



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

Catalog 2020 - 2021

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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

Vision and Values

Guided by the values of cooperation, social justice, and solidarity, POCA Tech generates skilled, socially conscious, and dedicated acupuncturists who are committed to impacting their communities for the common good, with a preferential option for our neighbors who are underserved.

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. Recruit students from the patient populations that POCA co-op clinics serve, with a preferential option for students who have a strong commitment to serving marginalized communities after graduation;
2. Train students in an affordable, trauma-informed educational setting that emphasizes social justice in healthcare;
3. Provide opportunities for students to learn organizational management through the praxis of school and clinic operations;
4. Provide professional development coaching for students to strengthen the key capacities for being a producer: resiliency, initiative, personal maturity, risk-tolerance, and leadership skills;
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. Develop the principles, mechanisms, and implications of Liberation Acupuncture within an interdisciplinary context, providing opportunities for its praxis through the POCA co-op clinics and its 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, or the equivalent;
- Examine dynamics of oppression, particularly as they relate to health, the social determinants of health, and access to healthcare;
- 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; demonstrate an understanding of their ethical, legal, and cooperative responsibilities; and identify and implement best practices for financially sustainable clinic operations;
- 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;
- Successfully participate in the development of liberation acupuncture as a school of thought and practice;
- Actively and effectively engage in the sociocratic governance of the school and the co-op; 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. New students start in Cohort 7.

2020/2021					
Cohort 7		Cohort 5		Cohort 6	
Year 1		Year 3		Year 2	
Tuition due 9/4 & 3/6		Tuition due 8/8 & 3/13		Tuition due 9/19 & 3/20	
Orientation 9/4					
Module 1	9/4 to 9/8	Module 21	8/8 to 8/11	Module 11	9/19 to 9/22
Module 2	10/3 to 10/6	Module 22	9/12 to 9/15	Module 12	10/17 to 10/20
Module 3	10/31 to 11/3	Module 23	10/10 to 10/13	Module 13	11/14 to 11/17
Module 4	12/5 to 12/8	Module 24	11/7 to 11/10	Module 14	12/12 to 12/15
January - Winter Break					
Module 5	2/6 to 2/9	Module 25	2/13 to 2/16	Module 15	2/20 to 2/23
Module 6	3/6 to 3/9	Module 26	3/13 to 3/16	Module 16	3/20 to 3/23
Module 7	4/3 to 4/6	Module 27	4/10 to 4/13	Module 17	4/17 to 4/20
Module 8	5/1 to 5/4	Module 28	5/8 to 5/11	Module 18	5/15 to 5/18
Module 9	6/5 to 6/8	Module 29	6/12 to 6/15	Module 19	6/19 to 6/22
Module 10	7/3 to 7/6	Module 30	7/10 to 7/13	Module 20	7/17 to 7/20
August - 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.

Faculty

POCA Tech faculty are working punks who serve as valuable role models for students, and have extensive real-world experience with POCA clinics. They teach Liberation Acupuncture in the context of its praxis. Interactions with faculty should provide students with answers to the questions: what value does this knowledge have in the real world with real people of ordinary incomes? What value does this knowledge have for marginalized communities? What's it really like to take care of a thousand or more patients, every year?



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.

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.

Educating the Next Generation of Community Acupuncturists

If you're thinking of applying

Have you read [this](#) from our website?

POCA Tech FAQs

Current [FAQs](#) can be found on POCA Tech's website.

Program Outline

Co-Requisites

28 semester credits/42 quarter credits/420 clock hours of Western Biomedical classes which are not taught at POCA Tech. Required courses are:

- Medical Terminology,
- Anatomy & Physiology I & II

Co-Requisite Requirements and Rationales

All Co-requisites must be completed before graduation

Medical Terminology and *Anatomy & Physiology 1 and 2* are important and useful for completing the NCCAOM Certification exams.

Other co-requisite science classes add to overall understanding of Liberation Acupuncture, and must be completed before graduation.

Credits must be from institutions of higher education accredited by a federally recognized accrediting agency. Their hours cannot be included as part of the Basic Education Requirement. CEU hours cannot be included.

Conversions: 1 quarter hour = 10 clock hours. 1 semester hour = 15 clock hours

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

Clean Needle Technique, and First Aid and CPR are additional required courses not provided by POCA Tech. Clean Needle Technique must be completed before Clinic Observation can begin, and First Aid and CPR must be completed (and certificates must be current) before graduation. These classes are not offered on campus and are an additional student expense.

Total Course Clock Hours

Acupuncture Medical Theory: 845.5 hours

Counseling, Communication, Ethics, & Practice Management: 91 hours

Western Biomedical Classes: 458.5 hours

Clinical Hours: 710 hours

Total: 2105 hours

Electives

Elective courses may be created and added by request of the Student Circle.

Clinical Observation

First year students: 120 hours total - 80 hours of observation in the treatment room and 40 hours of administrative support (usually reception).

Second year students: 40 hours of administrative support (usually reception).

Third year students: 50 hours total - 40 hours of administrative support (usually reception) and an additional 10 hours devoted to learning how to run a POCA volunteer program (may include conducting volunteer trainings, helping to update training manuals, outreach, and other volunteer projects)

Clinic Observation hours are scheduled between the clinic providing observation and the student.

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, write case studies, 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 in Portland. Students should expect to live in Portland during their internship.

Intern shifts are scheduled by the Dean.



Graduation Requirements

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

Please see Student Handbook.

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 first year students must attend POCA Tech on a full-time basis. Most students will attend POCA Tech full-time until graduation.

Part-Time Enrollment

Attending POCA Tech part-time presents various difficulties that can be summed up by noting that the modules of the curriculum are designed to be cumulative: each module builds upon the proceeding one. This is especially true for the first two years. However in special circumstances a student would be best served by matriculating part time. What follows are rules on how to do

that:

1. The first year needs to be completed full time.

POCA Tech isn't just a set of classes. It strives to teach how to understand acupuncture in order to practice it the way we want: community/liberation acupuncture. This implies that the experience needs to be as immersive as possible. Starting off the program part time will dilute the foundation of what we are teaching and so we require that all students complete the first year of the program as full time students.

2. The last two years can be broken up into two parts each.

A. The second year is all about learning and applying specific approaches to performing acupuncture. In addition, the second year is when internships normally begin. However due to life circumstances some students cannot start their internship until later in year 2. This allows us to break up year two into two parts where students commit to completing four or five modules one year then the remaining modules the year after: taking two years to complete year two.

In making this split however it should be noted that during the first of the two years the students cannot take any of the modules that include studying for the year two final or the modules after that. Looking at cohort 4's curriculum which has their year 2 final in module 18 with module 17 devoting much of its time to review for the final, a student looking to go part time cannot take modules 17-20 (April-July). The other modules (11-16) can be taken in either of the two years. Then for their second year of part time they would take the remaining modules, including modules 17-20. Before beginning part-time enrollment, the student must declare which modules they will take in the first year and which in the second year.

B. Year three can be broken up into two years or taken as a full time student. However if broken up into two years the student must declare ahead of time which modules they will take in each of the two years with modules 29 and 30 being taken in the second year.

3. Any part time request must be approved by the Faculty Circle.

4. A word about interning.

POCA Tech cannot guarantee that a student can complete their internship in less than a year and a half. Any request to do so must be made formally and the Dean must sign on to any internship schedule that the student requests.

5. Fees.

Additional fees will be charged for part-time enrollment.

POCA Tech Program Summary

Year 1

Year 1 is about:

- working with people: trauma informed care and Enneagram training
- basic acupuncture principles and terms
- basic point location and channel pathways
- technical: how to needle (and other tools like gua sha, electro, moxa, etc)
- clinical strategies, first 3 of the 10 Approaches: Miriam Lee 10; auricular; scalp
- orientation to public health work
- observation

To progress from year one to year two, the student must be able to

- demonstrate successful needling and principles of trauma informed care based on peer needling evaluations
- locate 30 acupuncture points in 10 minutes as part of Year 1 final exam
- demonstrate knowledge of basic theory as part of Year 1 final exam
- present a completed Points and Channels Journal

To progress from observation to clinic, the student must be able to

- present all required and completed observation paperwork
- pass clinic entrance exam
- pass CODA orientation quiz

Year 2

- Year 2 is about:
- acupuncture history, critical thinking and Liberation Acupuncture
- more critical thinking with the 10 Approaches, especially applying approaches learned in the clinic to treatments performed in clinic (CODA, WCA clinics, Women's Shelter)
- working on Clinic Journal
- relevant Western Medicine concepts

- specific clinic skills: holding space, managing the front desk, leadership development

To progress from year two to year three, the student must be able to

- demonstrate knowledge of 10 Approaches as part of Year 2 final exam
- locate 40 points in 10 minutes as part of Year 2 final exam

Year 3

Year 3 is about:

- review of basic acupuncture principles and terms; review of acupuncture point location and channel pathways, in order to prepare for NCCAOM examinations
- case discussions based on experiences in clinic
- Capstone Project: an original contribution to Liberation Acupuncture
- detailed post-graduation planning, including some specific practice management topics

To complete year three, the student must be able to

- present a completed Capstone project
- present an approved post-graduation plan
- pass final exam

To complete clinical internship, the student must be able to

- all required and completed clinic internship paperwork
- present completed Clinic Journal
- pass all clinical evaluations
- pass clinic exit exam

To graduate the student must

- Complete year three
- Complete clinical internship

Please see Student Handbook for further details

"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."

Curriculum (example)

Year One

Module 1

- AT 121 How to Needle, part 1- 1 (Taught on Introduction Day) 3.5 hours
- LA 111 Social Justice and POCA- 4 14 hours
- LA 112 Touch and how to do it- 2 7 hours
- LA 120 Social Entrepreneurship and Liberation Acupuncture – 1 3.5 hours
- AT 141 Ancient China/ I Ching- 1 3.5 hours

Module 2

- AT 122 How To Needle, part 2- 1 3.5 hours
- AT 133 Five Elements/Twelve Officials- 1 3.5 hours
- AT 151 Types & Functions of Channels-Regular, Divergent, Cutaneous, Sinew/Muscle,
Extra: Nomenclature and WHO Standards -1 3.5 hours
- AT 131 Basic Terms: Tao, Yin/Yang, Qi, Shen, Blood, Jing, Bodily Fluids- 1 3.5 hours
- AT 142 Scientific Revolution of 2nd Century- Nei Jing- 1 3.5 hours
- AT 137 Internal, External & Miscellaneous Causes of Disease- 1 3.5 hours
- AT 152 Point Categories and Location Systems + the Chinese Clock- 1 3.5 hours
- R 2 Review-1 3.5 hours

Module 3

- AT 170 Hands and Feet- 4 14 hours
- AT 133 Five Elements/Twelve Officials- 1 3.5 hours
- LA 118 Enneagrams- 2 7 hours
- R 3 Review-1 3.5 hours

Module 4

- AT 171 Forearms and lower legs- 4 14 hours
- AT 163 Tongue Diagnosis- 1 3.5 hours
- AT 123 Trauma Informed Acupuncture: Foundations-1 3.5 hours

AT 2103 Cupping and Gua Sha- 1 3.5 hours
R 4 Review-1 3.5 hours

Module 5

AT 2104 Moxibustion- 1 3.5 hours
AT 172 Upper Arms, Thighs, and Shoulders-3 10.5 hours
AT 2102 Bleeding and Seven Star Needling-1 3.5 hours
AT 134 Extraordinary Vessels- 2 7 hours
R 5 Review-1 3.5 hours

Module 6

LA 116 Cultural Competence for Practitioners - 1 3.5 hours
AT 173 Head and Neck- 4 14 hours
LA 282 Patient Education Deconstructed- 1 3.5 hours
AT 21014 Electro Acupuncture- 1 3.5 hours
R 6 Review-1 3.5 hours

Module 7

AT 174 Chest and Abdomen- 2 10.5 hours
LA 114 Cultural Appropriation- 1 3.5 hours
AT 175 Back- 2 7 hours
LA 113 Trauma Informed Rapport Skills- 2 7 hours
R 7 Review-1 3.5 hours

Module 8

AT 164 Pulse Diagnosis, part 1- 1 3.5 hours
AT 177 External and Internal Pathways- 2 7 hours
AT 2101 Contraindications, Forbidden Points & Tonification and Sedation- 1 3.5 hours
AT 162 Body Imaging- 2 7 hours
R8 Year End Review- 2 7 hours

Module 9

R 9 Year end written and point location exams- 2 7 hours
R 9 Clinic Entrance Exams, Written and Practical- 2 7 hours
BS 2112 Red Flags: When To Refer Out- 2 7 hours

AT 201 Introduction to Clinical Internship- 1 3.5 hours
AT 180 Introduction to the 10 Approaches-1 3.5 hours

Module 10

LA 115 NADA/Public Health Overview- 1 3.5 hours
AT 125 Trauma Informed Public Health-1 3.5 hours
AT 202 10 Approaches Lab: Auricular Acupuncture- 3 10.5 hours
AT 203 10 Approaches Lab: Scalp Acupuncture- 2 7 hours
AT 204 10 Approaches Lab: Miriam Lee 10- 1 3.5 hours

Year Two

Module 11

AT 143 Medieval China to 1949- 1 3.5 hours
AT 200 10 Approaches Lab: Review- 1 3.5 hours
AT 273 Acupuncture in the US- 1 3.5 hours
AT 207 10 Approaches Lab: Basic Balance Method- 3 10.5 hours
AT 2918 Balance Method for Dorks-1 3.5 hours
AT 2916 Holding Space-1 3.5- hours

Module 12

AT 208 10 Approaches Lab: Tung- 4 14 hours
PM 3131 Safety and Ergonomics in the Clinic- 1 3.5 Hours
AT 275 Acupuncture Regulation and Legislation Project, Part 1 3.5 hours
AT 166 Imaging and Mirroring Recap-1 3.5 hours
R 12 Review- 1 3.5 hours

Module 13

AT 209 10 Approaches Lab: Richard Tan 12 Magic- 3 10.5 hours
AT 300 Panel of Boards- on being a punk- 2 7 hours
AT 276 Acupuncture Regulation and Legislation Project, Part 2-1 3.5 hours
AT 176 Focus on the Transportation Points- 1 3.5 hours
R 13 Review-1 3.5 hours

Module 14

AT 208 10 Approaches Lab: Korean 4 Point- 3 10.5 hours
PM 3132 Front Desk/Reception- 1 3.5 hours
AT 281 Integration and Trauma Informed Care- 1 3.5 hours
AT 277 Acupuncture Regulation and Legislation Project, Part 3- 1 3.5 hours
AT 274 Community/Liberation Acupuncture- 1 3.5 hours
R 14 Review- 1 3.5 hours

Module 15

AT 205 10 Approaches Lab: Jingei- 3 10.5 hours
BS 2111 Comprehensive Patient Care 1: What Happens When Your Patient Sees a Biomedical Provider?- 1 3.5 hours
AT 278 Acupuncture Regulation and Legislation Project, Part 4- 1 3.5 hours
AT 3153 Critical Thinking in Clinic- 2 7 hours
R 15 Review-1 3.5 hours

Module 16

AT 206 10 Approaches Lab: Eight Extras- 4 14 hours
AT 279 Acupuncture Regulation and Legislation Project, Part 5- 1 3.5 hours
BS 2114 Biomedical Resources in Safety Net Clinics 3.5 hours- 1 3.5 hours
BS 2113 Comprehensive Patient Care 2: Communicating with Biomedical Providers- 13.5 hours
R 16 Review-1 3.5 hours

Module 17

BS 2115 Pain Management in Western Medicine: Psychiatric Diagnoses and Medications- 2 7 hours
AT 297 Channel Differentiation: Meaning of disease symptoms and signs- 1 3.5 hours
AT 3161 Case Discussions 1- 1 3.5 hours
R 17 Year End Review- 4 14 hours

Module 18

R 18 Year End Written and Point Location Exam- 2 7 hours
AT 290 Eight Principles and Ten Questions- 1 3.5 hours
AT 298 Six Stages, Four Levels, Three Burners- 3 10.5 hours

AT 3162 Case Discussions 2- 1 3.5 hours

AT 3181 Point Location- 1 3.5 hours

Module 19

AT 3182 Point Location- 1 3.5 hours

AT 298 Six Stages, Four Levels, Three Burners- 3 10.5 hours

AT 165 Pulse Diagnosis, Part 2- 1 3.5 hours

PM 3138 Emergency Management- 1 3.5 hours

PM 3139 Education & Communication for Biomedical Providers- 2 7 hours

Module 20

AT 3171 Introduction to the Capstone Project- 1 3.5 hours

PM 3201- Next Year, part 1- 1 3.5 hours

PM 3134 Budgets and Bookkeeping + Computer Systems and Marketing- 1 3.5 hours

AT 3189 Dark Warrior, part 1- 1 3.5 hours

AT 3163 Case Discussions 3- 1 3.5 hours

AT 250 AERD, part 1-1 3.5 hours

AT 3183 Point Location- 1 3.5 hours

R 20 Review- 1 3.5 hours

Year Three

Module 21

PM 3202- Next Year, part 2- 1 3.5 hours

AT 31810 Dark Warrior, part 2- 1 3.5 hours

PM 3135 Ethics, Risk Management, and Liability Issues + Laws and Regulations, part
1- 1 3.5 hours

AT 3172 Capstone Project- 1 3.5 hours

AT 3184 Point Location- 1 3.5 hours

AT 251 AERD, part 2-1 3.5 hours

BS 2116 Topics in Biomedicine Review- 1 3.5 hours

R 21 Review-1 3.5 hours

Module 22

AT 3185 Point Location- 1 3.5 hours

AT 31811 Dark Warrior, part 3- 1 3.5 hours
AT 293 Introduction to TCM- 1 3.5 hours
PM 3203- Next Year, part 3- 1 3.5 hours
AT 252 AERD, part 3-1 3.5 hours
AT 294 Zang Fu- Sp & St- 1 3.5 hours
AT 294 Zang Fu- Lu & Li- 1 3.5 hours
R 22 Review- 1 3.5 hours

Module 23

AT 294 Zang Fu- Ki & Bl- 1 3.5 hours
AT 294 Zang Fu- Ht & Si- 1 3.5 hours
AT 3188 Holding Space, part 2: Regulars- 1 3.5 hours
AT 3173 Capstone Project- 1 3.5 hours
AT 31812 Dark Warrior, part 4- 1 3.5 hours
AT 3164 Case Discussions 4- 1 3.5 hours
AT 3150 Advanced Miriam Lee-1 3.5 hours
R 23 Review- 1 3.5 hours

Module 24

AT 3174 Capstone Project- 1 3.5 hours
AT 294 Zang Fu- Lv & Gb- 1 3.5 hours
AT 294 Zang Fu- Pc & Tw- 1 3.5 hours
AT 3131 Yang Ming- 1 3.5 hours
AT 3154 Critical Thinking in the Clinic- 1 3.5 hours
AT 3101 Patent Medicines in the Clinic, part 1- 1 3.5 hours
AT 3102 Patent Medicines in the Clinic, part 2- 1 3.5 hours
PM 3204 Next Year, part 4-1 3.5 hours

Module 25

AT 31813 Dark Warrior, part 5- 1 3.5 hours
AT 3175 Capstone Project- 1 3.5 hours
AT 21015 Pain- 1 3.5 hours
PM 3205 Next Year, part 5- 1 3.5 hours
AT 3141 Metal- 1 3.5 hours
PM 3136 POCA and Cooperatives- 1 3.5 hours

AT 3132 Tai Yang- 1 3.5 hours

R 25 Review- 1 3.5 hours

Module 26

AT 3165 Case Discussions 5- 1 3.5 hours

AT 3175 Capstone Project- 1 3.5 hours

AT 3147 Eight Extras- 2 7 hours

AT 3144 Fire- 1 3.5 hours

AT 3133 Shao Yang- 1 3.5 hours

AT 3103 Tan/Tung, part 1- 1 3.5 hours

R 26 Review- 1 3.5 hours

Module 27

AT 3166 Case Discussions 6- 1 3.5 hours

AT 3167 Case Discussions 7- 1 3.5 hours

AT 3176 Capstone Project- 1 3.5 hours

AT 3104 Tan/Tung, part 2- 1 3.5 hours

AT 21013 Point Strategies- 1 3.5 hours

AT 3145 Earth- 1 3.5 hours

AT 3134 Tai Yin- 1 3.5 hours

R 27 Review- 1 3.5 hours

Module 28

AT 3187 Pediatrics- 1 3.5 hours

AT 3168 Case Discussions 8- 1 3.5 hours

AT 3136 Jue Yin- 1 3.5 hours

AT 3105 Tan/Tung, part 3- 1 3.5 hours

AT 3177 Capstone Project- 1 3.5 hours

PM 3206- Next Year, part 6-1 3.5 hours

AT 3142 Water- 1 3.5 hours

R 28 Review- 1 3.5 hours

Module 29

AT 3179 Capstone Presentations- 2 7 hours

AT 3143 Wood- 1 3.5 hours

AT 3106 Tan/Tung, part 4- 1 3.5 hours
AT 3135 Shao Yin- 1 3.5 hours
AT 3168 Case Discussions 8-1 3.5 hours
R 29 Review- 1 3.5 hours

Module 30

R 30 Review and Year 3 final exam- 8 28 hours
AT 273 Acupuncture in the US- 1 3.5 hours

Curriculum is subject to change.

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

Lisa Rohleder

Course Syllabi

Course syllabi can be found in POCA Tech's Sync Drive. Students are given access after enrollment.

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

POCA Tech's classroom and library are located at Working Class Acupuncture – Rockwood, 2240 SE 182nd Ave, Portland, Oregon 97233

Classroom location subject to change.

Student Clinics

Student clinics are located in various clinics in the Portland area.

Away Clinics

POCA Tech has ACAOM approval for a trial program of away clinics for student internships. There is no guarantee that this program will continue.

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.

Location

Housed in the POCA Tech classroom.

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

Wifi 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. These are usually undergraduate college courses. Official transcripts are required for application.

Undergraduate educations from abroad may be accepted for the Basic Education Requirement and/or Co-Requisites with an evaluation from the Center for Educational Documentation or a similar organization. Please contact the Registrar with questions.

Co-Requisites

420 clock 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 for details.

English Proficiency

All instruction is in English. English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution:
 - a) accredited by an agency recognized by the U.S. Secretary of Education, or
 - b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland. In all cases, English must have been both the language of instruction and the language of the curriculum used;
2. Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT) Acceptable scores: TOEFL iBT total score – 61 with minimum speaking score – 20 and minimum listening score – 17, or
3. International English Language Testing System (IELTS) Acceptable scores: IELTS overall band score 6 with minimum speaking score – 6.5 and minimum listening score – 6.

ESL speaking applicants may be required to take the TOEFL exam to qualify for State licensing - check with your state.

Foreign Students

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

POCA Tech does not support F1 visas.

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.

Undergraduate educations from abroad may be accepted for the Basic Education Requirement and/or Co-Requisites with an evaluation from the Center for Educational Documentation or a similar organization. Please contact the Registrar with questions.

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.

Applications

While they are being accepted, blank student applications may be found on POCA Tech's website.

Application Instructions

- Spring 2021 - Applications will be accepted in the spring of 2021 for Cohort 8, which starts class September 10, 2021. The application start date and the application itself will be posted on pocatech.org prior to applications being accepted.
- 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 applications at www.pocatech.org Application materials are accepted **only** by snail mail. Mail applications 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.

Incomplete Applications

Incomplete applications are kept for 90 days without communication from the applicant.

Application Decision Notification

Applicants will be notified of their admission decision within 45 days of application completion. The Registrar's office will send an email, and will mail the POCA Tech student acceptance packet, including the "Welcome to POCA Tech" letter, an education evaluation form, an "Intent to Attend" form to be completed and returned, and any other relevant documents.

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 next Cohort. The deposit will be applied to the first tuition payment.

Rolling Admissions

Once POCA Tech has received an applicant's "Intent to Attend" form, and there is still a spot available, the applicant has a place in the next cohort. We will continue this process until all available spaces in the cohort are filled. This means that we make a decision about your application based on its own merits, not by comparing it to the entire pool of possible applicants. It also means that applying early greatly improves your chances of being accepted. Once all available spaces are filled, admissions for a cohort will be closed and applicants will be placed on a waiting list.

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 potential students at a time may observe class on Sunday mornings. Prior scheduling is required. Email sgregg@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 \$6000 per year. Total program costs are listed below.

Payment Plans

\$3000 is due on the first class day of each semester - September and March.

Other Interest Free 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.

Payment Methods

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

Total Program Costs

Full-Time Tuition:	\$18,000
Additional Part-Time Tuition: \$55/module	
Return from Leave of Absence Fee	\$100

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 fees per year:		\$1000 (for 2 years)
Student ID Card		\$10
NCCAOM Examination (paid to NCCAOM)		\$1375
State Licensing (individual states have their own fees)		costs unknown
Total Program Costs:	at least	\$21,805
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 financial aid is not available to POCA Tech students. Students are encouraged to fundraise tuition within their own communities whenever possible. Announcements will be made of any scholarships and grants which may become available.

Tax Forms

POCA Tech does not provide students with 1098-t Tax Forms.

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 prorated 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, 3526 NE 57th Ave, Portland, Oregon 97213 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

Schedules

Instruction

All classes are taught in monthly 4 day modules in our classroom. Classes are held from 9am to 5pm.

Clinic Observation

Clinic Observation hours are scheduled between the student and clinic providing observation. Each year's observation and administrative support hours must be completed prior to beginning the student's next year of classes.



Clinic Internship

Internship shifts are available through POCA Tech's partnership with Working Class Acupuncture. Shifts information can be found at <https://www.pocatech.org/student-clinic> Public Health Clinic shifts may be available - you will be notified of availability prior to beginning your clinic internship.

POCA Tech has ACAOM approval for a trial program of away clinics for student internships. There is no guarantee that this program will continue.

Attendance

******During the COVID-19 emergency, attendance is not required. Students are responsible for learning assigned material and completing assignments. Contact the Dean with further questions.******

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. Repeated tardiness may be disruptive and may be cause for discipline.

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 be 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.

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, auditing of current modules and/or 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.

A \$100 fee will be charged for re-enrollment after a leave of absence.

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 (including students, employees, instructors, and supervisors) 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

Students, staff, and faculty 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

Any member of the POCA Tech community who has 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, is strongly encouraged 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 re-apply 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 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 Capital Street, NE, 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.

If the student is not satisfied that the college has adhered to policy or been fair in its handling of the grievance, the student may contact the Accreditation Commission for Acupuncture and Oriental Medicine: ACAOM 8941 Aztec Drive, Eden Prairie, MN 55347 Phone 952-212-2434; fax 952-657-7068

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, administrator, or patient on the basis of age, physical disability, sex, sexual orientation, gender identity, race, color, religion, national or ethnic origin, marital status, genetic information, 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 individual 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

- **Mentor Program:** In the student's 2nd & 3rd years, they will be assigned a mentor (from either the faculty or clinical supervisors), and meet with them monthly. More details can be found in the POCA Tech *Student Handbook*.

- **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 a while 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 in good standing may request access to their Student Files by written or email request to POCA Tech's registrar. The Registrar's office will respond and make access arrangements as soon as possible, and within 45 days.

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 for their data collecting research. Directory information includes the student's name; date of birth; county, zip code, and state of residence; and self-reported gender and race information.

NCCAOM

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

Transcripts

Upon written request to POCA Tech's registrar, student 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.

State Licensure

POCA Tech's registrar will submit required materials to Acupuncture State Licensure Boards to allow POCA Tech graduates to become licensed Acupuncturists.

Please see the [Student Handbook](#) for further details.

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 treated respectfully and kept confidential. 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.

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.

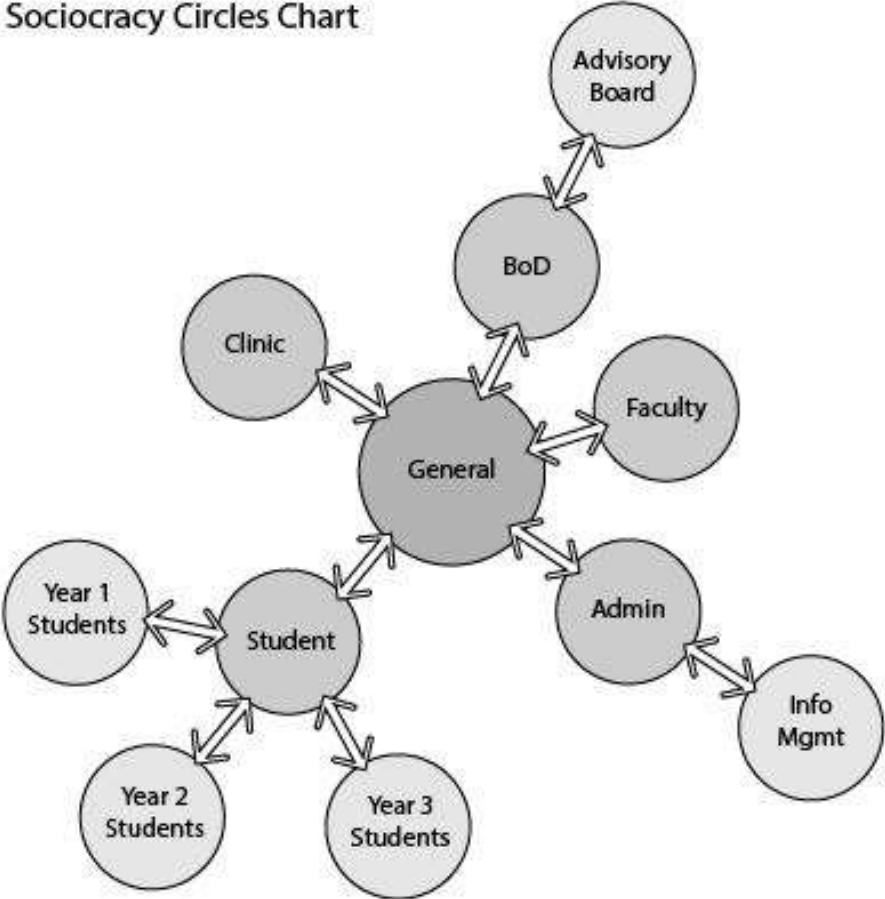
POCA Tech governs itself using principles of participatory democracy in the sociocracy model (www.sociocracy.info). To participate in the operation and governance of POCA Tech, each cohort self-organizes a self-governing Student Circle, and sends representatives to the All Student Circle. All Student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

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

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

- James Shelton, L.Ac., MCA, President
- Laura Berglund, L.Ac., MCA, Secretary
- Sadaf Saleem, Treasurer
- Judy DeHoogh, L.Ac., MCA
- Jade Fang, L.Ac., MAOM
- Jersey Michelle Rivers, L.Ac., MSOM
- Adela Nieves
- Lisa Rohleder, L.Ac., MAcOM, non-voting
- John Vella, L.Ac., MAcOM

Advisory Board

- Ron Knight, BA
- Darius Rejali, Ph.D.
- Rob Sadowsky, BS
- Gabe Triplett
- Amy Vance, MSW

Administration

- Lisa Rohleder, L.Ac., MAcOM, Executive Director
- Skip Van Meter, L.Ac., MAcOM, Academic Dean
- Carmen Doerge, MLIS, Registrar, Business Manager, Librarian
- Sonya Gregg, MCA, Administrative Coordinator
- 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)
- Sarah Evans, L.Ac., MSOM (SWAC)
- Allyson Abraham, L.Ac., MAcOM (OCOM)
- David Whitsitt Goodson, L.Ac., MSAOM (Bastyr)

Clinical Supervisors

- Allyson Abraham, L.Ac., MAcOM (OCOM)
- Moses Cooper, L.Ac., MAOM
- David Whitsitt Goodson, L.Ac., MSAOM (Bastyr)
- Haley Merritt, L.Ac., MAcOM
- Matthew Peterson, L.Ac., MAcOM
- Patricia Zschau, L.Ac., MAcOM
- Lisa Rohleder, L.Ac., MAcOM (OCOM)
- Skip Van Meter, L.Ac., MAcOM (OCOM)
- John Vella, L.Ac., MAcOM (OCOM)
- Sarah Evans, L.Ac., MSOM (SWAC)
- Courtney Hartman, L.Ac., MAcOM (OCOM)

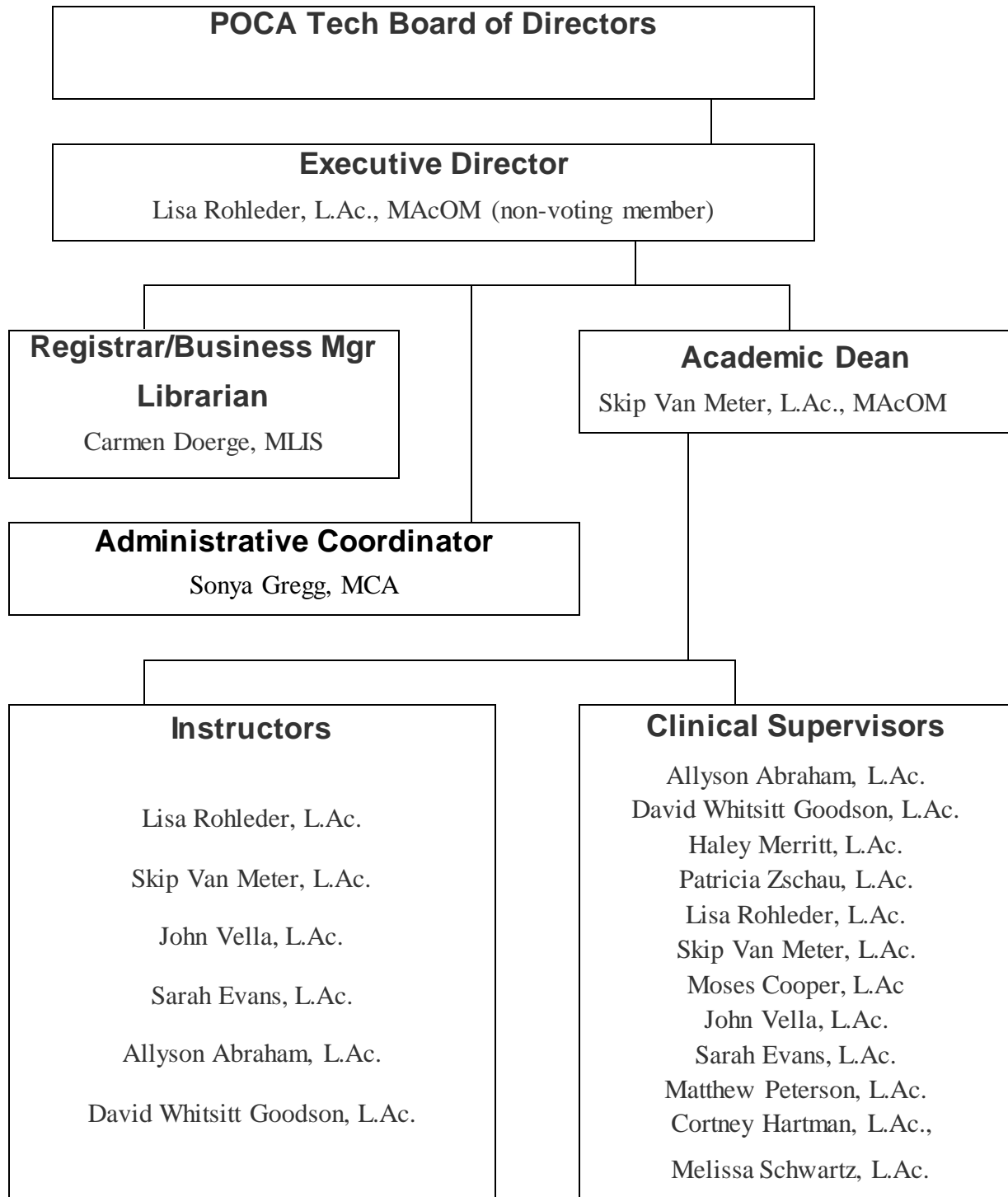
Guest Lecturers

Local instructors, and instructors from around the US and Canada who travel to Portland to teach at POCA Tech.

- Laura Berglund, L.Ac, MCA
- Chris Dixon, Ph.D.
- Jade Fang, L.Ac., MAOM

- Betony Jacobs, L.Ac, MCA
- Jess Long, L.Ac., MCA
- Rachel Lutz, L.Ac., MCA
- Suzanne Morrissey, Ph.D
- Tyler Phan, L.Ac, Ph.D.
- Dale Rhodes, M.A.
- Jersey Michelle Rivers, L.Ac., MSOM
- James Shelton, L.Ac., MA

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.)

POCA Tech 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 Capital Street, NE

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 Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) granted POCA Technical Institute Master's level diploma in Acupuncture program (in English) initial accreditation for a period of five (5) years, effective 11 August 2018. Accreditation status and notes may be viewed at: <http://acaom.org/directory-menu/directory/>

ACAOM 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; www.acaom.org

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.

Please confirm acupuncture licensure requirements with your state.

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 [Privacy Manual](#): (distributed at student's enrollment, and when updated.)

POCA Tech Website

Up-to-date information, the most current catalog, applications, and other information is posted on the POCA Tech website - www.pocatech.org

POCA Tech Business Office

3526 NE 57th Ave
Portland, OR 97213
503-781-9740

Registrar@pocatech.org