



Liberation Acupuncture:

Educating the next generation of Community Acupuncturists

Catalog 2023

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Table of Contents

Director's Welcome	- 9
Vision and Values	- 10
Mission Statement	- 10
Goals	- 10
Educational Objectives	- 11
School Calendar	- 12
About the Program	- 13
Program Overview	- 13
Faculty	- 13
Educating the Next Generation of Community Acupuncturists	- 13
If you're thinking of applying	- 13
POCA Tech FAQs	- 13
Program Outline	- 14
Co-Requisites	- 14
Co-Requisite Requirements and Rationales	- 14
Additional Co-Requisite Classes	- 14
Total Course Clock Hours	- 15
Electives	- 15
Clinical Observation	- 15
Student Clinic Internship	- 15
Graduation Requirements	- 16
Degree	- 16
Maximum Time for Program Completion	- 16
Full-Time Enrollment	- 16
Part-Time Enrollment	- 16
1. The first year needs to be completed full time	- 16
2. The last two years can be broken up into two parts each	- 17
Non Matriculated Students Policy	- 17

- 3. A word about interning - 18
- 4. Fees - 18
- POCA Tech Program Summary - 18
 - Year 1 - 18
 - Year 2 - 19
 - Year 3 - 20
- Curriculum Example - 21 - 31
- Course Syllabi - 32
- Course Prerequisites - 32
- Clock to Credit Hour Conversion - 32
- Location - 32
 - Student Clinics - 32
 - Away Clinics - 32
 - Public Transportation - 32
- Library and Learning Resources - 33
 - Library - 33
 - Location - 33
 - Learning Resources - 33
 - Internet - 33
- Admissions - 34
 - Admissions Requirements - 34
 - Minimum Age - 34
 - Basic Education Requirement - 34
 - Co-Requisites - 34
 - English Proficiency - 34
 - Foreign Students - 35
 - Transfer Credits & Assessment of Prior Learning - 35
 - Ability to Benefit from POCA Tech - 35
- Applications - 35

Application Instructions	- 35
Incomplete Applications	- 36
Application Decision Notification	- 36
Intent to Attend	- 37
Rolling Admissions	- 37
Enrollment	- 37
Admittance Deferral	- 37
Reapplication for Denied Applicants	- 37
Classroom Observation	- 37
Transfer Policy	- 38
Finances	- 38
Tuition	- 38
ID Cards	- 38
Payment Plans	- 38
Payment Methods	- 38
Total Program Costs	- 38
Guaranteed Tuition	- 39
Financial Aid	- 39
VA Benefits	- 39
Federal Compliance	- 39
Tax Forms	- 40
Cancellation and Refund Policy	- 41
Administrative/Academic Policies	- 42
Schedules	- 42
Instruction	- 42
Clinic Observation	- 42
Clinic Internship	- 42
Attendance	- 42
CODE OF ATTENDANCE	- 42

Accommodations	- 43
Homework	- 43
Make-up Work	- 43
Academic Probation	- 43
Leave Of Absence	- 43
Cancellation of Classes	- 44
Grading Systems/Standards of Progress	- 44
Evaluations	- 44
Grading Standards	- 44
Email	- 44
Technology	- 44
Reinstatement after Student Withdrawal	- 45
Identity Verification Policy	- 45
Code of Ethics	- 45
1. Ethics Philosophy	- 45
2. Our Values	- 45
3. Summary Code	- 46
4. Compliance with Laws, Rules and Regulations	- 46
5. "Whistleblower" Protection	- 46
6. Public Disclosures	- 47
7. Reporting Ethics Violations	- 47
8. Accountability	- 47
Student Conduct	- 47
Extra-Curricular Needling Policy	- 47
POCA Tech Disciplinary Policies	- 48
Verbal/Written Warning	- 49
Corrective Action	- 49
Probation	- 49
Termination	- 49

Termination by the School - 49
Termination Date - 50
Prohibited Conduct - 50
Sexual Harassment Policy - 53
Culture - 54
Bystander Expectations - 54
Community Support - 54
Administrative Support - 55
Introduction to Complaints Policy - 56
POCA Tech Grievance Policy - 58
Student/School Agreement Policy - 58
Non-Discrimination Policy - 60
Student Services - 60
Placement assistance - 60
Employment - 61
Mentorship - 61
Student Circle - 61
Student Housing - 61
Student Culture - 61
Student File Access - 64
Records Access - 64
Release of Information (Confidentiality of Student Records) - 64
NCCAOM - 64
Transcripts - 64
State Licensure - 64
Student Rights and Responsibilities - 64
Right to Access/Responsibilities of Access - 64
Right to Transparency/Responsibilities of Transparency - 65
Right to Confidentiality/Responsibilities of Confidentiality - 65

Right to Be Informed/Responsibility to Be Informed - 65
Right to Assessment/Responsibilities of Assessment - 66
Right to Participation/Responsibilities of Participation - 66
Sociocracy Circles Chart - 66
Ownership Statement - 67
Board of Directors - 67
Advisory Board - 67
Administration - 67
Teaching Faculty - 68
Core Faculty - 68
Clinical Supervisors - 68
Guest Lecturers - 68
POCA Tech Organization Chart - 69
Disclaimer -69
POCA Tech Licensing and Accreditation - 70
Oregon - 70
National - 70
Accreditation Status - 70
POCA TECH Acu Law Database - 71
Practitioner Licensing - 71
Other Related Documents - 71
POCA Tech Website - 71
POCA Tech Business Office - 71

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. 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, solidarity, and healthcare equity, 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 navigating precarity - lives with unpredictable and limited resources.

We train acupuncturists to practice as independent health care providers in a variety of settings. Our students will be prepared for self-employment settings such as sole proprietorships, partnerships, and group practices as well as employment in institutional settings such as cooperatives and working in partnership with public health agencies.

Mission Statement

The mission of the POCA Technical Institute is to recruit and train students to provide acupuncture to underserved communities and to establish an academic foundation for the practice of Liberation Acupuncture.

Goals

The specific goals of POCA Tech are to:

- Lower barriers for students who might not otherwise be able to access an acupuncture education or entry into the acupuncture profession, with preferential option for students who have a strong commitment to serving marginalized communities after graduation;
- Train students in an affordable, trauma-informed educational setting that emphasizes healthcare equity;
- Provide opportunities for students to learn organizational management through the praxis of school and clinic operations;
- Provide professional development coaching for students to strengthen the key capacities for working in and/or starting up a small business: resiliency, initiative, personal maturity, risk-tolerance, and leadership skills;
- Develop the principles, mechanisms, and implications of Liberation Acupuncture within an interdisciplinary context.

Educational Objectives

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;
- 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 and legal responsibilities; and identify and implement best practices for financially sustainable clinic operations;
- Model a trauma-informed and safety-focused practice of acupuncture; identify business policies and procedures that address social inequities in healthcare access and outcomes;
- Enter their careers as healthcare providers not unreasonably burdened by debt from the POCA Tech program; in order to support this objective, POCA Tech will keep the total cost of tuition and associated program expenses under the amount a graduate can reasonably expect to earn in their first year of employment, currently about \$25,000;
- Demonstrate information and research literacy in order to successfully participate in the development of liberation acupuncture as a school of thought and practice;
- Demonstrate strong commitment to serve their communities as licensed acupuncturists after graduation.

School Calendar

All classes are taught in monthly 4 day modules in Portland, Oregon, except **Online Courses** as noted. Classes are held from Saturday to Tuesday, 9am to 5pm. New students start in Cohort 10.

2023/2024							
Cohort 9			Cohort 10			Cohort 8	
Year 2			Year 1			Year 3	
Tuition due 9/16 & 3/16			Tuition due 9/2 & 3/2			Tuition due 9/9 & 3/9	
			Orientation 9/1				
Module 13	9/16 - 9/19		Module 1	9/2 - 9/5		Module 25	9/9 - 9/12
Module 14	10/21 - 10/24		Module 2	10/7 - 10/10		Module 26	10/14 - 10/17
Module 15	11/18 - 11/21		Module 3	11/4 - 11/7		Module 27	11/11-11/14
Module 16	12/9 - 12/12		Module 4	12/2 - 12/5		Module 28	12/2-12/5 Online
Module 17	1/13 - 1/16 Online		Module 5	1/6 - 1/9 Online		Break	
Module 18	2/17 - 2/20		Module 6	2/3 - 2/6		Module 29	2/10 - 2/13
Module 19	3/16 - 3/19		Module 7	3/2 - 3/5		Module 30	3/9-3/12
Module 20	4/20 - 4/23		Module 8	4/6 - 4/9		Module 31	4/13 - 4/16
Module 21	5/18 - 5/21		Module 9	5/4 - 5/7 Online		Module 32	5/11 - 5/14 Online
Module 22	6/8 - 6/11 Online		Module 10	6/1 - 6/4		Module 33	6/8 - 6/11
Module 23	7/20 - 7/23		Module 11	7/6 - 7/9		Module 34	7/13 - 7/16 Graduation!
Module 24	8/10 - 8/13 Online		Module 12	8/3 - 8/6 Online			

School calendar subject to change.

About the Program

Program Overview

The program is designed to allow students to pursue their acupuncture licensure without having to move to Portland for the 3 full years of the program. Most students will move to Portland for their last 2 years of study which includes their intensive student clinical training. The program is structured in 34 monthly sessions of four-day training modules. 10 of these modules are fully online.

Faculty

POCA Tech faculty are working punks who serve as valuable role models for students, and have extensive real-world experience with community acupuncture 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?

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 and Social Sciences classes which are not taught at POCA Tech. Required courses are:

- Anatomy & Physiology I & II

Co-Requisite Requirements and Rationales

All Co-requisites must be completed before graduation

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 classes in biochemistry and 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: 769.5 hours

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

Western Biomedical Classes: 458.5 hours

Clinical Hours: 770 hours

Total: 2089 hours

Electives

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

Clinical Observation

First year students: 150 hours total: 90 hours of observation in the treatment room and 60 hours of administrative support (usually reception).

Second year students: 60 hours of administrative support (usually reception).

Third year students: 60 hours of administrative support (usually reception)

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 October 1st 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, or within commuting distance, 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 with a community acupuncture clinic.

Please see the Student Handbook.

POCA TECH does not and cannot guarantee employment.

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 would 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 five or six 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. Before beginning part-time enrollment, the student must work out a completion plan with the dean, and 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 certain review modules being taken in the second year. Again, a consultation with the dean will help in setting up a plan.

C. Any part time request must be approved by the Administrative Circle.

Non Matriculated Students Policy

Per ACAHM Criterion 5.04 Non Matriculated Students

A. Non-matriculated students who are enrolled in courses must meet all of the corresponding program's admission requirements and course prerequisites, or they must demonstrate sufficient prior education and experience to successfully complete those courses.

B. The program must ensure that participation by non-matriculated students in program courses does not adversely affect the quality of instruction.

C. Credits from ACAHM-accredited/pre-accredited entry-level programs that are earned as a non matriculated student may not be used to fulfill the corresponding program's admissions

requirements stipulated under criterion 5.02: Admissions

POCA Tech's policy is to admit non-matriculated students on a case by case basis. The procedure is for requests from non matriculated students to be evaluated by the Administration Circle and, if approved, the non matriculated student should be sent an application. The registrar will then verify admissions requirements and prerequisites are satisfied and enroll the student in the relevant courses. Fees will be calculated on a prorated basis with an additional administration fee for processing.

3. 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.

4. 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, cupping 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, students must:

Finish all work from year 1 by the end of year 1 (Aug 31) including:

- all homework
- all observation hours (90 hours)
- all administrative hours (60 hours)
- all tests

Thus students are ready to start clinic, ideally by early September but by October 1 at the latest. Students for whom this timeline doesn't work should most likely take a year off in order to get caught up on Year 1 work, including observation, before moving into 2nd year classwork.

The reason:

- Each school year has a different emphasis. The 2nd year emphasis is on learning how to treat people and classes are all devoted to that.
- It's really important that what you learn in class is applied in the clinic as soon as possible. That way you learn much more about how each acupuncture approach works. You don't have as good a learning experience if you are learning things in class that you can't apply in clinic with patients in a timely manner.

Before starting an internship, each student needs to meet one on one with the Administrative Coordinator in order to confirm that all necessary work is completed.

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 (WCA, CODA clinics)
- 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

- complete all required 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
- Have completed remaining administrative hours (120)

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."

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

Curriculum - Subject to Change!

2023

September

Cohort 8 Module 25 September 9-12

SAT AM AT 295 Zang Fu- Sp & St- 1 Skip

SAT PM AT 306 TCM Cases Spleen- 1 Whitsitt

SUN AM PM 3134 Budgets and Opening a New Clinic- 1 Erin

SUN PM AT 3141 Yang Ming- 1 John

MON AM AT 31810 Dark Warrior, part 2- 1 Felicia

MON PM AT 298 Zang Fu- Ki & Bl- 1 Skip

TUE AM AT 296 Zang Fu- Ht & Si- 1 Skip

TUE PM R 26 Review- 1 Skip

Cohort 9 Module 13 September 16-19

SAT AM AT 207 Basic Balance Method- 4 Skip

SAT PM AT 207 Basic Balance Method- 4 Whitsitt

SUN AM AT 274 Community/Liberation Acupuncture- 1 Lisa

SUN PM AT 166 Body Imaging and Mirroring-1 John

MON AM AT 273 Acupuncture in the US- 1 Felicia

MON PM AT 207 Basic Balance Method- 4 Skip

TUE AM AT 207 Basic Balance Method- 4 Skip

TUE PM R 13 Review- 1 Skip

Cohort 10 Module 1 September 1-5

FRI Introduction Day- Skip, Sonya

SAT AM LA 110 Introduction To POCA Tech's Program- 2 Lisa

SAT PM AT 131 Basic Terms: Tao, Yin/Yang, Qi, Shen, Blood, Jing, Bodily Fluids- 1

SUN AM LA 110 Introduction To POCA Tech's Program- 2 Lisa

SUN PM AT 121 How to Needle, part 1- 1 John
MON AM AT 273 Acupuncture in the US- 1 Felicia
MON PM AT 141 Ancient China/ I Ching- 1 Skip
TUE AM AT 152 Point Categories and Location Systems + the Chinese Clock- 1 Skip
TUE PM R 1 Review-1 Skip

October

Cohort 8 Module 26 October 14-17

SAT AM AT 297 Zang Fu- Lv & Gb- 1 Skip
SAT PM AT 309 TCM Cases: Liver- 1 Whitsitt
SUN AM AT 3 Acupuncture Leadership Practicum Year Three- 1 Lisa
SUN PM AT 3142 Tai Yin- 1 John
MON AM AT 31811 Dark Warrior, part 3- 1 Felicia
MON PM PM 3201- Next Year, part 1- 1 Lisa
TUE AM AT 294 Zang Fu- Lu & Li- 1 Skip
TUE PM R 26 Review-1 Skip

Cohort 9 Module 14 October 21-24

SAT AM AT 209 10 Methods Lab: Richard Tan 12 Magic- 4 Skip
SAT PM AT 199 Clinic Skills Check-in- 1 Whitsitt
SUN AM T 209 10 Methods Lab: Richard Tan 12 Magic- 4 Skip
SUN PM AT 3161 Case Discussions 1- 1 John (holding space)
MON AM AT 209 10 Methods Lab: Richard Tan 12 Magic- 4 Skip
MON PM AT AT 2916 Holding Space-1 Lisa
TUE AM AT 209 10 Methods Lab: Richard Tan 12 Magic- 4 Skip
TUE PM R 14 Review-1 Skip

Cohort 10 Module 2 October 7-10

SAT AM AT 142 Scientific Revolution of 2nd Century- Nei Jing- 1 Skip

SAT PM AT 151 Types & Functions of Channels-Regular, Divergent, Cutaneous,

Sinew/Muscle, Extra: Nomenclature and WHO Standards -1 Whitsitt

SUN AM AT 133 Five Elements/Twelve Officials- 1 Skip

SUN PM AT 122 How To Needle, part 2- 1 John

MON AM LA 112 Touch And How To Do It- 2 Felicia

MON PM LA 112 Touch And How To Do It- 2 Lisa

TUE AM AT 137 Internal, External & Miscellaneous Causes of Disease- 1 Skip

TUE PM R 2 Review- 1 Skip

November

Cohort 8 Module 27 November 11-14

SAT AM AT 165 Pulse Diagnosis, part 2- 1 Skip

SAT PM AT 315 How To Construct A TCM Treatment- 1 Whitsitt

SUN AM AT 3 Acupuncture Leadership Practicum- 1 Lisa

SUN PM AT 3143 Shao Yang- 1 John

MON AM AT 31812 Dark Warrior, part 4- 1 Felicia

MON PM AT 320 Eight Extras- 1 Skip

TUE AM AT 3150 Advanced Miriam Lee-1 Skip

TUE PM R 27 Review-1 Skip

Cohort 9 Module 15 November 18-21

SAT AM AT 208 Tung Acupuncture- 4 Skip

SAT PM AT 208 Tung Acupuncture- 4 Whitsitt

SUN AM AT 208 Tung Acupuncture- 4 Skip

SUN PM AT 208 Tung Acupuncture - 4 John

MON AM AT 3153 Critical Thinking in Clinic- 2 Skip

MON PM AT 3153 Critical Thinking in Clinic- 2 Skip
TUE AM AT 2918 Balance Method for Dorks-1 Skip
TUE PM R 15 Review-1 Skip

Cohort 10 Module 3 November 4-7

SAT AM AT 170 Hands and Feet- 5 Skip
SAT PM AT 170 Hands and Feet- 5 Whitsitt
SUN AM LA 118 Enneagrams- 2 Lisa
SUN PM AT 170 Hands and Feet- 5 John
MON AM AT 170 Hands and Feet- 5 Skip
MON PM LA 118 Enneagrams- 2 Lisa
TUE AM AT 170 Hands and Feet- 5 Skip
TUE PM R 3 Review-1 Skip

December

Cohort 8 Module 28 December 2-5 ONLINE

AT 327 Herbal Medicine For The Clinic- 8.5 30 hours

Cohort 9 Module 16 December 10-13

SAT AM AT 205 10 Methods Lab: Jingei- 3 Skip
SAT PM AT 200 10 Methods Lab: Review- 1 Whitsitt
SUN AM PM 3132 Front Desk/Reception- 1 Skip
SUNPM AT 3162 Case Discussions 2- 1 John
MON AM AT 205 10 Methods Lab: Jingei- 3 Skip
MON PM AT 3188 Holding Space, part 2: Regulars- 1 Lisa
TUE AM AT 205 10 Methods Lab: Jingei- 3 Skip
TUE PM R 16 Review- 1 Skip

Cohort 10 Module 4 December 2-5

SAT AM AT 171 Forearms and lower legs- 4 Skip

SAT PM PM 3131 Safety and Ergonomics in the Clinic- 1 Whitsitt

SUN AM AT 171 Forearms and lower legs- 4 Skip

SUN PM AT 171 Forearms and lower legs- 4 John

MON AM AT 123 Trauma Informed Acupuncture: Foundations-1 Felicia

MON PM AT 171 Forearms and lower legs- 4 Skip

TUE AM AT 2103 Cupping and Gua Sha- 1 Skip

TUE PM R 4 Review-1 Skip

2024 January

Cohort 8 - OFF

Cohort 9 Module 17- January 13-16 ONLINE

AT 252 Praxis 3 - Praxis and the Social Container- 4 Lisa

Cohort 10 Module 5- January 6-9 ONLINE

AT 250 Praxis 1: Punking: the Praxis of Community Acupuncture- 4 Lisa

February

Cohort 8 Module 29 February 10-13

SAT AM AT 2116 Topics In Acupuncture Review- 1 Sonya

SAT PM AT 3136 TCM Menstruation- 1 Whitsitt

SUN AM AT 3 Acupuncture Leadership Practicum Year Three- 1 Lisa

SUN PM AT 3144 Tai Yang- 1 John

MON AM BS 2116 Topics in Biomedicine Review- 1 Claire

MON PM PM 3202- Next Year, part 2- 1 Lisa

TUE AM AT 3002 Portfolio Review- 1 Skip and Sonya

TUE PM R 29 Review-1 Skip

Cohort 9 Module 18 February 17-20

SAT AM AT 210 Korean 4 Point- 4 Skip

SAT PM AT 210 Korean 4 Point- 4 Whitsitt

SUN AM AT 3000 Portfolio Review-2 Skip and Sonya

SUN PM AT 210 Korean 4 Point- 4 John

MON AM AT 3000 Portfolio Review-2 Skip and Sonya

MON PM AT 150 Introduction to Self Study- 1 Lisa

TUES AM AT 210 Korean 4 Point- 4 Skip

TUES PM R 18 Review- 1 Skip

Cohort 10 Module 6 February 3-6

SAT AM AT 172 Upper Arms, Thighs, and Shoulders-3 Skip

SAT PM AT 2102 Bleeding and Seven Star Needling-1 Whitsitt

SUN AM AT 172 Upper Arms, Thighs, and Shoulders-3 Skip

SUN PM AT 134 Extraordinary Vessels- 1 John

MON AM AT 172 Upper Arms, Thighs, and Shoulders-3 Skip

MON PM AT 164 Pulse Diagnosis, part 1-1 Skip

TUE AM AT 204 10 Methods Lab: Miriam Lee 10- 1 Skip

TUE PM R 6 Review-1 Skip

March

Cohort 8 Module 30 March 11-14 ONLINE

AT 300 Six Stages, Four Levels & Three Burners- 8 Jersey

Cohort 9 Module 19 March 16-19

SAT AM AT 143 Medieval China to 1949- 1 Skip

SAT PM AT 206 10 Methods Lab: Eight Extras- 3 Whitsitt

SUN AM BS 3123 Hospice Palliative Care And Oncology 101- 1 Dilip

SUN PM AT 206 10 Methods Lab: Eight Extras- 3 John

MON AM AT 206 10 Methods Lab: Eight Extras- 3 Skip

MON PM AT 3163 Case Discussions 3- 1 Lisa- care oregon people

TUE AM AT 3164 Case Discussions 4- 1 Skip

TUE PM R 19 Review-1 Skip

Cohort 9 Module 7 March 2-5

SAT AM AT 173 Head and Neck- 4 Skip

SAT PM AT 21014 Electro Acupuncture- 1 Whitsitt

SUN AM AT 173 Head and Neck- 4 Skip

SUN PM AT 2104 Moxibustion- 1 John

MON AM LA 282 Patient Education Deconstructed- 1 Lisa/Felicia

MON PM AT 173 Head and Neck- 4 Skip

TUE AM AT 173 Head and Neck- 4 Skip

TUE PM R 7 Review-1 Skip

April

Cohort 8 Module 31 April 13-16

SAT AM AT 220 The 11th Method with Sonya- 1 Sonya

SAT PM AT 3011 TCM Cases Fu- 1 Whitsitt

SUN AM PM 3135 Ethics, Risk Management, and Liability Issues + Laws and Regulations- 1 Lisa

SUN PM AT 3146 Shao Yang-1 John

MON AM AT 3172 Capstone Project, part 2- 1 Lisa

MON PM PM 3202- Next Year, part 2- 1 Lisa

TUE AM AT 310 TCM Cases- Kidneys- 1 Skip

TUE PM R 31 Review-1 Skip

Cohort 9 Module 20 April 20-23 ONLINE

AT 275 Acupuncture Regulation and Legislation Project, Part 1-1 Lisa

AT 276 Acupuncture Regulation and Legislation Project, Part 2- 1 Lisa

AT 277 Acupuncture Regulation and Legislation Project, Part 3- 1 Lisa

BS 2110 Comprehensive Patient Care 1: What Happens When Your Patient Sees a Biomedical Provider? (and where do you fit in?) – 1 Jersey

BS 2111 Comprehensive Patient Care 2: Communicating with Biomedical Providers- 1 Jersey

BS 2115 Pain Management in Western Medicine-2 Jersey

BS 2113 Clinic Overview of Western Medicine: Lab Tests, Procedures and Exams: what they mean – 1 Jersey

R 20 Review- 1 3.5 hours

Cohort 10 Module 8- April 6-9

SAT AM AT 174 Chest and Abdomen- 3 Skip

SAT PM AT 174 Chest and Abdomen- 3 Whitsitt

SUN AM LA 125 Social Entrepreneurship and the Social Container (or, Why We Can't Have Nice Things)- 1 Lisa

SUN PM AT 174 Chest and Abdomen- 3 John

MON AM LA 113 Trauma Informed Rapport Intakes- 1 Felicia

MON PM AT 175 Back- 2 Skip

TUE AM AT 175 Back- 2 Skip

TUE PM R 8 Review-1 Skip

May

Cohort 8 Module 32 May 11-14 ONLINE

BS 2117 Introduction to Polyvagal Theory- 2 Jersey

PM 3001 Manuals for Practice- 1 Whitsitt

PM 3138 Emergency Management- 1 Whitsitt

PM 3139 Education & Communication for Biomedical Providers- 1 Lisa Achilles

PM 3150 Introduction to Acupuncture Research- 1 Lisa

PM 3151 Introduction To The AERD- 1 Lisa

R 32 Review- 1 Skip

Cohort 9 Module 21 May 18-21 ONLINE

AT 253 Praxis 4: Praxis and Leadership—2 Lisa

Cohort 10 Module 9 May 4-7 ONLINE

AT 125 Trauma Informed Public Health- 1 Lisa

AT 144 NADA/Public Health Overview- 1 Lisa

AT 177 External and Internal Pathways- 2 John

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

LA 116 Cultural Competence for Practitioners - 1 Lisa

R 9 Year End Review- 2 Skip

June

Cohort 8 Module 33 June 8-11

SAT AM AT 3 Acupuncture Leadership Practicum Year Three- 1 Lisa and Skip

SAT PM AT 307 TCM Cases: Lungs- 1 Whitsitt

SUN AM AT 211 The 11th Approach Presentation + Paper- 1 Skip, Lisa

SUN PM R 33 Clinic Exit Exam-1 Skip, Lisa, Moses
MON AM AT 3145 Jue Yin- 1 John
MON PM AT 3179 Capstone Presentations- 1 Lisa, Skip
TUE AM PM 3204 Next Year, part 4- 1 Lisa and Skip
TUE PM R 33 Review-1 Skip

Cohort 9 Module 22 June 15-18

SAT AM R 22A- 2 Year Two Written and Practical Final + Clinic journal due– 1 Skip
SAT PM R 22B- 2 Year Two Point Location Final- 1 Whitsitt Skip, Lisa
SUN AM AT 3171 Introduction to the Capstone Project- 1 Lisa
SUN PM AT 290 Eight Principles and Ten Questions- 1 John
MON AM AT 3189 Dark Warrior, part 1 Felicia
MON PM PM 3201- Next Year, part 1 Lisa
TUE AM
TUE PM R 22C Review- 1 Skip

Cohort 10 Module 10 June 1-4

SAT AM R 10 Year end written exam- 1 Skip
SAT PM R 10 Year end point location exam- 1 Skip, Whitsitt, Lisa
SUN AM R 10 Clinic Entrance Exams, Written and Practical- 1 Skip
SUN PM AT 224 10 Methods Lab: Miriam Lee 10, part 2- 1 John
MON AM LA 114 Trauma Informed Rapport Intakes, part 2- 1 Felicia
MON PM AT 180 Introduction to the 11 Approaches-1 Skip
TUE AM AT 201 Introduction To Clinical Internship- 1 Skip
TUE PM R 10 Review- 1 Skip

July

Cohort 8 Module 34 July 13-16 GRADUATION!

Review and Year 3 final exam- 8 All faculty

Cohort 9 Module 23 July 20-23

SAT AM AT 293 Introduction to TCM- 1 Skip

SAT PM AT 290 Eight Principles and Ten Questions- 1 Whitsitt

SUN AM PM 3140 How To Start (And Run) A Nonprofit-1 Lisa

SUN PM AT 215 The 11th Method with John- 1 John

MON AM AT 31810 Dark Warrior, part 2 Felicia

MON PM PM 3141 Board Training- 1 Lisa

TUE AM PM 3134 Budgets and Opening a New Clinic- 1 Cortney

TUE PM R 23 Review- 1 Skip

Cohort 10 Module 11 July 6-9

SAT AM AT 202 10 Approaches Lab: Auricular Acupuncture-4 Skip

SAT PM AT 203 10 Approaches Lab: Scalp Acupuncture-2 Whitsitt

SUN AM AT 202 10 Approaches Lab: Auricular Acupuncture-4 Skip

SUN PM AT 203 10 Approaches Lab: Scalp Acupuncture-2 John

MON AM BS 2112 Red Flags: When To Refer Out- 2 Jersey

MON PM BS 2112 Red Flags: When To Refer Out- 2 Jersey

TUE AM AT 202 10 Approaches Lab: Auricular Acupuncture-4 Skip

TUE PM AT 202 10 Approaches Lab: Auricular Acupuncture-4 Skip

August

Cohort 8 Module 24- August 10-13 ONLINE

AT 300 Six Stages, Four Levels & Three Burners- 8 28 hours

Cohort 10 Module 12- August 3- 6 ONLINE

AT 251 Praxis 2: Praxis and Safety-2 Lisa

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 Prerequisites

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 - Rose City Park United Methodist Church
-5830 NE Alameda St., Portland, OR 97213

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 and acu-point models.

Location

Housed in the POCA Tech classroom.

Learning Resources

These unique resources available to POCA Tech students:

- 1) *Punking: the Praxis of Community Acupuncture!* 4 textbooks written by Lisa Rohleder for POCA Tech students.
- 2) *Dark Warrior Guide to Chinese Medicine* – an entry-level textbook for acupuncture students, written by John Pirog (author of the *Practical Application of Meridian Style Acupuncture*) and donated in digital form to POCA Tech so that all students could have a copy at no charge. *Dark Warrior* is one of the school's basic textbooks; and
- 3) DARLA – POCA Tech's digital online resource library area.
- 4) acusafetynerd.com
- 5) Our AERD <https://acupunctureconsumersafety.net>
- 6) POCA Tech Acupuncture Law database - <https://dev-pocadb.pantheonsite.io>

Internet

Wi-Fi is available in the classroom and library.

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 education 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 Biomedicine, Psychology, Sociology, Statistics, Anthropology or other classes that 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 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 education 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

During the application season, blank student applications may be found on POCA Tech's website.

Application Instructions

- Spring 2023 - Applications will be accepted for Cohort 10, which starts class September 1, 2023. Exact date will be posted on our website.

- 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 mail.**

Mail applications to Admissions, POCA Tech, 3526 NE 57th Ave, Portland, OR 97213.

Contact the Registrar registrar@pocatech.org if you have questions or difficulties with application submission.

- Request official copies of all relevant school transcripts mailed to Admissions, POCA Tech, 3526 NE 57th Ave, Portland, OR 97213 or emailed directly to Registrar at POCA Tech - registrar@pocatech.org.

- Request 2 letters of recommendation. **Letters of recommendation must be mailed directly to Admissions at POCA Tech 3526 NE 57th Ave, Portland, OR 97213.**

See application for required form.

- Interview with the Admissions Committee. After an application is complete, a member of the POCA Tech Admissions Committee will contact the applicant to arrange an interview. Interviews may be made in person, by phone, or by a conferencing system such as Google+ or Zoom.

- Faculty Circle will evaluate admission files and recommend whether to accept student applicants who will then be interviewed a second time by a faculty or administrative circle member.

- 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, and then disposed of.

Application Decision Notification

Applicants will be notified of their admission decision within 45 days of application completion. Accepted students will receive an email from the Registrar's office, and followed by a mailed POCA Tech student acceptance packet, including the "Welcome to POCA Tech" letter, the applicant's Education Requirements status report, 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 will decide 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 attendance for 1 year only. Email registrar@pocatech.org in order to defer attendance.

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. We do not admit transfer students.

Finances

Tuition

Tuition for the POCA Tech's Liberation Acupuncture Program is \$6000 per year. Total program costs are listed below.

ID Cards

Students will receive a photo student ID card.

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 only by check, cashiers' check, money order, or bank transfer. We do NOT accept credit cards, cash payments or payment apps including PayPal, Venmo or Zelle.

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 (x 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.

VA Benefits

VA Benefits are not available to POCA Tech students.

Federal Compliance

POCA Tech is NOT a Title IV school, and does not offer federal financial aid.

As such POCA Tech is NOT covered by and is not required to meet requirements of these acts:

Higher Education Opportunity Act (HEOA)

Federal Education Right to Privacy Act (FERPA)

Campus Fire Safety Right-to-Know Act of 2008
Drug Free School and Communities Act
Drug-Free Workplace Act
Violence Against Women Reauthorization Act of 2013 (VAWA)
Campus Sexual Violence Elimination Act (SaVE Act)
Campus Crime Awareness and Campus Security Act of 1990 (Clery Act)
Military Selective Services Act
National Voter Registration Act of 1993

POCA Tech is not required to:

Have a Campus Security Policy
Have a Drug and Alcohol Abuse Prevention Program
Have a Integrated Postsecondary Education Data System (IPEDS)
Have a Constitution Day Program
Provide 1098-T forms

POCA Tech does not have a:

Student Exchange Visitor Program (SEVP)

A policy regarding registered sex offenders. Our students are required to be eligible for state licensing.

POCA Tech is not covered by either the Health Insurance Portability and Accountability Act (HIPAA) or the Health Information Technology Economic and Clinical Health Act (HiTech).

POCA Tech is licensed by Oregon's Higher Education Coordinating Commission (HECC) and meets all its requirements.

Tax Forms

We do not issue the 1098-T because we are not an eligible institution. Be sure to check with a tax professional before claiming the LLC or AOTC credits.

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 and student clinic fees, 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, 3225 25th St SE, Salem, OR 97302 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

Classes are taught in monthly 4 day modules in our classroom, except those that are taught online. Classes are held from 9am to 5pm. Class dates are listed in our school calendar (page 12).

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

CODE OF ATTENDANCE

Attendance is currently not required. This policy will be reviewed in July 2023.

This being said...

It's REALLY important for Students to be in class each module weekend

It's REALLY REALLY REALLY important to attend in the second year to learn the modalities and how to give patients treatments.

The teachers and supervisors do not have the resources/time to help you catch up when you fall behind in learning the treatment modalities.

We expect you to be on time and ready to learn at **9 am and 1:30 pm on ALL module days. Repeated latenesses is disruptive and a sign of disrespect to your classmates and your teachers.**

Repeated lateness, absences, or missing work will require a meeting to discuss an action plan and whether this program is a good fit for you.

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 and Administrative Coordinator. They will create an individual accommodation plan to be reviewed by the faculty for making up absences, missed material, or other academic matters.

Homework

All homework is due by the beginning of the next module, unless otherwise instructed.

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 and/or classwork that failed or was not completed will trigger Academic Probation with an Academic Corrective Action Plan.

Prior to the next module, students who are on Academic Probation will meet the Administrative Coordinator. They will formulate a written plan for completion of missing or failed assignments.

After agreement, a copy of the signed plan will be kept in the student's permanent file.

Academic Corrective Action Plans are reviewed every semester and last 12 months.

Leave Of Absence

Requests for a leave of absence for a period up to a year must be submitted in writing and approved by the Dean prior to the leave. Leave of Absences can be extended by annual application to the Registrar.

Students must complete the program within a total of 6 years. Leaves should be calculated to ensure timely completion.

Re-enrollment must be approved by the Dean, and tuition and fees must be current.

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. In such a case a prorated 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, text, 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. See individual syllabi for more specific information.

Progress reports including grades and cumulative hours are distributed at the end of each semester. The Administrative Coordinator and/or Dean of Students will subsequently meet with students individually 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.

Technology

All students need to have consistent access to high-speed internet with adequate bandwidth, a device (not a phone) which will connect to the internet with a web camera and microphone,

and Adobe Reader <https://get.adobe.com/reader/> (it's free). It is highly recommended that each student have a laptop computer for the duration of the program.

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.

Verification of student identity for online activities will be managed via the student's POCA Tech email account and Google Classroom.

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 we strive to treat each other 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 Tech 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.

Extra-Curricular Needling Policy

According to Oregon law (rule 847-070-0005, see <https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=3898>)

(5) An individual who is a trainee or student of acupuncture may not perform any act that constitutes the practice of medicine or the practice of acupuncture, except under direct

supervision of a person approved by the Board to provide clinical training as described in rule 847-070-0017.

It is POCA Tech's policy to:

1. clearly inform students in their first module that unsupervised needling of humans and animals is against the law;
2. clarify that unsupervised needling of humans and animals could result in the student's inability to get an acupuncture license in the future;
3. clarify that needling practice outside of supervision is necessary for developing appropriate motor skills and must be restricted to fruit (oranges, grapefruit) or intramuscular injection practicing models.
4. emphasize that at any time, students may request additional supervised needling practice if they feel they need more, and faculty will always do their best to provide it.

It is also POCA Tech's policy to emphasize safety in our acupuncture training program, specifically according to a trauma informed care and harm reduction model. We recognize that there is a risk that students will engage in unsupervised needling outside of these bounds and that all needling carries safety risks.

As sociologist Zeynep Tufekci writes: Harm reduction is the recognition that...(r)isk can never be completely eliminated; life requires more than futile attempts to bring risk down to zero. Pretending we can will away complexities and trade-offs with absolutism is counterproductive. Consider abstinence-only education: Not letting teenagers know about ways to have safer sex results in more of them having sex with no protections...The better approach is encouraging risk reduction and layered mitigation—emphasizing that every little bit helps—while also recognizing that a risk-free life is neither possible nor desirable.

In order to mitigate the safety risks of unsupervised needling, it is POCA Tech's policy to provide as much information as possible regarding safety practices and to encourage all students, under all circumstances, to report needling safety issues to our Adverse Events Reporting Database (<https://acupunctureconsumersafety.net/>)

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. 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 a student, without written notice to POCA Tech, fails 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.

Sexual Harassment Policy

Sexual harassment can include any conduct of a sexual nature which is unwanted and unwelcome by the recipient. It can also be unwanted conduct that is based on a person's gender (or perceived gender) -- a form of discrimination based on sex. Anyone can be a victim of sexual harassment.

In an educational setting, sexual harassment is defined as: (according to Title 9)

- 1) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it denies a person equal educational access; and/or
- 2) An employee of the school conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct.

In an employment setting, sexual harassment is defined as:

- 1) Unwelcome conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating or hostile work environment; and/or
- 2) Unwelcome conduct with the implicit or explicit suggestion that submission to or rejection of the conduct will be a factor in employment decisions or evaluations, or participation in work activities.

POCA Tech approaches the topic of sexual harassment as a subset of social safety. Consistent with our other safety policies, we take a harm reduction approach to preventing and addressing sexual harassment: we understand that our goal is to continually work toward a safer environment for everyone. Preventing and addressing sexual harassment is part of building a culture of safety. (please read <http://acusafetynerd.com/why-be-an-acu-safety-nerd-part-2> and <http://acusafetynerd.com/a-queer-perspective-on-safety>)

Sexual harassment can encompass such a wide range of behaviors and situations that it isn't possible to make an exhaustive list. It is important, however, to clarify general dynamics and

remedies, particularly since sexual harassment is something which POCA Tech students should be prepared to prevent and address in their future practices.

In general, sexual harassment represents boundary-crossing behaviors. Because navigating boundaries is a core part of a community acupuncturist's job, POCA Tech seeks to create an environment in which paying attention to boundaries, talking about boundaries, and asking for help in relationship to boundaries is normal, expected, and supported by the community. We assume that EVERYONE at POCA Tech needs support to have good boundaries and that everyone's boundaries are a constant work in progress -- no exceptions. We seek to make it easier for anyone to say to anyone else, "Hey, I'm not comfortable with that thing you just did" and for anyone to say in response, "I apologize, thanks for telling me, I won't do it again."

The purpose of having positive boundaries is to create a container in which students are able to focus on learning, both in the classroom and the clinic; faculty are able to focus on teaching, both in the classroom and the clinic; staff are able to focus on tending to the administrative needs of the school; and everyone is able to focus on providing care to our patients. It's everyone's job to maintain and protect our container, and to minimize disruptions and distractions wherever possible.

Here's an approach of "layered mitigation" (also known as "Swiss cheese") to safety in relationship to sexual harassment:

Culture

We commit to working towards a safety-positive culture and promoting proactive dialogue and awareness. We also seek to promote an environment in which no one is pressured to conform to gender norms. Research shows that this can make a difference in preventing harassment.

Bystander Expectations

It's common for people to cross boundaries without realizing it; everyone is capable of this under the right circumstances. It can help for people witnessing a boundary-crossing behavior to say something in the moment, so we encourage people to do so. See below for examples.

Community Support

It can be hard to talk about boundaries, for a variety of reasons. POCA Tech seeks to create an environment in which all stakeholders can seek support from each other in navigating boundary issues. The circles in our sociocratic governance should be part of this support; circles should be a place where concerns about boundaries are discussed. See below for an example.

Administrative Support

POCA Tech is a small school with limited resources, and sexual harassment as officially defined above would constitute a serious obstacle to its functioning. If any stakeholders are on the receiving end of unwelcome conduct -- particularly if there's a pattern involved -- that interferes with learning, teaching, receiving or providing care in the clinic, or otherwise doing their jobs, the administration needs to know about it so that it can be addressed and stopped. We commit to a pro-safety, non-punitive intervention wherever possible. But everyone should be aware that unwelcome sexual conduct represents a disruption of operations that just won't work here.

In all situations, the wishes of a person who has been on the receiving end of the boundary crossing behaviors should be respected and prioritized by peers, the community, and the administration.

Because of the problematic power dynamics, it's POCA Tech's policy that faculty and staff members cannot pursue or engage in romantic/intimate/sexual relationships with students.

Here are some examples we've encountered (either at POCA Tech or another acupuncture school) of behaviors and situations which offer an opportunity to prevent or stop sexual harassment.

- 1) A faculty member says to a student, "You're such an interesting person, I'd love to get to know you better." While this comment might sound innocuous on paper, the student receiving it picks up a vibe that makes them feel that they're under pressure to tolerate unwelcome romantic/intimate/sexual conduct in order to succeed in school. This is most likely a situation in which the student would need support from the administration or at least from another member of the faculty circle, to ensure that no further boundary crossing behavior occurs.
- 2) A student describes, to a group of other students in the classroom, a sexual dream they had involving a faculty member. This is a perfect example of where bystanders can be helpful in reminding people of the need for boundaries. If the conduct represents a pattern, however, bystander intervention might not be enough and the administration should get involved.
- 3) A pattern of "locker room humor" happens on a student clinic shift: in a small group of interns plus a supervisor, some of the interns -- as well as the supervisor -- participate in raunchy jokes. One intern is uncomfortable with this pattern but feels they can't speak up. If there are other interns on the shift who aren't part of the pattern and who are willing to speak up, this is a good example of an opportunity for bystander intervention. If there aren't, it would be important for the intern to seek support from other students and/or faculty and/or administration to communicate the message that the raunchy jokes are a problem and the joke-tellers need to find other ways to be funny.

4) A faculty member requires female-identified students to get manicures and wear high heels in clinic; no similar requirements are presented to male-identified students. Okay, obviously this didn't happen at POCA Tech! But something like it did: a student told another (male-identified) student that he wasn't masculine enough and needed to change his behavior and presentation because he was "too soft". (As it turned out, this was part of a pattern of boundary-crossing behaviors from this student.) This is an area for the administration to clarify that anyone trying to enforce gender norms on anyone else is potentially sexual harassment and it shouldn't happen. If it does, the administration most likely needs to get involved.

5) A student says to their classmates (during class), "I think from now on, every time we say anything, we should add 'in the sheets' to the end of the sentence!" This would be a good moment for other students and/or the faculty member whose present to say, "That would be very distracting so yeah, NO"/ "What an interesting suggestion -- absolutely not" If for some reason this suggestion were actually put into effect, it's time to involve the administration.

6) A retired male-identified acupuncturist who is a patient in the student clinic is condescending and patronizing to female-identified interns, referring to them as "girls" and critiquing their treatments. He sees himself as an instructor (he is not). There's lots of eyebrow-wiggling and "you look lovely today"; there are rumors that he touched and commented on an intern's hair. The interns discuss his pattern of behavior in their cohort circle and bring their concerns to the faculty and administration. As a result, the dean sends a letter telling the patient he is no longer welcome in the student clinic and needs to schedule only with one (willing, male-identified) licensed acupuncturist.

We have a resource person in the administration, Sonya Gregg (Administrative Coordinator) who is available to talk with anyone who has concerns about sexual harassment or boundary issues. Please contact her if you need support or have questions.

Introduction to Complaints Policy

Wherever there are humans, there will inevitably be conflicts. POCA Tech is full of humans -- students, faculty, administrators, patients, and volunteers -- and so we should all expect conflict resolution to be necessary at times. Also, POCA Tech operates in a highly regulated environment where there are requirements for how the school manages and tracks certain kinds of conflicts. As a result, there are three different levels of dealing with conflicts at POCA Tech.

1st Level

Whenever possible, conflicts should be addressed by the person who has a conflict or a complaint speaking directly to any other individuals involved, in an effort to resolve the conflict

between them.

2nd Level

However, it is very common for people to need help with conflicts, and POCA Tech wants to encourage students, faculty, admins and any other community members to reach out for help if they need it! Reaching out for help and support is an important skill for working in small business. Please see Jersey Rivers' excellent blog post for more background:
<https://acusafetynerd.com/boundaries-are-for-suckers>

Students are always encouraged to reach out to Sonya Gregg, as a first point of contact, for help resolving conflicts or complaints. If someone can't reach out to Sonya because the conflict is with Sonya, they should reach out to Jersey or Lisa. If the conflict or complaint is with all three of the EDs, the person should reach out to the Operational Leader of their Circle (student, faculty, etc) or the OL of any other Circle, for help and support. In order to access this kind of support, there is no need to put anything in writing. We recognize that sometimes people would like their complaints to be discussed and addressed without a formal public process and we will honor that desire wherever possible. Our goal at this level is to reduce stress and to resolve the complaint or the conflict as efficiently as we can.

3rd Level

If a person can't get what they need from reaching out to Sonya, other EDs, or other OLs, they can move to making a formal complaint. It is important to note that POCA Tech's regulators require that formal complaints must be submitted in writing, signed and dated. It isn't possible to submit a formal complaint anonymously or "off the record". It isn't possible to submit a formal complaint on behalf of someone else without that person knowing about it. A formal complaint requires formal follow up. At this point, POCA Tech's Grievance policy will be used to guide next steps. Our goal at this level is to comply with our existing policies and with our regulators' standards.

4th Level

If none of these steps are effective in resolving the conflict or complaint, a person may take their complaint directly to POCA Tech's regulators. Please be aware that the regulators require that all other previous steps be attempted.

Addresses of Regulators -

HECC 255 Capitol St NE, Salem, OR 97310, Phone 503-378-5690

and ACAHM Accreditation Commission for Acupuncture and Oriental Medicine: ACAOM 8941

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). The grievance must be dated and in writing before bringing it to the 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, 3225 25th St SE, Salem, OR 97302. 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

This agreement must be signed by all students as part of enrollment.

I understand that POCA Tech is both a graduate-level program as well as a private career school/technical school. Being a graduate level program means that students should expect to

be responsible for themselves and their academic progress in a way that's different from undergraduate programs. Being a private career school/technical school means that POCA Tech provides a training program for a very specific job in a very specific context, emphasizing certain skills and aptitudes.

Acupuncture represents a vast, diverse set of theories and practices. POCA Tech's focus is not on presenting the range of those theories and practices (that would be impossible in a three year program) but on preparing students to be skilled, safe, successful practitioners in a community acupuncture context. The POCA Tech program is an entry-level program, which means that we prepare people to begin what we hope is a life-long process of learning.

90% of acupuncturists are self-employed, which means that POCA Tech aims to prepare students to meet the demands of working in a small business context. In addition to technical skills and patient-focused abilities, we also work towards helping students develop skills to function successfully in a small business context. Specifically, this means collaboration, cooperation, and problem-solving. Students are expected to maintain behaviors that support the smooth and efficient operation of the school towards its mission, rather than behaviors that create unproductive conflict or drain the school's limited teaching and administrative resources. It is possible to fail the program on the basis of failing to demonstrate cooperative skills.

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. The core of the POCA Tech program is the clinical internship, and most classes focus on developing the skills and the mindset to be successful in clinic.

Both clinical supervisors and classroom faculty are obligated to address situations in which they feel an intern's judgment, maturity, emotional stability, temperament, and/or attitudes may make community acupuncture a poor fit as a career. Faculty and administrators may create plans for improvement for students to follow as a result of identifying these situations. Students are obligated to fulfill these plans for improvement; failure to do so will result in failing the program.

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 understand that POCA Tech has a responsibility to fulfill its mission, which is to prepare students to serve their communities as licensed acupuncturists. The school's purpose requires

orienting students to what they will do with their education after they graduate. Faculty and administrators will guide students out of the program if it really looks like community acupuncture isn't a vocational fit.

I understand that it is possible to fail the program, that enrollment does not guarantee receiving a certificate.

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 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. We have some referrals in the Student Handbook

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 community acupuncture 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 community acupuncture clinics, or preparing to open their own community acupuncture clinic in an

underserved area. Graduation from POCA Tech is contingent upon having a strong plan of action for future employment.

Employment Opportunities

- **POCA TECH does not and cannot guarantee employment**

Mentorship

- **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

There is no student housing but we recommend communication with current students who are familiar with Portland once you are accepted.

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 community acupuncture punks. And there's a long list of reasons that those practices failed.

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

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

Student File Access

Records Access

Students may access their Student Files in Sync.

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

Transcripts are automatically submitted to the NCCAOM as they require 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.

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 sustainers. Applicants to POCA Tech and other stakeholders 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 community acupuncture.

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 community acupuncture.

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

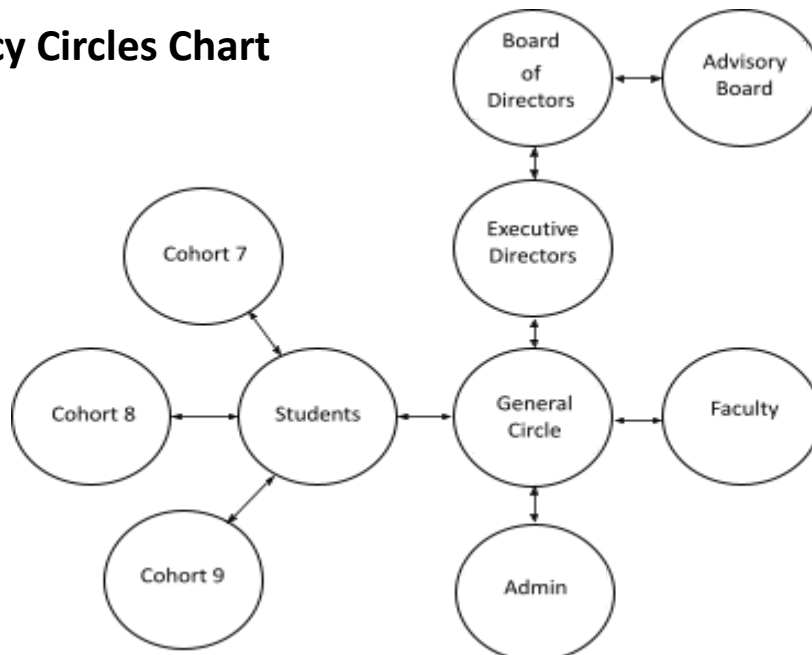
POCA Tech students have the right to participate in the operations and governance of POCA Tech.

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 community acupuncture, 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.

POCA Tech depends heavily on generous investments of volunteer time, talent and skills. It would not exist without this continual infusion of social capital. POCA Tech students have the responsibility to understand how much their education is the result of community acupuncturist’s volunteerism, and to reciprocate by volunteering as much as they are able.

Sociocracy Circles Chart



Ownership Statement

POCA Technical Institute is a 501c3 nonprofit educational institution.

Board of Directors

- Jade Fang, L.Ac., MAOM, President
- Laura Berglund, L.Ac., MCA, Secretary
- Claire Bartlett, Treasurer
- Jersey Rivers, L.Ac., MSOM, non-voting
- James Shelton, L.Ac., MCA
- Lisa Rohleder, L.Ac., MAcOM, non-voting
- Hailey Merritt, L.Ac., MAcOM
- Dilip Babu, MD

Advisory Board

- Ron Knight, BA
- Eana Meng
- Suzanne Morrissey, Ph.D
- Tyler Phan, L.Ac, Ph.D.
- Rob Sadowsky, BS
- Gabe Triplett
- Prerna Singh
- Cristina Gillis
- And our honorary advisor, Dr. Tolbert Small, MD

Administration

- Lisa Rohleder, L.Ac., MAcOM, Executive Director
- Skip Van Meter, L.Ac., MAcOM, Academic Dean
- Sonya Gregg, L.A.c., Co-E.D., Registrar, Academic Coordinator

- Jersey Rivers, L.Ac., MSOM, Co-E.D., Project Coordinator, FGS
- Emery Olson, L.A.c., Business Manager
- Rachel Hess, L.A.c.

Teaching Faculty

Core Faculty

- Lisa Rohleder, L.Ac., MAcOM
- Felicia Desrosiers L.A.c.
- Skip Van Meter, L.Ac., MAcOM
- John Vella, L.Ac., MAcOM
- David Whitsitt Goodson, L.Ac., MSAOM

Clinical Supervisors

- Moses Cooper, L.Ac., DoTCM
- David Whitsitt Goodson, L.Ac., MSAOM
- Haley Merritt, L.Ac., MAcOM
- Lisa Rohleder, L.Ac., MAcOM
- Skip Van Meter, L.Ac., MAcOM
- John Vella, L.Ac., MAcOM

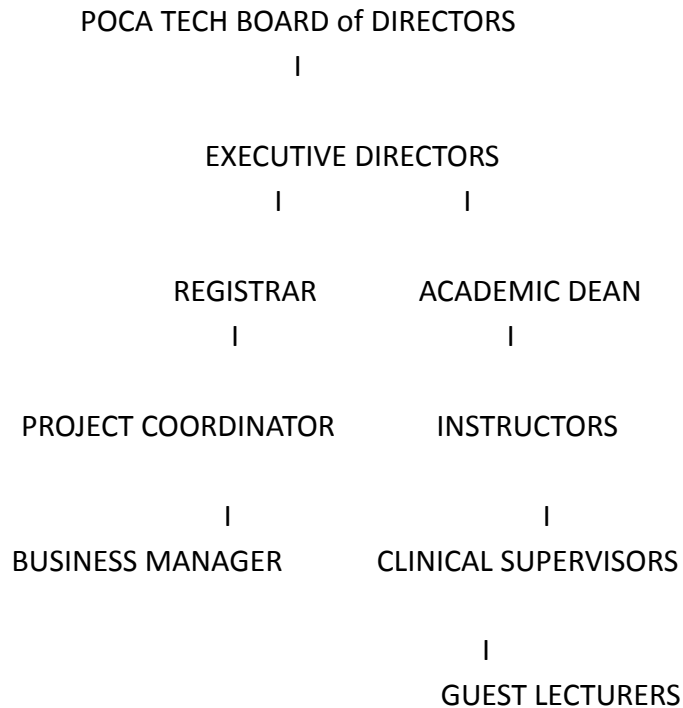
Guest Lecturers

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

- Jersey Rivers, L.Ac., MSOM
- Dilip Babu, MD
- Laura Berglund, L.Ac, MCA
- Moses Cooper, L.Ac., DoTCM
- Jade Fang, L.Ac., MAOM

- Erin Engelke L.A.c.
- Rebecca Tuttle L.A.c.
- Betony Jacobs L.A.c.

POCA Tech 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

3225 25th St SE

Salem, OR 97302

Tel [\(503\) 947-5751](tel:5039475751)

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: [ACAOM Accredited Programs](#)

ACAOM is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners.

Student Built AcuLaw Database

Have you ever wondered what the acupuncture laws and regulations are in the state you'd like to practice in? Have you wondered if attending POCA Tech will prepare you to practice in that state? Look no further!

<https://law.pocatech.org/>

Practitioner Licensing

Most states license acupuncture practitioners and have individual licensing requirements. Here's a database of state by state licensing requirements from the POCA Tech:

<https://dev-pocadb.pantheonsite.io>

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
registrar@pocatech.org