

PLANT MEDICINE UNIVERSITY

FACILITATOR TRAINING

Prospective Practitioner Guide

Preparation • Facilitation • Integration • Ethics • Nervous-System Literacy • Professional Readiness

A multidisciplinary training pathway for practitioners preparing to work responsibly in the emerging field of regulated psychedelic services.

Working Program Guide - September 2026

Program standards will be updated as state rules, licensing pathways, and professional requirements evolve.

Developed by Dr. Courtnei Hale, Ph.D. and Michael J. Cruz, MA (Cand.), Licensed Colorado Psilocybin Facilitator

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1. Why This Training Exists

The central question is not simply how to administer a psychedelic substance. It is what human, ethical, clinical, cultural, and community infrastructure must surround a powerful altered-state experience so that a participant is prepared before it occurs, protected while it occurs, and supported afterward.

Plant Medicine University Facilitator Training is being developed around that full arc. The curriculum combines contemporary facilitator competencies with the COMPASS framework of Mind, Body, Emotion, and Purpose, emphasizing preparation, non-directive presence, nervous-system awareness, ethics, boundaries, set and setting, integration, cultural humility, interdisciplinary collaboration, and long-term recovery.

This is professional preparation, not a promise of licensure. Completion of the Plant Medicine University program does not itself confer a state license, authorize the possession or administration of controlled substances, or replace any state-approved training, examination, practicum, clinical credential, or application requirement. Each jurisdiction determines eligibility independently.

2. Who This Program Is For

- Licensed or license-eligible health and behavioral-health professionals seeking psychedelic-service competency within their lawful scope.
- Coaches, educators, peer-support professionals, recovery specialists, somatic practitioners, chaplains, veterans' advocates, and other qualified professionals preparing for emerging facilitator pathways.
- Practitioners who want rigorous preparation in altered-state support without confusing facilitation with medicine, psychotherapy, diagnosis, or another profession they are not licensed to practice.
- Professionals who expect to pursue licensure or authorization in a state with a regulated psychedelic-services framework and who understand that additional state-specific education, practicum, examinations, background checks, fees, or credentials may be required.

3. What Practitioners Receive

The program is designed as a professional formation pathway rather than a collection of disconnected lectures. Participants receive:

- **Core curriculum:** psychedelic science and states; preparation; set and setting; non-directive facilitation; integration; ethics; boundaries; consent; trauma awareness; crisis recognition; cultural humility; and professional scope.
- **The COMPASS methodology:** Mind, Body, Emotion, and Purpose as a repeatable framework for preparation, observation, integration, and long-term recalibration.
- **Nervous-system and somatic education:** grounding, breath, interoception, autonomic regulation, environmental regulation, and recognition of signs requiring clinical escalation.
- **Practice-based learning:** simulation, case review, role-play, observed facilitation skills, documentation exercises, and structured feedback.
- **Professional ethics and safety:** informed consent, power dynamics, sexual and touch boundaries, confidentiality, dual relationships, adverse-event awareness, emergency planning, referral, and multidisciplinary collaboration.
- **Integration skills:** helping participants translate insight into relationships, behavior, recovery, health practices, community, meaning, responsibility, and daily life without directing the meaning of the experience.
- **Career and regulatory orientation:** guidance for comparing state pathways, identifying gaps between completed training and jurisdiction-specific requirements, and planning next steps toward lawful practice.
- **Documentation of completion:** records of completed coursework and competencies for use in professional portfolios and, where accepted, future state or employer applications.

4. The COMPASS Treatment Arc

Screen & Refer → Prepare → Regulate → Facilitate → Protect → Integrate → Reconnect → Measure

The curriculum preserves role clarity. Medical and behavioral-health professionals remain responsible for functions within their licensed scope. Facilitators learn to recognize limitations, collaborate with appropriate clinicians, and escalate concerns rather than practicing outside their credentials. The underlying COMPASS protocol separates clinical screening and medical responsibility, psychedelic facilitation, and longer-term integration and recovery.

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5. Regulatory Alignment: What 'Aligned' Means

Plant Medicine University is designing its curriculum around competency domains already visible in regulated and developing state frameworks. 'Aligned' means the curriculum is mapped to relevant subject areas and professional expectations. It does **not** mean that every state has approved this program, that requirements are interchangeable, or that a graduate automatically qualifies for a license.

Jurisdiction	Status / Training Relevance	What a PMU Graduate Should Expect
Oregon	Active regulated psilocybin-services program. Facilitator applicants must complete core training, practicum, and a comprehensive exam through an OPS-approved curriculum; training providers also face HECC requirements.	PMU training may build relevant competencies, but Oregon applicants must satisfy Oregon's approved-program, practicum, examination, and licensing requirements. PMU should not represent Oregon licensure eligibility unless/until its curriculum receives the required approvals.
Colorado	Active regulated natural-medicine facilitator pathway. Colorado licenses facilitators and regulates approved training and professional practice.	Graduates pursuing Colorado must independently satisfy the current Colorado training, practicum, examination, application, and licensing rules. Michael Cruz's Colorado licensure gives the program direct operational familiarity with this pathway.
New Mexico	Medical Psilocybin Act enacted in 2025. NMHealth is developing the program and rules, with first patient enrollment targeted for the end of 2026. The model includes preparation, administration, integration, training, safety, and oversight.	PMU will map curriculum to final New Mexico rules as they are adopted. Until rulemaking is final, requirements should be treated as evolving rather than guaranteed.
New Jersey	Legislation remains developing. Current proposals include a regulated facilitator model and/or research pilot approaches; S3148 proposes trained and licensed facilitators, preparation, administration, integration, training-program approval, examinations, and ethics requirements.	Graduates should monitor enacted law and final DOH rules. A pending bill is not a license pathway until enacted and implemented.
Maryland	The state has extended its Task Force on Responsible Use of Natural Psychedelic Substances through 2027. The task force is studying access, risks, barriers, and potential program design, including facilitator issues.	There is not yet a finalized general facilitator licensure pathway comparable to Oregon. PMU will track recommendations and future legislation.
Delaware	Policy conversations are emerging, including veteran-focused and access questions. No state psilocybin-facilitator licensing program comparable to Oregon is currently established.	PMU is developing a Delaware-ready model for policy discussion and future adaptation. Any eventual licensure pathway will depend on enacted Delaware law and implementing rules.

Portability Principle

A practitioner who completes PMU training may use that education as part of a broader professional-development and licensure plan, but there is no automatic interstate reciprocity. Before practicing, each graduate must confirm the current requirements of the jurisdiction in which they intend to work and complete any additional state-approved training, practicum, examinations, supervision, clinical credentials, background checks, or licensing steps required there.

6. Proposed Curriculum Domains

- Foundational psychedelic science, physiology, pharmacology, altered states, contraindication awareness, and scope-appropriate drug-interaction education.
- COMPASS Keys: Mind, Body, Emotion, and Purpose.
- Trauma, PTSD, dissociation, developmental trauma, autonomic dysregulation, and destabilization recognition.
- Addiction, recovery, relapse dynamics, shame, attachment, community support, and recovery environments.
- Ethics, consent, touch, sexual boundaries, confidentiality, power, dual relationships, financial boundaries, and participant autonomy.
- Traditional and Indigenous knowledge, cultural humility, history, the distinction between ceremonial and clinical practice, and avoidance of appropriation.
- Set and setting, sensory environment, group dynamics, participant autonomy, and facilitator presence.
- Clinical collaboration, referral, scope boundaries, documentation, and emergency escalation.
- Preparation, readiness, safety/support planning, transportation/discharge planning, and informed consent.
- Administration-day support and supervised practical experience where lawful and appropriately authorized.
- Integration across individual, group, community, recovery, and purpose-oriented contexts.
- Emergency readiness, crisis response, suicide-risk escalation, adverse-event reporting, and CPR/BLS where required.
- Competency assessment, case presentation, ethics testing, supervisor feedback, and continuing professional development.

7. Program Leadership

Dr. Courtni Hale, Ph.D. | Program Development, Government Affairs, Traditional Knowledge & COMPASS

Dr. Courtni Hale brings more than 30 years of experience spanning government operations, legislative and policy research, judicial systems, public service, cross-cultural communication, education, nonprofit leadership, community engagement, and program development. Her public-sector background includes service connected with the Office of Delaware Governor Michael N. Castle, legislative research in Washington, D.C., justice-program research at American University, and legal/judicial Spanish interpretation for Delaware courts, public defenders, police agencies, attorneys, and judicial officers. Since 2005 she has led the Center for Natural & Traditional Knowledge, developing educational, public-health, sustainability, and community programs. She holds a Ph.D. in Transpersonal Psychology and has spent more than 25 years working across holistic health, traditional knowledge, stress, consciousness, and human performance.

Her role in the facilitator program centers on curriculum architecture, COMPASS, preparation and integration frameworks, cultural and traditional-knowledge education, public-policy translation, stakeholder engagement, and building training that can evolve with state regulatory requirements.

Michael J. Cruz, MA (Cand.) | Licensed Facilitation, Practicum & Applied Skills

Michael Cruz is a Colorado-licensed Psilocybin Facilitator and is completing an M.A. in Consciousness and Human Potential at Maharishi International University (expected December 2026, 4.0 GPA). His facilitator preparation includes a 150-hour DORA-approved program through Elemental Psychedelics and a 40-hour practicum at Reflective Healing

Center in Fort Collins. He provides full-cycle preparation, facilitation, and integration in Colorado's regulated natural-medicine environment and has clinical-observation experience supporting physician-supervised BPL intranasal DMT research at CenExel HRI Marlton.

His background also includes law enforcement and crisis response, CPR/First Aid and crisis-intervention training, and certifications in personal training, nutrition coaching, corrective exercise, and strength and conditioning. His role centers on applied facilitation, non-directive presence, participant safety, practical skills, somatic integration, crisis awareness, and translating regulated-facilitator experience into training scenarios and professional competencies.

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8. Standards for Admission and Professional Conduct

Because this work involves vulnerable people, altered states, power, and rapidly evolving law, admission should be based on readiness and professional fit rather than interest alone. Applicants should expect identity verification, an application and interview, disclosure of relevant professional credentials and disciplinary history, agreement to ethics and conduct standards, and confirmation that they understand the difference between completing training and receiving legal authority to practice.

Participants will be expected to maintain confidentiality, respect scope of practice, avoid coercive or sexualized conduct, obtain appropriate consent, follow touch and boundary policies, disclose conflicts of interest, use accurate professional titles, avoid unsupported medical claims, follow all applicable laws, and accept supervision and corrective feedback.

9. What Completion Means

Successful completion is intended to demonstrate that a practitioner has completed the PMU curriculum and met the program's competency standards. It is not a medical license, psychotherapy license, prescription authority, authorization to possess or administer a controlled substance, or a guarantee that any state licensing board will accept the credential.

Graduates who pursue state licensure will receive guidance in comparing their completed coursework with the requirements of the target jurisdiction. Where additional approved education or practicum is required, the graduate must complete it before representing themselves as licensed or authorized in that state.

10. The Professional Standard We Are Building Toward

Plant Medicine University is building for a field that is still taking shape. Our objective is not to outrun regulation. It is to prepare practitioners who can meet regulation with substance: ethical judgment, nervous-system literacy, non-directive facilitation skills, cultural humility, practical safety competence, respect for clinical boundaries, and the ability to support integration long after an extraordinary experience has ended.

The medicine may open a door. Professional facilitation requires knowing how to prepare the person approaching it, protect the person crossing it, and support the human being who has to live differently afterward.

Regulatory Notes & Official Sources

Oregon: Oregon Health Authority, Oregon Psilocybin Services, Student Information; Training Program Information; Facilitator License and 2026 requirements. Oregon requires applicants to complete approved core training, practicum, and examinations before facilitator licensure.

New Mexico: New Mexico Legislature, SB 219 Medical Psilocybin Act (2025), chaptered; New Mexico Department of Health Medical Psilocybin Program FAQs and ongoing rulemaking materials.

New Jersey: New Jersey Legislature, S3148 (2026), Psilocybin Behavioral Health Access and Services Act, pending; related pilot legislation remains part of the legislative landscape.

Maryland: Maryland General Assembly, HB 427 / SB 336 (2026), extending the Task Force on Responsible Use of Natural Psychedelic Substances through 2027.

Colorado: Colorado Department of Regulatory Agencies, Natural Medicine program and facilitator licensing requirements. Applicants should verify current DORA rules directly before enrollment or licensure planning.

Delaware: No general state psilocybin-facilitator licensing program comparable to Oregon is represented in this guide as currently enacted. Any Delaware pathway described here is developmental and contingent on future law and regulation.

Important: Laws and administrative rules change. This guide is educational and programmatic, not legal or medical advice. Prospective practitioners are responsible for verifying current requirements with the relevant state agency before relying on any training for licensure.