Welcome to Elemental Psychedelics and thank you for your interest in training with us!

Psilocybin Mushroom Journey Facilitator Training

Student Handbook and Policies

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Elemental Mission and Values

Elemental's psilocybin mushroom journey facilitator training program aims to bridge conventional clinical paradigms and practice with safe, ethical, and respectful psycho spiritual psychedelic work. At Elemental, we place a high value on ethical and competent psychedelic care and we strive to create safe spaces for providers who are passionate about their role as stewards and custodians to deepen their personal relationship within this emerging field.

Our facilitator training program values and emphasizes the tenets of:

- *Honoring our Gifts:* We strive to support students in integrating all of who they are into solid ground for their unique offering to the communities they serve. Elemental considers students' own shadow work, light work, ability to embrace paradox, and personal transformation as paramount to developing the skills for holding space and facilitating medicine journeys for others.
- *Safety*: We strive to create safe physical and energetic containers for students that include clear agreements, boundaries, and communication.
- *Experiential Education*: We emphasize the importance of multiple, ongoing opportunities for supervised experiential practice so that students may explore and deepen their personal relationship with altered states work.
- *Community of Support*: We strive to enhance students' felt sense of a community of support to continue to build their identity, skills, and practice with facilitation. This also includes ongoing opportunities for individual and group consultation and supervision.

Why "Elemental"?

A teacher of one of our founders (Dori Lewis, LPC) from the Zapotec lineage in Mexico taught her that in order to hold the wisdom of the mushroom medicine, we must be in relationship with and be able to call in the four elements: earth, fire, water, and air. Dori has taken that teaching into her life and work and woven this into Elemental Psychedelics. At Elemental, we believe that returning to the basic and essential elements that make up all of life are what offer us a pathway to reconnect with our purpose, to listen, and to come back into our role of custodians. We do not offer a step by step or manualized process to mold students into a gold standard version of a natural medicine facilitator, but rather the Elemental program aims to offer students the building blocks that allow you to organically grow and develop into your role as an authentic and embodied practitioner who is a flexible steward of this medicine in an emerging field.

Program Options and Objectives

The psilocybin mushroom journey facilitator training program is open to individuals in clinical and non-clinical/wellness roles in the health, healing, and helping fields. All program options are designed to meet the learning objective requirements for 150 educational hours outlined in the State of Colorado's natural medicine facilitator licensing program.

Clinical Applicants

Clinical applicants include licensed therapists, social workers, nurse practitioners, psychologists, psychiatrists, and other Colorado-licensed clinicians in the health or mental health fields who need to complete all 150 educational hours for facilitator licensure. Clinical applicants should hold an active and valid license in Colorado to practice any of the following: Psychologist, LSW, LCSW, MFT, LPC, LAC, MD, DO, APN, NP, or PA. For clinical applicants, the Elemental program includes all of the essential competencies and embodied practices of psilocybin mushroom journey facilitator training with particular attention to the context of clinical work. For example, clinicians will learn how to integrate psilocybin mushroom journeys into their existing clinical modalities and skill sets, understand the state of the research on psilocybin mushrooms for various clinical indications and contra-indications, and explore the potential benefits, risks, and safety considerations related to working with clients who present with symptoms associated with trauma, depression, suicidality, anxiety, and other common mental health concerns.

Wellness Applicants

Wellness applicants are individuals from a variety of backgrounds in the health, wellness, and healing arts including yoga instructors, life coaches, massage therapists, meditation teachers, doulas, energy workers, reiki practitioners, registered nurses, and other similar practice backgrounds. We will also consider applicants who do not meet the above requirement but who have significant personal experience with psychedelic medicine and prior experience facilitating others. Individuals registering as a wellness applicant will complete all 150 educational hours for facilitator licensure, which includes all of the essential competencies and embodied practices of psilocybin mushroom journey facilitator training with particular attention to the context of non-clinical work. For example, wellness practitioners will learn how to screen, assess, refer, and collaborate with other providers in order to ensure participant safety and an appropriate scope of practice.

Supervised Practice / Practicum

The purpose of practicum is to provide students supervised practice opportunities to experience, observe, and/or co-facilitate natural medicines sessions in a safe and supportive learning environment. Supervised practice is designed to support students' integration of knowledge, values, skills, and practice behaviors within the framework of safe and ethical natural medicine facilitation within students' scope of anticipated licensure.

Elemental's supervised practice opportunities will be completed in-person at three single-day intensives, for a total of 30 hours of in-person practicum focused on administration sessions. Each daylong intensive provides 10 hours of practice as a co-facilitator or an opportunity for self-administration. Note that up to 10 hours of practicum can include self-administration of natural medicine. The remaining 10 hours of practicum will be completed virtually. Virtual practicum sessions will include supervised practice of preparation and integration sessions and case consultation. All in-person components of practicum take place at Reflective Healing (a licensed micro healing center) in Fort Collins, CO.

Ongoing Supervision, Consultation, and Continuing Education Opportunities

Elemental offers students the opportunity for ongoing individual or group supervision and consultation as part of ensuring ongoing professional competence and trainee licensure requirements. Colorado requires persons who have completed their 150 educational hours to apply for a training license and complete a minimum of 40 hours of consultation before full licensure is granted. Elemental offers virtual professional consultation for both clinical professionals and wellness practitioners as an optional addition to the facilitator training program. Virtual consultation groups are offered weekly with up to 10 trainees per group. Individual consultation is also available at an hourly rate. Consultation includes discussion of ethical issues that arise in licensees' work as facilitators and structured evaluation addressing the following competencies: non-directive approach, relational boundaries and use of touch, cultural competence, non-ordinary states of consciousness, self-care, and ethics. Documentation of consultation hours and activities will be provided to trainees to fulfill the requirements of full licensure.

Elemental also offers ongoing continuing education opportunities virtually and in-person for students seeking to deepen their skills and competencies in particular areas. For example, continuing education opportunities include specialized training on processing grief in natural medicine facilitation, advanced ethics, natural medicine facilitation with special populations (e.g., veterans), among other special topics.

Program Objectives

Full clinical and full wellness program options are designed to meet the 150 hours of educational content as outlined in the training program requirements of Colorado's Natural Medicine Rules.

Specifically, Elemental's training program options meet these required learning categories:

- Facilitator best practices (5 hours)
- Ethics and Colorado natural medicine rules and regulations (25 hours)
- Relational boundaries and introduction to physical touch (10 hours)
- Physical and mental health and state (25 hours)
- Effects, contraindications, and interactions (5 hours)
- Indigenous, social, and cultural considerations (10 hours)
- Introduction to trauma-informed care (10 hours)
- Introduction to suicide risk (5 hours)
- Screening (5 hours)
- Preparation (10 hours)
- Administration (10 hours)
- Integration (10 hours)
- Group facilitation (10 hours)
- Facilitator development and self-care (10 hours)

Alongside the required objectives, Elemental's psilocybin mushroom journey facilitator training particularly emphasizes these skills and objectives:

- Ability to sit and "be with" a range of client/participant experiences during an administration session
- Cultivating a sense of deep personal relationship with one's own inner landscape and the mushroom journey space
- Embodied experience with non-appropriative ceremony and the importance of creating well-held containers
- Internalizing the ethics surrounding psychedelic care, risks, power, and avoiding harm
- A high bar of integrity as members of psychedelic medicine community
- A deep sense of respect for the awe, mystery, and animate forces that natural medicine work is held within
- A deep sense of the responsibility of custodianship for clients/participants, to the social movements that facilitator work is connected to, and to the land that we reside on

Eligibility Criteria

Minimum requirements to be eligible for the psilocybin mushroom facilitator training include:

- Age 21+
- Resident of the United States
- High School diploma or equivalent
- Background in health, healing or wellness professions (for persons applying for original facilitator licensure)
- Professional license in good standing (for persons applying for a clinical facilitator license)

Is the Elemental Program Right for Me?

There are a number of facilitator training programs out there and we want prospective students to feel like they are choosing the program that is best for their learning needs, priorities, and commitments. In considering if the Elemental program is right for you, consider where you are within the following qualities and characteristics:

- You have a background or prior experience in the health, healing, or helping fields
- You have prior personal experience working with altered states
- You wish your natural medicine practice to also be a path to discover and connect more deeply with whatever you believe to be sacred
- You are open to the psycho spiritual and transpersonal aspects of natural medicine, beyond a narrow focus on clinical symptom improvement or neurological benefits of these medicines
- You are open to "not knowing," you appreciate paradox, and you demonstrate humility in regards to what you do not know
- You are a well trusted person who maintains healthful relationships within your community

- You are a dedicated psychonaut who is ready to take your skills and experiences in a helping direction
- You have had one or more facilitated mushroom sessions where you worked with a guide, and you have integrated the wisdom of your journeys into an embodied way of being
- You are willing to learn, to grow, to be uncomfortable, to look within, and to access vulnerability
- You have awareness of your social positioning in regards to experiences of privilege or oppression and maintain a personal commitment to examining your positionality, impact, and responsibilities
- You have supportive relationships around you (personal relationships, regular engagement with therapy, and so on) and an internal sense of readiness to make the time and energy investment for a demanding training program

Program Agreements

Elemental values a high degree of participation and engagement in virtual and in-person learning and practice as part of overall student learning. During all interactions, students are expected to conduct themselves with integrity, courtesy, and respect. Upon acceptance into the program, students will be asked to confirm their understanding and acceptance of the following agreements:

- I will strive to remain open to learning and engaging in conversations from a place where I am willing to be changed by what I hear
- I am willing to offer my full attention during training calls, including keeping my camera on during live calls
- I strive to embody a space of ‘not knowing’ and ‘unknowing,’ and recognize that there will be a lot of expertise distributed amongst the group
- I am a willing to respect the mystery contained within natural medicine work and to approach psilocybin mushroom practice with respect and humility
- I am willing to travel into difficult spaces within myself (pain, grief, darkness, shadow) as part of my own growth and development
- I am willing to let humans be humans, acknowledging that people have bad days, bad moods, etc. I will have compassion, patience, and grace with other students and colleagues in the program
- I am willing to let go of perfectionism both for myself and for others in the program. I am willing to start where I am at and with what I have, and I can do the same for others
- I agree to personal responsibility. We are each accountable for the energy we bring into the group and for our reactions. This is not a space for blaming others or saving others.
- I am willing to take direction and feedback from the faculty who are there to support my learning and growth
- I agree that this is a space of openness where cultural, religious, historical, generational, societal, and personal differences are respected without judgment, criticism, or harm
- I am willing to put my best foot forward with an open mind and an open heart for what is to come
- I confirm I am able to attend all in-person program dates and participate in weekly virtual live calls

Application and Admissions Process

Elemental values small cohort experiences and therefore maintains a highly selective admissions process. Elemental will admit those applicants that demonstrate a strong commitment to inner personal work, prior experience in the health and healing fields, a strong commitment to ethics, and values-aligned practice. Applicants must be able to meet the emotional requirements of the program and possess a capacity to develop positive interpersonal relationships.

Clinical and Wellness Applicants (150 hour program)

Interested students should submit their application and $175 application fee. Please note that incomplete applications will not be considered for admission. After submitting their complete application, prospective students will be notified within 30 days that either: 1) they are being invited to complete the second part of the admissions process by scheduling a 30-minute virtual interview with a program member, or 2) their application into the program has not been accepted. The application fee is non-refundable, except in instances when an applicant is denied admission without an interview. Following a completed application and interview, offers of admission will be made on a rolling basis until the enrollment maximum is reached.

Applications, interviews, and admissions are completed on a rolling basis until the program enrollment maximum is reached. Applicants are highly encouraged to apply early for priority consideration.

Admission is not confirmed until an admitted student has both 1) signed Elemental's Program Agreements (emailed via docu-sign) and 2) submitted the program deposit (deposit link is emailed in the offer of admission). **Admission must be confirmed within three weeks of an offer of admission.** Elemental Psychedelics will not hold seats in a cohort for admitted students who have not confirmed admission within three weeks via the two steps above.

Upon applying for the program, applicants will be asked to submit the following information:

Clinical program applicants

- A resume or CV that includes information regarding
    - Active licenses you hold and the state you hold them in
    - Educational background, including graduate and post-graduate training and certificates
    - Number of years in clinical practice
    - Any prior psychedelic therapy or support training completed, including listing the training organization, dates, and hours of training completed
- Brief description and number of hours of any prior experience facilitating altered states work, either psychedelic or non-psychedelic altered states.
- Brief description of your current clinical practice and your clinical experience working with mental health diagnoses and symptoms in adults.

- A statement of interest in Elemental's training program that shares your intention and purpose for applying to this program at this time in your career.
- Brief description of your support system and what therapies, treatments, or healing paths have you engaged as part of your own journey.
- Essay question about how you have recognized privilege and/or oppression in your professional and/or personal life and describing your response.
- Confirmation of your ability to attend in-person program dates and to meet the program financial commitments and program agreements.
- Disclosure of any licenses, certificates and/or insurance withheld or revoked due to regulatory or ethical violations

Wellness program applicants

- A resume or CV that includes information regarding
    - Educational background and any post-graduate certificates completed
    - Any prior psychedelic therapy or support training completed, including listing the training organization, dates, and hours of training completed
- Brief description and number of hours of any prior experience facilitating altered states work, either psychedelic or non-psychedelic altered states.
- Brief description of your present career or work.
- Brief description of you see this facilitator training program adding to or changing your career path.
- A statement of interest in Elemental's training program that shares your intention and purpose for applying to this program at this time in your life.
- Brief description of your support system and what therapies, treatments, or healing paths have you engaged as part of your own journey.
- Essay question about how you have recognized privilege and/or oppression in your professional and/or personal life and describing your response.
- Confirmation of your ability to attend in-person program dates and to meet the program financial commitments and program agreements.

Program Dates and Fees

Full Clinical and Wellness Program (150 hour program)

The Elemental psilocybin mushroom facilitator training is a hybrid program consisting of weekly readings and assignments, weekly live virtual classes, in-person workshops, and in-person practice retreats. See Table 1 below for important program dates and Table 2 for the upcoming cohorts' program schedules.

Table 1. Important Program Dates – Spring 2027

Spring 2027 Cohort	
Rolling starting in October 2026	**Applications are open** on a rolling basis; Prospective students may submit an application and application fee
	Non-refundable deposits due within three weeks of an offer of admission
April 1, 2027 - August 24, 2027	Full 150 Hour Program Dates

*Table 2. **Spring 2027**: Program Dates for Clinical and Wellness Applicants*

Program Component	**Format**	**Spring 2027 Cohort Dates**
Program Opening Workshops	In-person	April 1 and 2, 2027*
Weekly Virtual Class	Virtual	April 6, 2027 through August 24, 2027 (except holiday weeks) Tuesdays, 11am-1pm Mountain time
Practice 1 Retreat	In-person	Apr 15-18, 2027 in Lyons, CO or Apr 22-25, 2027 in Lyons, CO or May 13-16, 2027 in Lyons, CO
Practice 2 Retreat	In-person	Aug 5-8, 2027 in Lyons, CO or Aug 12-15, 2027 in Lyons, CO

*Workshop time is scheduled for 9:30am-5pm on each day, no overnights required
**On-site overnight lodging is required at Practice 1 and 2 Retreats and is not included in program fees; Lodging and meals are estimated at $600-$900 for each retreat; Students choose one date option for each Practice 1 and Practice 2 retreats.

Program Fees

The program fee for students in the full 150 hour Clinical or Wellness pathways is $8,200 Program fees include 150 hours of educational content delivered virtually and in-person. This program fee breaks down to approximately $54.60 per training hour.

Not included in this program fee are lodging and meals for Practice Retreats 1 and 2 (estimated at $600-$900 per retreat), the $175 application fee, and DORA licensing fees.

Elemental does not have the ability to grant scholarships to students at this time. However, to increase the accessibility of this program, students may select any of the following payment plan options for the program fee, or by request, we will consider other flexible payment plans:

Table 3. ***Spring 2027****: Payment Plan Options for Full 150 Hour Cohort*

	Payment Amount	**Payment Date**
Deposit	$800	Within three weeks of offer of admission
Payment Option 1	Two equal payments	March 15, 2027 and July 16, 2027
Payment Option 2	Three equal payments	March 15, 2027, May 21, 2027, and July 16, 2027
Payment Option 3	Six equal payments	Monthly, March 15, 2027 thru August 16, 2027
Total Program Fee	**$8,200**	

Practicum Fees

Trainees who have completed 150 educational hours (or equivalent) are then eligible to participate in 40 hours of practicum / supervised practice. For trainees needing to complete all 40 required practicum hours, they may do so through joining a three-day Practice Session weekend (for 30 hours total in-person practicum, including 10 hours of self-administration experience), plus 10 hours of virtual practicum on preparation, integration, and case consultation. The fee for completing all 40 hours of in-person and virtual practicum is $2,200..

Consultation Fees

Virtual consultation groups are available to trainees at $50-$80 per 2-hour consultation group. Individual consultation is available at $250 per consultation hour. Persons with training licenses are required to complete a minimum of 40 hours of consultation within, at most, two years of practice before receiving full licensure. Note that with training licenses, trainees may charge for services they provide to participants/clients during the consultation period.

For trainees who have existing clients in their therapy or wellness practice and wish to access 1:1 supervised practice with their own clients, 1:1 supervision is available from Elemental distinguished educators and qualified faculty for a fee of $1500 for 8 hours of supervised practice. This fee includes 1 hour of consultation prior to the natural medicine client session, 6 hours of co-facilitation with the trainee and client, and 1 hour of consultation following the natural medicine session.

Deferral, Withdrawal, and Refund Policy

Students are responsible for ensuring that they are able to participate in all virtual and in-person program commitments before accepting admission into the program. We understand that unforeseen circumstances, such as a medical emergency, may force a student to have to withdraw from the program. In cases where a student wishes to withdraw, they must submit their withdrawal request in writing to the Program Director (shannon@elementalpsychedelics.com). A meeting may be requested between the Program Director and student to discuss and agree upon a mutually supportive transition.

Program fees will be refunded based on the date of withdrawal, according to this schedule:

- For students wishing to withdraw their acceptance at least four weeks or more before the program start date, they may do so without incurring responsibility for additional program fees. The program deposit will remain nonrefundable.
- For students wishing to withdraw less than one month prior to the program start date, then 50% of the program fee will be due and the remainder of the program fee will be refunded or canceled.
- For students wishing to withdraw anytime after the program start date, then the student will be responsible for the full program fee.

Participants who have withdrawn from the program *after* the program start date may reapply to a future cohort. Participants will be responsible for completing the full program content and fees for the future cohort.

Additional Deferral Policies

Admitted students who have not yet started the program may request in writing to defer their admission to a subsequent cohort. One deferral request is permitted per student. Deferral to a future cohort will be considered only for admitted students who withdraw from the program *before* the program start date. After a single deferral to a subsequent cohort is granted, no additional deferrals are allowed. After one deferral, if an admitted student seeks to defer a second time to a future cohort, they will be instructed to re-apply for the program.

Admitted students who defer their admission to a subsequent cohort will be responsible for the program fees assigned to the cohort that they actually attend.

Admitted students who defer their admission to a subsequent cohort must still submit a program deposit within 3 weeks of the offer of admission. Admissions for each cohort are made on a rolling basis until the cohort maximum is reached. Elemental Psychedelics will not hold a seat for admitted students who have not submitted their deposit within 3 weeks of their offer of admission.

Program fees are not transferable to other Elemental training programs.

Performance Expectations and Program Progression

Students should demonstrate consistent, satisfactory progress toward program goals and completion, uphold ethical standards of the field, and demonstrate professional behavior in their interactions both internal and external to the training program. The following outlines performance and conduct expectations for students and accountability and coaching procedures to support student success.

Attendance and Engagement Standards

Student attendance and engagement with training program material is essential to ensuring achievement of professional competencies. Students are expected to attend all live weekly classes and complete course content assigned each week. Students are expected to communicate with training faculty in advance for any missed classes or missed assignments. Students in the 150 hour training program may miss up to three live weekly calls, in which case, students should view the recording of the class and submit a written summary of missed material within one week of the missed class.

All weekly assigned content should be completed in the week that it is assigned, including readings, videos, podcasts, quizzes, essays, and other assignments. Students may request a one week extension on assignments with advanced approval in writing (via email to the faculty instructor). If a student misses or requests extensions for two or more consecutive weeks of assigned material for any reason, a written coaching plan will be developed between the student and faculty instructor. Coaching plans are designed to ensure accountability for missed content and support student success in meeting program milestones for completion.

Students must complete all in-person educational and supervised practice hours. Students shall confirm attendance at all in-person dates as a condition of program enrollment. In the case that a documented emergency situation occurs that prohibits a student from attending an in-person date, the Program Director will collaborate with the student to develop an individualized coaching plan to complete missed material.

Progression Policy

To ensure all trainees achieve the necessary competencies for safe and ethical practice, Elemental Psychedelics utilizes a milestone-based progression model. Trainees must demonstrate satisfactory progress at each evaluation milestone to proceed through the program.

Feedback and Evaluation Milestones

1. **Program Start to Practice I Retreat**: Trainees must meet all program standards, including attendance and assignments, and demonstrate no conduct concerns (see Professional Behavior and Ethical Standards below), during the initial portion of the program to be eligible for the first in-person practice retreat.

2. **Practice I Retreat Milestone**: Upon completion of the Practice I Retreat, trainees will complete a self-assessment and receive feedback from faculty. It is not uncommon at the Practice I Retreat milestone for students to be asked by faculty to develop Growth and Coaching Plans to support their skill development in preparation for Practice II Retreat.
3. **Practice II Retreat Milestone**: Following the Practice II Retreat, trainees will complete a self-assessment and receive both faculty and peer feedback.
4. **Program Closing Milestone**: Satisfactory completion of all prior milestones, ongoing satisfactory attendance and assignments, and satisfactory competence demonstrated in any final exam is required to be eligible for a Certificate of Completion for the 150 hour program.

Foundations for Success: Requirements for Good Standing

As a foundation for success, we look for consistent engagement and skill development throughout the program. Maintaining **Good Standing** is a reflection of trainees' readiness to safely hold space for others.

- **Written Assignments**: We look for a score of 3 or better (Proficient) on all assignments. We view these as a dialogue; if a score is lower than expected, faculty will provide feedback, and you will typically have the opportunity to refine and re-submit your work to demonstrate your evolving understanding.
- **Knowledge Checks (Quizzes)**: To ensure a solid grasp of the core curriculum, we ask that you maintain passing grades on all quizzes.
- **Practice Retreats**: These are the heart of your experiential learning. Success is defined by your growing skill set, your commitment to ethical conduct, and—most importantly—your openness to receiving and integrating constructive feedback from faculty.
- **Attendance & Active Engagement**: Your presence enriches the community. We ask for consistent attendance and participation in our live virtual calls. We understand life happens, so you are supported in missing up to 3 live weekly classes if necessary.
- **Current Financials**: We ask that you keep your tuition payments current according to your agreed upon payment plan; delinquent accounts may impact program standing.

Supported Standing and Growth Planning

We recognize that the path to becoming a facilitator is a deep and sometimes challenging process. If a trainee is unable to meet the requirements for satisfactory progress or program standards at any point, they will move from Good Standing to **Supported Standing**. This status is not a disciplinary measure, but rather a formal signal that a student would benefit from additional mentorship and resources to successfully meet the program's competencies.

- **Collaborative Coaching Plan**: When a student enters Supported Standing, faculty will work with them to develop a **Growth and Coaching Plan**. This plan is a supportive

roadmap that clearly outlines the specific skills or requirements needing attention, the resources available to the student, and a timeline for returning to Good Standing.
- **Milestone Progression**: Because the Practice Retreats build upon foundational skills, trainees must be in Good Standing to participate in them. This ensures every student has the solid grounding necessary to engage safely in experiential work. If a student is unable to return to Good Standing in time to enter a scheduled Practice Retreat, they will not be able to proceed to the remainder of the program.

Program Completion

Upon the successful completion of all program requirements, trainees will receive a **Certificate of Completion**. This certificate is required for submission to the Department of Regulatory Agencies (DORA) to obtain a Natural Medicine In Training (NMIT) License in Colorado. **Only students in Good Standing at the time of program closing are eligible to receive a Certificate of Completion; certificates may be withheld until a student has completed all outstanding requirements necessary to return to Good Standing.**

Ethical and Professional Behavior Standards

Students in the Elemental training program are representatives of the Elemental community, the community of practitioners of natural medicine facilitation more broadly, and the social movements that define the emerging landscape of the field. For this reason, Elemental faculty hold students accountable to professional behavior standards in the context of all settings and social interactions of relevance to their education and development as a licensed natural medicine facilitator.

The following represents a non-exhaustive list of behaviors and concerns that will result in a coaching plan and/or a review of a student's progression and standing in the training program:

- Concerns related to upholding basic principles of facilitator practice, including abiding by accepted ethical principles and showing respect for students, clients, and colleagues
- A lack of action to address or remedy personal problems, psychosocial distress, problematic substance use, suicidality, or mental health impairment that interfere in the learning environment or supervised practice
- Private conduct that represents dishonesty, fraud, manipulation, deception, or misrepresentation
- Lying, cheating, or any form of plagiarism
- Use of disrespectful or derogatory language in verbal or written communications with anyone involved in the training program
- Unwillingness or failure to respect human and cultural diversity
- Inability to receive constructive feedback and effectively utilize supervision or consultation from program faculty and/or the inability to make necessary behavior changes based on faculty feedback

- Persistent inability to attend, be present for and actively engage during weekly calls and/or inability to be dependable and responsible for meeting deadlines and program expectations

Students are further expected to uphold high ethical standards throughout the training program as part of satisfactory progression and completion of the program. The following represents a non-exhaustive list of ethical violations that shall warrant a review of a student's progression and standing in the training program:

- Engaging in skills and/or practices outside one's scope of practice
- Engaging in any sexually suggestive or romantic behavior with another trainee (or client/patient) during supervised practice sessions
- Engaging in consensual or non consensual touch during supervised practice administration sessions outside of those types of touch aforementioned during training (hand holding, shoulder touch or safety touch)
- Exhibiting racist, sexist, transphobic, homophobic, or classist beliefs either by way of language, action, or any other behavior that is recognizable by faculty, other trainees, or the community to whom they serve
- Entering a dual relationship with clients or failing to disclose a conflict of interest
- Threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or educators
- Unethical or criminal conduct that interferes with competent performance as a natural medicine facilitator or may potentially compromise the safety of others
- Bringing a firearm on to the premises of an in-person training or engaging in the illegal use and carrying of [a] firearm[s]
- Other ethical violations as listed in Colorado's Natural Medicine Licensure Rules and Regulations

Accountability and Coaching Procedures

Accountability and coaching procedures in the training program are managed according to the severity of the violation or concern. Low-level violations or concerns are defined as concerns that 1) do not present immediate harm or safety concerns for the learning environment and 2) the student demonstrates awareness, initiative, and responsibility for remedying the concern. High-level concerns or violations are defined as concerns where 1) harm or safety concerns to the student, clients, or faculty is evidenced, 2) the student demonstrates lack of awareness, initiative, or responsibility for remedying the concern, and/or 3) the concern or violation negatively impacts the overall learning environment. High-level concerns may also include egregious ethical violations, such as sexual misconduct.

Elemental faculty are encouraged to communicate directly and promptly to students about any emerging performance or ethical concerns they hold and to include the Program Director in communications about student concerns. Most low-level concerns can be managed informally with direct communication and feedback between faculty and students. If low-level concerns persist after the student has received feedback from their training faculty, the Program Director will directly communicate with the student and faculty to collaboratively develop a growth and coaching plan. The coaching plan is a written document outlining student goals, action steps, and timeline for remedying the communicated concerns to support satisfactory student progression and program completion.

High-level concerns or violations should be immediately brought to the attention of the Program Director, who will schedule a meeting with the student and faculty member within 10 days of receiving communication about the concern or violation. At this meeting, the Program Director, student, and faculty member may collaboratively develop a coaching plan outlining student goals, action steps, and timeline for remedying the concern. Alternatively, for egregious ethical violations, the Program Director may make a written determination of program dismissal without remediation.

For in-person training days, if at any time during the in-person training a student is witnessed or reported to be exhibiting any concerning professional behaviors or ethical violations, a faculty member will, if the situation feels safe and the student seems amenable, communicate with the student to attempt to rectify the situation if the behavior or act is seen as rectifiable. If, for any reason, the student is not amenable to the feedback or the staff and/or other students do not feel safe having the student's continued involvement in the training, the student will be asked to vacate the premises. The Program Director will then meet with the student and concerned faculty member within 10 days to determine if a written coaching plan is appropriate to rectify the situation.

Removal from the Program

The Program Director may make a written determination for student removal from the program under certain conditions:

- Egregious ethical violations, such as sexual misconduct
- Ongoing low-level or high-level concerns that remain unresolved after a student growth and coaching plan has been put in place
- Other serious, credible, and documented concerns about ethics, values, and/or skills that present safety risks to future clients

Upon removal from the program for any of the above reasons, students forfeit refunds for tuition paid.

Complaints and Grievance Policy

Elemental values mutual accountability to the learning environment, success of students in the program, and the ethical standards we strive to uphold. Students are encouraged to communicate directly with training faculty for any emerging concerns and attempt to resolve concerns informally and collaboratively with faculty. If speaking directly to the faculty or person involved does not resolve the issue, the student should seek informal resolution through the Program Director.

If the issue or problem still exists after informal attempts at resolution, a student may initiate a formal written complaint. All formal complaints must be submitted in writing to the Program Director and must be signed by the student. The complaint should include as much detail as possible regarding the concern, the person(s) whom the concern involves, and prior attempts to resolve the concern. The Program Director will identify a neutral third party, including a professional mediator as necessary, to engage the student and relevant faculty in the training

program in a fair remediation process. The written complaint and its disposition will be kept on file by the Program Director. No student shall be retaliated against for bringing forward an informal complaint or for submitting a formal written complaint.

Accessibility Commitment

Elemental is committed to making reasonable accommodations for the known disability of students and trainees, unless undue hardship on the operation of the training program would result or cause a direct threat to health and safety.

It is Elemental's policy not to discriminate against individuals with disabilities in regard to application procedures, admissions, or program progression and completion. Students who require reasonable accommodations should contact the Program Director.

Commitment to an Anti-oppressive Learning Environment

Anti-oppression is an ongoing process of identifying and dismantling systems of power and privilege that perpetuate inequality and marginalization. It involves recognizing how our social identities (such as race, gender identity, class, sexual orientation, ability, and others) intersect and shape our experiences. We believe that understanding these dynamics is crucial to creating an inclusive and equitable learning environment.

Elemental strives for a multi-faceted approach to supporting an anti-oppressive learning environment:

Inclusive Curriculum: Elemental's curriculum is intentionally designed to reflect diverse perspectives, experiences, and knowledge systems. We critically examine dominant narratives and center diverse voices to ensure a more comprehensive and accurate representation of reality. We regularly review and update our materials to ensure they remain relevant and inclusive.

Curious and Respectful Environment: We strive to create a learning environment where everyone feels safe to express themselves, remain curious, ask questions, and challenge assumptions. We establish clear guidelines for respectful communication and behavior, and we address any instances of harm or disrespect promptly and appropriately. Elemental supports a learning culture of *calling in*, whenever possible, and avoiding the traps of cancel culture. Cancel culture reduces complex issues to simple narratives of right and wrong, ignoring nuance and context. Accountability and criticism are essential for our own learning and for social progress more broadly, but "cancel culture's" often harsh and unforgiving nature can undermine these goals.

Feedback and Accountability: We actively seek feedback from learners on our anti-oppressive efforts. We use this feedback to identify areas for improvement and hold ourselves accountable for creating a truly inclusive and equitable learning environment. We believe that continuous learning and growth, in community, are essential to this process.

Integrity Commitments

Land Acknowledgement and Indigenous Reciprocity

We acknowledge that we are on land (in the Fort Collins area of Northern Colorado) that has been previously inhabited and settled on by the Tséstho'e (Cheyenne), Očhéthi Šakówiŋ, hinono'eino' biito'owu' (Arapaho), Núu-agha-tʉvʉ-pʉ̲ (Ute). We also acknowledge that there were and have been many other known and unknown tribes of peoples who lived and hunted and gathered on these lands. Although recognizing and acknowledging these communities and nations that once lived here is an important step, we also believe that reciprocity requires action. Elemental actively engages reciprocity by allocating a percentage of revenue received by our training programs to organizations that actively support indigenous communities and/or attempt to return some energy back to the elements of this planet and its creatures.

As the founders of Elemental, we have been fortunate to learn from teachers and thinkers like Tyson Yunkaporta, an Australian researcher and Apalech Clan member from Queensland Australia, and Joshua Shrei, an American podcaster, thinker and teacher, as well as many other teachers, and elders. Our personal study has brought us to believe that the land holds memory, stories, wisdom, and importantly, patterns that teach us how to live into our purpose and how to be in right relationship as human custodians of the earth. This notion of being a custodian was and still remains, the bedrock for the way of life for most indigenous communities and cultures around the world. What has been lost in colonialism, among so many other things, is this remembering of our role and purpose, as caretakers of the earth and the lands we dwell on. We acknowledge the indigenous spirits and the ways of the people who have lived on this land in an effort to reconnect with that purpose. Furthermore and more importantly, as two educated white cis-gender women who hold great privilege, we also make this acknowledgment to recognize and take responsibility for how colonialism and whiteness destroyed and attempted the erasure of these peoples and communities.

We believe that the spirits of these inhabitants are still on these lands. According to Tyson Yunkaporta:

> *Sky country always reflects Earth country, so there is another spirit, your ancestral spirit that goes back to a place in the land. It is born again, eternally from that place. There is at least one other part, your living spirit which animates your body in life, flowing through you like land around you like water fills a string bag in a running creek. Never the same water in the bag from moment to moment. That water is only as good as what is in the creek; therefore if the land is sick your living spirit is sick as well.*

We also acknowledge a humanity of violence, that is, a long history of humanity that involves lost and stolen lands and cultures. We recognize that we all carry lineages of stealing and of being stolen from. As human beings, we all have to reckon with our histories of violence and our separation from the Earth. This is not to ignore or deny the experiences and emotions of the Indigenous peoples of the Americas and African Americans whose lineages are still so close to these wounds as they occurred within the last century or so. This is an attempt to acknowledge

that when we zoom out and look at ourselves through the lens of Earth time, we may see patterns emerging that help us connect with how we are more similar than dissimilar, how we each hold the identity of the oppressed and oppressor, and how we can move forward together to create new stories based on *listening,* that is, *listening* to the Earth and the land, and *listening* to each other.