Doctor of Acupuncture and Oriental Medicine

Student Handbook
and
Professionalism Guidelines

2015 – 2016
**Student Rights and Responsibilities**

This handbook serves as a statement of student rights and responsibilities. As such, students are responsible for the information contained herein.

Students are also responsible for policies and procedures described in the college catalog, in other official college publications, and those that are disseminated via other means such as emails and memos.

Oregon College of Oriental Medicine (OCOM) reserves the right to make changes in the regulations, rules, policies and dates set forth in this handbook; the handbook is not to be regarded as a contract. When such changes are made, OCOM will make every effort to communicate those changes with reasonable notice to interested parties. Please note that students are responsible for understanding and complying with all policies and procedures contained in this handbook, and in other publications that the school may distribute from time to time.
## OCOM Student Handbook and Professionalism Guidelines 2015-2016

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ocom.edu

*The science of medicine, the art of healing*
Dear OCOM Doctoral Student,

Welcome to the OCOM community! Your administration, staff, faculty, and fellow students look forward to getting to know you as you participate in the academic, research, student life, and clinical programs of the college. You are entering an exciting program that has much to offer in furthering your education in a dynamic profession. We welcome your ideas, enthusiasm, and commitment as we all work towards creating an ever-better experience for you and for the patients and community that we serve.

In health,
Beth Burch, ND, Dean of Doctoral Studies

Mission and Values

Oregon College of Oriental Medicine transforms health care by educating highly skilled and compassionate practitioners, providing exemplary patient care, and engaging in innovative research within a community of service and healing.

In support of this mission, the college values:

**Excellence** – OCOM staff, faculty, and students strive to set standards for and perform at the highest professional levels academically, clinically, and in the research program.

**Leadership** – OCOM leads Oriental medicine education in the United States by developing outstanding programs of education, clinic, research, outreach, and collaboration. OCOM leads by working to enhance social justice through its commitment to inclusive and diverse access to education and health care.

**Healing** – OCOM staff, faculty, and students, consistent with the principles of Oriental Medicine, understand health to be harmony and balance in Body, Mind, and Spirit, and attempt to live these principles by embodying compassion, humility, passion, and synergy in their daily lives and work.

**Innovation** – OCOM staff, faculty, and students use inquiry and discovery to support their individual creativity and inventiveness in the continuous improvement of the College and its clinical, academic, and research programs.

**Community** – OCOM staff, faculty, and students work together in a learning community that maintains traditions built upon supportive relationships, trust, heart, humor, and a commitment to lifelong learning.

**Service** – OCOM provides the highest levels of effective, efficient, and practical service to its students and the public.


Oregon College of Oriental Medicine

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A Guide To Publications
Several important publications provide essential information to guide you while you are a student at Oregon College of Oriental Medicine.

The OCOM Academic Catalog 2015-2016 is your primary academic publication. Its contents include:

- The academic calendar
- College mission and values statement
- Educational competencies for the doctoral program
- Information on student services and student life
- Description of curriculum including course descriptions
- Admissions requirements
- Tuition information
- Financial policies
- Financial aid information
- Academic policies
- Grading policy
- Graduation requirements
- Faculty biographical sketches
- List of college administration

The Doctoral Clinic Handbook and OCOM Clinic Procedures Handbook are your primary publications for OCOM clinical education policies and procedures.

This Doctoral Student Handbook emphasizes student services and related procedural details, student conduct and professionalism guidelines, staff and department chair contact information, student activities, and student government.

Updates and other notifications are sent by email and posted on the class program management website.

Contacting the Administration and Staff
For general information about the college, please contact the Business Office at 503-253-3443 x101. OCOM’s Business Office stays well-informed about activities going on around the campus and can also help you to contact other OCOM staff or faculty.

Following is a list of offices and personnel to help you to determine whom you should see for what. A comprehensive list of OCOM staff is found in the academic catalog.

Contact any OCOM administrator via email by using the firstname.lastname@ocom.edu formula. (For example, Tim Chapman’s email address is tim.chapman@ocom.edu)

Academic Department
Students are invited to speak with the academic leadership of the college about their experience as a student, including curriculum and faculty-related feedback. To contact a specific faculty member, please consult your course syllabus for contact information.

Beth Burch, ND, Dean of Doctoral Studies
Room 427
beth.burch@ocom.edu
503-253-3443 x202

Tim Chapman, PhD
Vice President for Academic Affairs
Room 513
tim.chapman@ocom.edu
503-253-3443 x136

Nancy Grotton, LAc, Dean of Students
Room 203
nancy.grotton@ocom.edu, 503-253-3443 x154

Martin Kidwell, DAOM, LAc
Dean of Master’s Studies
Room 301
martin.kidwell@ocom.edu
503-253-3443 x103

Zhaoxue Lu, DMed, PhD (China), LAc
Associate Dean of Doctoral Studies
Room 426
zhaoxue.lu@ocom.edu
503-253-3443 x212

Debra Mulrooney, DAOM, LAc
Associate Dean of Clinical Education
Room 428
debra.mulrooney@ocom.edu
503-253-3443 x139

Computer Use is Essential
In keeping with current trends in health care education, the DAOM program requires all students to be computer literate, and computer use is absolutely essential for assignments and other work. If you do not currently have a computer, you may be able to use one at no cost in a local library, but we strongly recommend that you purchase one for yourself. DAOM assignments and homework are managed via an online course management system, so familiarity with the Internet is also necessary.

Student Email Addresses
All OCOM doctoral students are required to have an
ocom.edu email address and to check email regularly (at least three times per week). Experience has shown that email is the most straightforward and reliable way for the administration to contact individual students and the class as a whole. A class email group (or class “listserve”) is established for each incoming DAOM class. You will be provided with the details of this account before enrolling in the program. This email group will be used for all notices or information distributed to the class as a whole.

**Populi Student Information System**

Populi is a cloud-based student information system, providing current students with Web access to:
- Course registration and transcripts
- Financial aid
- Bookstore and bill payments
- Campus news
- Electronic messaging
- Emergency Notification system
- Links to other internal resources (Professional Development Center, OCOM Library, Student Government and Club Information)

**Upgrading your Computer**

If you have an old computer — meaning one that is more than 3-4 years old — it may be beneficial to upgrade to a new system before you start the program. Many DAOM students use laptop computers or tablets to take notes in class, and you may wish to consider this alternative. Wireless service is available to all students on the OCOM campus.

**Required Software**

The following software must be available on your computer:

**An Internet browser**

This is necessary for Internet access and web-related tasks. Most operating systems come with Internet browsers built-in. Internet Explorer, Mozilla Firefox or Macintosh Safari browsers are among the many that are acceptable.

**A word processing program**

Necessary for completing assignments. You may prefer commercial packages such as Microsoft Word or Wordperfect, which are mainstream and widely known. If you'd prefer to use open source software rather than commercial, a range of excellent zero-cost packages is also available. A good example is the OpenOffice software suite (http://www.openoffice.org), which is available for free download for most operating systems.

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**Software that can create PDF documents**

“PDF” is a special type of document format, originally developed by the Adobe Corporation. It has become an industry standard for electronic document format exchange. This requirement is important for doctoral students because all DAOM homework assignments must be submitted online using PDF document format. There are various ways to create PDF files: e.g., you may purchase a commercial PDF-creation package such as Adobe’s own “Acrobat” software, which will convert documents from most other word processing formats into PDF format. Alternatively, you may use zero-cost open source (non-commercial) packages (such as PrimoPDF, PDFCreator or OpenOffice) to achieve the same goal.

**Open Source Software**

OCOM supports the open source software movement. It’s free and 100% legal!

Examples of high quality open source software include:
- OpenOffice - http://www.openoffice.org
- Mozilla Firefox (Internet browser) - http://www.mozilla.org

**Internet Access**

In order to participate successfully in the doctoral program, you must be able to access the Internet. Specifically, while you are enrolled, you should anticipate doing the following things regularly:
- Regularly check (at least three times per week) your ocom.edu email for DAOM related announcements, updates, or other important program information
- Regularly check the details of the latest online handouts and module schedules, assignments or homework, which are regularly posted on the DAOM course management system website (www.daom2016.ocom.edu)
- Periodically complete required online evaluation or assessment forms
- Upload homework (all grading is done online)
- Periodically access online journals and/or articles
- Regularly do online research or literature searches

Although you might be able to complete your doctoral work successfully without having direct access to the Internet from home (e.g., by using computers at a local public library), most students will definitely prefer the flexibility of being able to complete work from home. So if you don’t have one...
already, you will need to sign up for an account with a local Internet Service Provider (ISP). You may want to consider high speed Internet access (e.g., via cable or DSL).

**Online Doctoral Program Management System**

The doctoral program’s program management web site is designed around a very powerful open source course management software package called Moodle.

This web site is secure, meaning that only authorized users may access it. An account (username and password) is automatically created for all enrolled doctoral students. Your username for this site will be in this format:

`firstname.lastname`

For example, if your name is Jane Williams then your username will be: `jane.williams`

If you have any problems, contact the doctoral administration.

**Email Group List**

For convenience, the doctoral program maintains a class group email list for each doctoral cohort. Joining the list is required of all students, because important information is distributed to students via this method.

The group is a restricted, moderated group, meaning that it is not open to the public, is only available to the students in the specific doctoral cohort and the doctoral faculty, and membership must be approved by the DAOM administration. We do not share your email addresses publicly with anyone outside OCOM.

You may send out messages to your classmates simply by sending an email to the class group email.

**OCOM Library**

Key personnel:

**Candise Branum, Director of Library Services**
cbranum@ocom.edu
503-253-3443 x134
Circulation Desk, x132

**Veronica Vichit-Vadakan, Systems Librarian**
vvv@ocom.edu
503-253-3443 x133
Circulation Desk x132

**Regular Library Hours:**
Monday-Thursday, 8:00 AM-7:00 PM
Friday, 8:00 AM-5:00 PM
Saturday, 10:00 AM-2:00 PM

**Doctoral Weekends**
In addition to regular hours, we are open until 7:30PM on Fridays during Doctoral Module weekends.

**Holidays**
The library is typically closed for all major holidays, but feel free to call or email us to verify hours, or check the library website for more information.

The OCOM Library is located on the 3rd floor of the campus building, and houses a unique and scholarly collection of books, journals, media, and databases, with a focus of Acupuncture and Oriental Medicine. Computers equipped with word processing software, two duplex printers, and a copy machine and scanner are provided for student use and to serve as portals to library’s online catalog, databases, and the Internet.

The library’s informative website, `library.ocom.edu`, includes information on all of the services available to OCOM students, including interlibrary loan, streaming video, and reference services.

**Privileges**

In addition to the OCOM Library, OCOM students have borrowing privileges at three other major health sciences libraries in Portland: the National College of Natural Medicine (NCNM), University of Western States (UWS), and the Oregon Health & Science University (OHSU). Students must show their OCOM library card for in-person borrowing access to these libraries. Additionally, materials from these three libraries can be requested using the OCOM Online Library Catalog.

**Borrowing of Materials**

Students must have a current OCOM student ID card.
to check out library materials.

**Loan Periods**
Books and A/V materials: two weeks  
Reserve materials: 24 hours
Excerpt for class reserve materials and items that have a waiting list, doctoral students may keep borrowed materials, including both books and tapes, for four weeks or until the first day of the next monthly campus visit.

**Reference Materials, Journals, Student Papers, Vertical File Materials**
These items do not circulate. Most all student papers and a large number of journals are available online; students can find these by visiting the library website at www.library.ocom.edu.

**Renewal**
Circulating materials excluding reserve materials may be renewed by calling, stopping by, or renewing online, as long as the material has not been requested by someone else.

**Overdue Materials and Fines**
Books, Videos, CDs: $.20 per day  
(with a cap of $10 per item)  
Reserve Materials: $.50 per hour  
(with a cap of $10 per item)
Items six weeks overdue (or one week in the case of reserve materials) will be treated as lost materials and the lost material charge including replacement cost of the item and a $5 processing fee will be assessed.

OCOM students must pay all Library fines prior to registering for the next term. Transcripts and diplomas will be withheld until library fees and fines have been cleared.

**DVDs/Videos**
Certain DVDs may only be viewed on OCOM premises. Check with the library staff for the in-house viewing procedure for videos marked “Reference.” Additionally, many of the videos are available in streaming format on the library’s website.

**Interlibrary Loan**
The Interlibrary loan service assists OCOM students in obtaining journal articles (from other libraries) that are not in the OCOM library collection. An Interlibrary Loan request form is available online at the library website.

**Library Environment**
The library is designated as a place of quiet study. Beverages with lids and non-disruptive (not smelly or noisy) food may be consumed at the study tables: food and drink are not allowed at the computers. Any person who sets off the security system at the library entrance is required to show the contents of his/her bag or other carriers to the library staff person at the Circulation/Information Desk.

**Library Computer Use Policy**
All library computer users are expected to adhere to the policy stated below. Users who violate the policy may be subject to disciplinary action.

**Prohibited Uses**
OCOM Library computers may not be used to solicit for commercial ventures, religious or political causes, outside organizations, nor to be used to create, display, or print any message or information which is offensive to others and is based on race, gender, sexual orientation, age, disability, national origin, religious, or political beliefs. In addition, using these workstations to play games or participate in chat rooms is not allowed. The user of the library computer also needs to be aware of copyrighted materials on the Internet, and may be liable for copyright infringement if use of such materials in excess of fair use.

**Computer Use Priorities**
Research or schoolwork takes precedence over personal or recreational use such as email. Please be aware of the academic needs of your fellow students and relinquish the computer appropriately and courteously.

**Outside Software**
Outside software including any program from the Internet is prohibited from being installed or downloaded on the library computers. This prevents virus contamination to the computers.

**Settings/Configurations**
No changes may be made to the configurations of the library computers as the changes may cause difficulty in later use. If you encounter any problem in using any of the computers, contact the Circulation/Information Desk.

**Computer Viruses**
Exercise caution with unknown email attachments: viruses are commonly spread via email attachments.
(Word or other programs). Because this danger exists, do not open an attachment if you do not already know its contents. If you have any questions about the safety of an email attachment, contact the librarian.

**Printing/Copying**
Printing charges of $.10 per page (single- or double-sided) recover the costs of paper and ink cartridges.

**Student Services**
OCOM’s Student Services guides and supports all students through their transformational journey in achieving their educational and professional goals. The offices (and personnel) listed alphabetically below provide a wide range of services to prospective students, enrolled students, and graduates. Please take advantage of the many services available to you.

**Office of Admissions**
Anna Lewis  
**Director of Admissions**  
Room 209  
anna.lewis@ocom.edu  
503-253-3443 x201

Teres Smith  
**Admissions Counselor and Lead Recruiter**  
Room 105  
teres.smith@ocom.edu  
503-253-3443 x175

Rachel Taleff  
**Admissions and Alumni Relations Coordinator**  
Room 107  
rachel.taleff@ocom.edu  
503-253-3443 x198

Emma Reisch  
**Admissions Administrative Assistant**  
Room 105  
emma.reisch@ocom.edu  
503-253-3443 x176

Hours: Monday-Friday, 9:00 AM-5:00 PM  
Services:  
- Facilitates communication with prospective students, answering questions about the master’s and doctoral programs, including general information about the college  
- Coordinates campus tours and class visitations  
- Evaluates transcripts and prerequisite completion  
- Advises students and fosters relationships  
- Coordinates Admissions recruitment events for prospective students: Admissions Seminars, Doctoral Student for a Day, OCOM Socials, community college health fairs, career fairs, transfer fairs and more  
- Serves as primary contact to prospective students, advocating on and off campus resources to learn more about acupuncture and Chinese medicine

**Business Office and Bookstore**
Rachel Mower  
**Business Office and Bookstore Manager**  
503-253-3443 x101

Daniel Kennon  
**Business Office and Bookstore Assistant**  
503-253-3443 x102

Room 101  
Hours: Monday-Friday, 9:00 AM-7:00 PM  
Services:  
- Provides textbooks, supplies and special order items for students to purchase  
- Records sales and distribution of textbooks to students at the beginning of each term  
- Applies financial aid; preparation and distribution of refund checks  
- Monitors student financial accounts  
- Manages locker rentals  
- Distributes student mail  
- Answers questions and provides referrals to the proper person for student concerns  
- Maintains OCOM’s online bookstore  
- Provides textbook list for term requirements

**Clinical Services – OCOM’s Clinics**
Debra Mulrooney  
**Associate Dean of Clinical Education**  
debra.mulrooney@ocom.edu  
503-253-3443 x139

Room 428  
Services:  
- Contact Debra for issues regarding patient care or interactions with students or clinical faculty.

Brooke Alsaker, Director of Clinic Operations  
brooke.alsaker@ocom.edu  
503-253-3443 x222  
Room 429  
Services:  
- Contact Brooke for issues regarding business
functions and administration of the clinic operational staff.

**Clinic Locations** – OCOM operates two student intern clinics: the on-campus **OCOM Clinic** and northeast Portland’s **OCOM Hollywood Clinic**.

**OCOM Clinic**
4th floor of OCOM campus building
75 NW Couch Street, Portland, OR 97209
503-445-0951; fax: 503-445-0949

Hours:
Monday-Friday, 8:00 AM-7:00 PM; except Tuesday 2:00 PM-7:00 PM
Saturday, 9:00 AM-7:00 PM
One Sunday per month, September through June, the doctoral program’s Weekend Specialty Clinics operate 8:30 AM to 5:00 PM.

**OCOM Hollywood Clinic**
2029 NE César E Chávez Blvd, Portland, OR 97212
503-281-1917; fax: 503-595-0847

Hours:
Monday-Friday, 8:00 AM-7:00 PM; except Tuesday 2:00 PM-7:00 PM
*Closed Saturday and Sunday

Services offered by OCOM’s clinics to OCOM students include:
- Providing low-cost health services: acupuncture, moxibustion, herbal prescription, massage (tuina, shiatsu) and other traditional Asian medicine therapies through the Intern Teaching Clinics
- Providing referrals for western biomedical care, including dentistry
- Friends and Family discount for two individuals. You must register these people for clinic discounts through the clinic front desk.
- Additionally, some faculty may offer a discount on their medical services to OCOM students.

*Be assured that high standards of confidentiality always apply in OCOM’s clinics.*

### Fee schedule for OCOM’s clinics:

<table>
<thead>
<tr>
<th>Service</th>
<th>Students, Staff, Friends and Family</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acupuncture in Intern Teaching Clinic</td>
<td>$15</td>
<td>$25</td>
</tr>
<tr>
<td>Professional Observation Clinic</td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>Herbal consultation</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Discount on herbal preparations</td>
<td>15%</td>
<td>None</td>
</tr>
<tr>
<td>Group seated acupuncture (Shiatsu/Tuina)</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Therapeutic massage (Shiatsu/Tuina)</td>
<td>$15</td>
<td>$25</td>
</tr>
</tbody>
</table>

Student health services accessed through other offices:
- Counseling services can be accessed through the Office of Student Affairs. Contact Nancy Grotton, Dean of Students, at 503-253-3443, x154
- Health Insurance — Mike Law, Student Services Manager (x163), can provide you with information and resources regarding the Affordable Care Act

### Doctoral Studies

**Beth Burch**
**Dean of Doctoral Studies**
Room 427
beth.burch@ocom.edu
503-253-3443 x202

**Zhaoxue Lu**
**Associate Dean of Doctoral Studies**
Room 426
zhaoxue.lu@ocom.edu
503-253-3443 x212

Hours: Monday-Friday, 9:00 AM-6:00 PM

Services:
- Advises doctoral students on academic and clinical programs, including clinical electives and capstone projects
- Facilitates Clinical Theatre class for doctoral and master’s students to gain observation experience
- Evaluates doctoral applicant transfer credit requests
- Provides general counseling to doctoral students regarding personal, financial and academic concerns
- Coordinates Orientation activities
- Registers students to access doctoral website and email list-serve
Facilities
Email Facilities at facilities@ocom.edu

Dane Bevan
Director of Facilities and Campus Security
503-515-6455 or 503-253-3443 x160

Ann-Louise March
Facilities Coordinator
503-317-4832 or 503-253-3443 x157
Room 106 (Facilities)
Hours: Monday-Friday, 8:00 AM-7:30 PM

Services:
- Manages campus maintenance projects
- Works with students to improve campus sustainability goals and programs
- Ensures safety and security of the campus and other OCOM properties
- Sets up and maintains classrooms in accordance with staff, faculty and student requests
- Provides support and assistance for campus events
- Oversees OCOM's space rental program
- Manages college's audiovisual program and maintain A/V equipment
- Works with outside vendors
- Coordinates campus safety and emergency response programs
- Provides notification regarding campus closures

Financial Aid

Judy Gjesdal
Director of Financial Aid
judy.gjesdal@ocom.edu
503-253-3443 x108

Marissa Aust, Financial Aid Counselor
marissa.aust@ocom.edu
503-253-3443 x109
Room 210
Hours: Monday-Thursday, 8:30 AM-4:00 PM

The Office of Financial Aid assists students and prospective students in the process of applying for and receiving Federal Student Aid. A complete list of all financial aid policies, procedures and regulations is sent electronically to enrolled students in the Fall and is also available in the Office of Financial Aid.

Services:
- Assists students with applying for financial aid and completing the FAFSA
- Creates and processes student aid awards.
- Provides student with a letter showing their Financial Aid eligibility
- Processes student loans. Assists students in applying for student loans or obtaining additional loans throughout the year
- Provides loan counseling at the beginning and end of enrollment. Explains to students what types and terms of the student loans they are borrowing
- Manages scholarship programs. Provides students with outside scholarship opportunities as well as information on all OCOM scholarships.
- Assists students and graduates with selecting loan repayment options, deferment options or loan consolidation information.
- Maintains and manages Federal Work-Study Program by awarding Federal work-study to master's students and providing a list of available on-campus jobs

Information Systems and Technology

For technology support, email or call IT personnel at helpdesk@ocom.edu, or call x555 (though email is preferred).

Chris Langford
Director of Information Systems and Technology
chris.langford@ocom.edu
503-253-3443 x127

Joe Holstein
Systems Administrator
joe.holstein@ocom.edu
503-253-3443 x125

Hours: Monday-Thursday, 9:00 AM-5:00 PM
Room 108A

Services:
- Supports college-wide computers, wireless networks, and photocopiers
- Provides training on technology* used by students, staff and faculty
- Resets passwords

*Including Populi and Google Docs/Gmail/Calendar support (Chris)
Institutional Advancement
Beth Howlett
Director of Communications
Room 507
beth.howlett@ocom.edu
503-253-3443 x196

Services:
- Provides opportunities for students to develop their public speaking skills, participate in patient recruitment and enhance their professional development through regularly scheduled community events
- Maintains database of community outreach hours turned in by master’s students, paperwork required to validate such hours and tracking of student outreach
- Provides promotional materials and demonstration pieces required for outreach events
- Advises students on strategies and provides tools for conducting outreach activities, giving community talks and interfacing with the public on the subject of Chinese medicine
- Coordinates on-campus continuing and community education events open to students at no or low cost
- Facilitates relationships between OCOM students, staff and community partners to generate ongoing opportunities for patient recruitment and professional development

Rachel Taleff
Admissions and Alumni Relations Coordinator
Room 107
rachel.taleff@ocom.edu
503-253-3443 x198

Hours: Individual hours vary. Appointments are strongly recommended.

Services:
- Provides continuing support to OCOM students after graduation through the alumni website, newsletter, Alumni Association-supported speakers and professional development activities.
- Posts and maintains online resources (practice and job opportunities, the alumni practitioner directory, marketing tools and shared business development resources) at alumni.ocom.edu
- Coordinates alumni mentor program matching OCOM students and recent graduates to successful practitioner volunteers

Professional Development Center
Jason Stein, Chair of Professional Development
jason.stein@ocom.edu
503-253-3443 x199
Room 314

Hours: Tuesdays, 2:00 PM-4:00 PM

Services:
- Reviews Resumes and Cover Letters
- Hosts on-campus Professional Development lectures
- Recommends online and hard resources for professional development to the OCOM Library
- Assists students in locating outside resources in practice management and career building

Office of the Registrar
Carol Acheson
Registrar
carol.acheson@ocom.edu
503-253-3443 x112

Debbie Jones
Associate Registrar
debbie.jones@ocom.edu
503-253-3443 x104

Simon Tian
Academic and Student Services Coordinator
simon.tian@ocom.edu
503-253-3443 x135
Rooms 205 and 206

Hours: Monday-Friday, 8:30 AM-5:30 PM

Services:
- Maintains academic and clinical records — students can order transcripts, check on grade changes and get a copy of their schedules
- Posts academic and clinic schedules online for easy access
- Provides one-on-one service to students scheduling clinical requirements
- Assists students with class and section changes
- Provides information on incomplete requirements and how to complete them
- Serves as liaison with the national certification board for students taking their examinations and with state agencies to assist students in getting licensed
- Offers free Notary Public services for students
- Verifies enrollment for deferment of loans, etc
- Provides information to government agencies for international and Veteran Affairs students
Research Department

TBD: Dean of Research

Ben Marx
Research Associate
ben.marx@ocom.edu
503-253-3443 x168
Suite 208
Hours: Tuesday and Thursday, 9:30 AM-6:00 PM

Services:
- Provides research outreach — students can stop by to discuss latest trends in AOM research
- Mentors students on potential research questions
- Provides research career counseling — students can approach staff about potential career paths in AOM research
- Trains and assists students to utilize AOM research databases — students can inquire about how to refine searches for AOM-related research literature
- Maintains research reference lists — AOM research-related websites, books, journal material lists
- Provides review and mentorship to enable students to submit research projects to the OCOM College Research Committee and Institutional Review Board to engage in research studies.

Student Affairs

Nancy Grotton
Dean of Students
Room 203
nancy.grotton@ocom.edu
503-253-3443 x154

Mike Law
Student Services Manager
Room 204
mike.law@ocom.edu
503-253-3443 x163

Hours: Monday-Friday, 8:30 AM-5:00 PM

Services —
Dean of Students:
- Offers general support/lifestyle counseling or coaching. Students can sign up for appointment or stop by for support or assistance with personal, family or school issues
- Provides referrals for professional counseling. Students who need help with professional counseling can obtain a referral to Pacific Psychology Clinic. OCOM will pay for intake and first four sessions.
- Provides academic advising/academic learning support; students can receive help with study strategies, time management issues, scheduling difficulties, changes in enrollment plan (i.e. shift from three-year plan to four-year plan)

Student Services Manager:
- Maintains tutor list — students can obtain assistance with finding a tutor for hire
- Manages the Tutor Subsidy Assistance Program — students can obtain forms to receive subsidy toward tutoring that is required or highly recommended by instructor
- Coordinates accommodations under the Americans with Disabilities Act (ADA). Students eligible for accommodations under the ADA can receive reasonable and appropriate support services
- Advises and facilitates student government: OCOM Student Association (OSA)
- Provides oversight of student events and activities
- Coordinates quarterly “Drop-In” Tutoring program

Things to Know – an alphabetical assortment

Academic Advising
Each student is encouraged to meet with the Dean of Doctoral Studies or the Associate Dean of Doctoral Studies to discuss his/her academic progress, to share his/her experiences of the doctoral program and to consider opportunities for career advancement.

Accessing your grades
Grades are posted on Populi. Students can view their grades a few days after the end of the academic year.

Board of Trustees – Student Participation
The OCOM Student Non-Voting Advisory Trustee holds a one-year term, which runs from October through the following July. The general role and responsibilities of the student trustee are (1) advising the OCOM Board of Trustees on matters related to student concerns, and (2) communicating information related to Board policy discussions and actions to the student body.

The student trustee attends quarterly Board of Trustee meetings, along with monthly OSA meetings, maintains relationships with student-run clubs, and advocates on behalf of students on issues affecting a substantial portion of student body. The student trustee is chosen during spring term for the following academic year and the application process is overseen.
by a subcommittee of the OSA — this position is open to both master’s and doctoral students.

Bookstore
Texts used in OCOM courses, recent publications relevant to traditional Chinese medicine and acupuncture supplies, charts, college T-shirts, etc. are available in the OCOM office. Special orders for texts and medical charts may be placed, with pre-payment, in the OCOM office.

Campus Communication
There are multiple venues for communication on the OCOM campus, including the class website, email communication, and bulletin boards. In an attempt to reduce paper and increase efficiency, most of the official communication from administration to students will occur via email. Students are responsible for the information provided via email — therefore students should check email on a regular basis.

Campus Safety
In accordance with the Crime Awareness and Campus Safety Security Act of 1990, the college records for and provides to the college community a detailed report of certain campus criminal activity. All members of the OCOM community are advised to carefully safeguard personal possessions, academic materials, automobiles, bicycles, etc. Anyone whose personal safety has been threatened or violated should report such instances directly to the Facilities Manager for immediate action. Individuals found to have threatened or violated the personal safety of others are subject to dismissal or suspension from the college.

Change of Address
Students are responsible for keeping the college informed of their most current phone number, email and mailing addresses. Change of addresses should be made on the student info tab in Populi.

Children on Campus
OCOM does not provide child care services and children are not permitted in classes unless they are a “model patient” for a particular class. Children visiting the campus must be supervised by an adult in the college and in the clinic. Children may not be left unattended in lounge areas, reception areas, or outdoors.

Emergency Closure of College
(weather-related or other)
Due to the large number of doctoral students commuting from out-of-town, doctoral modules including doctoral clinic will generally be held even in bad weather. This may differ from the procedure in the rest of the college. All decisions about holding doctoral program classes and clinic will be made by the Dean of Doctoral Studies in consultation with the College President. If classes or clinic are cancelled due to bad weather or other circumstances, students will be contacted individually by phone and by group email.

Information on emergency OCOM closures will be communicated through the following:
- OCOM’s public website (ocom.edu) and the Populi newsfeed
- Text notification
- A recorded message at the college’s main number (503-253-3443)

Identification Cards
New students will have photos taken and student ID cards will be provided. Student ID cards also serve as security passes and must be worn on campus at all times.

Lockers
Each doctoral student will be assigned a locker for storage of clinic supplies as well as other personal items brought to each module. Locker fees are $20 per year. Students will need to supply their own lock.

Lounges for Student Use
Located on the second floor is a student lounge area which includes a full kitchen. The lounge’s bulletin boards provide a center for announcements, housing and job information, as well as local and national events of potential interest to students. An additional student lounge area is located on the 3rd floor near the library.

Outstanding Balances (payment in full)
Students with outstanding balances from a prior year may not register for classes for a subsequent year. In order for students to continue their education at OCOM, all student debts, including, but not limited to, tuition and book fees, library fines and clinic bills, including clinic bills for dependents of OCOM students must be paid in full.

Parking
There is no dedicated parking at the OCOM campus.
Parking is available in several public parking lots and garages near the OCOM campus.

**Pet-Free Campus**
OCOM is a pet-free campus. Please keep your pets at home where they can be comfortable. Only service dogs are permitted on campus.

**Tobacco-Free Campus**
Tobacco use of all types is prohibited on the OCOM campus as are e-cigarettes.

**Transcripts**
Student records and transcripts are housed in the Office of the Registrar. Students may obtain unofficial copies of OCOM transcripts for themselves, or request that official copies are sent to other institutions by completing a Transcript Request Form. Fees apply.

**Tutoring and Tutor Subsidy**
Tutoring is available at student expense from teaching assistants and other graduates or advanced students. A limited amount of funding each year is available to subsidize the cost of tutoring when such tutoring is mandated or strongly recommended by a faculty member.

For more information, see the Dean of Doctoral Studies.

**Procedures – “How To…”**
*(An alphabetized list)*

**Access accommodations under the Americans with Disabilities Act (ADA)**
Oregon College of Oriental Medicine will not, because of disability, deny qualified persons access to, participation in or the benefits of any program or activity operated by OCOM. Academically and technically qualified persons shall receive appropriate accommodations to ensure access to educational opportunities, programs and activities of the college.

The Student Services Manager is responsible for coordination of services for qualified students with disabilities. In order for OCOM to provide appropriate accommodations for students with disabilities, please follow this procedure:

1. Contact the Student Services Manager to arrange a meeting to discuss accommodations for a disability. The Student Services Manager can discuss the nature of specific courses or clinical assignments if students are not sure what accommodations would be applicable.

2. Submit a written request for accommodations or auxiliary aids.

3. Submit documentation of the disability, sufficient to enable the Office of Student Affairs to verify the disability. Examples of such documentation are:
   - Recommendations of qualified professionals familiar with you and your disability.
   - Results of professional evaluations
   - History of diagnosis
   - Observations of former educators
   - Past use of accommodations

4. Submit a report of any recommendations for accommodations or auxiliary aids or services previously received, especially in past college courses.

The College will request further documentation if the information provided does not allow the Office of Student Affairs to ascertain the student’s need for the requested modification or auxiliary aid. Information will remain confidential except as permitted by the student expressly for providing support services to that student.

As needed, the Student Services Manager will discuss the student’s request for accommodation with the student and faculty member or departments involved to determine appropriate accommodation. If there is a question about the appropriateness of a student’s requested accommodation, the Dean of Students or Dean of Doctoral Studies will be consulted and will inform the student of the college’s decision.

OCOM will make every reasonable effort to provide appropriate accommodations for requests. OCOM will not waive or fundamentally alter requirements that are integral to the educational program.

As you proceed through the program, please be aware that:

- Requests must be made in a timely manner. Untimely requests may result in delay, substitution, or denial of accommodation. Accommodations cannot be granted retroactively.

- Students requesting accommodations are required to meet with the Student Services Manager and/or other appropriate college staff prior to each term to review accommodation requests as applicable to upcoming courses.

- Students with specific learning disabilities may
obtain tutoring assistance, at their expense and at current rates, for individual classes. Tutor subsidies are available for tutoring that is recommended or required by an instructor; the subsidies are sponsored by the Office of Student Affairs.

Complaints concerning the provision of accommodations to disabled students will be handled through the Student Grievance process, as specified in the college catalog and in the Student Handbook. Students may also contact the Office of Civil Rights via their complaint form at: http://www.ed.gov/ocr/complaintintro.html.

File a Grievance (Policy and Procedure)

Students with a grievance about an academic matter with a specific faculty member are asked first to attempt to resolve the situation with that faculty member. If a student believes that his or her grievance was not resolved satisfactorily, the student is encouraged to submit his or her grievance in writing to the appropriate college dean—Dean of Students or the Dean of Doctoral Studies. The Dean will meet with the student in question, gather any additional information needed, and, attempt to resolve the situation if possible. If the student still believes that the grievance has not been satisfactorily resolved, the student can request that the grievance be brought to the Grievance sub-committee of the Academic Steering Committee. This sub-committee will convene to discuss the grievance. The sub-committee may, as part of the process, invite the student to a meeting to explain the grievance, and may also invite the staff or faculty member involved. The student may also request such a meeting.

After its meeting and having heard from the involved parties if necessary, the Grievance sub-committee of the Academic Steering Committee will make a final determination as to how the grievance will be resolved.

If the student is not satisfied that OCOM has adhered to its policy or been fair in its handling of the grievance, the student may contact the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) at:

ACAOM
8941 Aztec Drive
Eden Prairie, MN 55347
952-212-2434; fax 301-313-0912
e-mail: coordinator@acaom.org

Notify faculty of absences in extenuating circumstances

Be very attentive to the attendance policy as stated in the college catalog, and on the syllabus for each course. Instructors are willing to work with students who have health, family, or other pressing causes for absence—if the student communicates with the faculty member. If you are not on campus, you can email or call your faculty member, using the information on the course syllabus.

Post Information Around Campus

We welcome the posting of job opportunities, rentals, health related conferences and events, and other relevant community announcements. However, please note that it is inappropriate to use OCOM resources, including student mailboxes and campus corkboards and lockers, to advocate or promote any political causes.

Below is the procedure for posting information on campus.

Posting Job or Housing Opportunities and Items for Sale

If you would like to advertise a job or housing opportunity or items for sale please place them on the labeled bulletin boards in the Student Lounge on the 2nd Floor.

When you post your items for sale or for rent, please date the item with the day you post it and once your item is sold or the property is rented - please remove the posting.

If you are posting events or items of student interest, please ensure they are removed after the completion of the event.

Procedure for Digital Flyers and Posters

Submit flyers or posters for the Electronic Reader Boards or Populi to the Student Services Manager, Mike Law at mlaw@ocom.edu. Include event description, time, date, location, and contact information for each flyer or poster.

The Electronic Reader Boards are reviewed once a week. Flyers and posters will be removed from the Electronic Reader Boards at this weekly review, once the relevant date is past.

Procedure for advertising outside events on campus

We welcome activities and events initiated by students and student interest! Posting community event flyers is welcome on the 3rd floor and 2nd
floor lockers, using the magnets provided.

- Flyers can also be posted in bathroom stalls or the back of the doors in the bathroom if the plastic flyer holders are already filled. If taping to the walls of the stalls or on the back of restroom doors, please roll the tape and stick it to the back of the flyer, rather than applying tape to the front corners. This helps us to keep surfaces clean.

**Review and/or correct your academic file**

Both law and institutional policy afford student access to academic records and opportunities to modify them. Students may have access to their records by appointment with the Dean of Students. All students have a right to appeal grades and other academic records. The first appeal should be made directly by the student in writing to the involved faculty member. Faculty members complete a Change of Grade form with the Registrar in cases when a grade is modified. If the student is not satisfied with the results of this direct appeal, a further appeal can be made by the student to the Dean of Doctoral Studies. The Dean of Doctoral Studies will consult with the Academic Steering Committee in arriving at a decision. Finally, regardless of the outcome of the official results of the appeal, the student has the right to enter a written objection or explanatory statement into the student file.

**Submit a petition**

When, due to special or extenuating circumstances, a student wishes to request an exception to stated policy, the student can fill out a petition form (academic or clinical). The petition will be considered by the Dean of Doctoral Studies, who will consult with staff or faculty as needed, and respond in writing to the student.

If the petition is denied, and the student wishes to pursue the situation further, the student can request that the petition be reviewed (in writing and/or by personal appearance) by the grievance/petition subcommittee of the Academic Steering Committee. If the subcommittee denies the petition, the student can present it to the President for consideration. The President will gather and review all relevant information and then respond in writing to the student. The decision of the President is final.

**Compliance with Federal Laws**

Oregon College of Oriental Medicine adheres to federal laws relevant to institutions of higher education.

Annual notifications of these federal acts occur electronically each fall. Students are also informed how to obtain printed copies of materials and of the administrative office where they can receive further information or help.

**Notice of Nondiscrimination**

OCOM recognizes the individual dignity of each employee, student, patient, volunteer, and job applicant. OCOM does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital or familial status, sexual orientation, gender identity, veteran status, or any other basis prohibited by local, state, or federal law.

**Title IX of the Education Amendments of 1972**

Title IX prohibits discrimination based on sex in educational programs, including areas such as admissions, financial aid, scholarships, course offerings and access, employment, and other services. Title IX protects students and employees, both male and female, from unlawful sexual harassment, including sexual violence, in college programs and activities. OCOM has designated a Title IX Coordinator to whom questions or concerns about this notice should be addressed: Helen Smith, Director of Human Resources, 75 NW Couch Street, Portland OR 97209, or HR@ocom.edu.

**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” Parents or eligible students have the right to inspect and review the student’s education records.
maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call 202-260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Opt-out forms are available at the Office of the Registrar for students wishing to be omitted from directory information.

**Drug Prevention Program Information**

The Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires institutions receiving federal financial assistance to implement and enforce drug prevention programs and policies.

Oregon College of Oriental Medicine prohibits the manufacture, unlawful possession, use or distribution of illicit drugs or alcohol by students and employees on college property or at any off-campus school activity. Any violation of this policy will result in appropriate disciplinary actions, up to and including expulsion (in the case of a student) and termination (in case of an employee), even for a first offense. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement authorities will be notified.

**Students are prohibited from attending class or clinic while under the influence of illicit drugs (including marijuana) or alcohol.** Violation of this policy by a student will result in sanctions up to, and including suspension from OCOM. Students found to be under the influence of illicit drugs (including marijuana) or alcohol will be immediately required to leave the campus.

Although Oregon Measure 91 allows people over the age of 21 to possess small amounts of marijuana for personal use, it is in conflict with federal law. Because OCOM is required to comply with federal laws relevant to institutions of higher education, marijuana continues to be considered an illicit drug for purposes of this policy.

**Legal Prescription and Over-the-Counter Drugs**

It is the student’s responsibility to determine the potential effects of legal prescription or over-the-counter drugs on his/her ability to safely perform in the classroom and the clinic. Legal prescription
pharmaceuticals may be brought onto OCOM property or premises only by the person for whom they were prescribed and may be used only in the manner, combination, and quantity prescribed or directed. In appropriate circumstances, OCOM reserves the right to require a student provide verification from their physician or another medical doctor, about the possible effects that a prescription pharmaceutical or over-the-counter drug the student is taking may have on the student's performance in the classroom or clinic.

In certain cases, students and employees may be referred to counseling sources and/or substance abuse help/treatment centers. College officials will consider participation in and successful completion of such a program as appropriate sanctions for violations of drug/alcohol policies and retain the right to require such treatment for continued participation in the college's educational programs and activities. Please note: The abuse of alcohol and illegal drugs poses considerable health risks. They include impeded motor skills; memory loss; impaired speech, brain, heart and liver damage; inappropriate, harmful or violent behavior; fetal damage and death.

Annually, each fall, the college will inform its students, staff and faculty via email of:
1. The legal sanctions under local, state and federal law for the unlawful possession or distribution of illicit drugs and alcohol
2. The effects of drug and alcohol abuse
3. Substance abuse treatment centers located in the Portland area

*Alcohol may be provided at certain college functions; prior approval by the President or his/her designee is required.

This policy will be reviewed biennially to determine its effectiveness. Changes will be made as appropriate.

**Drug-Free Workplace Act**

In compliance with the Drug-Free Workplace Act of 1988, OCOM will not tolerate the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance. Students and employees found to be in violation of this policy are subject to immediate disciplinary action that may include dismissal or suspension from the college. OCOM is likewise committed to an ongoing drug-free awareness program for all students, faculty and staff and provides the details of this program commitment in writing/electronically each year. Individuals seeking advice regarding drug abuse counseling, rehabilitation and further information about treatment options are encouraged to contact the Director of Student Affairs (students) or the Office of Human Resource (Staff) for such assistance.

**Student Conduct Code and Professionalism**

**General policy**

All members of OCOM are expected to act in ways that foster the college's primary functions of teaching, research, patient care, and public service. OCOM encourages mature and independent student conduct. OCOM has the right and duty to protect its members from conduct which interferes with its primary educational responsibility to insure all its members the opportunity to attain their educational objectives and to maintain professional standards among all its members. All OCOM students, faculty, and staff are expected to observe national, state and local laws and ordinances, and to refrain from conduct proscribed below. Conduct which violates the provisions of proscribed conduct will be dealt with as described.

**Needling Policy**

Doctoral students who are not licensed in Oregon may only needle in acupuncture class, in a supervised needling lab or supervised college-sponsored event, or in the OCOM clinic under supervision. It is a Class C felony for non-Oregon LAc-licensed students to needle any person outside of a supervised classroom or clinical setting. As such, it is fully prohibited by OCOM policies and may result in dismissal from the college.

**Protected Classroom Materials**

Classroom materials such as lecture notes, hand-outs, charts, manuals, and power-point presentations are owned by the college and/or the instructor for the course. When students are interested in re-formatting these materials to share with classmates or others, they must receive permission from the faculty member and/or the College to do so. Sale of such materials for profit is prohibited. Compensation for copying costs may be permissible with aforementioned permission.

**Instructor’s Copyright Rights**

Students should be aware of the protections that
exist over the work of their instructors including lectures, charts, class notes, manuals, etc. Following is a legal rendering of this issue.

Copyright: The Legal Summary:
Copyright protection subsists in original works of authorship. Thus, OCOM professors, as authors of their lectures own a copyright in the content. Copyright ownership grants certain specific EXCLUSIVE use rights, including, for example, the right to reproduce copies; another exclusive right is the right to prepare other works based on the copyrighted work (technically called a “derivative” work). The subsequent creation by another of a work which is substantially similar to the original or the derivative violates these exclusive rights and is thereby deemed an infringement. An infringement occurs regardless of whether the original has been registered with the Copyright Office. Infringement would include, for example, the sharing with others of: handwritten, photocopied, or computer reformatted faculty lecture notes; quizzes based on faculty lectures; and compilations of faculty lectures.

“Fair use” is the major exception to an infringement claim. Fair use is not an easily defined concept, depending on the specific facts of each situation. It may exist for purposes of criticism, comment, news reporting, teaching, scholarship or research. To determine whether a use is a fair one, the following are factors to be considered and weighed:

1. Purpose and character (commercial vs. nonprofit, transformative vs. republished);
2. Nature of copyrighted work (unpublished vs. published, factual vs. nonfactual);
3. Amount and substantiality of portion used; and
4. Effect of use upon potential market of copyrighted work.

Photocopying and selling class notes, not being a fair use, is an infringement, even if the material is sold at cost. For example, it does not fall within any one of the favored categories (the “teaching” milieu belongs to teachers). While the noncommercial aspect may favor the copying, the character is that of republication. Also, many of the lectures are not published and accordingly, the copying activity would have a substantial effect on the potential market for any publication by the professors. Finally, since the goal is to include the most important aspects of the lectures, the third factor would weigh against fairness.

Video/Film Viewing and Permissions
If a student group or club would like to show a film, the sponsoring group will need to secure the proper licensing rights. Films showings that are organized by student groups or clubs are considered public performances, even if the film is educational or if the event is only available to OCOM students.

Most films (both documentaries and feature films) require a public performance license to be purchased. The sponsoring club is responsible for the funding of the performance license, and a license or permission must be secured even if the film is acquired from a personal collection, rental store, or library. For smaller, independent productions, students may contact the distributor directly to ask for permission. Proof of purchase of a required license must be presented to the Student Affairs Coordinator prior to advertising for the event.

If a student club requires assistance in locating information about the copyright holder, they may contact the Director of Library Services for assistance.

Proscribed Conduct
The following actions constitute conduct for which students will be subject to disciplinary sanctions:

1. Intentional or reckless obstruction or disruption of teaching, research, administration, clinics, disciplinary procedures or other college activities, including the college’s public service functions or other authorized activities at the college;
2. Theft or malicious damage to college property, or the property of any other person when such property is located at the college;
3. Unauthorized entry into or use of the college’s facilities, including buildings, desks, files, equipment, etc;
4. Illegal use, possession or distribution of drugs or alcohol on college premises, and attending class or clinic while under the influence of illicit drugs or alcohol. The consumption, possession, or distribution of alcoholic beverages or illicit drugs or the possession of weapons/firearms at OCOM is prohibited. Note: Illicit drugs in this context include marijuana. Please note OCOM’s program concerning substance abuse for students, faculty and employees. Alcohol may be provided at certain college functions; prior approval by the President or his/her designee is required.
5. Academic cheating, including plagiarism in any form; copyright infringement; knowingly providing
false or misleading material information to the college; or forgery, alteration or unauthorized use of college documents, records or identification;
6. Unauthorized possession of keys to college facilities including buildings, desks, files, equipment, etc;
7. Failure to comply with published clinic and academic regulations;
8. Failure to comply with dress, appearance, and professional standards of behavior as may be set by the college;
9. Unlawful conduct involving moral turpitude or the illegal practice of any of the healing arts. Students should note that it is a felony in Oregon to practice acupuncture without a license, and that this prohibition is extended to any acupuncture needling outside of the formal, supervised educational format.
10. Physical or verbal abuse, intimidation or personal harassment;
11. Deliberate or careless endangerment of others;
12. Deliberate incitement of other students to commit serious rule violations or to commit grievous acts;
13. Tampering with the building alarm system or any other safety equipment;
14. Failure to comply with the lawful directions of college officials.

Disciplinary Procedures

A. Notice: Any notice to a student, required under disciplinary proceedings, shall be hand-delivered or mailed by certified mail.

B. Allegations of Misconduct – Investigation: Any student, faculty or staff member of OCOM may present an allegation to the Dean of Students that a student has been engaged in proscribed conduct. The student shall be notified of the allegation(s) and charges, and the college will investigate the facts underlying the allegation. The investigation shall include contact with the student that allows the student to present written and/or oral explanation of the facts and circumstances underlying the alleged conduct. All physical evidence, written statements, and notes of oral statements taken in any investigation shall be placed into and kept in a case file relevant to the matter. If the Dean of Students does not find probable cause to believe that conduct constituting a violation of this code has occurred, the charge shall be dismissed, with a written finding of lack of probable cause. The finding of dismissal shall be placed in the case file, with copies delivered to the student and the complaining party.

C. Findings, hearings and appeals:

1. If the Dean of Students finds probable cause to believe that conduct occurred constituting a violation of this code, they will further investigate the allegation. The Dean of Students shall find, by clear and convincing evidence, that such conduct constituting a violation occurred, or that it did not occur, and shall make appropriate written findings and conclusions. In either event, these written findings shall be retained in the student’s academic records file.

The Dean of Students may informally decide the outcome of relatively minor violations as outlined in 2(a). More serious violations require a formal hearing as described in 3(a).

2.(a) If the Dean of Students does find that a violation indeed did occur and may require the imposition of a sanction, they shall, after written findings have been made, investigate all circumstances relevant to the imposition of a sanction, including the circumstances of the incident and disciplinary record of the student.

The Dean of Students shall then record and file all the results of this subsequent investigation in the student’s academic records file. The Dean of Students will arrange a one-on-one meeting with the student to discuss these findings. Following this meeting, the Dean of Students may impose any of the following sanctions: counseling, guidance, or oral or written reprimand.

2.(b) The Dean of Students will deliver to the student in writing the results of this meeting. If a violation was found and a sanction imposed by the Dean of Students, the student will be informed that they have a period of 10 calendar days in which to appeal the findings and sanction directly to the President's Reports. The appeal must be in writing and must also be presented in person to the President's Reports at a meeting to be arranged within ten calendar days of receipt of the written appeal. Students have the right to be accompanied by an advisor of their choice in the presentation of this appeal. The decision of the President's Reports regarding the appeal is final.

3.(a) If the Dean of Students believes that a more serious sanction may be warranted (e.g. academic probation, involuntary leave of absence, suspension), they will refer the case to the Academic Steering Committee (ASC) for a formal hearing, and will duly submit to this body all relevant documents and
records. The student will be notified in writing of the hearing time and date and is expected to be in attendance. The student may elect to have an advisor present at the hearing. The Dean of Students will not participate in this specific hearing process, nor will be involved in the determination of any ASC sanction. Instead, the Student Services Manager may join the hearing process. The ASC will deliberate and deliver to the student their hearing decision within ten calendar days.

3.(b) The student will also have ten calendar days in which to appeal directly to the President's Reports all decisions arrived at by the ASC from the formal hearing. Such appeals must also be in writing and must also be presented in person to the President's Reports at a meeting to be arranged within ten calendar days of receipt of the appeal. Students have the right to be accompanied by an advisor of their choice in the presentation of such appeals. The decision of the President's Reports is final.

4. Appeals may lead to modification of discipline only if based upon one or more of the following criteria:
   (a) Failure of the Dean of Students to follow the procedures set forth in this handbook
   (b) Lack of substantial evidence to support a finding of a violation of the conduct code
   (c) The imposition of a sanction that is out of proportion to the proven misconduct

5. A written decision will be delivered to the student within ten working days following the presentation of any appeal.

6. If the appeal authority finds that there is substantial merit to the appeal, the Dean of Students will be directed to reinvestigate the situation. Upon finding a lack of evidence to support a finding of a violation of the conduct code, the appeal authority will dismiss the charge and revoke the original sanction. The appeal authority may also adjust the original sanction, which may include the imposition of a lesser or greater sanction. In all cases, the outcome of the appeal will be retained in the student's academic records file.

7. When students are exonerated from charges related to alleged violations of the student conduct code, all case materials are expunged from student records within ten working days of case closure.

Students who believe that due process has not been followed in a matter of policy or discipline may contact:

Oregon Office of Degree Authorization
Higher Education Coordinating Commission
775 Court St. NE
Salem, Oregon 97301

NOTE: Discriminatory harassment, sexual misconduct, and retaliation issues will be investigated and adjudicated according to OCOM's Discriminatory Harassment, Sexual Misconduct and Retaliation policy.
I. INTRODUCTION
Oregon College of Oriental Medicine (OCOM) is committed to maintaining environments that enable a free and diverse community in which students, faculty, and staff can learn, work and express themselves. Membership in the OCOM community imposes obligations on students, faculty, and staff to respect the dignity and autonomy of others and to treat one another civilly and without regard to factors irrelevant to participation in the life of the College.

This policy details and explicitly prohibits specific forms of harassment and encourages the reporting of these prohibited behaviors. OCOM will work to prevent them and their recurrence, and to correct any discriminatory effects on a complainant or others.

The prohibitions within this policy may appear to place a kind of restriction on academic freedom and individual freedom of expression. Since such freedom requires an atmosphere of trust and mutual confidence, dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom.

Except as otherwise specified herein, this policy applies to faculty, staff, students, and agents of the College while in their representative role. It also applies to patients, visitors, contractors and subcontractors, as well as to any other person who participates in or benefits from OCOM programs and activities, whether on or off campus, including academic, educational, extra-curricular, and workplace programs and activities, and to any person using OCOM premises. This policy covers behavior that occurs outside of OCOM-sanctioned events or OCOM properties when it impacts an individual’s ability to access or benefit from OCOM programs and activities.

OCOM acknowledges and intends to comply with its legal responsibilities under federal or Oregon law, including the reporting responsibilities of the Clery Act, 34 CFR 668.46. If any provisions of this policy are contrary to or interfere with any applicable law, that law will supersede the inconsistent policy provisions. Behavior violating this policy may also separately violate federal, state, or other law; it may also violate other policies of the College.

Because of the close connection between this policy and Title IX, significant parts of the policy’s enforcement are overseen by OCOM’s Title IX Coordinator. Contact information may easily be found on the Title IX Resource Page and other places on the College’s website. See the Title IX Resource Page (www.ocom.edu/titleix) for sources of help with questions about this policy.

II. NOTICE OF NON-DISCRIMINATION
OCOM recognizes the individual dignity of each employee, student, patient, volunteer, and job applicant. OCOM does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital or familial status, sexual orientation, gender identity, veteran status, or any other basis prohibited by local, state, or federal law. OCOM does not consider any of the above attributes in administration of its employment policies, educational policies, admissions policies, scholarship and loan program, and other school-administered programs. In its policies and actions, OCOM will comply with its obligations under state and federal law including Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Uniformed Services Employment and Reemployment Rights Act (USERRA), Oregon Revised Statutes, and any other applicable law.

III. USE OF A REASONABLE PERSON STANDARD
The College will use a “reasonable person” standard when applying the definitions herein and in investigating reports and complaints of violations of this policy, both in determining facts and in assessing culpability.
A “reasonable person” is a hypothetical person who is level-headed and rational, aware of community norms, and not under the influence of a judgment-impairing substance.

This standard can be used in different ways throughout the investigation and adjudicative process. For example, since the standard is referred to in the definition of prohibited discriminatory harassment, parties investigating a report or formal complaint of discriminatory harassment will use the reasonable person standard by assessing the situation from the perspective of a reasonable person as defined above to decide if the behavior constitutes a violation of this policy. As another example, parties may use the reasonable person standard when assessing whether a reasonable person in the same context as the respondent would believe that they had consent in that context.

IV. GENERAL DEFINITIONS USED IN THIS POLICY
For purposes of this policy, certain terms are defined in a specific way. The following definitions apply where the defined terms are used in this policy, regardless of whether the terms have a different meaning in other contexts.

**Agents of the College:** Individuals serving as official representatives for the College in any unpaid or paid capacity.

**Complainant:** An individual who makes a report or a formal complaint regarding violation(s) of College policy.

**Faculty:** A member of the teaching or research staff who holds an academic appointment, including teaching assistants (TAs), those on visiting appointments and those on sabbatical or leave. It also includes visiting scholars and emeriti faculty who are teaching or who have an office on campus.

**Respondent:** An individual alleged to have violated College policy who has been named as such in a report or a formal complaint.

**Staff:** Individuals employed by OCOM who are not members of the faculty.

**Student:** An individual who is currently enrolled, registered, on leave of absence, or has made arrangements with the Business Office to pay tuition and fees.

V. DISCRIMINATORY HARASSMENT
Discriminatory harassment is unwelcome verbal, written, visual, or physical conduct based on or motivated by an individual’s or group’s actual or perceived affiliation with a protected class or category. See section II of this policy for a list of protected classes or categories.

Discriminatory harassment violates this policy if it is sufficiently severe, pervasive, or persistent that it either (1) denies, interferes with, or limits a person’s ability to participate in or benefit from the College’s programs or activities; or (2) creates a learning or working environment that a reasonable person would consider intimidating, hostile, or offensive. Whether conduct constitutes prohibited discriminatory harassment depends upon the context of the conduct, and is a matter that is to be evaluated from the perspective of a reasonable person. The present section includes coverage of discriminatory harassment that is based on sexual orientation or gender identity, whether or not the harassing behavior is itself sexual in nature. Section VI addresses, in detail, discriminatory harassment that is sexual in nature.

Discriminatory harassment can be carried out by various means, from the use of offensive or intimidating references to a protected class (such as with slurs, epithets, or asserting offensive stereotypes) to outright threats, and by way of various mechanisms or media, whether verbal, non-verbal, written, visual, electronic or other.

VI. CONSENT AND SEXUAL MISCONDUCT
Sexual misconduct is defined as any non-consensual sexual contact or act that violates the rights of another. Sexual misconduct typically involves acts that are severe, persistent and pervasive, but also may be a one-time occurrence. Examples of sexual misconduct include non-consensual sexual contact, non-consensual sexual intercourse, sexual assault, domestic violence, dating violence, intimate partner or relationship violence, sexual exploitation, bullying, stalking, cyberbullying and sexual harassment.

Several categories of sexual misconduct are addressed below, including sexual assault, sexual exploitation, and sexual harassment. This section begins with a discussion of the crucial concept of consent, and ends with a discussion of relationships among faculty, staff, and students.
A. CONSENT
Consent is defined here as conscious, relevantly informed, and fully voluntary agreement to, or permission for, an act. The following points should be emphasized:

■ To consent is to actively agree to, or actively give permission for, something. Though this may require explicit verbal discussion, especially in unfamiliar situations, consent can be communicated nonverbally, especially in the space of mutual recognition created by a stable, ongoing relationship. To consent is not to be in a passive state.
■ Silence or inaction do not, in and of themselves, communicate consent. The absence of an explicit denial of consent does not constitute consent.
■ Consent to one form of sexual activity does not by itself constitute consent to any further sexual activity.
■ A person's consent to an ongoing activity can be removed by that person at any time.
■ Previous or ongoing sexual relationships or encounters do not in themselves constitute consent to any current sexual acts.
■ Consent cannot be forced or coerced; agreement or permission due to threat, implied threat, or intimidation does not constitute consent.
■ A person who is incapacitated – whose judgment is seriously impaired by alcohol, other drugs, or other factors, such as lack of sleep – cannot give consent.
■ Oregon state law considers persons under the age of 18 to be "incapable of consenting to a sexual act" (ORS §163.315.) and states that if lack of consent is solely a result of the age of the victim, it is a defense to certain crimes that the actor was less than three years older than the victim at the time of the alleged offense (ORS § 163.345).

B. SEXUAL ASSAULT
Sexual assault is defined in this policy as non-consensual sexual contact or non-consensual sexual intercourse.

Sexual contact is any intentional touching of another person in a sexual manner, however light or momentary, whether that touching is direct or indirect. Sexual contact includes, but is not limited to:

■ touching, in a sexual context or manner, another person's breast, buttock, groin, or genitals;
■ touching, in a sexual context or manner, another person using one's own breast, buttock, groin, or genitals;
■ physically causing another person to touch themselves or another with or on the breasts, buttocks, groin or genitals; or
■ any intentional bodily contact made in a sexual manner, even though not involving contact with, of, or by the breasts, buttocks, groin, genitals, mouth or other orifice.

Sexual intercourse is vaginal or anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight or momentary the penetration.

Sexual assault (i.e., non-consensual sexual contact or intercourse) is prohibited by this policy.

Hence, those engaging in sexual activity must ensure that the consent of anyone else involved in that activity is present. Again, see section A, above, for a discussion of consent.

For more information about the pertinent Oregon statutes on sex offenses, see ORS §163.305-479.

C. SEXUAL EXPLOITATION
Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another person for their own advantage or benefit, or for the benefit or advantage of anyone else. Sexual exploitation includes but is not limited to:

■ Non-consensual video or audio-recording of sexual activity, or allowing a third party to observe consensual sex without all parties' knowledge of and consent to that observation;
■ Prostituting another member of the College community;
■ Sharing, without consent, sexually explicit images of another member of the College community (including sharing images obtained consensually but shared without consent of the person(s) in the image);
■ Obtaining, owning, or sharing sexually explicit images of a minor;
■ Engaging in watching or otherwise recording a person for one's own sexual gratification when that person is in a place where they would have a reasonable expectation of privacy;
■ Knowingly endangering the health of another person by exposing them to a sexually transmitted infection (STI) or HIV/AIDS without notifying that person in advance;
■ Non-consensual exposure of one's genitals or inducing another to engage in such exposure,
or other acts of nudity, when these acts interfere with or limit a person's ability to participate in or benefit from the College's programs and activities. Sexual exploitation is prohibited by this policy.

D. SEXUAL HARASSMENT
Sexual harassment is any unwelcome conduct of a sexual nature. It can take many forms, and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. (Although sexual assault and sexual exploitation have been addressed specifically, acts in those categories can also be unwelcome conduct of a sexual nature and therefore may constitute sexual harassment and discriminatory harassment.)

Sexual harassment is unlawful and violates this policy if it is sufficiently severe, persistent or pervasive that it either (1) denies, interferes with, or limits a person’s ability to participate in or benefit from the College’s programs or activities; or (2) creates a learning or working environment that a reasonable person would consider intimidating, hostile, or offensive. Harassment in which submission to conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual’s education, employment or participation in any program (quid pro quo harassment) is unlawful and is a violation of this policy. A single incident of any form of harassment or other misconduct may create a hostile environment.

E. PROHIBITED AND INAPPROPRIATE CONSENSUAL RELATIONSHIPS
Romantic or sexual relationships that might be appropriate in other contexts may be inappropriate within the College community.

Faculty-Student Relationships
Faculty members have many professional roles with students: instructor, mentor, supervisor, evaluator, advisor, tutor and these represent the heart of the educational process in a college environment. As a matter of sound judgment and professional ethics, faculty members have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students.

When a faculty member or teaching assistant has a romantic and/or sexual relationship with a student, a conflict of interest arises. Because OCOM is a small campus, and the nature of classes and clinic is often intimate and personal, there may be a greater likelihood of feelings of intimacy and attraction than in some settings. Therefore, the need for clear boundaries is even greater than at a larger College.

An excerpt from the College of Michigan's policy explains the risks very clearly:

“Romantic/sexual relationships between faculty members and students can pose risks to the faculty member, the student, or to one or more third parties. When a student voluntarily consents to such a relationship, it is suspect because of the unequal power dynamic. Such relationships can also lead the student to file a claim of sexual harassment if he or she feels exploited. In addition, other faculty members, staff members, or students may worry about undue advantage or unfavorable treatment as a result of the relationship. These concerns can damage the educational environment whether the favoritism is real or perceived.”

Therefore, OCOM’s policy on faculty-student relationships is as follows:

No faculty member or teaching assistant shall have a romantic/sexual relationship with any OCOM student while the student is enrolled at OCOM, regardless of whether the relationship is consensual. This policy applies to all enrolled OCOM students and is not limited to students who are currently enrolled in a faculty member's class or section, or under the supervision of a faculty member. It also applies to students who are on a leave of absence.

If the administration is informed of such a relationship, the report will be investigated. If this investigation confirms the report, the faculty member may be subject to disciplinary action, up to and including termination of employment.

Staff-Student Relationships
Intimate relationships between staff employees and students are generally inappropriate and are strongly discouraged, however this policy does not expressly prohibit them.

Any staff employee who forms or maintains an intimate relationship with an enrolled student must inform their manager, in writing, of the relationship. The employee and manager will meet with the Chief of Staff to develop a plan of action which will outline measures to safeguard the best interests of all parties — the student, the employee, and the college.

Employee-Employee Relationships
Intimate relationships between consenting employees are prohibited when a direct or indirect
reporting association exists between them. This means that OCOM employees are prohibited from participating in an intimate relationship with any other college employee in their management chain.

**Consideration of Prior Consensual Relationship in Complaint Procedures:** Members of the community are reminded that the existence of a prior consensual relationship is not, in and of itself, a defense to a complaint of inappropriate conduct or violations of OCOM policy. Romantic or sexual relationships may be consensual at the outset, but consent may be withdrawn at any time. Any complaint will be evaluated based on its entire context including the nature of the relationship at the time of the conduct in question.

**VII. OTHER PROHIBITED CONDUCT**

Other harassing conduct violates this policy if it is sufficiently severe, pervasive, or persistent that it either (1) denies, interferes with, or limits a person's ability to participate in or benefit from the College's programs or activities; or (2) creates a learning, working, or living environment that a reasonable person would consider intimidating, hostile, or offensive. Such harassment may include:

- violence or threat of violence, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of a member of the OCOM community, regardless of the relationship status of the parties;
- bullying, defined as repeated or aggressive behavior likely to intimidate, discomfort, or hurt another member of the OCOM community, physically or mentally;
- stalking, defined as repetitive, alarming, or menacing pursuit, harassment, or interference with the peace of mind or perceived safety of members of the community, or the perceived safety of their immediate family members or pets.

Furthermore, the use of College facilities, resources, and/or technology to engage in any behavior that violates this policy is prohibited.

In addition to the explicit prohibitions in this policy, attempts to commit an explicitly prohibited act that take a substantial step towards the commission of the act, in themselves constitute misconduct in violation of this policy.

**VIII. RETALIATION**

Retaliation is prohibited by federal and state law and by this policy. No one at the College may reprimand, retaliate, take any adverse action, or discriminate against an individual for having opposed unlawful conduct, initiated a report or complaint, provided information as a witness, or participated in the resolution of a report or complaint regarding potential violations of this policy.

Acts may be retaliatory if they reasonably act as, or could act as, a deterrent to further protected activity, for example, by

- disadvantaging or restricting a person in that person's status as a student, employee, patient, or visitor or in the ability to gain benefits or opportunities available at the College;
- precluding a person from pursuing discrimination claims;
- ostracizing a person who has complained or participated as a witness or otherwise;
- pressuring someone to drop or not support a complaint or to provide false or misleading information; or
- adversely altering the educational or work environment of someone who has complained or participated in the complaint process.

**IX. REPORTING**

Reporting to the Portland Police is NOT required of any victim of sexual assault, domestic or interpersonal violence with the exception of child or elder abuse. However, reporting to the Portland Police is always an option.

Any reports of sexual misconduct towards or of a MINOR MUST be reported directly to campus safety and security and/or the Portland Police Bureau immediately. There are no exceptions to this policy. The Portland Police Bureau’s non-emergency phone number is: 503-823-0000.

On-Campus Reporting Options:

Reporting experienced, observed, or disclosed harassment or apparent violations of this policy, is strongly encouraged. Any student who believes that they are being or may be subjected to sexual harassment, discrimination, or misconduct in violation of this policy should immediately report it to any one of the following:

- Title IX Coordinator (Chief of Staff)
- Dean of Students
Reports can also be filed online at [http://ocom.edu/titleix](http://ocom.edu/titleix). Any report submitted online should include a summary of the incident (anonymous reports are accepted) and referrals provided to the complainant within 24 hours of interaction to the Title IX Coordinator (or designee thereof) or program dean. Information should not be shared with ANY department, faculty, or administrator unless requested by the student or determined by the Title IX Coordinator. Upon receipt of the report, the Title IX Coordinator will determine if there is a campus safety issue and act accordingly, as well as determine next steps of action.

Reporting is not the same as filing a formal complaint (though, for some purposes, a formal complaint may function both as a report and a formal complaint). This and the following three sections give additional information on reporting an incident, how to proceed with informal or formal complaints, and considerations of amnesty and confidentiality.

All internal reports will receive prompt attention. In response to the nature of the report, the Title IX Coordinator (or designee thereof) will determine the type of investigation to follow. Investigations will not in themselves result in disciplinary action; disciplinary action may arise only through the resolution of formal complaints. Investigations may yield the initiation of a formal complaint by the Title IX Coordinator (or designee). During the investigation of a report, non-disciplinary steps may be taken to protect individuals from harassment, such as separating an alleged harasser from someone alleged to have been harassed. Investigations of reports may yield a response by the College that is non-disciplinary in nature, but designed to remedy or to prevent prohibited harassment.

In addition to assessing individual reports, the Title IX Coordinator (or designee) will review reports in the aggregate in order to discover and address patterns of behavior that create or threaten to create a hostile environment.

**Off-Campus Resources**

- Portland Police Bureau: 911 or 503-823-3333
- Portland Women’s Crisis Line: 888-235-5333
- Sexual Assault Resource Center: 503-640-5311
- Multnomah County Crisis Line: 503-988-4888
- Oregon Health and Sciences University (OHSU) Emergency Room: 503-494-7551
- Multnomah County Victim Assistance: 503-988-3222

**X. AMNESTY**

Amnesty is intended to support the practice of students reporting incidents of prohibited discriminatory harassment, sexual misconduct, and other violations of this policy, and to protect student safety. Individuals experiencing or witnessing violations of this policy while themselves violating another College policy (for example, policy concerning drug use) are encouraged to report the violations of this policy that they experienced or witnessed. Normally, the College will not impose disciplinary sanctions for the other policy violation(s), provided those violations did not put the health and safety of any other person at risk. (In appropriate circumstances, the College may even grant amnesty for other violations that did put the health and safety of another person at risk.) The Title IX Coordinator (or designee) is responsible for determining whether amnesty applies in any given circumstance.

**XI. CONFIDENTIALITY**

OCOM recognizes its obligations to adopt, implement and enforce policies and protocols to address discrimination, sexual misconduct and discriminatory harassment, but also understands that its responsibilities are at times inconsistent with the desires of complainants, witnesses, or others to maintain confidentiality and individual privacy. Anonymous reports are accepted.

Members of the community should understand that there can be circumstances in which acts that constitute policy violations are handled externally (in addition to or separate from internal handling) and, as a result, the College may not always have control over confidentiality. For example, acts that constitute policy violations may also lead to criminal proceedings or civil lawsuits, in which affected or knowledgeable individuals may be required to provide information or testimony.

The following are guidelines that summarize how confidentiality will be addressed. In all cases OCOM will comply with applicable law if that law imposes obligations that are different from this policy.
A. General inquiries
Any individual may make a confidential, nonspecific inquiry about policies or procedures to a College official. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or designee thereof.

B. Medical or mental health professionals
Under most circumstances, communications between a person seeking care and a medical or mental health professional are confidential. The medical licensed professionals at OCOM respect and protect confidential communications from patients, students, faculty, and staff to the extent they are legally able to do so. There may be some situations, however, when these professionals are not permitted to hold information in confidence; for example, the professional may not be permitted to keep confidential information about an immediate and serious threat to any person or property. In addition, if information is provided to a licensed professional outside of the patient/practitioner relationship, that professional may not be permitted to keep it confidential.

C. Confidentiality and victims of policy violations
The College is sensitive to the interests of alleged victims who do not wish their names or other identifiable information to be disclosed to anyone else. In such circumstances, the College will attempt to respect these wishes, but may be limited in its ability to respond to a report or complaint while doing so. Further, OCOM must consider its responsibility to provide a safe and non-discriminatory environment for all students, faculty, staff, patients, and visitors, attending to such factors as the seriousness of the alleged conduct, whether there have been other complaints against the same individual, and the extent of any threat to the College community; because of these considerations, it may not always be able to respect the wish for complete confidentiality.

D. Confidentiality and reporters and witnesses
OCOM will endeavor to protect the confidentiality of individuals who provide information about policy violations but must also comply with its obligations and responsibilities under this policy and applicable law. Members of the community should understand that the College has obligations to investigate reports of policy violations and to take reasonable steps to prevent prohibited discrimination, discriminatory harassment, sexual misconduct, or retaliation, and that the desire for confidentiality can conflict with these obligations.

E. Confidentiality and respondents
OCOM will similarly attempt to protect the confidentiality of respondents, again to the extent that it can while complying with its obligations, during and after investigation and formal complaint resolution. Applicable law can limit the protection of the confidentiality of respondents in particular.

XII. PROCEDURES FOR THE RESOLUTION OF COMPLAINTS

Overview of Reports Concerning Discrimination and/or Harassment
The College does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, sex, gender identity, gender expression, sexual orientation, disability, veteran status, predisposing genetic characteristic, age, religion, pregnancy status or any other characteristic protected by College policy or state, local, or federal law. Anyone who believes they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined in this policy to report these concerns.

This process involves a prompt preliminary inquiry to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If so, the College will initiate an investigation that is thorough, reliable, impartial, prompt and fair. This investigation determines whether the College nondiscrimination policy has been violated. If so, the College will promptly implement an effective remedy designed to end the discrimination, prevent its recurrence and address its effects.

The College aims to bring all allegations to a resolution within a sixty (60) business day time period, which can be extended as necessary for appropriate cause by the Title IX Coordinator with notice to the parties.

Interim Remedies/Actions
The Title IX Coordinator (or designee thereof) may provide interim remedies intended to address the short-term effects of harassment, discrimination and/or retaliation, i.e., to redress harm to the alleged victim and the community and to prevent further violations. The College will keep interim remedies and actions as private as possible.

These remedies may include, but are not limited to:
- Referral to counseling and health services
- Referral to the Employee Assistance Program
Offering adjustments to academic deadlines, course schedules, etc.
- Altering work arrangements for employees
- Implementing contact limitations between the parties
- Education to the community

The College may interim suspend a student, employee or organization pending the completion of an investigation and resolution, particularly when in the judgment of the Title IX Coordinator, the safety or well-being of any member(s) of the campus community may be jeopardized by the on-campus presence of the responding party or the ongoing activity of a student organization whose behavior is in question. In all cases in which an interim suspension is imposed, the student, employee or student organization will be given the opportunity to meet with the Title IX Coordinator prior to such suspension being imposed, or as soon thereafter as reasonably possible, to show cause why the suspension should not be implemented. The Title IX Coordinator will work with the appropriate administrator(s) to implement or stay an interim suspension and to determine its conditions and duration. Violation of an interim suspension under this policy is grounds for expulsion or termination.

During an interim suspension or administrative leave, a student or employee may be denied access to College campus/facilities/events. This restriction can include classes and/or all other College activities or privileges for which the student might otherwise be eligible. Alternative coursework options may be pursued to ensure as minimal an impact as possible on the responding party.

The College will maintain as confidential any accommodations or protective measures, provided confidentiality does not impair the College’s ability to provide the accommodations or protective measures.

**Informal Resolution**

Before pursuing the Formal Resolution Process, every reasonable effort should be made to constructively resolve conflict with students, faculty, staff, or administrators. Informal resolution means that no formal investigation occurs and disciplinary action is not required to remedy the situation. The person impacted should keep a written log that can aid in later investigation and resolution. Whenever possible and safe, the problematic behavior, conflict or misconduct should first be discussed by the impacted person and the person engaged in the problematic behavior, conflict or misconduct. The Title IX Coordinator will facilitate such conversations, upon request, and monitor them for safety. Various conflict resolution mechanisms are available, including mediation. Mediation is not used when violent behavior is involved, when the Coordinator determines a situation is not eligible, or the parties are reluctant to participate in good faith. The College does not require an impacted party to contact the person involved or that person’s supervisor if doing so is impracticable, or if the impacted party believes that the conduct cannot be effectively addressed through informal means.

If informal efforts are unsuccessful, the formal resolution process may be initiated. An individual may opt to pursue the formal process at any time. However, the Title IX Coordinator may institute a formal process at any time if they determine that the conduct that is described in the complaint is severe, part of a pattern of persistent misconduct, and/or presents a safety concern to the broader College community.

**Formal Resolution Process for Reports of Misconduct by Employees**

The College formally will resolve complaints that allege severe misconduct or a pattern of persistent misconduct. Formal resolution involves the submission of a written complaint, a formal investigation into the facts alleged in the complaint, and the possibility of the imposition of disciplinary action on the respondent.

The Chief of Staff is designated to formally investigate reports or notice of discrimination and/or harassment by employees, to address inquiries and coordinate the College’s compliance efforts regarding employee-related reports.

Any member of the community can provide notice of discrimination and/or harassment in person, by
phone, via email or in writing to: Helen Smith, 75 NW Couch Street, Portland, OR 97209; hr@ocom.edu; 503-253-3443 x106. Discriminatory harassment, sexual misconduct and retaliation complaints can also be made online at: http://ocom.edu/titleix.

The following are recommended elements of a report:

- Clear and concise description of the alleged incident(s) (e.g.: when and where it occurred);
- Any supporting documentation and evidence;
- Clear demonstration of all informal efforts, if any, to resolve the issue(s) with the person involved and the person's supervisor;
  - This includes names, dates and times of attempted or actual contact along with a description of the discussion and the manner of communication made in the course of each effort;
  - If contacting the person involved and/or the supervisor is impracticable, the reporting party should state the reasons why;
- The desired remedy sought;
- Name and all contact information for the reporting party;
- Signed (or submitted online) by the reporting party.

If the reporting party wishes to pursue a formal resolution or if the College, based on the alleged policy violation, wishes to pursue a formal resolution, then the Title IX Coordinator appoints trained investigators (typically using a team of two investigators), to conduct the investigation, usually within 2 business days of determining that a resolution should proceed. Investigations are completed expeditiously, normally within 10-14 business days of the completion of the preliminary inquiry by the Title IX Coordinator. Investigations may take longer when, for example, initial reports fail to provide direct first-hand information or in complex situations.

The College’s resolution will not typically be altered or precluded on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced. However, the College may undertake a short delay (several days to weeks) in its investigation or resolution process, to comply with a law enforcement request for cooperation (e.g.: to allow for criminal evidence collection) when criminal charges on the basis of the same behaviors that invoke this process are being investigated. The College will promptly resume its investigation and processes once notified by law enforcement that the initial evidence collection process is complete.

All investigations will be thorough, reliable and impartial, and will entail interviews with all relevant parties and witnesses, obtaining available evidence and identifying sources of expert information, if necessary.

The investigator will take the following steps (not necessarily in order):

- Determine the identity and contact information of the reporting party;
- Identify the exact policies allegedly violated;
- Conduct an immediate initial inquiry to determine if there is reasonable cause to charge the responding party, and what policy violations should be alleged as part of the charge;
  - If there is insufficient evidence to support reasonable cause, the report will be closed with no further action;
- Meet with the reporting party to finalize their statement, and
- Prepare the notice of charges on the basis of the initial inquiry;
- Commence a thorough, reliable and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses and the responding party, who may be given notice prior to or at the time of the interview;
- Complete the investigation promptly, and without unreasonable deviation from the intended timeline of 10-14 business days;
- Provide regular updates to both the reporting and responding parties, as appropriate, throughout the investigation;
- Make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not) and prepare a draft report of finding
- Share draft report of finding with all parties, allowing for a period of comment before the report is finalized;
- Share the final report of findings with the responding and reporting parties.

At any point during the investigation, if it is determined there is no reasonable cause to believe that College policy has been violated, the Title IX Coordinator has authority to terminate the
Where the responding party is found not responsible for the alleged violation(s), the investigation will be closed. Where a violation is found, the College will act to end the discrimination, prevent its recurrence, and remedy its effects on the victim and the College community. All parties will receive written notification of the outcome, to the extent permitted by or mandated by law. In cases involving sexual misconduct, sexual harassment, stalking and/or intimate partner violence, the written notification includes the finding, any resulting responsive actions, and the rationale for the decision. This written notification of final decision is delivered to the parties without undue delay between the notifications and explains appeals options.

Formal Resolution Process for Reports of Misconduct by Students
The Title IX Coordinator is designated to formally investigate reports of discrimination and/or harassment by students, to address inquiries and to coordinate the College’s compliance efforts regarding reports of misconduct by students, regardless of the College role of the reporting party, who may be another student, faculty, staff, patient, guest or visitor.

Notice of a formal report can be made in person, by phone, via email or in writing to: Helen Smith, 75 NW Couch Street, Portland, OR 97209; hr@ocom.edu; 503-253-3443 x106. Discriminatory harassment, sexual misconduct and retaliation complaints can also be made online at: http://ocom.edu/titleix. Upon receipt of a report, the Title IX Coordinator will confer with the appropriate administrator on interim action, accommodations for the reporting party (at no cost to the reporting party where possible), or other necessary remedial short-term actions.

If the reporting party wishes to pursue a formal resolution or if College, based on the alleged policy violation, wishes to pursue a formal resolution, then the Title IX Coordinator appoints trained investigators (typically using a team of two investigators), to conduct the investigation, usually within 2 business days of determining that a resolution should proceed. Investigations are completed expeditiously, normally within 10-14 business days of notice to the Title IX Coordinator. Investigations may take longer depending on their nature or complexity.

The College’s resolution will not typically be altered or precluded on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced. However, the College may undertake a short delay (several days to weeks) in its investigation or resolution process, to comply with a law enforcement request for cooperation (e.g.: to allow for criminal evidence collection) when criminal charges on the basis of the same behaviors that invoke this process are being investigated. The College will promptly resume its investigation and processes once notified by law enforcement that the initial evidence collection process is complete.

All investigations will be thorough, reliable and impartial, and will entail interviews with all relevant parties and witnesses, obtaining available evidence and identifying sources of expert information, if necessary.

The investigators will take the following steps (not necessarily in order):

- Determine the identity and contact information of the reporting party;
- Identify the exact policies allegedly violated;
- Conduct an immediate initial inquiry to determine if there is reasonable cause to charge the responding party, and what policy violations should be alleged as part of the report;
  - If there is insufficient evidence to support reasonable cause, the inquiry should be closed with no further action;
- Meet with the reporting party to finalize their statement and;
- Prepare the notice of charges on the basis of the initial inquiry;
- Commence a thorough, reliable and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses and the responding party, who may be given notice prior to or at the time of the interview;
- Complete the investigation promptly, and without unreasonable deviation from the intended timeline of ten (10) business days;
- Provide regular updates to both the reporting and responding parties, as appropriate, throughout the investigation;
- Make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not) and prepare a draft report of finding;
- Share draft report of finding with all parties, allowing for a period of comment before the
report is finalized;
 Share the final report of findings with the responding and reporting parties;
 The responding party may accept the findings, accept the findings in part and reject them in part, or may reject all findings.

At any point during the investigation, if it is determined there is no reasonable cause to believe that College policy has been violated, the Title IX Coordinator has authority to terminate the investigation and end resolution proceedings.

Where the responding party is found not responsible for the alleged violation(s), the investigation will be closed.

Where the responding party is found responsible and accepts the finding of the investigation, the appropriate administrator will impose appropriate sanctions for the violation, after consultation with the Title IX Coordinator, when applicable. The College will act to end the discrimination, prevent its recurrence, and remedy its effects on the victim and the College community.

The parties will receive written notification of the outcome, to the extent permitted or mandated by law. In cases involving sexual misconduct, sexual harassment, stalking and/or intimate partner violence, the written notification includes the finding, any resulting sanctions, and the rationale for the decision. This written notification of final decision is delivered to the parties without undue delay between the notifications, explains appeals options and procedures, and any changes to the results that could occur before the decision is finalized.

The hearing panel has final decision-making authority with regard to formal reports, subject to appeal. Where the responding party is found in violation as the result of a hearing, the appropriate administrator will impose appropriate sanctions for the violation, after consultation with the Title IX Coordinator, when applicable. The College will act to end the discrimination, prevent its recurrence, and remedy its effects on the victim and the College community.

Appeal proceedings as described below apply to all parties to the report. The parties will receive written notification of the outcome of the hearing, to the extent permitted or mandated by law. In cases involving sexual misconduct, sexual harassment, stalking and/or intimate partner violence, the written notification includes the finding, any resulting sanctions, and the rationale for the decision. This written notification of final decision is delivered to the parties without undue delay between the notifications, explains appeals options and procedures, and any changes to the results that could occur before the decision is finalized.

**Participation of Advocate in the Resolution Process**

All parties are entitled to an advocate of their choosing to guide and accompany them throughout the campus resolution process. The advocate may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise them who is both eligible and available. People who will be called as witnesses may not serve as advocates.

The parties are entitled to be accompanied by their advocate in all meetings and interviews at which the party is entitled to be present, including intake, interviews, hearings and appeals. Advocates should help their advisees prepare for each meeting, and are expected to advise ethically, with integrity and in good faith. The College cannot guarantee equal advisory rights, meaning that if one party selects an advocate who is an attorney, but the other party does not, or cannot afford an attorney, the College is not obligated to provide one.

Reporting parties may wish to contact organizations such as:

 The Victim Rights Law Center (http://www.victimrights.org), or
 The National Center for Victims of Crime (http://www.victimsofcrime.org), which maintains the Crime Victim's Bar Association.

Responding parties may wish to contact organizations such as:
All advocates are subject to the same campus rules, whether they are attorneys or not. Advocates may not present on behalf of their advisee in a meeting, interview or hearing and should request or wait for a break in the proceeding if they wish to interact with campus officials. Advocates may confer quietly with their advisees as necessary, as long as they do not disrupt the process. For longer or more involved discussions, the parties and their advocates should ask for breaks or step out of meetings to allow for private conversation. Advocates will typically be given a timely opportunity to meet in advance of any interview or hearing with the administrative officials conducting that interview or meeting. This pre-meeting will allow advocates to clarify any questions they may have, and allows the College an opportunity to clarify the role the advocate is expected to take.

Advocates are expected to refrain from interference with the College investigation and resolution. Any advocate who steps out of their role in any meeting under the campus resolution process will be warned once and only once. If the advisor [or advocate] continues to disrupt or otherwise fails to respect the limits of the advisor role, the advocate will be asked to leave the meeting. When an advocate is removed from a meeting, that meeting will typically continue without the advisor present. Subsequently, the Title IX Coordinator will determine whether the advocate may be reinstated, may be replaced by a different advocate, or whether the party will forfeit the right to an advocate for the remainder of the process.

The College expects that the parties will wish the College to share documentation related to the allegations with their advocate. The College provides a consent form that authorizes such sharing. The parties must complete this form before the College is able to share records with an advocate. The parties are not otherwise restricted from discussing and sharing information relating to allegations with others who may support them or assist them in preparing and presenting. Advocates are expected to maintain the privacy of the records shared with them by the College. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by the College. The College may seek to restrict the role of any advocate who does not respect the sensitive nature of the process or who fails to abide by the College’s privacy expectations.

The College expects an advocate to adjust their schedule to allow them to attend College meetings when scheduled. The College does not typically change scheduled meetings to accommodate an advocate’s inability to attend. The College will, however make provisions to allow an advocate who cannot attend in person to attend a meeting by telephone, video and/or virtual meeting technologies as may be convenient and available.

A party may elect to change advocates during the process, and is not locked into using the same advocate throughout.

The parties must advise the investigators of the identity of their advocate at least two (2) business days before the date of their first meeting with investigators. The parties must provide subsequent timely notice to the investigators if they change advocates at any time. No audio or video recording of any kind other than as required by institutional procedure is permitted during meetings with campus officials.

**Requesting an Appeal**

In the event that the responding party accepts the findings of the investigation, those findings cannot be appealed. Post-investigation, sanctions imposed by the appropriate administrator can be appealed by any party whether or not the responding party accepts the findings of the investigation. Post-hearing, any party may appeal the findings and/or sanctions ONLY under the grounds described below.

**All sanctions imposed by the original administrator will be in effect during the appeal.** A request may be made to the appropriate administrator to delay implementation of the sanctions until the appeal is decided, but the presumptive stance of the College is that the sanctions will go into effect immediately. Graduation, study abroad, internships/externships, etc. do NOT in and of themselves constitute exigent circumstances, and students may not be able to participate in those activities during their appeal. In cases where the appeal results in reinstatement to the College or resumption of privileges, all reasonable attempts will be made to restore the student to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

The decision of the hearing panel may be appealed by petitioning the Vice President for Academic Affairs (VPAA). Any party who files an appeal request must do so in writing to the VPAA, within three business
days of receiving the written decision, for a review of
the decision or the sanctions imposed. The written
decision will be provided 1) in person and/or mailed
to the local mailing address of the respective party
as indicated in College records and emailed to the
parties’ College-issued email accounts. If there is no
local address on file, mail will be sent to the parties’
permanent address. Once received in person, mailed
or emailed, the notice of decision will be deemed
presumptively delivered.

The appropriate administrator will share the appeal
request with the other party (e.g., if the responding
party files an appeal, the appeal is shared with the
reporting party, who may also wish to file a response
and/or bring their own appeal on separate grounds;
this response or appeal will be shared with the initial
appealing party). Based on the written requests/
responses or on interviews as necessary, the VPAA will
send a letter of outcome for the appeal to all parties.
The VPAA can take one of three possible actions. The
VPAA may dismiss an appeal request as untimely
or ineligible, may grant an appeal and remand the
finding and/or sanction for further investigation or
reconsideration, or may modify a sanction.

The original finding and sanction will stand if the
appeal request is not timely or substantively eligible,
and that decision is final. The party requesting appeal
must show clear error as the original finding and/or a
compelling justification to modify a sanction, as both
finding and sanction are presumed to have been
decided reasonably and appropriately during the
original process.

The ONLY grounds for appeal are as follows:

1. A procedural error occurred that significantly
   impacted the outcome of the process (e.g.
   substantiated bias, material deviation from
   established procedures, etc.);

2. To consider new evidence, unavailable during
   the original hearing or investigation, that could
   substantially impact the original finding or
   sanction. A summary of this new evidence and its
   potential impact must be included;

3. The sanctions imposed fall outside the range of
   sanctions designated for this offense and the
   cumulative conduct history of the responding party.

If remanded to re-open the investigation, the results
of a revised investigation can be subsequently
forwarded for reconsideration at the hearing level. If
the appeal remands to the original hearing body for
review, the reconsideration of the hearing body is not
appealable.

In rare cases where a procedural error cannot be
cured by the original hearing body (as in cases of
bias), the VPAA may order a new hearing with a new
body of hearing officers. The results of a reconvened
hearing cannot be appealed. The results of a new
hearing can be appealed, once, on any of the three
applicable grounds for appeals outlined above.

The procedures governing the hearing of appeals
include the following:

- All parties should be timely informed of the status
  of requests for appeal, the status of the appeal
  consideration, and the results of the appeal
decision;
- Every opportunity to return the appeal to the
  original hearing body for reconsideration (remand)
  should be pursued;
- Appeals are not intended to be full re-hearings of
  the allegation (de novo). In most cases, appeals are
  confined to a review of the written documentation
  or record of the original hearing, and pertinent
documentation regarding the grounds for appeal;
- Appeals decisions are to be deferential to the
  original hearing body, making changes to the
  finding only where there is clear error and to the
  sanction only if there is a compelling justification
to do so;
- An appeal is not an opportunity for the VPAA to
  substitute their judgment for that of the original
  hearing body merely because they disagree with
  its finding and/or sanctions.
- Sanctions imposed are implemented immediately
  unless the VPAA stays their implementation
  in extraordinary circumstances, pending the
  outcome of the appeal.
- The VPAA will typically render a written decision
  on the appeal to all parties within five (5) business
days from hearing of the appeal. The VPAA’s
decision to deny an appeal request is final.

External remedies
The above procedures supplement, and do not
replace, other remedies for acts which constitute
violations of this policy. Students and employees
have the option at all times to file a criminal
complaint with law enforcement or to seek a civil
remedy, in addition to or in place of using the
College’s procedures.

Individuals also always have the right to file a formal
complaint with the United States Department of

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012
TDD: 800-877-8339
Email: OCR@ed.gov
Website: http://www.ed.gov/ocr

Or

Seattle Office for Civil Rights
U.S. Department of Education
915 Second Avenue
Room 3310
Seattle, WA 98174-1099
Telephone: 206-607-1600
FAX: 206-607-1601
TDD: 800-877-8339
Email: OCR.Seattle@ed.gov

Individuals with complaints of a violation of this policy in the context of employment (Title VII of the Civil Rights Act of 1964, The Americans with Disabilities Act of 1990, Age Discrimination in Employment Act, or the Equal Pay Act) may also file a complaint with the Equal Employment Opportunity Commission (EEOC):

Equal Employment Opportunity Commission
Seattle Field Office
Federal Office Building
909 First Avenue
Suite 400
Seattle, WA 98104-1061
Telephone: (800) 669-4000
TTY: (800) 669-6820
The Professionalism Guidelines outlined in Part II of this student handbook describe the most important behaviors and attitudes that reflect the ideals of professionalism in our field and as practiced at OCOM. Review these standards thoroughly and reflect upon them — for yourself as a student, as a future practitioner, and as a member of the OCOM community.

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Overview for Incoming OCOM Students

We are delighted to welcome you to the OCOM community, and look forward to working with you over the next few years as you complete your training in acupuncture and Oriental medicine! The purpose of this document is to provide members of the OCOM community with a set of guidelines relating to “professionalism” and “professional behavior” at the college. All new students are encouraged to read it carefully, and to use it as a reference guide when questions about this subject arise.

Professionalism

Among the characteristics that differentiate “professional” graduate degree programs from more traditional mainstream “academic” graduate degrees (e.g., a traditional “Master of Arts”) is that professional training requires students to demonstrate not only mastery of a wide range of relevant knowledge, skills and abilities relevant to work in the field, but also mastery of an array of characteristic behaviors and attitudes that are considered normatively appropriate to their chosen profession.

These characteristic behaviors and attitudes are often referred to in general terms as aspects of “professionalism.” Although the norms of professionalism can vary from one field to another, many desired traits are common to all the professions (e.g., honesty and integrity).

Most professions explicitly define codes of conduct and principles that define exactly what is and is not normatively acceptable behavior. Some of these standards and expectations may also be reflected in the standards and expectations established by national educational accrediting or credentialing agencies, or by state regulatory bodies. Still others are promulgated by the educational institutions that train the professionals in question.

In this document, we provide a set of explicit written guidelines that describe the most important behaviors and attitudes that reflect the ideals of professionalism in our field, as practiced here at OCOM.

Many of these guidelines have been adopted from accepted standards in our field. Others are more specific to our institution.

We believe that fostering professionalism in our graduates is a literally essential component of the educational process, and we feel it is important to publish these guidelines to all members of the OCOM community, including students, faculty, and staff, so that expectations are clear on the part of all our communities of interest.

Students should be aware that high standards of professionalism are considered to fall within the academic domain at OCOM. As such, serious lapses in professionalism may result in academic disciplinary actions, e.g., academic probationary status.

Although this set of guidelines is published primarily for the benefit of students, it should be mentioned that these guidelines apply not only to students and interns, but to all members of the OCOM learning community, as appropriate. This includes faculty and clinical supervisors, administrative staff, and also college trustees. We expect all members of our community to be aware of these definitions and guidelines, and to utilize them as a framework for guiding their interactions, and building a true “community of service and healing” here at the college.

Committee on Academic Progress and Professionalism (CAPP)

This group is comprised of deans, chairs, faculty, and in some cases, staff members. They meet quarterly and may also be convened as needed. This body reviews student academic progress and professionalism to assure that students are progressing through the program and meeting standards required by the college and ultimately by the profession. The CAPP, in considering an individual student’s situation, may identify and recommend or require supportive remedies for the student (e.g. tutoring, working with a mentor, specific academic remediations, psychological counseling), but may also identify sanctions (e.g. academic probation; requiring that the student slow his/her pace through the program; involuntary leave of absence; suspension).
OCOM's Definition of Professionalism

Four main domains contribute especially significantly to the definition of professionalism at Oregon College of Oriental Medicine.

These domains are:

1. High Ethical Standards
2. Appropriate Demeanor and Styles of Interpersonal Interaction
3. Appropriate Levels of Engagement
4. Appropriate Deportment and Appearance

Each domain is described in more detail in the following pages. Most domains comprise various distinct elements. Each element in turn is characterized via one or more guidelines that describe OCOM's expectations. Now and then, examples of inappropriate behavior are provided, especially where the behavior in question may not appear obviously problematic.

We ask that all members of our community adhere at all times to the various published guidelines, specifically including those that are relevant to their particular status, when working at the college. Ongoing collective attention to the task of maintaining high standards of professionalism will ensure that OCOM's leading role as a center of excellence in acupuncture and Oriental medical education will continue into the future.

What To Do If Concerns Arise

If you encounter situations at OCOM that generate concerns or questions in your mind relating to standards of professional behavior on the part of any member of the college community (including students, interns, faculty, or staff), please notify the appropriate dean of your concern (i.e., Dean of Master's Studies or Dean of Doctoral Studies). As an alternative, you may also contact the Vice President for Academic Affairs.

1. High Ethical Standards

While literally all professions attach great significance to ethics and integrity, the health care fields pay particularly close attention to these matters for various reasons. OCOM has identified the following distinct elements of ethical behavior, which we expect all members of our learning community to attend to at all times.

1.A – CONCERN FOR THE ETHICAL ASPECTS OF PATIENT CARE

1.A.1 Attention to patient confidentiality

In any clinical setting, patient confidentiality concerns invariably arise. OCOM is committed to maintaining patient confidentiality, in keeping with the guidelines set out in the Health Information Portability and Accountability Act (HIPAA) of 1996, and any other federal, state and local regulations that apply. Any member of the OCOM community who has regular contact with patients or their medical records must bear these confidentiality-related concerns in mind at all times and act accordingly.

Example of inappropriate behavior under this guideline: It would be inappropriate for a clinical intern to photocopy a page from a patient’s file, and remove it from the clinic. This is because the patient’s medical information is confidential, and must not be removed from medical files or circulated outside the premises of OCOM’s clinics without the patient’s prior consent.

1.A.2 Scrupulous attention to patient safety

Although the evidence suggests that traditional healing practices such as acupuncture are in general very safe, patient safety issues remain important considerations in our work. Any member of the OCOM community who has regular contact with patients, or who works with needles or other devices, or with Chinese herbs, must attend closely and at all times to safety-related concerns, including clean needle technique (CNT) and the appropriate disposal of medical waste. See the student handbooks, including the clinic handbooks, for more details.

1.A.3 Attention to accuracy and completeness in medical record keeping

Accurate and complete medical record keeping represents a vital element of documenting the patient care process in a health care setting. As such, medical records are important legal documents. Ethical integrity in patient care requires that OCOM interns, supervisors, and all staff working in clinical
settings always carefully attend to the accuracy and completeness of the medical records they are responsible for at all times. See the clinic handbooks for more details.

**Example of inappropriate behavior under this guideline:** It would be inappropriate for a clinical intern to postpone the process of obtaining a supervisor’s signature for a treatment that was just completed, using the rationale that he was going “off shift” and would be late for another appointment if he waited until the supervisor was available. In such a case, the supervisor’s signature must be obtained at the time of the treatment, since it provides the necessary record indicating the identity of the individual legally responsible for performing the treatment.

1.A.4 Appropriate attention to legal “scope of practice” limitations
Maintaining a constant awareness of scope of practice limitations is another important component of ethical patient care — particularly in “alternative” medical settings such as OCOM’s clinics. It is never ethical or appropriate to treat patients using modalities, recommendations, or practices that fall outside the defined legal scope of practice for the profession. Students, faculty and staff at OCOM should always keep in mind these limitations, and act accordingly.

**Example of inappropriate behavior under this guideline:** It would be inappropriate for an intern to suggest that a patient discontinue taking prescription antidepressant medication after hearing the patient complain about adverse side effects. Such recommendations fall outside the scope of practice for our profession. They may also endanger the patient.

1.A.5 Compliance with other applicable laws, rules, and regulations
In addition to core scope of practice concerns, laws and rules often establish various legally binding requirements that practitioners must be aware of, and which must guide their actions as they do their work. Professional standards of ethical practice require an awareness of these restrictions and definitions, and a willingness to abide by them at all times when caring for patients.

**Example of inappropriate behavior under this guideline:** It would be inappropriate in the state of Oregon for an OCOM master’s graduate practicing in the state to use the word “doctor” when referring to his or her credentials, e.g., on a business card. This is because the use of this title is formally restricted under Oregon law to individuals who have graduated from accredited doctoral programs in their field.

1.A.6 Maintenance of appropriate patient-practitioner relationships
As is true for all health care professions, the maintenance of appropriate boundaries with patients is essential for the integrity of the treatment process, and represents another important element of ethical patient care.

“Rules of thumb” in this area suggest that it is seldom if ever appropriate for practitioners to treat close friends or family members; practitioners should also avoid establishing non-platonic or sexual relationships with patients. Patient-practitioner boundaries must be clearly established and maintained at all times when working in the treatment room.

Please refer to the clinical and faculty handbooks for additional guidelines.

1.B – CONCERN FOR EDUCATIONAL ETHICS
1.B.1 Scrupulous avoidance of plagiarism and academic cheating
As an educational institution, OCOM requires scrupulously high standards of honesty and integrity in all educational settings on the part of its students, graduates, faculty and staff. Violations of this standard in any educational domain are treated as extremely serious matters.

“Rules of thumb” for ethical best practices in educational contexts at OCOM, including both the classroom and the clinic, are relatively straightforward:

- Learn about plagiarism and how to avoid it; see Appendix A for more details and resources
- Never plagiarize the work of others
- Never share your original work (e.g., homework assignments or term papers) with any of your classmates without your instructor’s express prior written permission
- Never circulate your original work to any of your classmates via e-mail, without your instructor’s express prior written permission
- Never collaborate with classmates or other OCOM students (e.g., students in other years) on homework or other assignments, unless the assignment details specifically mention that this is...
acceptable; if you are unsure, you must check first with the instructor
- Never copy original work done by classmates, or former OCOM students, in any form
- Never share any aspects of examinations or test questions, either verbally or in writing, with any other OCOM student
- Never cut and paste material from the Internet or other electronic sources (e.g., CD’s) into an assignment of your own, with the goal of presenting the resulting pasted text as your own original work
- And, of course, never cheat on any examination or test

See Appendix A for additional resources.

1.B.2 Maintenance of appropriate faculty-student relationships
The maintenance of appropriate boundaries between students and teachers is crucial to the integrity of the educational process. (Please note that the category of “teacher” is defined broadly at OCOM to include those who oversee and administer the college’s educational programs, in addition to classroom teachers, clinical supervisors and teaching assistants.)

OCOM’s policy is to firmly discourage any non-platonic or sexual relationships between current teachers at OCOM and current students. A pre-existing relationship between a new (incoming) student and a teacher at OCOM represents a potential conflict of interest for the teacher, and as such must be disclosed to the Dean of Students and the Chief of Staff/Director of HR at the college. See the faculty handbook for additional guidelines, and also for guidelines relating to harassment.

- **Example of inappropriate behavior under this guideline:** It would be inappropriate under this guideline for a current teacher at OCOM to begin dating an OCOM student while that student was enrolled at the college. This would be true even if the student were not enrolled in any classes that the faculty member teaches.

1.B.3 Appropriate input into OCOM programmatic feedback systems
OCOM believes that thoughtful, regular attention to feedback and evaluation represents an essential aspect of professionalism for all members of the college community, not least students. Specifically, we believe that participating appropriately in these systems represents ethically appropriate behavior. This is true because the quality of education, and therefore the quality of the patient care that is ultimately provided by OCOM students and graduates, is optimized through this kind of engaged participation.

This emphasis represents a more demanding approach to the process of evaluation and assessment than is true for most post-secondary educational settings, and it may appear surprisingly “strict” to incoming students. Nevertheless, we believe that engaged participation by students, faculty, staff and other stakeholders in the college’s feedback systems is crucial to achieving the college’s mission, and in particular to achieving our goal of providing quality patient care. Conversely, failure to participate in these evaluation systems represents an ethical problem, because it hinders the process of quality improvement. (See also the section on “Appropriate Levels of Engagement” in this document).

- **Example of inappropriate behavior under this guideline:** It would be ethically problematic for an OCOM student to make a decision not to participate in the quarterly faculty and course evaluation system because she felt she was simply “too busy.”

1.C – GENERAL ETHICAL CONCERNS

1.C.1 Scrupulous avoidance of discriminatory behavior
It will come as no surprise to learn that discriminatory behavior of any kind is never appropriate for acupuncture and Oriental medical professionals, or, by extension, for any member of the OCOM community. Such behavior is fortunately very rare here at OCOM; when it does occur, however, it is treated as a serious breach of ethics.

Discrimination includes not only overt actions, but also speech that functions to devalue or denigrate the status or legitimate beliefs of other individuals. Students should be aware that discriminatory behavior can manifest in a range of subtle ways, and great care should be taken to avoid it.

OCOM has adopted a comprehensive nondiscrimination policy, which is reproduced in the college catalog.

- **Example of inappropriate behavior under this guideline:** It would be inappropriate for an OCOM faculty member or student to joke or make disparaging statements during a class lecture about a particular set of religious beliefs.
1.C.2 Avoidance of smoking and substance abuse
As an institution committed to the transformation of health care, OCOM believes that “setting a good example” is characteristic of professionals with high ethical integrity. Consequently, OCOM strongly discourages all members of the college community from smoking and using drugs of abuse. Use of marijuana in any form is prohibited on campus and alcohol consumption is also prohibited on campus unless specifically approved by OCOM administration for a special event.

2. Appropriate Demeanor and Styles of Interaction
OCOM’s professionalism standards place significant emphasis on individual demeanor and styles of interaction on the part of members of the college community. This domain is described in more detail below, and includes the following elements.

2.A – GENERAL INTERACTIONS
2.A.1 Courtesy and respect
We expect and encourage all members of the OCOM community to speak and act courteously and respectfully whenever interacting with other members of our community -- including clinic patients, students, faculty members, administrative and clinic staff, trustees, and members of the public. Discourteous or disrespectful actions or speech directed towards any member of the OCOM community is always considered to represent a breach of professional standards.

2.A.2 “Emotional intelligence”
OCOM also values the various kinds of intra- and inter-personal skills that comprise what has come to be known in the psychological and organizational behavior literature as “emotional intelligence.”

These skills include:
1. The ability to demonstrate appropriate levels of self-awareness
2. The ability to apply this awareness in managing and regulating one’s behavior, so that interactions remain courteous and respectful, even in difficult or stressful situations
3. The ability to pay attention to group and interpersonal dynamics in social settings
4. The ability to appropriately manage these dynamics, even in situations where disagreements or disputes among group members may arise

We value these kinds of “self-awareness and people skills” at OCOM not only because direct patient care often requires them, but also because health care in general is increasingly collaborative and team-based. The ability to interact cordially and productively with other diverse kinds of professionals, even in situations where disagreements exist, is increasingly recognized as a key functional skill for health care professionals in general.

If these “emotional intelligence” concepts are unfamiliar to you, refer to Appendix B for some useful references and resources.

2.A.3 Skills in “Problem Resolution”
One important skill associated with “emotional intelligence” is the ability to grapple with difficulties and problems when they arise, and approach their resolution skillfully, i.e., in appropriate, realistic, and constructive ways.

Members of the OCOM community should be aware that problem resolution in any educational institution often involves competing interests; and that not all problems can be resolved quickly, or to the satisfaction of everyone involved. New students at OCOM, in particular should be reminded of the fact that their collective voice represents only one of various interest groups at the college. Moreover, while OCOM is certainly a community of diverse views and interests, and while these diverse views and interests are taken into account when problems or challenges arise, OCOM (like most colleges) is not “a democracy” in which each member of the community has a single, equally-weighted vote.

College trustees, for example, are ultimately responsible for oversight of the college’s general mission and goals, and also, crucially, its finances. As such, their views and opinions on these vital matters always receive the most weight. Another example is that the OCOM faculty is ultimately responsible for the college’s academic programs and clinical related policies. Any significant changes in either of these domains must ultimately be approved by the faculty as a whole, and their opinions in these matters are usually definitive.

So a recognition that problem resolution in an institution such as OCOM usually involves multiple interests, which sometimes compete in subtle and unexpected ways, and that sometimes student interests will represent only one voice among a range of competing voices, is a generally “helpful” stance for students to adopt. This kind of approach to problem resolution facilitates constructive communication.
and minimizes the potential for conflict arising at the college, and is one we generally encourage.

As part of its commitment to ongoing quality improvement, OCOM does seek to provide all members of the community with adequate ongoing opportunities to provide feedback relating to any problems or challenges that may arise. All individuals at the college are encouraged to utilize these established processes to contribute to problem solving, and to increase the overall quality of the college’s educational and patient care activities. (See also section 3.B.2 “Appropriate attitude to dealing with challenging or difficult situations”)  

2.B – INTERACTIONS IN PATIENT CARE SETTINGS

2.B.1 Respectful compliance with clinical supervisor instructions

Because, legally speaking, they are the individuals who are responsible for all treatment and direct patient care-related decisions made in OCOM’s clinics, clinical supervisors’ decisions and opinions about these matters must be treated with great respect and deference by other members of the OCOM community. Professionalism dictates that other members of the OCOM community who are involved in the patient care process, including interns, observers, or clinic administrative staff, must be willing to comply with supervisor instructions relating to actual treatment decisions.

Interns in particular must pay very careful attention to complying with supervisor instructions at all times while they are learning how to treat patients, as described in the OCOM clinical internship handbook.

2.B.2 Ability to respond appropriately to supervisor suggestions and feedback

Related to this, any students being trained in OCOM’s clinics, either on-site or off-site, and either as interns or clinical observers, must be able to demonstrate the ability to listen actively to feedback and suggestion from supervisors, and respond appropriately and constructively. This represents one aspect of “emotionally intelligent” behavior, as described at the start of this section.

2.B.3 Respectful compliance with clinic administration instructions

Other nonclinical aspects of the patient care process are overseen by administrators in OCOM’s clinic, and their views and decisions in these matters must, similarly, be treated with respect and deference.

Other members of the OCOM community, including clinical faculty, interns, or observers, must be willing to comply with administrative instructions relating to the actual administration of the clinic.

2.B.4 Willingness to follow OCOM clinical policies and procedures

Clinical administrators and supervisors are held responsible at OCOM for overseeing the implementation of clinical policies and procedures. Professionalism again dictates that willing compliance with published OCOM clinical policies and procedures, as developed and implemented by clinical administrators and supervisors, must always be a consideration for all those involved in the patient care process at the college.

2.C – INTERACTIONS IN EDUCATIONAL SETTINGS

2.C.1 Respectful compliance with faculty instructions

Faculty members are responsible for the educational process in the classroom at OCOM. Their expectations will usually be outlined clearly in course syllabi, and faculty members’ decisions, policies and requests must always be treated with respect and deference by students.

It is never appropriate for a student in a classroom setting at OCOM to ignore or refuse to comply with a teacher’s reasonable request. Students should be aware that OCOM gives its faculty members great leeway to establish individualized guidelines and policies within their own classrooms, should they choose to do so. These guidelines or policies may, moreover, differ from published institutional policies. In such cases, the faculty members’ decisions receive priority. As noted, such guidelines are usually set out in the course syllabus, but they may also be communicated verbally by faculty members to students. Examples include establishing individualized policies regarding attendance, or policies relating to eating in class.

At OCOM, we believe that our faculty members represent a great treasure for the college, and that they must be empowered to shape the process by which learning occurs in their classrooms. Bearing this in mind, OCOM usually defers to faculty members’ authority and decisions in these situations, and our professionalism guidelines require that students at OCOM be willing to do the same.

Students who find that they have issues or difficulties
with how individual faculty members approach the process of instruction in the classroom should always rely on the appropriate channels to communicate their concerns — specifically, the formal faculty and course evaluation process.

2.C.2 Ability to accept criticism in a mature and appropriate way

The virtue of humility is repeatedly and approvingly noted by many traditional Taoist and Confucian sources. And there is little doubt that an ability to acknowledge one’s “novice” status is a great asset for a beginning student entering a theoretically and technically complex profession like acupuncture and Oriental medicine. This is particularly true given that most beginning students do, in fact, enter their training at OCOM with minimal pre-existing knowledge or skills in the field.

Thus, an important aspect of learning the “professional ropes” at OCOM is being able to acknowledge that one is a beginner, and willingly accept feedback and constructive criticism from others, including faculty, supervisors, and staff.

2.C.3 Willingness to comply with OCOM educational policies and procedures

Not surprisingly, OCOM’s long history of experience offering master’s training has led to the development of many policies and procedures. These policies and procedures have evolved over long periods of time, and have been modified periodically in response to feedback and criticism. This evolution has helped to optimize their content, and in general OCOM’s policies and procedures are highly functional (though there is always room for improvement).

Our professionalism guidelines require that all OCOM students, faculty and staff learn these policies and procedures, and be willing to comply with them as they apply to their particular situations.

3. Appropriate Levels of Engagement

In a professional educational context such as OCOM’s master’s degree program, enthusiastic engagement in the learning process is an essential element of what it means to succeed. It is never appropriate professional behavior for students at OCOM to simply do the minimum amount of work necessary in order to “just get by.” This section outlines the expectations we have of students in this domain.

3.A – GENERAL INTERACTIONS

3.A.1 An attitude of conscientious engagement

Students who enroll at OCOM have made the conscious, voluntary choice to pursue a professional career, and therefore, indirectly, the norms of professionalism associated with the field in general and OCOM in particular. Among the most important expectations we have of all students in this regard is that they demonstrate their professionalism by showing a high level of conscientious and enthusiastic engagement with their studies.

This means not only “showing up” for class regularly and completing assignments in a timely fashion, but also the demonstration of appropriate levels of participation in class and clinic settings, when working with faculty and peers.

3.A.2 Ability to be punctual, adhere to attendance policies, and show appropriate time management skills

Related to this, punctuality and time management skills are essential aspects of professionalism. We expect all OCOM students to demonstrate these qualities throughout their training. Faculty pay close attention to attendance and timeliness in classroom and clinical situations.

- Example of inappropriate behavior under this guideline: It would be inappropriate for a student to arrive for class on time and sign the attendance sheet, but then regularly leave prior to the end of the assigned class period. Even though the student “signed in,” the faculty member in this case would be justified in treating these early departures from class as “unexcused absences.”

3.B – ENGAGED FEEDBACK

3.B.1 Willing participation in assessment and evaluation

As noted earlier, OCOM believes that thoughtful, regular attention to feedback and evaluation mechanisms on the part of all the college’s constituencies, not least students, represents an essential aspect of professionalism. Specifically, we believe that participating appropriately in these systems represents ethically appropriate behavior. This is so because in so doing, opportunities to optimize the quality of education, and therefore indirectly the quality of patient care, are enhanced. Consequently, OCOM considers that engaged participation by students, faculty, staff and other stakeholders in the college’s evaluation and feedback
systems is vital to the success of achieving our goal of quality patient care.

(See also section 1.B.3 “Appropriate input into OCOM programmatic feedback systems”)

■ **Example of inappropriate behavior under this guideline:** It would be inappropriate for an OCOM student to provide course evaluations only for courses she felt negatively about, while omitting evaluations for courses she thought were acceptable and not in need of improvement. The reason for this is that faculty need to know not only when their work could be improved, but also when they are doing things “right.” To avoid making any positive comments would deprive faculty of well deserved praise.

3.B.2 Appropriate attitude to dealing with challenging or difficult situations

How we express and deal with challenging situations in our lives often says a lot about us as individuals. At OCOM we provide numerous avenues for students and other members of the community to provide feedback on our educational systems, policies, and procedures. An important aspect of professionalism is demonstrating the ability to “work appropriately within the system” to deal with challenging situations. With this in mind, our expectation is that any complaints will always be articulated in respectful and courteous ways, and that they will be directed through appropriate channels, using established policies and procedures.

If you are unsure of how to communicate your needs or requests in appropriately professional ways, the “Nonviolent Communication” approach developed by Dr. Marshall Rosenberg may be a useful resource. (See Appendix C for details.)

4. Appropriate Deportment and Appearance

Professionalism in the health care world implies careful attention to appearance, and also to how one behaves and “carries oneself” (deportment). This is also true in educational settings that train health care professionals, particularly in settings where patients will be regularly encountered. This section outlines OCOM’s expectations in this regard.

4.A – ON CAMPUS

4.A.1 Professional deportment

We expect all members of the OCOM learning community to behave with professional demeanor and deportment at all times. This includes paying careful attention to one’s general “attitude” — including developing an awareness of the effect one’s attitude has on peers, colleagues, patients and teachers.

Gestures and styles of physical expression also need to be monitored, as do styles of interaction and communication. OCOM also expects all members of the college community to carefully regulate the content of speech to ensure that it remains appropriate to a professional health care context at all times.

4.A.2 Appearance

Professional attire is generally required of all administrative staff and faculty while working at OCOM. The college does not maintain a dress code for students outside of clinic. However, casual professional dress is usually preferable for students when on campus, simply because clinic patients are often encountered in the vicinity (and well groomed students create a good impression!). Even if professional dress is not worn on campus, our professionalism guidelines do require that students pay attention to personal grooming and appearance at all times.

Guidelines:

■ Flip-flops and shoes with high heels should generally not be worn on campus
■ Closed-toed shoes are generally preferable to open-toed shoes or sandals; closed toe shoes are required in clinic
■ Shoes are generally preferable to sneakers; sneakers are not allowed in clinic
■ Shirts with collars are generally preferable to t-shirts
■ Shirts with any kind of sleeves (even if short) are generally preferable to sleeveless shirts or tops
■ Long pants are generally preferable to shorts; shorts are not allowed in clinic
■ Slacks or dress pants are generally preferable to jeans; jeans are not allowed in clinic
■ NOTE: Some point location classes may require students to wear loose-fitting clothing (or shorts) to permit easy access to acupuncture points

4.A.3 Avoid perfume and cologne

It is increasingly and widely recognized that many individuals experience adverse health reactions when exposed to perfumes, colognes and other heavily fragranced items such as scented soaps or essential oils (patchouli oil can be especially problematic).
Many OCOM clinic patients have severe sensitivities to such fragranced products. In deference to the potential adverse health effects that such products may cause some members of our community, please do not wear any scented products on campus.

4.A.4 Classroom dress guidelines
Individual teachers may have their own guidelines regarding dress for particular classes. An example is that point location instructors may specify the kinds of clothing that should be worn to facilitate easy location of acupuncture points. In such situations, students are of course expected to comply with faculty instructions.

4.A.5 Tattoos/Piercings in the clinic
The display of tattoos and body piercings should be moderate and not distract patients from their care. Examples of piercings that are discouraged in OCOM’s clinics include the following:
- Piercings of the nasal septum
- Eyebrow piercings
- Lip piercings
- Cheek piercings
- Glabella (between the eyebrow) piercings
- Chin piercings

The college reserves the right to require Clinical Studies students to cover any tattoos which may be deemed offensive (i.e. sexual, violent, or discriminatory imagery, language, or symbols; racial, ethnic, or religious slurs; profanity), and to remove any body piercings or change any article of clothing which may be deemed inappropriate.

4.B – PATIENT CARE SETTINGS
4.B.1 - Professional attire
In patient care settings, professional attire is always appropriate for members of the OCOM community. Open toed shoes, high heels, shorts, jeans, t-shirts, halter, excessive jewelry, perfumes, colognes, or untied long hair should all be avoided.

4.B.2 - Lab coats
Anyone involved in direct patient care (faculty, interns, observers) must always wear lab coats with name tags. See the clinic handbooks for more details.

4.C – OFF CAMPUS
4.C.1 - Off-campus events
When representing OCOM at any off-campus location or event (e.g., a student participating in a community outreach experience, or a faculty member giving a guest lecture), participants should always remain aware that they are acting as representatives of the college, and in this role they are to a greater or lesser extent reflecting OCOM’s level of professionalism to the wider world. In such situations, professional attire is usually appropriate.

APPENDIX A
Plagiarism and Academic Integrity

Resources

Definitions
1. “Plagiarism, as defined in the 1995 Random House Compact Unabridged Dictionary, is the ‘use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.’ Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure, up to and including expulsion . . . . Some individuals caught plagiarizing in academic or journalistic contexts claim that they plagiarized unintentionally, by failing to include quotations or give the appropriate citation. While plagiarism in scholarship and journalism has a centuries-old history, the development of the Internet, where articles appear as electronic text, has made the physical act of copying the work of others much easier, simply by copying and pasting text from one web page to another . . . . Plagiarism is not copyright infringement. While both terms may apply to a particular act, they are different transgressions. Copyright infringement is a violation of the rights of a copyright holder, when material protected by copyright is used without consent. On the other hand, plagiarism is concerned with the unearned increment to the plagiarizing author’s reputation that is achieved through false claims of authorship.”

2. “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.”
Source: Defining and Avoiding Plagiarism: The WPA

**OCOM’s Definition of “Academic Honesty”**

At OCOM, we subscribe to Charles Lipson’s view that there are three fundamental “Principles of Academic Honesty”:

1. When you say you did the work yourself, you actually did it.
2. When you rely on others’ work, you cite it. When you use their words, you quote them openly and accurately, and you cite them, too.
3. When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of other scholars.


**APPENDIX B**

**Emotional Intelligence (EI) Resources**

**Definition**

“Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), is a term that describes the ability, capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one’s self, of others, and of groups.”


**References**


**APPENDIX C**

**Nonviolent Communication Resources**

**Definition**

Nonviolent Communication (NVC) is a process developed by Marshall Rosenberg and others, which people use to communicate with greater compassion and clarity. It focuses on two things: honest self-expression — exposing what matters to oneself in a way that’s likely to inspire compassion in others, and empathy — listening with deep compassion. Formal NVC self-expression includes four elements: observations (distinguished from interpretations/evaluations), feelings (emotions separate from thoughts), needs (deep motives) and requests (clear, present, doable and without demand).

Those who use nonviolent communication (also called “compassionate communication”) describe all actions as motivated by an attempt to meet human needs. However, in meeting those needs, they seek to avoid the use of coercion (e.g., inducing fear, guilt, shame, praise, blame, duty, obligation, punishment, or reward). The goal of NVC is to get one’s own needs met while also meeting others’ needs. A key principle of nonviolent communication that supports this is the capacity to express oneself without use of good/bad, right/wrong judgment, hence the emphasis on expressing feelings and needs, instead of criticisms or judgments.


**Reference**