

St. Jerome's University in the University of Waterloo

Department of Philosophy

PHIL 321J (Section 001), Winter 2021 (Offered Remotely)

Philosophy of Palliative Care

Territorial Acknowledgement: *We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.*

1. Instructor and TA Information

Instructor: Andrew D.H. Stumpf
Office: Sweeney Hall 2109
Office Hours: Wednesdays 1:00-3:00pm (held online – see sec. 5 below for more information)
Email: adhstumpf@uwaterloo.ca

TA: Erin McKenzie (TA assisting with Experiential Learning)
Email: elmckenzie@uwaterloo.ca
Office Hours: TBA (held online)

If you are unavailable during office hours please email to arrange a meeting at a mutually convenient time.

When sending an email, please include your name, and a reference to this course.

2. Course Description

An exploration of the principles and approaches of the hospice-palliative care movement, as developed by the founders of the discipline in the 20th century and as applied today. Topics include the principles of pain and suffering management, holistic care of patients and their families, the value of life at all stages, and integrating palliative care into mainstream medicine. In conjunction with PHIL 319J, this course provides students with a comprehensive picture of best medical practices in end-of-life care, from a humanities-philosophical perspective.

This course will not teach you how to be a palliative care doctor or nurse or social worker, but if you plan to become a palliative care doctor or nurse or social worker, you will benefit from the course by forming a comprehensive view of what modern palliative care has been, is, and can become in the future. As a philosophy course, the emphasis will be on careful, critical examination of the ideas and values that make up the philosophy of palliative care, rather than on learning how to practice specific techniques. Palliative care touches our humanity deeply because it addresses our mortality or finitude, and asks us to consider how the way we care and are cared for relates to the ultimate meaning and value of our lives.

PHIL 321J will have two parts. Part 1 presents the nature of the palliative care movement by tracing some of the main lines of its history in Europe and North America and by attending to the writings of the key thinkers who gave shape to the modern palliative care movement. The goal of this first part will be to articulate the main philosophical and clinical principles envisioned by the founders of the movement and then developed along with the growth of the movement itself. Modern palliative care is now a global phenomenon; we will try to get a bird's eye view of how palliative care is practiced around the world today. In Part 2 of the course, we will consider various challenges and knotty issues that the palliative care movement has faced as it has grown, and that it continues to face today. This will allow us to test and to deepen our understanding of the philosophy of palliative care by applying it to concrete historical realities of contemporary life and culture.

3. Course Goals / Learning Outcomes:

By the end of this course, students will

- (1) appreciate, in outline, the development of hospice-palliative care (HPC) in Europe and North America up to the present day;
- (2) gain familiarity with the leading figures in the HPC movement in the 20th and 21st centuries;
- (3) grasp the distinctive features of HPC as an overarching approach to medicine;
- (4) critically assess the HPC movement in relation to topics including suffering, dignity, spirituality, holistic patient care, and Medical Assistance in Dying;
- (5) envision concretely what it means to support an individual with a life-threatening illness, and
- (6) join theory to practice by constructing and reflecting on a plan of support for an individual.

4. Required Texts:

1. Mannix, Kathryn. *With the End in Mind: Dying, Death, and Wisdom in an Age of Denial*. New York, NY: Little, Brown and Company, 2018.
2. Saunders, C., Baines, M., Dunlop, R. *Living with Dying: A Guide to Palliative Care*, 3rd edition. Oxford University Press, 1995.
3. Vanderpool, Harold Y. *Palliative Care: The 400-Year Quest for a Good Death*. Jefferson, NC: McFarland & Company, 2015.

5. Additional Readings & Resources (see PHIL 321J Course Reserves):

1. Abel, Julian and Kellehear, Allan. "Palliative Care Reimagined: A Needed Shift," *BMJ Supportive & Palliative Care* 2016;6, pp. 21-26.
2. Aries, Philippe. "One's Own Death," in *Western Attitudes Towards Death: From the Middle Ages to the Present*, Patricia M. Ranum, trans. Baltimore: The Johns Hopkins University Press, 1974.
3. Balboni, Tracy A., Balboni, Michael J. "Religion and Spirituality in Palliative Medicine," in *Spirituality and Religion Within the Culture of Medicine: From Evidence to Practice*, Michael Balboni and John Peteet, eds. Oxford University Press, 2017, pp. 1-25.
4. Best, M., Leget, C., Goodhead, A., Paal, P. "An EAPC white paper on multi-disciplinary education for spiritual care in palliative care," *BMC Palliative Care* 19, 2020, pp. 1-10.

5. Cassell, Eric J. "Suffering, Whole Person Care, and the Goals of Medicine," Ch 2 in *Whole Person Care: A New Paradigm for the 21st Century*, Tom A. Hutchinson, ed. Springer, 2011, pp. 9-22.
6. Chochinov, Harvey Max. "Dignity and the End of Life," Ch 1 in *Dignity Therapy: Final Words for Final Days*. Oxford University Press, 2012.
7. Clark, David. "Specialty recognition and global development," Ch 6 in *To Comfort Always: A History of Palliative Medicine Since the Nineteenth Century*. New York, NY: Oxford University Press, 2016.
8. Curlin, Farr. "Hospice and Palliative Medicine's Attempt at an Art of Dying," Chapter 4 in *Dying in the Twenty-First Century: Toward a New Ethical Framework for the Art of Dying Well*, Lydia Dugdale, ed. MIT Press, 2015.
9. Canadian Hospice Palliative Care Association. *A Model to Guide Hospice Palliative Care: Based on National Principles and Norms of Practice*, Revised and Condensed Edition: 2013.
10. Canadian Medical Association. *Palliative Care: Canadian Medical Association's National Call to Action*. 2015.
11. den Hartogh, Govert. "Suffering and dying well: on the proper aim of palliative care," in *Medicine, Health Care and Philosophy* 20, 2017, pp. 413-424.
12. Health Canada. *Framework on Palliative Care in Canada*. URL: <https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/framework-palliative-care-canada.html>. 2018. Assigned reading: pp. 2-30.
13. Hutchinson, T.A., Mount, B.M., Kearney, M. "The Healing Journey," Ch 3 in *Whole Person Care: A New Paradigm for the 21st Century*, Tom A. Hutchinson, ed. Springer, 2011, pp. 23-30.
14. Mount, Balfour M., Boston, Patricia H., Cohen, S. Robin. "Healing Connections: On Moving from Suffering to a Sense of Well-Being," *Journal of Pain and Symptom Management* 33(4), 2007, pp. 372-388.
15. Mount, Balfour M. "Whole person care: Beyond psychosocial and physical needs," *The American Journal of Hospice & Palliative Care*, 1993, pp. 28-37.
16. Noonan, K., Horsfall, D., Leonard, R., Rosenberg, J. "Developing Death Literacy," in *Progress in Palliative Care*, 2016, pp. 1-5.
17. Oliviere, David. "Cultural Issues in Palliative Care," Ch 17 in *Management of Advanced Disease*, 4th ed., Nigel Sykes, Polley Edmonds and John Wiles, eds. Arnold / Oxford University Press, 2004, pp. 438-449.
18. Sallnow, L., Richardson, H., Murray, S.A., Kellehear, A. "The impact of a new public health approach to end-of-life care: A systematic review," in *Palliative Medicine* 30(3), 2016: 200-211.
19. Sulmasy, D. P. "Spiritual issues in the care of dying patients: '...it's okay between me and God.'" *JAMA* 2006; 296:1385-1392.
20. Sulmasy, D. P. More than sparrows, less than the angels: the Christian meaning of death with dignity. In: *Living Well, Dying Faithfully: The Role of Christian Practices in End of Life Care*, ed. Swinton J, Payne R. Grand Rapids, MI: William Eerdmans, 2009: 226-245.
21. Sumner, L.W. "What is the Case Against?" Ch 8 in *Physician-Assisted Death: What Everyone Needs to Know*. Oxford University Press, 2017.
22. Svenaeus, Fredrik. "To die well: the phenomenology of suffering and end of life ethics," in *Medicine, Health Care and Philosophy* 23, 2020, pp 335-342.

6. Course Schedule

Week	Topic	Required Readings
Part One: History & Philosophy of the Hospice Palliative Care Movement		
1 (Jan 11-15)	Philosophy of Palliative Care: What is this course?	Vanderpool, Chs 1,2
2 (Jan 18-22)	Caring for the Dying in the Past (Pre-1960s) <i>Discussion Forum #1 due by Jan 21, 11:54pm</i>	Vanderpool, Chs 3-6; Mannix pp. 1-105
3 (Jan 25-29)	Origins of the Modern HPC Movement; Key Aspects of “The Philosophy” Part 1 <i>Mannix Book Club Meeting #1</i>	Vanderpool, Ch 7; Saunders et al., <i>Living with Dying</i>
4 (Feb 1-5)	How the Vision Unfolded Key Aspects of “The Philosophy” Part 2 <i>Discussion Forum #2 due by Feb 4, 11:54pm</i>	Vanderpool, Ch 8; Mount, “Palliative”; Mannix, pp. 107-220
5 (Feb 8-12)	Palliative Care as a Medical Specialty <i>Mannix Book Club Meeting #2</i> <i>EL Guest presentation: Alexandra Allen, Feb 10, 7pm</i> <i>Test #1 open in Learn Feb 11, 10 am – Feb 12, 11:54 pm</i>	Clark, “Specialty Recognition”; Curlin, “Hospice”
<i>Reading Week (Feb 13-21) – No Classes</i>		
6 (Feb 22-26)	Palliative Care in Various Settings Today <i>Guest talk: Dr. George Heckman, Feb 22, 7-8pm</i> <i>Mannix study with Mark & Martina: Feb 24, 7-8:30pm</i>	Vanderpool, Ch 9; Centeno, “Organization”; Health Canada, “Framework”; Mannix, pp. 221-337
Part Two: Applying the Philosophy – Particular Topics and Themes		
7 (Mar 1-5)	Public Health Approach to Palliative Care <i>Guest talk: Dr. Denise Marshall, March 1, 7-8pm</i> <i>EL Panel (live discussion): March 3, 7-8:30pm</i> <i>Book Club reflective paper due March 5, 11:54pm</i>	Abel et al., “Palliative”; Noonan et al., “Developing”; Sallnow et al., “The Impact”
8 (Mar 8-12)	Philosophy of Pain & Suffering (Management) <i>EL Plan of Support due March 10, 11:54pm</i> <i>Guest talk: Dr. Donna Ward, March 11, 7-8pm</i>	Cassell, “Suffering”; Svenaeus, “To Die”; den Hartogh, “Suffering”
9 (Mar 17-19)	Person-Centred / Holistic Care Patients & Families <i>March 15, 16 are “study pause” days – no classes</i> <i>EL Support Plan Review, March 17, 7-8:30pm</i> <i>Guest talk: Dr. Matthew Bailey-Dick, March 18, 7-8pm</i>	Mount, “Whole”; Mount et al. “Healing”; Hutchinson et al., “The Healing”; Oliviere, “Cultural”
10 (Mar 22-26)	Dignity, Quality & Value of Life at all Stages <i>Discussion Forum #3 due by March 25, 11:54pm</i>	Chochinov, “Dignity”; Sulmasy, “More than”
11 (Mar 29-Apr 1; Apr 2 is a holiday)	HPC and Medical Assistance in Dying in Canada <i>Guest talk: Drs. Downar and Goligher, Mar 29, 7-8pm</i> <i>Discussion Forum #4 due by Apr 1, 11:54pm</i>	Sumner, “What is”; Shadd & Shadd, “Institutional”; Sumner, “Institutional”
12 (Apr 5-9)	Faith, Religion, Spirituality & Pluralism <i>EL Summative Paper due in Learn, Apr 7, 11:54pm</i>	Balboni & Balboni, “Reli- gion”; Sulmasy, “Spiritual”; Best et al., “An EAPC”
(Apr 12-14) Make-up days	Catch Up and Review <i>Test #2 open in Learn Apr 13, 10am – Apr 14, 11:54pm</i>	None

- Other than required texts (see sec. 4 above), you can access the readings listed here in UW course reserves. See sec. 5 above for full bibliographic info.
- You are expected to do the relevant readings early each week in order to participate in weekly participation surveys and discussion forum threads in an informed way.

7. Course Communication & Office Hours

Instructor Communications

After the first week, I will post an announcement video in Learn for each week of the course, with the following components: (a) a heads-up about things you should be paying attention to for that week; (b) a brief summary of that week's lecture content; (c) responses to any questions received from the class; (d) brief reflection on / response to the previous week's participation surveys and discussion forums (where applicable). These videos are important as my way of checking in with you and ensuring we are on the same page. Please be sure to view them.

Live Office Hours

Each week during the twelve weeks of the term, and in the week after classes end, I will make myself available for live interaction every Wednesday 1-3:00pm. During those times, I will respond right away (as soon as humanly possible) if you send me an email (adhstumpf@uwaterloo.ca), or message me in Learn live chat.

Outside of my live office hours, I will typically respond to communications from you within 24 hours during regular business days (Monday to Friday, 9am-5pm). I try to take weekends off when possible in an effort to have a bit of a life and spend some time with my family.

I will also reserve time during live office hours for one-to-one scheduled live video chats. If you wish to have a video chat with me, please email me in advance (ideally at least 24 hours prior) to set up an appointment. We will use Microsoft Teams. If you need to have a video chat with me but cannot make it during my office hours, I will do my best to work with you to find an alternative time. Again, please email me in advance to arrange this.

8. Course Requirements & Evaluation (see further details in section 3 below)

	Topic	Due Date	Weight
Participation	Weekly participation surveys	Weekly (weeks 2-12)	10%
	Class discussion forum topics	4x during term (x 1.25)	5%
Test #1 (Online)	Key aspects of the philosophy (Weeks 1-5)	Feb 11, 10am – Feb 12, 11:54pm	20%
Book Club	<i>With the End in Mind</i> (Mannix)		15%
	• Book club discussion participation (2)	Week 3 (pp. 1-105) Week 5 (pp. 107-220)	1% 1%
	• Book study with Mark & Martina (HWR)	Feb 24, 7-8:30pm	1%
	• Book club reflection paper	March 5, 11:54pm	12%
Experiential Learning Activity	Accompanying someone who is dying		30%
	• Guest presentation attendance	Feb 10, 7-8pm	1%
	• HPC panel attendance	March 3, time TBA	1%
	• Group prep work / plan of support	March 10, 11:54pm	6%
	• Support plan review meeting	March 17, 7-8:30pm	2%
• EL summative paper	Apr 7, 11:54pm	20%	
Test #2 (Online)	Applying the philosophy (Weeks 7-12)	Apr 13, 10am – Apr 14, 11:54pm	20%

9. Detailed Breakdown of Course Requirements

1. Participation (15%)

Weekly participation surveys: Each of weeks 2-8 and 10-12 of the course will have an associated participation survey (10 in total), available in Learn only during that week (Mon 9am – Thurs 11:54pm). Each survey will be based on questions asked during the corresponding week's lecture, and is meant to be completed as you work through the lecture. Each survey completed gives you 1.111% of your course grade, up to a total of 10% (so you can afford to miss one).

Class Discussion Forum: Four times in the term (weeks 2, 4, 10 and 11) I will create a discussion thread and prompt in the Class Discussion Forum in Learn. Each thread will be available only during the associated week, from Mon 9am to Thurs 11:54pm. Each time you participate in a thread (by writing a brief post of your own AND at least two comments on the posts of your peers) you will earn 1% toward your course grade. ***Nota bene:*** (a) guidelines for posting and commenting must be followed (see Learn); (b) you can only access the topic/prompt for a given week after you have completed the weekly participation survey for that week; (c) do not confuse this forum with the Open Discussion Forum, which is an ungraded open forum for the course.

2. Two Online Tests (2 x 20% = 40%)

The first test, on key components of the HPC Philosophy, will be available in Learn between Feb 11, 10am and Feb 12, 11:54pm. Once you open the test, you will have 1.5 hours (90 minutes) to write it. The test will consist of true/false, multiple choice and short answer questions, and will assess your understanding of the historical origins of the palliative care movement and the key components of its philosophy based on readings and lectures from weeks 1 to 5. **The second test** will mirror Test #1 in format and timing, but will cover content from Weeks 7-12, in which the philosophy of palliative care was tested and applied in relation to important human and ethical issues. Open in Learn Apr 13, 10am to Apr 14, 11:54pm.

3. Book Club (15%)

Over the first six weeks, we will be reading Katherine Mannix's book, *With the End in Mind*. Mannix is a contemporary UK palliative care physician. This book study aims to understand how the philosophy of palliative care is practiced today. By the 2nd week of the term, students will be placed in groups, and each group will meet with the instructor twice to discuss the book (30 min each session; specific date/times TBD), and once as a whole class with staff from Hospice Waterloo Region (Feb 24, 7-8:30pm). Students will then submit a (max. 1000-word) reflective paper engaging with major themes from the Mannix book in response to question prompts (due by March 5th, 11:54pm, via the relevant LEARN dropbox).

4. Experiential Learning (EL) Activity (25%)

The EL activity aims to help students learn, by guided experience and interaction, what it means to support a dying person. In groups, students will reflect on a case study to envision what would be involved in supporting a particular dying person as a hospice volunteer in connection with other HPC workers (doctors, nurses, social workers, etc.). They will learn about such support from experienced Hospice staff through a guest presentation (Feb 10, 7-8pm) and palliative care panel (March 3, time TBA), and will then create a "plan of support" in their groups (due March 10), in preparation for the support plan review meeting, that will be guided by a hospice volunteer (March 17). Finally, students will combine theoretical learning from other parts of the course with reflection on their experiential learning to produce a 1,500 word summative paper (due in Learn by Apr 7, 11:54pm).

10. Synchronous Course Activity

This course is intended to be offered remotely for the most part, however, there are a small number of course components that require synchronous participation, and a few more components where synchronous participation is optional. All synchronous course activities will be recorded and posted in Learn.

Required synchronous components: (1) The two 30-minute book club discussion meetings of student groups with the instructor (Week 3 and Week 5) will be set at a mutually agreeable date/time, according to the schedules of the group members and the instructor. (2) The experiential learning “support plan review” will be held on March 17, 7:00-8:30pm. Exemptions and alternative modes of participation will be granted for these components only for exceptional reasons, such as illness or other factors outside the student’s control. *Please contact the course instructor at the beginning of the term if you foresee a need for such accommodation.*

Optional synchronous components: Students are encouraged but not required to join the following live guest lectures / presentations in MS Teams, in order to be able to ask questions and participate in other ways as relevant. I have tried to arrange these in evenings in order to better accommodate student schedules. *If it is not possible to join these sessions live, students can receive participation grades for them* by (a) watching the recorded sessions and demonstrating this by providing screenshots; (b) completing a form in Learn attesting that they watched the entirety of the relevant sessions. Students are expected to view this content, and may be examined concerning material from any of these sessions on course tests.

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|--|-----------------------------------|
| (1) Guest presentation by Alexandra Allen | Feb 10, 7-8pm |
| (2) Guest talk by Dr. Heckman | Feb 22, 7-8pm |
| (3) Book Study with Mark & Martina | Feb 24, 7-8:30pm |
| (4) Guest talk by Dr. Marshall | March 1, 7-8pm |
| (5) Experiential Learning panel | March 3, 10am or 1pm or 3pm (TBD) |
| (6) Guest talk by Dr. Ward | March 11, 7-8pm |
| (7) Guest talk by Dr. Bailey-Dick | March 18, 7-8pm |
| (8) Guest talk by Drs. Downar and Goligher | March 29, 7-8pm |

11. Late Work

Assignments submitted late will be penalized at a rate of 10% per day late. Surveys, Discussion Forum posts/comments and Tests must be completed within the date/time range noted above. See below for the University’s policy on legitimate reasons for accommodations on assignments and tests. Assignments or quizzes (where no communication was made up to the due date) cannot be made up.

12. Citation Style

Use MLA format for all citations: <https://owl.english.purdue.edu/owl/resource/747/01/>

13. Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this

course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

14. UW Policy Regarding Illness and Missed Tests

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- *[Note: At St. Jerome’s, make-up midterm exams and quizzes have traditionally been offered on the first Friday following the exam, from 1:00 pm – 4:00 pm, in room STJ 3012. This may not apply for remote learning course offerings.]*
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

15. Other Important Information:

- **Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.
- **Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome’s Advising Specialist, Student Affairs Office, who will provide further assistance.
- **Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check www.uwaterloo.ca/academicintegrity/ for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).
- **Appeals:** A decision made or penalty imposed under the [St. Jerome’s University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome’s University](#)

[Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University policy on [Student Appeals](#).

16. Note for Students with Disabilities

[AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

17. Mental Health Services

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: Support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Contact Health Services

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

counserv@uwaterloo.ca

Note: Due to COVID-19 and campus closures, UWaterloo in-person counselling services are extremely limited, and most support will be provided online or by phone. Students are advised to contact Counselling Services by phone or email.

At SJU, Lindsay Thompson, Wellness Coordinator (lindsay.thompson@uwaterloo.ca), is our student wellness resource and is available by email.

18. The Writing and Communication Centre

The Writing and Communication Centre works with students as they develop their ideas, draft, and revise. Writing and Communication Specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-and-communication-centre. Group appointments for team-based projects, presentations, and papers are also available. Please see the Writing and Communication Centre website for information on how to proceed in light of current Covid-19 restrictions.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.