



**Liberation Acupuncture:
Educating the next generation of community acupuncturists**

Catalog 2017-2018

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Director's Welcome

In the POCA Tech classroom, there's a poster hanging on the wall with this quote by Ricardo Levins Morales:

“If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated or the shoreline seized for development. But if you teach me how to organize, then whatever the challenge, I can join together with my peers and we will fashion our own solution.”

At POCA Tech, we're teaching acupuncture, but we're also working to create conditions that support students learning to organize. Because the hardest part of being an acupuncturist isn't using needles, it's everything else. As part of the POCA Cooperative, we believe that cooperation and self-organizing are the solution.

If Liberation Acupuncture is your vocation, you've found your school. Welcome.

Lisa

Mission Statement

The mission of the POCA Technical Institute is to recruit and train students to provide acupuncture to underserved communities through the People's Organization of Community Acupuncture Cooperative (POCA), and to establish an academic foundation for the practice of liberation acupuncture.

The specific goals of POCA Tech are to:

1. Meet all standards for ACAOM accreditation so that our graduates can sit for the national credentialing exam (NCCAOM);
2. Recruit students from the patient populations that POCA co-op clinics serve, with a particular emphasis on finding students from racially diverse and economically challenged backgrounds;
3. Train students in an affordable, trauma-informed educational setting that emphasizes social justice in healthcare;
4. Provide opportunities for students to learn organizing skills by taking real responsibility for the operation of the school;
5. Connect graduates with employment opportunities for licensed acupuncturists in POCA co-op clinics or support them in creating new POCA clinics in underserved areas;
6. Provide opportunities for students to learn organizing skills by taking real responsibility for the operation of the school; and
7. Clarify liberation acupuncture's principles, mechanisms, and implications within an interdisciplinary context and also with respect to patient care in POCA co-op clinics.



Educational Objectives

These are measurable standards we expect students to attain by the time they complete the three year program. These objectives issue from the mission, goals, vision and values of POCA Tech

and direct its development of the curriculum.

POCA Tech prepares graduates to practice as independent health care practitioners. Our educational objectives are for POCA Tech graduates to be able to:



- demonstrate an understanding of acupuncture theory within its social and historical context; to apply critical reflection to all aspects of acupuncture theory and practice; and to be able to pass the relevant NCCAOM exams;
- examine dynamics of oppression; define cultural competence, cultural appropriation, and privilege;
- identify and model all functions of a community acupuncture clinic; administer appropriate styles of community acupuncture; evaluate patients' needs and collaborate with patients to create effective treatment plans; establish a therapeutic relationship with patients; have good needling skills; and demonstrate an understanding of their ethical, legal, and cooperative responsibilities;
- demonstrate clinical humility, emotional maturity and a passion for service;
- model how to practice acupuncture in a trauma-informed way;
- enter their careers as healthcare providers not unreasonably burdened by debt from the POCA Tech program; in order to support this objective, POCA Tech will keep the total cost of tuition and associated program expenses under the amount a graduate can reasonably expect to earn in their first year of employment, currently about \$25,000;
- demonstrate information and research literacy in order to successfully participate in the development of liberation acupuncture as a school of thought and practice; and
- demonstrate strong commitment to serve the POCA Cooperative as licensed acupuncturists after graduation, based on genuine gratitude to the patients and volunteers of the Co-op for making their education possible.

School Calendar

All classes are taught in monthly 4 day modules in Portland, Oregon. Classes are held from 9am to 5pm.

2017/2018					
Cohort 4		Cohort 2		Cohort 3	
Registration					
Aug 14 to Sept 1		Tuition due 9/9		Tuition due 9/16	
Orientation 9/1					
Module 1	9/1 to 9/5	Module 21	9/9 to 9/12	Module 11	9/16 to 9/19
Module 2	10/7 to 10/10	Module 22	10/14 to 10/17	Module 12	10/21 to 10/24
Module 3	11/4 to 11/7	Module 23	11/11 to 11/14	Module 13	11/18 to 11/21
Module 4	12/2 to 12/5	Module 24	12/9 to 12/12	Module 14	12/16 to 12/19
Winter Break					
Module 5	2/3 to 2/6	Module 25	2/10 to 2/13	Module 15	2/17 to 2/20
Module 6	3/3 to 3/6	Module 26	3/10 to 3/13	Module 16	3/17 to 3/20
Module 7	4/7 to 4/10	Module 27	4/14 to 4/17	Module 17	4/21 to 4/24
Module 8	5/5 to 5/8	Module 28	5/12 to 5/15	Module 18	5/19 to 5/22
Module 9	6/2 to 6/5	Module 29	6/9 to 6/12	Module 19	6/16 to 6/19
Module 10	7/7 to 7/10	Module 30	7/14 to 7/17	Module 20	7/21 to 7/24
Summer Break					

School calendar subject to change.

About the Program

Program Overview

The program is designed to allow POCA members to pursue acupuncture licensure without having to move to Portland for the 3 full years of the program. The program is structured in 30 monthly sessions of four-day training modules. Additionally students perform intensive clinical training in the POCA Tech student clinic program in Portland for a total of 500 hours.

POCA Tech as part of POCA

POCA Tech is designed to be of, by, and for POCA (The People's Organization of Community Acupuncture www.pocacoop.com).

POCA Tech reflects the philosophy of POCA, a multi-stakeholder cooperative whose goal is to make acupuncture available and accessible to as many people as possible and to support those providing acupuncture to create stable and sustainable businesses and jobs.

POCA Tech intends to fill the needs of:

- students of ordinary incomes for a genuinely affordable acupuncture training program;
- existing POCA clinics for employable graduates who are prepared to work in a community acupuncture environment; and
- the acupuncture profession for students from geographically and culturally diverse communities, particularly those demographics that are currently underrepresented.

POCA Tech is the beneficiary of a massive endowment of goodwill, social capital, knowledge, skills, competence, and volunteerism via its relationship to POCA. POCA resources include over 700 acupuncturist members, over 1300 patient members, over 160 clinic members, and 8 organizational members. Together, members have contributed tens of thousands of hours to building POCA, and matched or exceeded that contribution in supporting the development of POCA Tech. POCA can also offer its students something no other school can provide: the collective, freely-shared wisdom earned from delivering more than 1,000,000 treatments annually to a combined patient base in the hundred thousands. These numbers provide POCA Tech students with significant research opportunities, due to large patient samples. In addition, POCA member clinics provide dozens of employment opportunities per year for its graduates.



Enrollment in POCA Tech requires a commitment, after graduation to:

1. Take the NCCAOM or equivalent certifying exam,
2. Obtain a state license to practice acupuncture, and
3. Punk for **3 years** in a POCA clinic, which may include starting a POCA clinic if there is none offering employment in the area where a graduate plans to live.

Applicants to POCA Tech have the responsibility to be transparent with the school about their desire and ability to meet these requirements, including providing details about their practice plans. Applicants further have the responsibility to research the licensing laws in the state or province where they wish to practice and to document that they will be able to obtain an acupuncture license with a POCA Tech certificate.

POCA Tech FAQs

I don't understand the requirement to work in or start up a POCA clinic after graduation. Can you explain that more?

We suggest that all prospective students do some market research on acupuncture school tuition. If you do, you'll probably notice that tuition at other acupuncture schools costs anywhere from \$40K to \$100K, while POCA Tech's goal is to keep tuition under \$25K. How do you think that's possible?

POCA Tech is a magical unicorn?

Nope. POCA Tech is a product of POCA. POCA designed and built its own acupuncture school because POCA clinics need workers. POCA wanted a school so badly that it poured huge amounts of resources into setting it up -- we're talking thousands of volunteer hours, people working for free doing what other schools have paid staff to do -- like write curriculum, draft policies and budgets, apply for a state license, a lot of hard, detailed work. Speaking of budgets, POCA raised over \$100K over a couple of years in thousands of small donations (keep in mind that most POCA members don't have a lot of money).

What a beautiful humanitarian organization POCA must be, to put in this huge effort just so that I could go to an affordable acupuncture school! I think I love you!

Actually, POCA isn't a humanitarian organization at all, though it sometimes gets mistaken for one. POCA's a co-op, and it's really important to understand the difference.

There's a difference?

Yes. POCA is based on the principle of mutualism. The dictionary definition of mutualism is *the doctrine that mutual dependence is necessary to social well-being*. The second, related term is mutual aid, which means *cooperative as opposed to competitive factors operating in the development of society*. This is

really different from charity. POCA isn't a position just to give things away, because POCA is made up of people who need things and who depend on each other to make those things happen. If you go to the school that POCA made, POCA wants something in return. There are obligations.

You mean like tuition?

Well, tuition is one of the obligations. Here's where we get into a very important distinction: between consumers and cooperators. All of us who grow up in this society are trained to be consumers, we're not trained to be cooperators. That's why there are relatively few successful cooperatives.

Sometimes people treat POCA, and POCA Tech, like a vending machine. They expect to put their money in -- whether it's membership dues or tuition -- and have something delicious fall into their hands. They think if they do a certain minimal amount, they should get what they want; it's a transaction, right? And in a sense every co-op is made up of transactions. But the trick is that co-ops can't run on transactions alone. POCA is a multi-stakeholder co-op and there's a saying about those: they're "transformational not transactional". POCA's trying to build a whole new world for its members. If POCA only had consumers as members, it would fall apart. POCA depends on people who can hold a big vision and who can make some sacrifices -- who can sometimes put aside their personal preferences in order to work together towards a common goal. POCA needs cooperators.

I'm not sure I like the sound of that.

Yeah, POCA and POCA Tech aren't for everybody. And we're not trying to appeal to everybody. Anyway, getting back to the concept of mutualism -- POCA's got all of these people working for free and also people who don't have a lot of money making donations. People making sacrifices, basically. And it completely depends on those people in order to run POCA Tech. And you're right, nobody enjoys making sacrifices for no reason, so if they're going to keep doing it, they have to feel like it's worth it. They have to feel like they're fulfilling a larger mission. For example, the mission of POCA Tech: "to recruit and train students to provide acupuncture to underserved communities through the POCA Cooperative".

I hate to break it to you, but the people who have put so much into POCA and POCA Tech, and who continue to do so, didn't do it because they wanted you to have a beautiful, amazing experience going to acupuncture school. They did it because they wanted you to get out, get a license, and treat people who currently need acupuncture and can't get it. And they want you to do that in a model that we can prove works, which is POCA's model, and which has some very specific guidelines. You can't get out and do whatever you want, you have to do what POCA as a whole has agreed the school is going to train people to do.

I think I hate you.

You're not the first and you won't be the last.

You're so rigid and oppressive, with all these guidelines. Why can't I practice in the way that feels right to me?

Here's the thing about a co-op: it has to have some structure. Back in the early days, the organization that came before POCA, the proto-POCA which was called CAN, tried not having any rules about what kind of clinics could join it. And you know what happened? We got people doing "community acupuncture" for two hours on every third Tuesday of months that end in R, with a sliding scale of \$80 to \$100, because that's what felt right to them. And when patients came to our website looking for community acupuncture, they came across those clinics. Understandably they got upset because they thought they were going to get affordable, accessible treatment. The idea that acupuncturists were getting to do whatever they wanted somehow didn't make them feel any better about not being able to afford acupuncture. These days, patients are members of POCA -- they're the largest, fastest growing member group -- and they pay dues. Their dues have helped fund POCA Tech. Why should patients give money to an organization that doesn't do anything to protect their interests?

So yes, absolutely, you can practice in a way that feels right to you, but if that doesn't line up with POCA's guidelines, you can't get your training at POCA Tech. If you want to do whatever you want after graduation, you should go to one of the other 50+ acupuncture schools in the US where you won't have any obligations beyond paying your tuition. If you want to be a consumer, you should be a consumer. But if you want to reap the benefits of a cooperative, especially this cooperative, you need to be down for cooperating.

POCA Tech's unique vision

POCA Tech's program has a unique structure and focus, which are reflected both in its didactic and its clinical component. Successful completion of the program provides a Master's Level Certificate in Acupuncture. This is the only program that POCA Tech offers – it is called the Liberation Acupuncture Program.

The program gets its name from Liberation Acupuncture, a school of thought dedicated to socially engaged, socially relevant acupuncture theory. Liberation Acupuncture is a conceptual framework for acupuncture that affirms that individual health and disease do not exist, and cannot be understood or addressed, apart from social conditions – particularly injustice, inequality, and the pervasive influence of traumatic stress. Liberation Acupuncture also begins with the needs and the perspectives of the oppressed, the exploited, and the excluded. Liberation

Acupuncture defines what is valuable in acupuncture theory and practice by determining what is useful and valuable to oppressed people. POCA Tech and the POCA Cooperative jointly support an online forum devoted to exploring the theory and practice of Liberation Acupuncture (liberationacupuncture.org).

Classes in Liberation Acupuncture are not simply classes about social justice that are tacked on to the basics of the ACAOM curriculum. Liberation Acupuncture is the lens through which POCA Tech students learn acupuncture and envision their future practices. As a conceptual framework, Liberation Acupuncture shapes how POCA Tech approaches every topic in the program curriculum.

Because POCA Tech is dedicated to graduating students with good teamwork skills, the cohort structure is essential to the Liberation Acupuncture program. All students in a cohort take classes together, in the same order, and there is no “full time” versus “part time” designation. This structure facilitates learning in a small, bonded, highly engaged group, which in turn supports the development both of a trauma-informed perspective and of critical thinking skills; it affords enough safety to explore more challenging topics.

Liberation Acupuncture

No one knows exactly where or when the practice of acupuncture originated. It has been most fully developed in China, in conjunction with other forms of Chinese medicine, but acupuncture as a practice has always been strikingly diverse, with a multitude of styles and schools of thought taking shape over the centuries, both in Asia and around the world.

In North America in the 1970s, the Young Lords and the Black Panthers introduced acupuncture in the context of social action and community health as part of a response to what liberation studies term “structural violence”. Initially acupuncture was used in community settings to treat addiction: it was later expanded to treat all conditions. The contributions of the Young Lords and the Black Panthers to the spread of acupuncture in North America are often overlooked and underestimated.

While the Black Panthers founded one of the first acupuncture schools in the US (Harlem Institute of Acupuncture), most acupuncture schools went in a different direction, seeking to establish acupuncture within mainstream culture and to build up the social status of acupuncturists to compete with other medical professions. The result over the next four decades was that acupuncture became so expensive that it was not accessible to people of ordinary incomes. The community acupuncture model, a clinical and economic model designed to make acupuncture accessible and self-sustaining in working class communities, was introduced in

2002 to address this disparity.

Most acupuncturists working in North America today were trained in Chinese medicine schools that teach that a distinguishing characteristic of Chinese philosophy and cosmology is that nothing can be understood in isolation: everything can only be understood in relationship to other things. Chinese medicine in particular is based on the observation of both natural phenomena in relationship to each other and human beings in relationship to their environment. A basic tenet of Chinese medicine is that it is the task of practitioners to observe and reflect on what they see in the world, and particularly what they see in their patients in relationship to the world.

Well, we did. We observed and reflected, and Liberation Acupuncture is the result. We had to ask ourselves, how is it possible for an acupuncturist to believe that people's health is connected to the seasons and the elements of the natural world, and yet unconnected to their social environment?

We found that the other schools of thought that we were trained in (Traditional Chinese Medicine, Classical Five Element Acupuncture, and Japanese Meridian Therapy) while sometimes useful and certainly beautiful, are not adequate to explain what we noticed. We live in a very different world than the authors of the *Yellow Emperor's Classic of Internal Medicine*. And, what you perceive depends not only on your era but on your position in society.

As a conceptual framework, Liberation Acupuncture embraces the basic principles of social medicine:

1. Social and economic conditions profoundly impact health, disease, and the practice of medicine;
2. The health of the population should be a social concern, not just the health of individuals; and
3. Society should promote health through social means as well as individual means.

Liberation Acupuncture asserts that our thought and analysis around acupuncture must begin not with abstract ideas and concepts, but with experience and social engagement. Using the community acupuncture model with hundreds of thousands of people over the last decade has provided us with that experience and social engagement. We have found that the theories of the schools of thought that we were trained in often do not reflect how acupuncture works in the lives of real people, especially people who do not have socioeconomic privilege. If acupuncture theory is not based on real experiences of people living today, both acupuncture practice and acupuncture theory will be irrelevant in our society. If we want to be relevant, we need to take into account the life experiences of a wide range of real people, not just a narrow and

economically privileged segment of the population. Liberation Acupuncture maintains that acupuncture must be practical, by being based on experience and by having a positive impact on society.

Liberation Acupuncture Program FAQ

How is the Liberation Acupuncture program different than a TCM program or a 5 Element program?

The Liberation Acupuncture program is focused on training people who will serve marginalized people by making acupuncture available to them on their own terms. The focus is on praxis, on the preferential option for the poor, and on making acupuncture practical. The Liberation Acupuncture program teaches students to be familiar with a variety of theoretical approaches to acupuncture, but all of the theories are submitted to the question: what good is this in the lives of ordinary people? What use is it, particularly, to marginalized people?

Participation in the program requires a commitment to be employed for 3 years after graduation by a member clinic of the POCA Cooperative.

Who are our role models?

The Black Panthers and the Young Lords (creators of Lincoln Detox); the founders of NADA; Miriam Lee; and Ignacio Martin-Baro (founder of Liberation Psychology).

What do you mean by praxis?

Praxis means *practice as distinguished from theory*; action, application or use.

Community acupuncture is the praxis that led to the development of Liberation Acupuncture. Community acupuncture depends on acupuncture being useful to, and used by, a large number of ordinary people. Otherwise, there's no community.

Ignacio Martin-Baro wrote about Liberation Theology: "True practice has primacy over true theory, orthopraxis over orthodoxy. Actions are more important than affirmations in liberation theology, and what one does is more expressive of faith than what one says." For Liberation Acupuncture, what one does is also more important than what one says. For example, if we claim that a theory of acupuncture is important, we have to be able to prove its importance by making it consistently and reliably useful to ordinary people in real life.

Liberation Acupuncture maintains that acupuncture must be practical, by being based on

experience and by having a positive impact on society. Therefore the Liberation Acupuncture program is focused on how acupuncture works in the lives of ordinary people rather than on how it works in textbooks.

What do you mean by the preferential option for the poor?

In Liberation Theology, the preferential option for the poor means that while God loves everyone, God REALLY loves poor people. (Or, according to Leonardo and Clodovis Boff, “The living God sides with the oppressed against all the pharaohs of this world.”) In public health, as Paul Farmer writes, “Any serious examination of epidemic disease has always shown that microbes also make a preferential option for the poor” and so practitioners must make an option for poor people and also work on their behalf.

In Liberation Acupuncture, the preferential option for the poor means that we work to approach acupuncture from the perspective of the poor and also that we involve ourselves in action that benefits them. While a variety of theoretical perspectives might encourage an acupuncturist to take into account the social status of a patient and/or to be aware of the social dimensions of health, Liberation Acupuncture is after something more radical: acupuncture and its practices must be submitted to the judgement of the poor, rather than the poor being submitted to the judgement of acupuncturists. Why is acupuncture so expensive and so inaccessible? And what are we going to do about it, not in some future utopia, but right now?

Who are the poor?

For the purposes of Liberation Acupuncture, “the poor” encompasses everyone who is marginalized by capitalism and oppressed by our society.

Similarly, Johanna Hedva writes in “Sick Woman Theory”, “The Sick Woman is an identity and body that can belong to anyone denied the privileged existence – or the cruelly optimistic promise of such an existence – of the white, straight, healthy, neurotypical, upper and middle-class, cis- and able-bodied man who makes his home in a wealthy country, has never not had health insurance, and whose importance to society is everywhere recognized and made explicit by that society; whose importance and care dominates that society, at the expense of everyone else...The Sick Woman is anyone who does not have this guarantee of care.

The Sick Woman is told that, to this society, her care, even her survival, does not matter.

The Sick Woman is all of the “dysfunctional,” “dangerous” and “in danger,” “badly behaved,” “crazy,” “incurable,” “traumatized,” “disordered,” “diseased,” “chronic,” “uninsurable,” “wretched,” “undesirable” and altogether “dysfunctional” bodies belonging to women, people of

color, poor, ill, neuro-atypical, differently abled, queer, trans, and gender-fluid people, who have been historically pathologized, hospitalized, institutionalized, brutalized, rendered “unmanageable,” and therefore made culturally illegitimate and politically invisible.”

How does the clinical component of the Liberation Acupuncture Program reflect a preferential option for the poor?

The POCA Tech Student Clinic exists within Working Class Acupuncture’s clinics and patient base. Since 2012, Working Class Acupuncture has been collaborating with Care Oregon’s Health Resilience Program. CareOregon is the state’s largest Medicaid managed care plan and established the HRP to provide trauma-informed care management for Medicaid beneficiaries with complex health and psychosocial needs. “The program is designed to address the bio-psychosocial needs of this population using a strengths-based, trauma-informed approach to advance client-identified health goals.”

We encourage everyone to read about the [HRP and Trauma Informed Care](http://www.chcs.org/building-trauma-informed-mindset-lessons-careoregons-health-resilience-program/) (<http://www.chcs.org/building-trauma-informed-mindset-lessons-careoregons-health-resilience-program/>). Working Class Acupuncture and POCA Tech provide acupuncture treatments to the clients and caseworkers of the Health Resilience Program.

The preferential option for the poor is reflected in the way that POCA Tech clinical interns learn to practice – focusing on HRP clients. There are a variety of public health programs which seek to adapt acupuncture to public health settings. Liberation Acupuncture goes much farther, insisting that every aspect of acupuncture practice and theory be considered from the perspective of oppressed people giving their needs priority over other considerations. POCA Tech clinical interns don’t treat HRP clients any differently than anybody else who comes into the clinic; instead, they learn to provide acupuncture so that it works for HRP clients. Marginalized people set the standards.

WCA’s collaboration with CareOregon is expanding beyond the Health Resilience Program. POCA Tech clinical interns can expect to treat more people who are CareOregon members and to continue to prioritize their needs.

What does learning in solidarity with the marginalized and oppressed really mean?

Among other things, it means running the school in the leanest way possible. Concretely, this means: student services are provided by students, textbooks are shared library resources, many administrative duties involve students, we share the building with other non-profits, including a Clothing Bank and a neighborhood homeschool, and we share the classroom with an AA group.

What are POCA Tech's expectations if I decide to attend?

Before being granted a certificate from POCA Tech, you will need to demonstrate a:

- Thorough understanding of clinically practiced trauma informed care;
- A practical plan for how you will fulfill your 3 year commitment to the POCA Co-op;
- A substantive and tangible contribution to the co-op thru the Year Three Capstone Project. Some examples of approved projects are: working on a Job Task Analysis project, designing a course such as "Orientalism 101", or creating an online CEU course; and
- A willingness to roll-up your sleeves above and beyond what is expected at an ordinary school and participate in administrative tasks.

Is POCA Tech Right For Me?

Do the following statements apply to you?

I'm looking for a career rather than a degree.

If you attend POCA Tech, you will learn the same things that students learn at other acupuncture schools, but in a very different context. POCA Tech is a technical school which offers a Master's level certificate rather than a Master's degree. POCA Tech is not just a cheaper way to go to acupuncture school; it's designed for people who want to do a very specific job in a very specific context. Starting with your first classes, you will receive training in the skills you need to be an effective community acupuncturist so that when you graduate you can hit the ground running, either as an employee or as a new clinic owner.

I know what POCA is, what it does, and how it does what it does. I'm ready to make a commitment to the co-op.

POCA Tech is a project of the POCA Cooperative and has the same culture. If you love POCA, you'll probably love POCA Tech (and if you don't, you won't). We want students who love POCA because enrollment at POCA Tech requires that you make a commitment to be employed by, or to start up, a POCA clinic for at least **three** years after graduation. As a POCA Tech student you will be spending time with other POCA members; you'll get to know your future colleagues because they'll be your teachers, supervisors and fellow volunteers. Being part of POCA is like being one bird in a flock – if the flock of birds happened to be operating a big, complex piece of machinery. Before you apply, make sure we are your flock and this is your machine and you want to be doing something this beautiful and strange with your life.

I'm self-motivated, self-disciplined, and I have the energy to tackle a demanding program.

We set up POCA Tech in monthly four-day modules so that students could keep the cost of their education down by working while attending school. However, the module system has its own challenges. When it's on, it's on! 28 hours of intensive learning packed into 4 days! When it's not on, students have to keep themselves in learning mode by studying and doing homework while they're going about the rest of their lives. It's not easy and it's not for everyone.

I'm willing to do the rote memorization that's required to pass the national certifying exam for acupuncturists.

There is no getting around it: acupuncture education requires a lot of rote memorization. In some ways, it's like learning a language: you have to put in the time to make flashcards, pore over textbooks, and go to study groups and review sessions. Some of it will be boring and repetitive. You have to be motivated enough to tough it out.

I'm also willing to participate in lots of experiential learning, small group work, and classroom presentations.

POCA Tech is not a school where you can hide at the back of the classroom. We believe that how we teach is as important as what we teach. For example, all modules start with "opening rounds" and end with "closing rounds"; everybody checks in about how they're doing when the module starts, and at the end they check in about how the module went. Whenever possible, POCA Tech faculty facilitate experiential learning exercises as opposed to lecturing. POCA Tech is designed to prepare you to work as part of a team, think on your feet, interact with a wide range of people, and engage creatively with challenging situations. You can't be passive; you have to be ready to take some risks.

Speaking of risks, I'd like to be part of a new, constantly developing, cutting edge program.

POCA Tech, like the community acupuncture movement itself, is a work in progress. The downside is that we all have to tolerate the messiness, mistakes, reversals, and ambiguity that go along with a creative project, especially one on a big scale. The upside is that the process is never boring, and there is a lot of room for students to contribute. If you're allergic to big, soulless institutions, you might be happy at POCA Tech. While you might often wonder what's going to happen next, you'll never wonder whether or not your presence matters.

Above all I want to work for marginalized people, and I'll gladly accept the consequences.

Activist Dorothy Day famously said, "Our problems stem from our acceptance of this filthy, rotten system." At POCA Tech we are trying to work on our problems by rejecting the system.

We believe that much of the physical and mental suffering around us is a result of structural violence. As one community acupuncturist put it, “What you see when you work in the clinic is how the violence of our economic system is written on our patients’ bodies and minds.”

We want to serve the people that our society pushes to the margins, even if that means we join them there. If worldly success and recognition are important to you, if you hate being misunderstood and dismissed (including by other acupuncturists), and particularly, if validation from “the system” is something you want, this is not the school for you. Community acupuncture is a vocation. It’s not easy and it’s not for everyone. **If caring for people on the margins will bring you joy, POCA Tech is for you.**

As another community acupuncturist said, “...you will have made [for] yourself one of the sweetest, most rewarding jobs imaginable. You will be surrounded by people who are suffering – but working on it – and you get to be a witness and even a partner in that every day. It is humbling and awe-inspiring and sweetly funny in different ways every day.”

Program Outline

Co-Requisites

28 semester credits/420 hours of Western Biomedical classes which are not taught at POCA Tech. Required courses are:

- Medical Terminology,
- Anatomy & Physiology I & II
- Pathology, and
- Pharmacology.

These courses must be completed before the beginning of the third year. Credits must be from institutions of higher education accredited by a federally recognized accrediting agency. They cannot be included as part of the Basic Education Requirement.

Please note: The student’s chosen state for practice may dictate additional classes for licensure. For instance: students who plan to practice in Washington must include a class in microbiology; students who wish to practice in New York must have a total of 9 semester credits in biology. Students should contact their state’s Acupuncture Licensing Agency to confirm current requirements.

Additional co-requisite classes are Clean Needle Technique, First Aid and CPR. Clean Needle Technique must be completed before Clinic Observation, and First Aid and CPR must be completed before graduation. These classes are not offered on campus and are an additional

student expense.

Total Course Clock Hours

Acupuncture Medical Theory: 703.5 hours

Counseling, Communication, Ethics, & Practice Management: 101.5 hours

Western Biomedical Classes: 455 hours

Clinical Hours: 660 hours

Total: 1920 hours

Electives

In addition to the basic curriculum, 1 elective course is available - A Practical Guide to Chinese Herbology in the Community Acupuncture Clinic, 24.5 clock hours. Cost and course schedule – to be determined.

Clinical Observation

Students must spend at least 160 hours observing acupuncturists performing Community Acupuncture. These hours must be completed before Student Clinic Internship begins.

Student Clinic Internship

Students will participate in at least 500 hours of supervised care of patients in the POCA Tech Student Clinic facilities in Portland, Oregon. Each student will provide a minimum of 250 treatments with at least 5 treatments in each of 10 acupuncture systems. Interns will conduct patient interviews, diagnose, create treatment plans, perform appropriate acupuncture, create patient charts and records, follow-up on patient responses to treatment, write student clinic journal entries, and participate in all clinic operations including patient reception.

Clinic Internship will begin by November of Year 2. At that time, students are required to be available for at least one internship patient shift per week.

Students should expect to live in Portland during their internship.

Graduation

Graduation from POCA Tech is contingent upon having a strong plan of action for future employment within the POCA co-op.



At the end of their third year, POCA Tech students with satisfactory academic and clinic work are eligible to graduate. Application to Graduate is made to the Registrar.

Degree

POCA Tech's Liberation Acupuncture Program awards a Master's Certificate of Acupuncture, not a diploma. This certificate allows graduates to apply for certification with the NCCAOM (National Certification Commission for Acupuncture and Oriental Medicine). POCA Tech graduates who are certified by the NCCAOM are eligible to sit for licensing exams.

Maximum Time for Program Completion

6 years

Full-Time Enrollment

All students attend POCA Tech on a full-time basis. Part-time enrollment is not available.

"Ultimately it is your skill and experience as an acupuncturist that will make your treatments successful, not the system you are using. But in order for your innate healing abilities to reach their fullest potential, you need a system that is sensitive to the laws of life and comfortable to your inner nature."

John Pirog, *The Practical Application of Meridian Style Acupuncture*

Curriculum

Year 1 – The View From 30,000 Feet

Courses:

- 1) Social Justice/Liberation Acupuncture**
- 2) Technique, year 1**
- 3) Basic Theory**
- 4) History of Chinese Medicine, part 1**
- 5) Point Location, Channels, Point Categories**
- 6) Diagnosis & Observation**

Module 1

AT 121 How to Needle, part 1- 1 (Taught on Introduction Day)
LA 111 Social Justice and POCA- 4
LA 112 Touch and how to do it- 2
AT 124 Clean Needle Technique- 1
AT 131 Basic Terms: Tao, Yin/Yang, Qi, Shen, Blood, Jing, Bodily Fluids- 1

Module 2

AT 122 How To Needle, part 2- 1
AT 133 Five Elements/Twelve Officials- 1
AT 151 Types & Functions of Channels-Regular, Divergent, Cutaneous, Sinew/Muscle,
Extra: Nomenclature and WHO Standards -1
AT 153 Tai Yin- 2
AT 152 Point Categories and Location Systems + the Chinese Clock- 1
AT 161 Basic Observation- Face, Eyes, Nose, Ear, Mouth, Lips, Teeth, Gums, Throat- 1
R 2 Review- 1

Module 3

AT 141 Ancient China/ I Ching- 1
AT 154 Yang Ming- 2
AT 163 Tongue Diagnosis- 1
LA 118 Enneagrams- 2

Module 4

AT 134 Extraordinary Vessels- 1
AT 137 Internal, External & Miscellaneous Causes of Disease- 1
AT 142 Scientific Revolution of 2nd Century- Nei Jing- 1
AT 155 Shao Yin- 1
AT 159 CV & GV- 1
AT 2104 Moxibustion- 1

Module 5

AT 162 Body Imaging- 2

AT 164 Pulse Diagnosis, part 1- 1

AT 165 Pulse Diagnosis, part 2- 1

AT 156 Tai Yang- 2

Module 6

AT 157 Jue Yin- 1

AT 158 Shao Yang- 2

AT 2102 Bleeding and Seven Star Needling-1

AT 2103 Cupping and Gua Sha- 1

AT 21010 Introduction to the Balance Method- 1

Module 7

AT 1510 Extra Points- 1

AT 166 Jingei Pulse Diagnosis- 2

AT 2914 Tan 12 Magic Needles-1

AT 2101 Contraindications, Forbidden Points & Tonification and Sedation- 1

AT 167 Hearing and Smelling Diagnosis- 1

Module 8

LA 115 NADA/Public Health Overview- 1

AT 2108 Auricular Acupuncture, part 1- 1

AT 2109 Auricular Acupuncture part 2- 1

AT 2105 Scalp Acupuncture- 2

AT 125 Trauma Informed Acupuncture in a Public Health Setting- 1

Module 9

BS 2112 Red Flags: When To Refer Out- 2

LA 116 Cultural Competence Education- 2

AT 2915 Advanced Tan Acupuncture- 1

AT 3149 Miriam Lee's 5 Points- 1

Module 10

Year review- 6
Year end exam- 2

Year 2 – Acupuncture on the Ground: Reality

Courses:

- 7. History of Chinese Medicine year 2**
- 8. Social Justice/Liberation Acupuncture, year 2**
- 9. Differentiation**
- 10. Techniques, part 2**
- 11. Western Medicine**
- 12. Allied Therapies**

Module 11

AT 201 Introduction to Clinical Internship- 1
AT 2912 Tung Acupuncture, part 1- 2
AT 291 Eight Principles- 1
AT 292 10 Questions- 1
LA 282 Patient Education Deconstructed- 1
BS 2111 Western Diagnostic Methods- 2

Module 12

LA 114 Cultural Appropriation- 1
AT 2913 Tung Acupuncture, part 2- 2
LA 113 Trauma Informed Rapport Skills- 2
AT 143 Medieval China to 1949- 1

Module 13

PM 3132 Front Desk/Reception- 1
AT 274 Community/Liberation Acupuncture- 1
BS 2113 Clinical Overview of Western Medicine: Lab tests and Procedures and Examinations: What They Mean- 2
AT 2107 Korean Hand Acupuncture + Korean Four Point Diagnosis and Treatment- 2

Module 14- 7 Blocks

BS 2114 The Range of Biomedical Resources and Modalities They Employ- 1
AT 298 Six Stages, Four Levels, Three Burners- 2
AT 144 Modern China, Japan, Korea, and Vietnam- 1
AT 273 Acupuncture in the US- 1
AT 21014 Electro Acupuncture- 1

Module 15

AT 281 Integration and Trauma Informed Care- 1
AT 293 Introduction to TCM- 1
AT 294 Zang Fu- Sp & St, Lu & Li- 2
BS 2115 Pain Management in Western Medicine: Psychiatric Diagnoses and Medications- 2

Module 16

AT 295 Zhang Fu- Ki & Ub, Ki & Si- 2
AT 297 Channel Differentiation: Meaning of disease symptoms and signs- 1
AT 296 Zhang Fu- Lv & Gb, PC & TW- 2
AT 2106 Point Prescriptions- 1

Module 17

AT 299 TCM, part 1- 2
AT 123 Trauma Informed Acupuncture- 1
AT 21015 Pain- 1
AT 3186 Punk Skills: TCM in the Student Clinic- 2

Module 18

AT 135 Five Element Body Types- 1
AT 2910 TCM, part 2- 2
AT 2121 Food Therapy and Diet Counseling- 1
AT 21016 Mental Health-1

AT 21013 Point Strategies-1

Module 19

AT 1511 Star Points- 1

AT 2122 Exercise/Breathing Therapy- 1

AT 2123 Qi Gong/Bodywork- 2

AT 2911 TCM, part 3- 2

Module 20

Year review- 6

Year end exam- 2

Year 3 – Acupuncture Treatment in POCA Clinics

Courses:

13. Clinic Systems

14. Whole Systems Planning

15. Research

16. Case Discussions

17. Capstone Project

18. Third Year Point Location

Module 21

AT 3185 Punk Skills: Inside the Treatment Room, including History Taking- 1

AT 3189 Dark Warrior, part 1- 1

AT 3141 Tai Yin- 2

AT 3161 Case Discussions 1- 1

AT 3171 Introduction to the Capstone Project- 1

AT 3103 Tan/Tung, part 1- 1

PM 3201- Next Year, part 1- 1

Module 22- 7

AT 3104 Tan/Tung, part 2- 1

AT 31810 Dark Warrior, part 2- 1
AT 3142 Yang Ming- 2
AT 3162 Case Discussions 2- 1
AT 3172 Capstone Project- 1
PM 3202- Next Year, part 2- 1

Module 23

AT 3143 Shao Yin- 2
AT 3151 Research 1- 1
AT 3152 Research 2- 1
AT 3173 Capstone Project- 1
AT 31811 Dark Warrior, part 3- 1
LA 117 The CA Clinic as a Third Place- 1
AT 3163 Case Discussions 3- 1

Module 24

AT 3101 Patent Medicines in the Clinic, part 1- 1
AT 3144 Tai Yang- 2
AT 31812 Dark Warrior, part 4- 1
AT 3164 Case Discussions 4- 1
AT 3174 Capstone Project- 1
AT 3105 Tan/Tung, part 3- 1
AT 3181 Point Location- 1

Module 25

AT 3102 Patent Medicines in the Clinic, part 2- 1
AT 31813 Dark Warrior, part 5- 1
AT 3145 Jue Yin- 2
AT 3165 Case Discussions 5- 1
AT 3175 Capstone Project- 1
PM 3203 Next Year, part 3- 1
AT 3106 Tan/Tung, part 4- 1

Module 26

PM 3136 POCA and Cooperatives- 1
AT 3146 Shao Yang- 2
AT 3166 Case Discussions 6- 1
AT 3176 Capstone Project- 1
AT 3182 Point Location- 1
AT 3183 Point Location- 1
PM 3204- Next Year, part 4- 1

Module 27

PM 3133 Human Resources in the Clinic- 1
PM 3131 Safety and Ergonomics in the Clinic- 1
AT 3167 Case Discussions 7- 1
AT 3177 Capstone Project- 1
AT 3184 Point Location- 1
AT 3147 Eight Extras- 2
PM 3205- Next Year, part 5-1

Module 28

PM 3134 Budgets and Bookkeeping + Computer Systems and Marketing- 1
PM 3135 Ethics, Risk Management, and Liability Issues + Laws and Regulations- 1
AT 3187 Pediatrics- 1
AT 3168 Case Discussions 8- 1
AT 3178 Capstone Project- 1
AT 3150 Advanced Miriam Lee- 1
AT 3148 Focus on Du and Ren- 1
PM 3206 Next Year, part 6-1

Module 29

AT 3179 Capstone Presentations- 8

Module 30

Review and Year 3 final exam- 8

Curriculum is subject to change.

Course List

Topics are grouped in Courses. After each topic is a number, 1-4. Topics with a 1 take half a day to teach, topics with a 2 take a full day and so on. Since POCA Tech takes three years to complete and has 10 modules of 4 day long sessions for each year, there are 240 potential sessions. To maximize student's ability to learn, we remove the last day of each module plus the last module for each year for testing and review, leaving 160 sessions to introduce new topics.

Course Pre-Requisites

See individual syllabi.

Year 1 – The View From 30,000 Feet

1. *Social Justice/Liberation Acupuncture*

LA111. Social Justice and POCA- 4

LA112. Touch and how to do it- 2

LA115. NADA/Public Health Overview- 1

LA116. Cultural Competence Education- 2

LA118. Enneagrams- 2

Total hours: 38.5

2. *Technique*

This course begins the student's training in the use of clinical tools and essential skills of the acupuncturist. Its objective is to provide a solid foundation in needle techniques. Attention is also paid to general issues of patient protocol and office set-up, with emphasis on establishing and maintaining clean fields, and application of aseptic and sterile procedures. Completion of this course also requires successful completion of the Clean Needle Technique class (CNT). *There is an additional charge for the CNT class.*

AT121. How to Needle, part 1- 1

AT122. How to Needle, part 2- 1

AT124. Clean Needle Technique- 1

AT2101 Contraindications, Forbidden Points & Tonification and Sedation- 1
AT2102 Bleeding and Seven Star Needling-1
AT2103. Cupping and gua sha-1
AT2105 Scalp Acupuncture- 2
AT2104 Moxibustion- 1
AT 2108 Auricular Acupuncture, part 1-1
AT 2109 Auricular Acupuncture, part 2-1
AT21010 Introduction to the Balance Method- 1
AT2914. Tan 12 Magic Needles-1
AT2915 Advanced Tan Acupuncture – 1
AT3185 Punk Skills: Inside the Treatment Room, including History Taking- 1
BS2112 Red Flags: When to Refer Out- 2

Total hours: 59.5

3. Basic Theory

This three-term course series provides students with foundation work in the basic theoretical concepts of Traditional Chinese Medicine (TCM). Students explore yin/yang theory; the five phases (wu xing); traditional models for physiologic function, including the zang and fu organs, and the substrates of energy (qi), essence (jing), blood (xue), and fluids (jin/ye).

AT131. Basic Terms: Tao, Qi, Yin/Yang, Shen, Qi, Blood, Jing, Bodily Fluids- 1
AT133. Five Elements/Twelve Officials- 1
AT134. Extraordinary Vessels- 1
AT137. Internal, External & Miscellaneous Causes of Disease- 1

Total hours: 14

4. History of Chinese Medicine

This class will provide a foundation in Chinese culture and philosophy and thereby explore the roots of Chinese medicine. A special emphasis is on the origins of medicine worldwide and the scientific revolution of the second century.

AT141. Ancient China/ I Ching- 1
AT142. Scientific Revolution of 2nd Century- Nei Jing- 1

Total hours: 7

5. Point Location, Channels, Point Categories

This is the primary course in Traditional Chinese Medicine energetic anatomy. Students study the location of approximately four hundred acupuncture points and the location and trajectory of the major channels (meridians) and collateral vessels (jing-luo). Point Location is both lecture

and hands-on practice and is intended to provide students with the facility to accurately locate the points and channels and the primary anatomical features for treatment and diagnosis.

AT151 Types & Functions of Channels-Regular, Divergent, Cutaneous, Sinew/Muscle, Extra: Nomenclature and WHO-1

AT152. Point Categories and Location Systems + the Chinese Clock- 1

AT153. Tai Yin- 2

AT154. Yang Ming- 2

AT155. Shao Yin- 1

AT156. Tai Yang- 2

AT157 Jue Yin- 1

AT158. Shao Yang- 2

AT159. CV & GV- 1

AT1510. Extra Points- 1

Total hours: 49

6. Diagnosis & Observation

Students will practice the diagnostic skills required of the traditional Chinese medical practitioner — basic observation, pulse reading, tongue observation, hearing and smelling diagnosis, questioning and palpation.

AT161. Basic Observation- Face, Eyes, Nose, Ear, Mouth, Lips, Teeth, Gums, Throat- 1

AT162. Body Imaging- 2

AT163 Tongue Diagnosis- 1

AT164. Pulse Diagnosis, part 1- 1

AT165. Pulse Diagnosis, part 2- 1

AT166 Jingei Pulse Diagnosis- 2

AT167. Hearing and Smelling Diagnosis- 1

Total hours: 31.5

Year 2 – Acupuncture on the Ground: Reality

7. History of Chinese Medicine

This course will continue to provide a foundation in Chinese culture and philosophy. It will explore the roots of Chinese medicine from medieval China to the present day, including the history of the medicine in Japan, Korea, Vietnam, and the US. A special emphasis on the Community Acupuncture/Liberation Acupuncture movement in the US is provided.

AT143. Medieval China to 1949- 1

AT144. Modern China, Japan, Korea, and Vietnam- 1

AT273. Acupuncture in the US- 1

AT274 Community/Liberation Acupuncture- 1

Total hours: 14

8. Social Justice/Liberation Acupuncture

LA113. Trauma Informed Rapport Skills- 2

LA114. Cultural Appropriation- 1

LA282 Patient Education Deconstructed- 1

AT281 Integration and Trauma Informed Care- 1

AT125 Trauma Informed Acupuncture in a Public Health Setting – 1

Total hours: 21

9. Differentiation

The purpose of this course is to increase and deepen knowledge of the origins and processes of disease, including the four levels of disease (wen-bing xue) and the six stages of cold-induced disorders (shang-han bing) as well as the fundamentals of diagnostic theory (four methods). The study of selected portions of Chinese classic texts (Nei Jing, Wen Bing, Shang Han Lun) is integrated into the study of the theories based on these writings. In addition, there is discussion of the Master Tung lineage. Clinical application of these theories is also discussed.

AT135 Five Element Body Types- 1

AT291. Eight Principles- 1

AT292. 10 Questions- 1

AT293 Introduction to TCM - 1

AT294 Zang Fu- Sp & St, Lu & Li- 2

AT295 Zhang Fu- Ki & Ub, Ht & Si- 2

AT296 Zhang Fu- Lv & Gb, PC & TW- 2

AT297 Channel Differentiation: Meaning of disease symptoms and signs- 1

AT298 Six Stages, Four levels, Three Burners- 2

AT299 TCM, part 1 - 2

AT2910 TCM, part 2 - 2

AT2911 TCM, part 3- 2

AT3149 Miriam Lee's 5 points – 1

AT21016 Mental Health - 1

Total hours: 73.5

10. Technique

This course continues the student's training in the use of the clinical tools and essential skills of the acupuncturist. Its objective is to strengthen the solid foundation in needle techniques provided in Year One, and to review the related skills of moxibustion, cupping, gua sha, bloodletting and seven star needling, scalp and auricular acupuncture, and overviews of Korean hand acupuncture and Japanese acupuncture. In addition an understanding in contraindications, forbidden points, and the use of tonification and sedations techniques is provided as well as basic point strategies and an introduction to the Balance method.

- AT123 Trauma Informed Acupuncture- 1
- AT201 Introduction to Clinical Internship - 1
- AT1511 Star Points- 1
- AT2106. Point Prescriptions- 1
- AT2107 Korean Hand Acupuncture + Korean Four Point Diagnosis and Treatment- 2
- AT21014 Electro Acupuncture- 1
- AT2912. Tung Acupuncture, part 1- 2
- AT2913. Tung Acupuncture, part 2- 2
- AT3131 Punk Skills: Inside the Treatment Room, including History Taking - 1
- PM3132 Front Desk/Reception- 1

Total hours: 45.5

11. Western Medicine

Students are expected to develop a basic understanding of Western medicine, with an emphasis of how an acupuncturist can best interface with Western medical practitioners. The classes below are supplemented by the co-requisite classes that students take outside of the school.

- BS2111 Western Diagnostic Methods- 2
- BS2113 Clinical Overview of Western Medicine: Lab tests and Procedures and Examinations: What They Mean- 2
- BS2114 Range of Biomedical Resources and the Modalities They Employ- 1
- BS2115 Pain Management in Western Medicine: Psychiatric Diagnoses and Medications- 2

2

Total hours: 24.5

12. Allied Therapies

Allied traditional Chinese therapies are presented in this class: Chinese dietary principles, qigong, and the use of bodywork in an acupuncture clinic.

AT2121 Food Therapy and Diet Counseling- 1

AT 2122 Exercise/Breathing Therapy- 1

AT 2123 Qi Gong/Bodywork- 2

Total hours: 14

Year 3 – Acupuncture Treatment in POCA Clinics

13. Social Justice/Liberation Acupuncture

LA117. The CA Clinic as a Third Place- 1

Total hours: 3.5

14. Clinic Systems

Designed to provide students with the skills required to establish and manage a successful clinical practice, this course sequence covers such topics as treatment skills, charting, office set up, computer systems, record keeping, billing, reimbursement, inventory, lease agreements, risk management, professional liability insurance, laws and regulations, and financial planning.

PM3131 Safety and Ergonomics in the Clinic- 1

PM3133 Human Resources in the Clinic - 1

PM3134 Budgets and Bookkeeping; Computer Systems and Marketing- 1

PM3136 POCA and Cooperatives- 1

PM3135 Ethics, Risk Management, and Liability Issues + Laws & Regulations- 1

AT3186 Punk Skills: TCM in the Student Clinic- 2

PM3201 Next Year, Pt 1- 1

PM3202 Next Year, Pt 2- 1

PM3203 Next Year, Pt 3- 1

PM3204 Next Year, Pt 4- 1

PM3205 Next Year, Pt 5- 1

PM3206 Next Year, Pt 6- 1

Total hours: 39.5

15. Whole Systems Planning

AT3103 Tan/Tung Pt 1- 1

AT3104 Tan/Tung Pt 2- 1

AT3105 Tan/Tung Pt 3- 1

AT3106 Tan/Tung Pt 4- 1

AT3141 Tai Yin- 2

AT3142 Yang Ming- 2
AT3143 Shao Yin- 2
AT3144 Tai Yang- 2
AT3145 Jue Yin- 2
AT3146 Shao Yang- 2
AT3101 Patent Medicines in the CA Clinic Pt 1- 1
AT3102 Patent Medicines in the CA Clinic Pt 2- 1
AT3147 Eight Extras-1
AT 3187 Pediatrics- 1
AT3189 Dark Warrior Pt 1- 1
AT3190 Dark Warrior Pt 2- 1
AT31811 Dark Warrior Pt 3- 1
AT31812 Dark Warrior Pt 4- 1
AT31813 Dark Warrior Pt 5- 1
AT3148 Focus on Du and Ren- 1
AT3150 Advanced Miriam Lee- 1

Total hours: 94.5

16. Research

The purpose of this course is twofold:

- 1) Students will examine different ways of knowing in Acupuncture and Related Therapies and Western biomedicine. Learning activities will provide the opportunity to practice formulating searchable questions, locating and evaluating evidence.
- 2) Research in acupuncture has become increasingly important for enhancing the credibility Acupuncture and Related Therapies in the eyes of the biomedical community, and health care policy analysts. In this course, students will examine the current evidence base for acupuncture and the methodological challenges of designing research that is relevant to clinical practice. Students will learn and practice how to evaluate and design clinical trials. The course also introduces physiological theories of how acupuncture works.

AT3151 Research, part 1- 1

AT3152 Research, part 2- 1

Total hours: 7

17. Case Discussions

In this last year of study, students will present and analyze cases that they are facing in their clinic internship as well as cases that the instructors provide.

AT3161 Case Discussions- 1
AT3162 Case Discussions- 1
AT3163 Case Discussions- 1
AT3164 Case Discussions- 1
AT3165 Case Discussions- 1
AT3166 Case Discussions- 1
AT3167 Case Discussions- 1
AT3168 Case Discussions- 1

Total hours: 28

18. Capstone Project

AT3171 Introduction to the Capstone Project- 1
AT3172 Capstone Project- 1
AT3173 Capstone Project- 1
AT3174 Capstone Project- 1
AT3175 Capstone Project- 1
AT3176 Capstone Project- 1
AT3177 Capstone Project- 1
AT3178 Capstone Project- 1
AT3179 Capstone Presentations- 8

Total hours: 56

19. Third Year Point Location

A review of the approximately four hundred acupuncture points and the location and trajectory of the major channels (meridians) and collateral vessels (jing-luo) is provided here as the student prepare for their national board exams.

AT3181 Point Location- 1
AT3182 Point Location- 1
AT3183 Point Location- 1
AT3184 Point Location- 1

Total hours: 14

Course outlines and schedule subject to change.

For questions and changes, check POCA Tech's online catalog at <https://pocatech.org/student-catalog>.

"There is not now, nor has there ever been, one right way to practice acupuncture."
Lisa Rohleder

Course Pre-Requisites

See individual course syllabi.

Clock to Credit Hour Conversion

15 clock hours per credit for didactic instruction
30 clock hours per credit for clinic internship

Location

The school is located at St. Charles Catholic Church, 4317 NE Emerson St, Portland, Oregon 97218.

Classroom location subject to change.

Public Transportation

Our classroom and student clinics are served by [TriMet](#).



Library and Learning Resources

Library

Library materials include books, CDs, DVDs, journals, and acu-point models.

Learning Resources

These unique resources available to POCA Tech students through the POCA Cooperative:

- 1) POCA's encyclopedic forums and wikis – students are encouraged to use these for networking, career development, practice management information, clinical discussions, and research;
- 2) Liberationacupuncture.org – POCA Tech faculty are using these forums to write textbooks appropriate to the Liberation Acupuncture program;
- 3) *Dark Warrior Guide to Chinese Medicine* – an entry-level textbook for acupuncture students written by POCA member John Pirog (author of the *Practical Application of Meridian Style Acupuncture*) and donated in digital form to the Cooperative so that all members (particularly students) could have a copy at no charge. *Dark Warrior* is one of the school's basic textbooks; and
- 4) DARLA – POCA Tech's digital online resource library area.



Internet

Wi-Fi is available in the classroom and library.

Admissions

Admissions Requirements

Minimum Age

Applicants must be at least 18 years old.

Basic Education Requirement

Applicants must have completed at least 2 years (or 90-quarter credits or 60-semester credits) at an institution(s) of higher education accredited by a federally recognized accrediting agency.

This is usually undergraduate courses college.

Co-Requisites

420 hours (28 semester or 42 quarter credits) of Western Bio-Medicine, which are not taught at POCA Tech are required to graduate from POCA Tech. See Program Outline, page 23 for details.

English Proficiency

All instruction is in English. English language competency is required of all students seeking admission to our program. Applicants demonstrate language proficiency by success in their undergraduate college education, and during the admissions interview.

Foreign Students

Foreign citizens must receive approval from the US Immigration and Naturalization Service (INS) to study at POCA Tech.

Transfer Credits & Assessment of Prior Learning

All accredited Western Science and non-acupuncture general credits from Nationally or Regionally accredited institutions are accepted. All POCA Tech students enter at the beginning of the Liberation Acupuncture Program.

Ability to Benefit from POCA Tech

Applicants demonstrate their ability to benefit from POCA Tech by the grades they achieved in their basic education and co-requisite classes, as well as their participation in and understanding of the POCA cooperative.

Application Instructions

- Confirm that you are a POCA Acu-Punk / Student member in good standing. Only current members are eligible to apply. <https://www.pocacoop.com/membership/join-punk/>
- Submit completed application form including essays and the application quiz, a passport photo of yourself, and \$25 check for the application fee. Download application at www.pocatech.org Application materials are accepted **only** by snail mail. Mail the application to Admissions, POCA Tech, 3526 NE 57th Ave, Portland, OR 97213.
- Request official copies of all relevant school transcripts snail-mailed directly to Registrar at POCA Tech.
- Request 2 letters of recommendation, at least one from a current POCA member, to be snail-mailed directly to Admissions at POCA Tech. See application for required form.
- Interview with the Admissions Committee. After applications are complete, a member of the

POCA Tech Admissions Committee will contact applicants to arrange interviews. Interviews may be made in person, by phone, or by a conferencing system such as Google+.

- Once ALL the above requirements are met, applicants will be notified of their admission decision within 45 days.

Application Decision Notification

Applicants will be notified of their admission decision within 45 days of application completion.

Intent to Attend

After acceptance to POCA Tech, potential students have 30 days to return their “Intent to Attend” form along with a \$250 non-refundable deposit. Receipt of both of these guarantees the student a place in POCA Tech’s Cohort 4. The deposit will be applied to the first tuition payment.

Enrollment

Before the first class module and only by appointment, each student meets with the Registrar, completes and signs enrollment paperwork, and makes their first tuition payment. Blank enrollment forms will be emailed to students for their review prior to their enrollment appointment.

Admittance Deferral

Applicants who are admitted to POCA Tech may defer their admittance for 1 year only.

Reapplication for Denied Applicants

Applicants whose application is denied are invited to re-apply for future cohorts as many times as they wish.

Classroom Observation

One or two people at a time may observe class on Sunday mornings. Prior scheduling is required. Email registrar@pocatech.org

Transfer Policy

All students must start at the beginning of the program.

Finances

Tuition

Tuition for the POCA Tech's Liberation Acupuncture Program is \$5800 per year. The cost of clinic is included in tuition. Total program costs are listed below.

Payment Plans

\$2900 is due on the first class day of each semester - September and March.

Other Payment plans may be negotiated with the Registrar. Tuition payments must be current on the first class day of each semester.

Early Payment is accepted.

Late Fee - \$25 per month.

Termination – Student's enrollment will be terminated if tuition is one semester in arrears.

Payments

POCA Tech accepts payments by credit card, check, cashiers' check or money order. We do NOT accept cash payments.

Total Program Costs

Tuition:		\$17,400
Other Costs: Books and Class materials:		\$100-500
Co-requisite Classes (a broad range of costs based on the cost of credits at individual institutions)		
Additional Electives:		costs unknown
Supplies:		\$100-500
Clean Needle Technique Class (Paid to CCAOM)		\$150
First Aid and CPR Class (not offered at POCA Tech)	estimated	\$70
Student clinic malpractice insurance:	estimated	\$250
NCCAOM Examination (paid to NCCAOM)		\$1375
Total Program Costs:	at least	\$19,445

Optional: Private NCCAOM Exam Preparation Course (\$250-\$600)

Guaranteed Tuition

The annual cost of tuition remains the same for the three years that a student is in the program.

Financial Aid

State and Federal student loans and fee waivers are not available for POCA Tech students. Students are encouraged to fundraise tuition within their own communities whenever possible.

Cancellation and Refund Policy

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:

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;

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;

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 pro rated tuition, the school may retain the registration fee, book and supply fees, and other legitimate charges owed by the student;

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;

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), 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.

Any inquiry a student may have regarding this contract may be made in writing to POCA Technical Institute, 4317 NE Emerson St, Portland, Oregon 97218 or to Private Career Schools Licensing Unit, Higher Education Coordinating Commission, 255 Capitol St. NE, 3rd Floor,

Salem, OR 97310 or by calling (503) 947-5719.

Rules and Statutes for Oregon Higher Education Coordination Commission Private Career Schools

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_715/715_045.html and
https://www.oregonlegislature.gov/bills_laws/lawsstatutes/2011ors345.html (OAR 715-045-0036)

After withdrawal, tuition and fees must be paid in full and library books must be returned before transcripts are released.

Refund checks will be issued within 45 days.

Administrative/Academic Policies

Attendance

Attendance is expected for all regularly scheduled modules. Ninety percent attendance must be maintained for each year. Allowable absences are a maximum of 4 days per academic year. More than a total of 4 absences per academic year will trigger Academic Probation (see below).

If personal circumstances require missing classes, arrangements must be made by the student to reschedule missed material. Individual tutoring is available with prior arrangement and at additional cost.

Instructors record absences and tardies.

Tardiness

Students are expected to be on time to class. Tardiness is defined as being 10 minutes late to class, either in the morning or after breaks or lunch. Leaving class before dismissal by the instructor counts as a tardy. Three tardies equal missing ½ day. Tardinesses are cumulative per academic year.

Accommodations

In order to receive accommodations for mental, physical, emotional health or disability or other related concerns, a student must email a request to the Academic Dean. The Dean will create an individual accommodation plan to reviewed by the faculty for making up absences, missed material, or other academic matters.

Make-up Work

Make-up or work that did not pass is expected to be completed prior to the beginning of the next module. Work will be evaluated within 30 days.

Academic Probation

Excess absences (more than 4 days per year) and/or classwork that failed or was not completed will trigger Academic Probation.

Prior to the next module, students who are on Academic Probation must meet the Dean and present a written plan for making up missed class time, and completion of missing or failed assignments. The plan must include information of to whom assignments are to be given, and when they've agreed to complete grading.

After agreement, the Dean and the student must sign the written plan. A copy of the signed plan will be given to the Registrar and kept in the student's permanent file. The maximum duration of the agreement is 12 months.

Making up missed class time must be documented including the date, total time, course topic, and a signature from the instructor.

Leave Of Absence

Request for a leave of absence for a period up to a year must be submitted in writing and approved by the Director prior to the leave. Depending on the duration, a competency and placement exam may be required upon return at the discretion of the Director. A returning student will be expected to pay any remaining tuition due at the rate of the class he or she joins upon return.

Cancellation of Classes

The school reserves the right to suspend, cancel or postpone a module, modules, or clinic shifts in the event of an occurrence that unavoidably limits the use of facilities, such as fire, flood, winter storm, war, or civil disorder. In such case a pro-rata refund will be made of fees or tuition paid by the student, unless the student elects to continue the training in a later class.

Cancellation notice will be communicated by email or phone.

Grading Systems/Standards of Progress

Evaluations

See individual syllabi.

Grading Standards

Pass/Fail – Passing requires a grade of 75% or better on all evaluations. A comprehensive exam is held at the end of each year. Passing a comprehensive final exam is required before graduation. See individual syllabi for more specific information.

Progress reports including grades and cumulative hours are distributed at the end of each semester. The Dean will subsequently hold open office hours to discuss and advise about grades, academic progress, and other POCA Tech topics. Any challenges to the progress report will be managed with POCA Tech's Grievance Policy.

Email

All students will be assigned a POCA Tech email address. Students are expected to check their pocatech email daily and students are responsible for being aware of all communications sent to them via email by administrators or faculty.

POCA Membership

POCA student memberships must be current during POCA Tech student's entire enrollment.

Reinstatement after Student Withdrawal

After a Leave of Absence, a student may be readmitted to POCA Tech with approval of the Director and payment of tuition. Depending on the duration of the leave and at the discretion of the Director, a competency and placement exam may be required prior to return to class. Tuition rate will be the current amount for new students entering the program.

Identity Verification Policy

Student identity will be verified by a visual confirmation of picture ID during the enrollment process.

Code of Ethics

1. Ethics Philosophy

The purpose of this Code of Ethics is to support and encourage a culture of honesty and integrity

among all stakeholders. We are committed to conducting all POCA Tech's related affairs and activities with high standards of ethical conduct. We are committed to the responsible use of POCA Tech assets, to provide accurate, complete and objective information, to respect the confidentiality of information entrusted to us, to act in good faith and exercise due care in all we do, to comply with the rule of law and regulations, and to proactively promote ethical behavior. POCA Tech's Code of Ethics is built on the values of honesty and integrity, and of fairness, dignity and respect. These values reflect a shared view of how we want to operate and be seen by others.

2. Our Values

Honesty and Integrity - We pursue our mission with honesty and integrity. We are committed to act in good faith and to comply with the rule of law.

Fairness, Dignity and Respect - As we conduct the school's business on behalf of the POCA Cooperative, we strive to treat each other, POCA members and all the communities we serve with fairness, dignity and respect. As we would like to be treated, so shall we strive to treat others – with evenhandedness, worth, and high regard.

3. Summary Code

POCA Tech Directors and stakeholders must:

Be honest and ethical in their conduct, including ethical handling of actual or apparent conflicts and conflicts of interest.

Comply with applicable government laws, rules and regulations pertaining to their state's regulations on acupuncture, related therapies, and general business practice.

Maintain the confidentiality of information entrusted to them by POCA Tech or any of its stakeholders.

Deal fairly with POCA Tech students, faculty, staff, volunteers, clinic patients, and each other.

Provide our communities with information that is accurate, objective, relevant, timely, and understandable.

Proactively promote ethical behavior among peers in the work environment.

4. Compliance with Laws, Rules and Regulations

It is the policy of POCA Tech to conduct business activities in accordance with high ethical standards and fairness, and in compliance with all pertinent laws, rules and regulations. Each Director is responsible for complying with all laws and regulations set forth by their state, and POCA Tech policies and procedures that apply to his/her work on behalf of POCA Tech.

5. “Whistleblower” Protection

Employees are protected under federal and applicable state “whistleblower” protection laws

when they provide information to governmental/law enforcement agencies or self-regulatory agencies about actions they reasonably believe violate laws. When information is provided in accordance with the whistleblower statutes, the member will be protected from discharge from POCA Tech. In addition to the safeguards provided by the whistleblower protection laws, POCA Tech also extends whistleblower protections to stakeholders reporting allegations of ethical violations in good faith. We are also vitally interested in being informed of any suspected violation of a public law, regulation or rule. Employees having concerns or questions in this regard are encouraged to discuss these with their Circle.

6. Public Disclosures

When making statements about POCA Tech, effort and care will be exercised to ensure they are accurate, complete and understandable.

7. Reporting Ethics Violations

For employees having questions or concerns about compliance with the subjects described in this Code of Ethics, or are unsure about what is the “right thing” to do, we strongly encourage you to first talk with your Circle. Alternatively, any Director or stakeholder may communicate concerns or questions regarding this Code of Ethics in confidence to the members of General Circle. Reporting of ethics violations will be treated as confidential information and can be communicated anonymously.

8. Accountability

Members accused of violating this Ethics Code shall be so advised by General Circle. The General Circle shall provide an alleged violator with an opportunity to respond to the allegations and fairness shall be accorded all concerned. If the allegations are deemed to be meritorious, the General Circle shall determine what action shall be necessary.

Student Conduct

Students are expected to engage in responsible conduct that reflects credit upon the POCA community and to model good citizenship. Students are expected to preserve POCA Tech’s functions, maintain academic integrity, provide honest and accurate information, maintain confidentiality, prevent harm to self or others, foster a safe community, practice teamwork and cooperation, protect and preserve POCA Tech and personal property, and adhere to published policies, contracts, and local, state and federal laws.

POCA Tech Disciplinary Policies

Because one of POCA Tech’s goals is to make tuition as affordable as possible, the school’s

administrative structure is streamlined. Therefore, depending on perceived severity, disciplinary action can include verbal or written warnings, corrective action plans, probation, or program termination.

Those who disagree with disciplinary actions may use POCA Tech's Grievance Policy.

Verbal/Written Warning

POCA Tech will notify a student verbally or in writing of conduct which initiates the disciplinary process. The student will then sign a written acknowledgement that they have received a warning.

Corrective Action

The school shall seek whenever possible to create a corrective action plan to address disciplinary problems. In order to create such a plan, relevant Circles will be consulted as well as the student in question. The Administrative Circle reserves the right for final approval of a corrective action plan, though this may be delegated to Circles as needed.

Probation

Either as part of, or in lieu of, a corrective action plan, a student may be put on probation for a period of up to twelve months. The probationary time period will be determined by agreement of the relevant Circles and the administration. Probation will include a written plan for improvement, agreed to by the student and the administration. If no further incidents occur during the specified period of time, the student will be fully reinstated.

Termination

If a corrective action plan cannot be found which is acceptable to both the student and the administration, the student may be subject to termination. Should additional disciplinary incidents occur while a student is on probation, the student may be terminated from POCA Tech.

One year after termination, terminated students may reapply to the POCA Tech program. To rehabilitate themselves, they will have volunteered with POCA for that year, and taken other steps as needed to prevent the actions which resulted in their termination from reoccurring. If re-accepted, they will be treated as new students and start at the beginning of the program.

Termination by the School

The school reserves the right to terminate a student immediately under certain circumstances. In addition to the Prohibited Conduct Policy, a student who fails to maintain satisfactory progress, violates safety regulations, interferes with other student's work, is under the influence of alcohol

or drugs, or does not make tuition payments is subject to immediate termination.

Terminated students may receive tuition refunds according to the POCA Tech refund policy.

Termination Date

The official termination date shall be the last date of recorded attendance when withdrawal occurs in any of the following manners:

- When POCA Tech receives notice of student's intention to discontinue the training program;
- When student is terminated for a violation of a published POCA Tech policy which provides for termination; or
- When student, without written notice to POCA Tech, fail to attend classes for two consecutive modules.

Prohibited Conduct

Attempting or engaging in any of the following conduct is specifically prohibited and may result in immediate termination from the POCA Tech as a student, instructor, volunteer, or administrator.

(1) Academic dishonesty which includes, but is not limited to, the following:

- (a) Plagiarism defined as appropriating or incorporating any other person's published or unpublished work in one's own work without full, clear and correct acknowledgment;
- (b) Copying from another person's academic work without proper acknowledgment;
- (c) Using assistance or materials that are expressly forbidden to complete an academic product or assignment;
- (d) The unauthorized collaboration with any other person during the completion of independent academic work;
- (e) Knowingly falsifying or assisting in falsifying in whole, or in part, the contents of one's academic work;
- (f) Permitting any other person to substitute oneself to complete academic work; or
- (g) Engaging in any academic behavior specifically prohibited by a faculty member in the course covenant, syllabus, or individual or class discussion.

(2) Conduct that obstructs or disrupts any learning, teaching, research, administration, adjudicative process, public service functions or school-sponsored events or activities.

(3) Failure to be truthful to the school or a school official. This includes, but is not limited to, knowingly making false charges against another member of the school community; and

providing false or misleading information in an application for admission, to gain employment, or in a school hearing or process.

(4) Forgery, alteration, or the misuse of school documents.

(5) Failure to comply with the direction of or failure to identify yourself to a school official or other public official acting in the performance of their duties.

(6) Physical abuse of any person including, but not limited to, physical assault with bodily injury or the threat of physical harm to another person.

(7) Viewing, recording, photographing, or filming another person without that person's knowledge and consent, while the person being photographed, recorded, viewed or filmed is in a place where he or she would have a reasonable expectation of privacy.

(8) Unauthorized entry into, or onto, or the unauthorized remaining in, or upon, any school premises; or the unauthorized possession, duplication, or use of a school key or other access device.

(9) Intentional sounding of a false alarm which includes, but is not limited to, initiating or causing to be initiated any false report, warning or threat, such as that of fire, explosion or emergency that intentionally causes a false emergency response; and the improper use or disabling of safety equipment and signs.

(10) Failure to evacuate during a fire alarm; the improper use or damaging of fire prevention or safety equipment, such as fire extinguishers, smoke detectors, alarm pull stations, or emergency exits; or the unauthorized setting of fires.

(11) Damaging, defacing, destroying, or tampering with, school property or other personal or public property. This includes, but is not limited to, graffiti and vandalism.

(12) The attempted or actual theft of property or services.

(13) Possessing firearms or other dangerous weapons other than to secure them with police services; the unauthorized use, possession or storage of any explosives, fireworks, dangerous chemicals, or substances; or the use of any instrument designed to cause harm, or realistic replica of such instrument, in such a manner which might reasonably threaten or cause fear or alarm to others.

(14) Sexual misconduct which includes the following:

- (a) The actual or attempted sexual intercourse or sexual contact that is unwanted or forced upon another, without the consent of that person. Sexual contact is any intentional contact with the breasts, buttock, groin or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts. Sexual intercourse means any anal, oral or vaginal intercourse, however slight, with any object. Consent means that at the time of the act of sexual intercourse or sexual contact there are actual words or conduct indicating a voluntary and mutually understandable agreement between the parties to engage in the action(s) or behavior(s). Consent may not be given or granted when one's capacity for effective decision making has been diminished by the use of alcohol or drugs, or a person is unconscious, or is experiencing some other cognitive impairment. Consent is not considered voluntary when obtained through threats, intimidation, or coercion. Sexual misconduct can occur with any combination of genders, gender expressions and sexual orientations.
- (b) The photographing or filming of the intimate areas of another person without that person's knowledge and consent and under circumstances where the person has a reasonable expectation of privacy, whether in a public or private place.
- (c) Sexual exploitation which occurs when one takes non-consensual or abusive sexual advantage of another for another's advantage or benefit and that behavior does not otherwise constitute one of the other sexual misconduct prohibitions. Sexual exploitation includes, but is not limited to, going beyond the boundaries of consent (such as allowing others to view otherwise consensual sexual activity).

(15) Harm, which is behavior directed at an individual that is sufficiently severe, pervasive, or persistent such that it diminishes or interferes with the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the school or an employee to engage in their work duties.

(16) Stalking which is defined as repeatedly engaging in a course of conduct directed at another individual that would cause a reasonable person to experience alarm, fright or determine that their safety, or the safety of those affiliated or associated with them is at risk.

(17) Harassment which is defined as conduct against a person on the basis of race, color, ethnicity, national origin, religious affiliation, sex, gender identity or expression, disability, age, military status, marital status or sexual orientation that is sufficiently severe, pervasive, or persistent to create an objectively hostile environment that interferes with or diminishes the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the school, or an employee to engage in work duties.

(18) Being charged with violation of federal, state, or local law by law enforcement, or

conviction of a felony or misdemeanor, under circumstances where it is reasonable to conclude that the presence of the person on school premises would constitute a danger to the health, or personal safety of members of the school community.

Prohibited Conduct Complaint Process

Any POCA Tech student, instructor, volunteer, or administrator may submit a complaint against any other member of the POCA Tech community alleging prohibited conduct. The complaint must be submitted in writing to the OL of the Administrative Circle (currently the Director). A complaint should be submitted as soon as possible after the event has taken place.

The OL will notify the respondent of the complaint in writing.

Respondents have the right to be informed of the charges against them and know who the complainant is; to hear and respond to information upon which a charge is based; to call relevant persons to provide information at committee hearings; and to request that any person serving as an administrator, or serving as a committee member, be replaced on the grounds of bias, prejudice, or conflict of interest.

If the respondent disagrees with the substance of the complaint, a committee will be assembled, composed of one faculty member, one administrator, and one student. The committee will review the complaint and meet with both parties as soon as possible. The committee will make a written decision within 30 days of receiving the complaint.

Complainants have the following rights: to inquire about the status of the complaint; to call relevant persons to provide information before the committee in cases where a complaint alleges sexual misconduct, sexual harassment, or physical abuse; to request that any person serving as an administrator, or serving as a committee member, be replaced on the grounds of bias, prejudice, or conflict of interest.

The Prohibited Complaint Process is separate from the POCA Tech Disciplinary Process and from the POCA Tech Grievance Process. The Grievance Process may be accessed by any member of the POCA Tech community who feels aggrieved by either the Prohibited Complaint Process or the POCA Tech Disciplinary Process.

POCA Tech Grievance Policy

First, every effort must be made to informally resolve the grievance between the parties directly. If this is unsuccessful or not possible, the grievance is brought to the Operational Leader (OL) of the appropriate Circle (or to the Director as General Circle OL). This should be done as soon as

possible and within 30 days of the first informal resolution attempt. The appropriate OL will meet with the involved parties and attempt resolution.

If the grievance cannot be resolved in the informal phase, the appropriate OL will represent the individual at the next GC meeting. If the aggrieved member of the POCA Tech community does not want to approach the OL of their Circle or the Director, then the grievance may be brought to the General Circle as a whole. This may be done either by submitting the grievance in writing to the GC, or by placing the grievance on the GC's agenda and attending that meeting. The GC will attempt to resolve the grievance as soon as possible.

The GC may form an ad-hoc grievance committee to address the issues and the parties involved; this committee may include a member of the Top Circle/BOD as needed. Resolution is expected within 30 days of the committee's appointment.

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail, POCA Tech community members may contact: Private Career Schools Licensing Unit, Higher Education Coordinating Commission, 255 Capitol St. NE, 3rd Floor, Salem, OR 97310. After consultation with appropriate Department 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 Department will begin the complaint investigation process as defined in OAR 715-045-0023 Appeals and Complaints.

Student/School Agreement Policy

During their enrollment appointment, students will be asked to read and sign the following Student/School Agreement Policy.

I recognize that the only purpose of POCA Tech is train punks for the POCA Cooperative, and that POCA Tech would not exist without the personal sacrifices of many Co-op members.

I understand that part of POCA Tech's role as an acupuncture school is to be a gatekeeper for people entering the acupuncture profession: to prepare graduates to be independent healthcare practitioners. Clinical supervisors are obligated to address situations in which they feel an intern's judgment, maturity, emotional stability, temperament, and/or attitudes may make punking a poor fit as a career. Clinical supervisors may create plans for improvement for students (subject to approval by the Clinic Circle) to follow as a result of identifying these situations. Interns are obligated to fulfill these plans for improvement; failure to do so will result in failing clinic evaluations.

POCA Tech assumes that student interns in clinic are on their best behavior because they're being supervised. **Our role is to make sure graduates are prepared to practice without our supervision.** We have to assume that students might behave less well when nobody is watching. So if student interns struggle with being on time, on being attentive and responsible to patients, with following procedures and complying with laws, etc., we have to assume that these problems will all be worse when they're not being supervised. **And that means we can't in good conscience advance them through the program.**

I recognize that it is possible to fail the clinic portion of the program.

I also understand POCA Tech has a responsibility to fulfill its mission to recruit and train students to provide acupuncture to underserved communities through the People's Organization of Community Acupuncture (POCA), and to establish an academic foundation for the practice of liberation acupuncture.

POCA Tech's educational structure was designed by employers of the POCA Cooperative to fulfill its mission and goals. If the faculty, administration, and/or clinic supervisors of POCA Tech receive the impression that students either lack commitment to providing acupuncture to underserved communities through POCA (examples: letting their POCA membership lapse, arguing about needing a POCA membership, questioning the graduation requirement), don't recognize the contributions of the patients and volunteers of the co-op to their education (example: being dismissive of volunteers), aren't receptive to the education designed by the employers of POCA, or are not planning to fulfill their post-graduation commitment, the school may take corrective action, including but not limited to warnings, probation, and termination.

Non-Discrimination Policy

POCA Tech does not discriminate against any individual, whether student, volunteer, instructor, or administrator on the basis of age, physical disability, sex, sexual orientation, gender identity, race, color, religion, national or ethnic origin, marital status, or any other status protected by the law (ORS 659.850) in its admissions or employment practices.

POCA Tech students, volunteers, instructors, and administrators are expected to adhere to this non-discrimination policy. Those who cannot, will be have their enrollment or employment terminated.

Any student, volunteer, instructor, or administrator who believes that they have been discriminated against is encouraged to use the POCA Tech Grievance Policy. As well, "Any person unlawfully discriminated against, as described in ORD 345.240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries."

If the aggrieved student is not satisfied with the written response from the above responders, they may choose to contact ACAOM at 8941 Aztec Drive, Eden Prairie, MN 55347 Tel: (952) 212-2434 Fax: (952) 657-7068

Student Services

One of POCA Tech's goals is to make tuition as affordable as possible, and as such the school's administrative structure is very lean.

Placement assistance

During the course of the program, POCA Tech instructors and staff will endeavor to provide guidance to students as they determine whether they want to be a POCA clinic employee, employer, and/or clinic owner. During school tenure all POCA Tech students will be expected to be either actively pursuing employment opportunities with POCA clinics, or preparing to open their own POCA-qualified clinic in an underserved area. Graduation from POCA Tech is contingent upon having a strong plan of action for future employment within the co-op.



Mentorship

POCA Tech provides and supports these programs:

- **Working Punk Guides:** Working community acupuncturists volunteer their time to provide an informal “in the field” perspective.
- **Big Sib Program:** New students are paired with current students who provide support and guidance as they begin their journey.

Student Circle

The Student Circle is the organizing, governing, and communication committee of each cohort - for itself and within the larger POCA Tech organization. Each Cohort's Student Circle sends 2 representatives to the All Student Circle. The All Student Circle sends representatives to POCA Tech's General Circle.

Student Housing

Student housing will be facilitated through the POCA Forums and POCA Tech Student Circles.

Student Culture

When the community acupuncture model was brand new, there were two specific objections we heard:

- 1) There's no demand and no market for affordable acupuncture; and
- 2) Patients will not want to come to a low-cost high-volume practice and practitioners won't want to work in one long term because there's no way such a practice will be anything BUT chaotic, dirty, noisy, and exhausting. In other words, if you open up a low cost practice to the public, all hell will break loose (and they'll end up trashing the clinic, or demanding so many things the clinic can't provide, it'll be impossible to run it).

What happened, of course, was that it turned out the community acupuncture model worked just fine because 1) enough people do want affordable acupuncture that if a supply is offered (within our model at least), the demand will grow to support it; and 2) the vast majority of people who are attracted to community acupuncture clinics are lovely, and they refer their equally lovely friends. There are unfortunately exceptions (because humans), but in general, the people who walk through the door of a community acupuncture clinic bear no resemblance to descriptions of "the public" that other service workers, such as food servers, have to deal with. Community acupuncture patients demonstrate vast diversity with respect to age, race, culture, socioeconomic status and political views, but remarkable consistency in being delightful to work with.

Another way of saying this is that it's the patient culture of community acupuncture clinics that makes them possible. You couldn't in fact run a community acupuncture clinic if your patient population wasn't predominantly gracious, grateful, receptive, and most importantly -- supportive and protective of the clinic itself. (These traits do not correlate in the least with "familiarity with acupuncture". In fact there may be a slight reverse correlation.)

CA patients as individuals may or may not have the language to describe it this way, but the important thing is that the majority of them *behave* like cooperators rather than consumers. They come to the clinic to get their individual needs met, but they understand that the clinic isn't just there for them as individuals and by supporting the clinic, they are actually part of meeting a community need. It's a very, very cool phenomenon, and without it, the community acupuncture movement wouldn't exist.

The key is that almost all community acupuncture patients intuitively grasp that CA is all about working with limited resources -- *shared* limited resources. Patients who want what we can't provide almost always self-select out, and rarely have to be "fired". They understand that what a

CA clinic can offer them is limited; what you see is what you get. Patient culture in a CA clinic is based on realistic expectations of the clinic; the clinic's part in supporting this is to be transparent. Most patients also grasp that their punks and other clinic workers aren't making a lot of money, and sincere appreciation goes a very long way.

Oddly enough, it's taken us over two years to realize that the same principle has to apply to a community acupuncture school and its students.

We can't in fact run POCA Tech if the student population isn't predominantly gracious, grateful, receptive, and most importantly -- supportive and protective of the school itself. Just as for punks in a clinic, the work is too demanding and the pay too low. (The fractal strikes again!)

The culture that you will need your patients to create and maintain for you as a punk is the same culture we need you to create and maintain within the student body. So it's good practice, right?

We're not saying that it's easy -- creating culture is *hard*. And you are students, so you're learning. In fact we're all learning about how to create a community acupuncture school, since nobody has done that yet and we're the only ones willing to try. Furthermore, we can't tell you how to create culture for the student body, because you're the only ones who can figure that out. But culture is the main asset of the community acupuncture movement itself, and it was mostly created by the patients, so we don't think it's unreasonable to ask you to participate in the overall effort.

Returning to the first objection to the community acupuncture model, though -- that there's no market and no demand for affordable acupuncture -- it's very important to acknowledge that the people who said that *are not entirely wrong*. There are plenty of acupuncturists who have tried to offer affordable acupuncture who gave up because they weren't busy enough. Some of those were POCA punks. And there's a long list of reasons that those practices failed.

One reason on that list is worth honing in on, and that's an entitled attitude on the part of the practitioner. Lots of acupuncturists have the attitude that the skills they have to offer are so amazing that they simply deserve to be busy -- but that's just not how this market works. And the most common reason that community acupuncture practices fail is that, as a result of all kinds of factors, the practitioner won't or can't bring enough energy, focus and enthusiasm to bear on the project. Sometimes that's because of factors beyond the practitioner's control. But it's not beyond anyone's control to excise any sense of entitlement they have -- and it's a wise choice, because entitlement will prevent you from doing the hard and humbling work you'll have to do to succeed as a punk.

To sum up: an entitled attitude is the kiss of death for a community acupuncture clinic. On the part of the patients, because entitled and demanding patients are too hard to serve in this model. On the part of the practitioner, because an entitled practitioner can't give the clinic what it needs (which is the practitioner's lifeblood). So figuring out how to deal with entitlement in the student culture is great practice for figuring out how to deal with it later, when there may be fewer people around to help.

Student File Access

Records Access

Students may request access to their Student Files by written request to POCA Tech's registrar. The Registrar's office will respond and make access arrangements as soon as possible, and within 45 days.

Transcripts

Upon written request to POCA Tech's registrar, transcripts will be issued within 30 days after verification of classroom and clinical hours, as long as all tuition and school fees are paid in full. The original transcript is included in the tuition fee. Additional transcript copies are \$25 each.

Graduation transcripts are automatically submitted to the NCCAOM for student certification.

Release of Information (Confidentiality of Student Records)

POCA Tech school officials will not release information from a student's education or payment records without written permission from the student.

School officials report student directory information to the Oregon Higher Education Coordinating Commission and other regulating agencies. Directory information includes the student's name; date of birth; county, zip code, and state of residence; and self-reported gender and race information.

Student Rights and Responsibilities

Right to Access/Responsibilities of Access

POCA Tech shall be open to applicants who are qualified according to current admission requirements within the limits of its resources and facilities. POCA Tech's goal is to make acupuncture accessible to communities that would not otherwise receive it, by training acupuncturists who are committed to serving those communities through the POCA Cooperative.

POCA Tech students have the responsibility to think about access to health care in general and acupuncture in particular. POCA Tech's resources are limited and students have the responsibility to continually consider how well they are using those resources and what they will do with their training to increase access to acupuncture for underserved communities.

Right to Transparency/Responsibilities of Transparency

POCA Tech shall be transparent in its operations and particularly in its finances. Tuition at POCA Tech is a significant financial commitment for students. POCA Tech also depends on the generous social and financial support of the POCA Cooperative. Applicants to POCA Tech and other members of the POCA Cooperative have the right to know exactly how their resources are being used.

Right to Confidentiality/Responsibilities of Confidentiality

POCA Tech student records and information are protected and governed by federal and state laws. Information about student views, beliefs, finances, private activities, political associations and health status which is acquired or learned by school employees and volunteers in the course of work is to be treated with professional judgment and confidentiality. Professional evaluations and references about the ability and character of students may be provided by employees and volunteers under appropriate circumstances.

POCA Tech students have the responsibility to protect patient records and information in the course of their volunteering, observation, and clinical training. POCA Tech students further have the responsibility to treat information about fellow students', POCA Tech employees' and volunteers' views, beliefs, finances, private activities, political associations and health status with respect and confidentiality.

Right to Be Informed/Responsibility to Be Informed

POCA Tech applicants have the right to be informed about class requirements, school policy and procedures, and important developments in the POCA Cooperative.

POCA Tech students have the responsibility to understand and abide by school policies. Because one of POCA Tech's goals is to make tuition as affordable as possible, the school's administrative structure is very streamlined. POCA Tech applicants have the responsibility to take the initiative to become informed, and when possible to share information with other current and prospective students about class requirements, school policy and procedures, and important developments in the POCA Cooperative. POCA Tech applicants have the responsibility to learn to use the co-op's online forums and to check them regularly.

Right to Assessment/Responsibilities of Assessment

POCA Tech students have the right to participate in assessments of programs, course content, and educational objectives.

POCA Tech, as a brand-new school who has been awarded candidacy to accreditation, is seeking full accreditation through ACAOM, the Accreditation Commission for Acupuncture and Oriental Medicine, as soon as possible. POCA Tech applicants have the responsibility to research how POCA Tech's accreditation status will impact their ability to obtain a license in the state where they wish to practice. POCA Tech students further have the responsibility to help the school with the accreditation process, by actively participating in assessments, committees, and other volunteer work that this process may require.

Right to Participation/Responsibilities of Participation

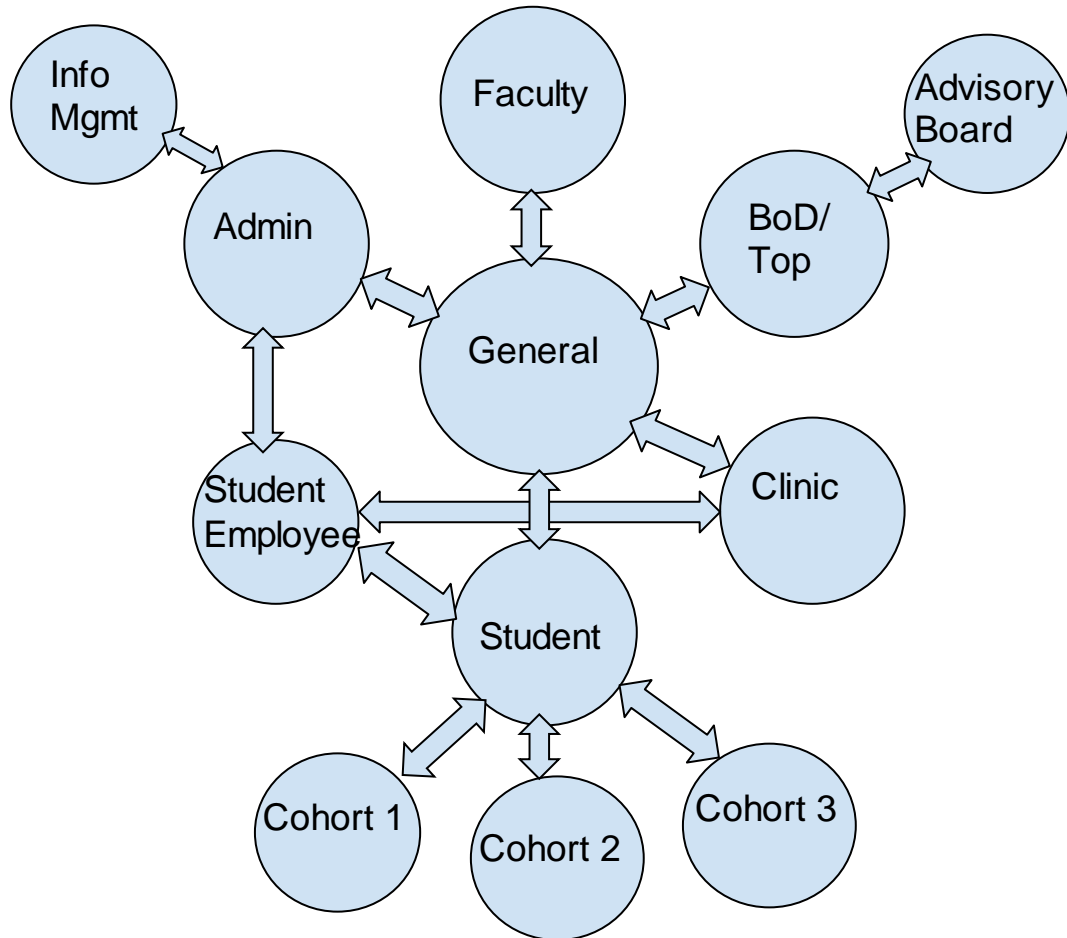
POCA Tech students have the right to participate in the operations and governance of both POCA Tech itself and the POCA Cooperative.

POCA Tech governs itself using principles of participatory democracy in the sociocracy model (www.sociocracy.info). To participate in the operation and governance of POCA Tech, each cohort self-organizes a self-governing Student Circle, and sends representatives to the All Student Circle. All Student Circle represent students participate in governance of POCA Tech through participation in POCA Tech's General Circle.

The first unwritten rule of the POCA Cooperative which students have the responsibility to learn is, "If you've got a complaint, congratulations, you've got a job." POCA Tech students have the right to identify problems with the school, and if they do, they have the responsibility to work on the solutions.

Both POCA Tech and the POCA Cooperative depend heavily on generous investments of volunteer time, talent and skills. Neither would exist without this continual infusion of social capital. POCA Tech students have the responsibility to understand how much their education is the result of other co-op members' volunteerism, and to reciprocate in volunteering for the co-op as much as they are able.

Sociocracy Circles Chart



Ownership Statement

POCA Technical Institute is a 501c3 nonprofit educational corporation and is a project of the People's Organization of Community Acupuncture (POCA). POCA is a multi-stakeholder cooperative whose mission is to create a stable and sustainable economic foundation for the delivery of affordable acupuncture, and to establish and maintain structures to that end.

Board of Directors / Top Circle

- Melissa Tiernan, L.Ac., DOM, President
- Jade Fang, L.Ac., MAOM, Secretary
- Helen Scharber, Ph.D., Treasurer
- Sr Eileen McKenzie, FSPA, RN, CA, MAOM
- Lisa Rohleder, L.Ac., MAcOM
- Phyllis Spaulding, MA
- John Vella, L.Ac., MAcOM

Advisory Board

- Gloria Gostnell, Ed.D
- Ron Knight, BA
- Susanna Morrill, Ph.D.
- Pamela Potter, D.NSc, RN
- Darius Rejali, Ph.D.
- Amy Vance, MSW

Administration

- Lisa Rohleder, L.Ac., MAcOM, Executive Director
- Skip Van Meter, L.Ac., MAcOM, Academic Dean
- Carmen Doerge, MLS, Registrar and Business Manager

Webmaster

- Wade Phillips, Webmaster and Tech Support

Teaching Faculty

Core Faculty

- Lisa Rohleder, L.Ac., MAcOM (OCOM)
- Skip Van Meter, L.Ac., MAcOM (OCOM)
- John Vella, L.Ac., MAcOM (OCOM)
- Cortney Hartman, L.Ac., MAcOM (OCOM)
- Sarah Evans, L.Ac., MSOM (SWAC)

Adjunct Faculty

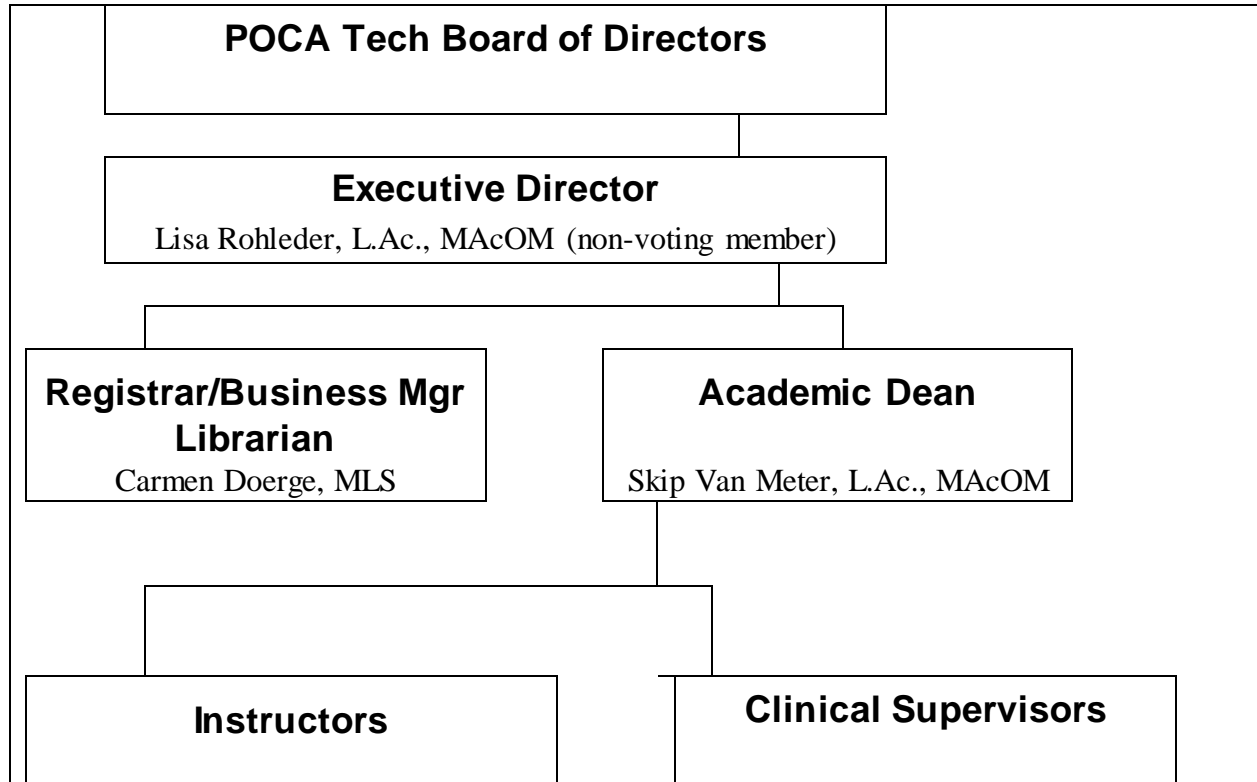
- Allyson Abraham, L.Ac., MAcOM
- Sarah Allen, L.Ac., MTCM
- Chris Dixon, Ph.D
- David Whitsitt Goodson, L.Ac., MSAOM
- Tamara Jones-Childs, L.Ac., MAcOM
- Lori Ann Lima, RN, FNP
- Joni McSpadden, RN, MSN
- Suzanne Morrissey, Ph.D
- Dale Rhodes, M.A.
- Shoba Satya, L.Ac., MAcOM
- Patricia Zschau, L.Ac., MAcOM

Presenters

POCA members from around the US and Canada travel to Portland to teach at POCA Tech.

- Jade Fang, L.Ac., MAOM
- David Lesseps, L.Ac., MSTCM
- Cris Monteiro, L.Ac., MSTCM
- Melissa Tiernan, L.Ac., DOM
- Lisa Baird, R.Ac., DoTCM
- Ellen Vincent, L.Ac., MSTCM
- Josh Whitely, L.Ac., MSOM
- Michelle Rivers, L.Ac., MSOM

Organization Chart



Disclaimer

POCA Tech provides its website, catalog, handbooks, and any other printed materials or electronic media for general guidance. Students are cautioned that changes or additions to such policies or rules may become effective since their publication in various materials either as printed or digital material. As such, the school does not guarantee that the information contained within them are up-to-date, complete and accurate, and individuals assume any risks associated with relying on information without checking other credible sources, such as the Dean or Registrar. In addition, a student's or prospective student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract. Further, POCA Tech reserves the right to make changes as required in course offerings, curricula, academic policies,

and other rules and regulations affecting students, and these changes are to be effective when determined by the appropriate authority within the school, whether during a student's enrollment or otherwise. Registration of all students is accepted subject to these conditions. Links or references to other materials or websites provided in the above-referenced sources are also for information purposes only and do not constitute POCA Tech's endorsement of products or services referenced.)

Licensing and Accreditation

Oregon

POCA Tech is licensed in Oregon as a private career school by the Higher Education Coordinating Commission.

Higher Education Coordinating Commission
255 Capitol St. NE, 3rd Floor, Salem, OR 97310
Tel (503) 947-5751

National

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) is the national accrediting agency recognized by the U.S. Department of Education for accreditation and pre-accreditation ("Candidacy") of professional master's-level certificates in acupuncture, such as POCA Tech's. POCA Tech students and graduates may apply for certification with the NCCAOM (National Certification Commission for Acupuncture and Oriental Medicine). POCA Tech students and graduates who are certified by the NCCAOM are eligible to sit for licensing exams.

[ACAOM](#) is located at 8941 Aztec Drive, Eden Prairie, MN 55347 Tel (952) 212-2434 Fax (952) 657-7068.

Accreditation Status

The Master's level Certificate in Acupuncture program in English of the POCA Technical Institute has been granted Candidacy status by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068.

Accreditation is a vital part of graduates being able to get acupuncture licenses. Most states require applicants for acupuncture licensure to have passed the NCCAOM exams. In order for students to be certified to take the NCCAOM exams, they must attend an accredited school or

one that has been admitted to “Candidacy Status”.

We designed POCA Tech’s program to meet the standards of the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Getting accredited is a core part of POCA Tech’s purpose. It will take at least three years for our acupuncture school to get fully accredited. The process is laborious both for the school itself and ACAOM, the accrediting agency. You can read more about accreditation here: <https://www.pocatech.org/licensing-and-accreditation> or <http://www.acaom.org/get-accredited/>. POCA Tech’s accreditation status updates will be posted in <https://www.pocatech.org/licensing-and-accreditation> .

Practitioner Licensing

Most states license acupuncture practitioners, and have individual licensing requirements. Here’s a chart of state by state licensing requirements from the NCCAOM:

<http://www.nccaom.org/regulatory-affairs/state-licensure-map>

Oregon: [Oregon Medical Board](#), 1500 SW 1st Ave., Suite 620, Portland, OR 97201-5847. 971-673-2700.

Washington: [Washington State Department of Health](#), P.O. Box 47865, Olympia, WA 98504-7865. Email - hsqa.csc@doh.wa.gov.

Other Related Documents

POCA Tech Student Handbook: (distributed at student’s enrollment, and when updated.)

POCA Tech Student Clinic Handbook: (distributed during the second class year, and when updated.)

POCA Tech Business Office

3526 NE 57th Ave
Portland, OR 97213
503-781-9740
Registrar@pocatech.org