service (IRS) for purposes of complying with the Taxpayer Relief Act of 1997.
17. To authorized representatives of the Department of Veterans Affairs for students

receiving education assistance from the agency.