

**St. Jerome's University in the University of Waterloo**

**Department of Philosophy**

**PHIL 321J (Section 001), Winter 2022**

**Scheduled Class Meet Times: Thurs 6:30-9:20pm (Jan 5 – Apr 5, 2022)**

**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:** Thurs 7:30-8:30pm (following class meet – see sec. 7 below for more information)  
**Email:** adhstumpf@uwaterloo.ca

**TA:** Vivian Nguyen (TA for Experiential Learning only)  
**Email:** v54nguye@uwaterloo.ca  
**Office Hours:** TBA (held online)

*When sending an email, please include your name, and a reference to this course. If you are unavailable during office hours please email to arrange a meeting at a mutually convenient time.*

**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 20<sup>th</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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 support approach 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*, 3<sup>rd</sup> 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. 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.
2. 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.
3. 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.
4. Cassell, Eric J. "Suffering, Whole Person Care, and the Goals of Medicine," Ch 2 in *Whole Person Care: A New Paradigm for the 21<sup>st</sup> Century*, Tom A. Hutchinson, ed. Springer, 2011, pp. 9-22.
5. Chochinov, Harvey Max. "Dignity and the End of Life," Ch 1 in *Dignity Therapy: Final Words for Final Days*. Oxford University Press, 2012.
6. 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.

7. 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.
8. 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.
9. Canadian Medical Association. *Palliative Care: Canadian Medical Association's National Call to Action*. 2015.
10. 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.
11. 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.
12. Hutchinson, T.A., Mount, B.M., Kearney, M. "The Healing Journey," Ch 3 in *Whole Person Care: A New Paradigm for the 21<sup>st</sup> Century*, Tom A. Hutchinson, ed. Springer, 2011, pp. 23-30.
13. 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.
14. Mount, Balfour M. "Whole person care: Beyond psychosocial and physical needs," *The American Journal of Hospice & Palliative Care*, 1993, pp. 28-37.
15. Noonan, K., Horsfall, D., Leonard, R., Rosenberg, J. "Developing Death Literacy," in *Progress in Palliative Care*, 2016, pp. 1-5.
16. Oliviere, David. "Cultural Issues in Palliative Care," Ch 17 in *Management of Advanced Disease*, 4<sup>th</sup> ed., Nigel Sykes, Polley Edmonds and John Wiles, eds. Arnold / Oxford University Press, 2004, pp. 438-449.
17. 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.
18. Sulmasy, D. P. "Spiritual issues in the care of dying patients: '...it's okay between me and God.'" *JAMA* 2006; 296:1385-1392.
19. 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.
20. Sumner, L.W. "What is the Case Against?" Ch 8 in *Physician-Assisted Death: What Everyone Needs to Know*. Oxford University Press, 2017.
21. 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. Covid Contingency Plan

This course will be delivered remotely until the University and Public Health allows us to return to in-person learning. The course has been set up as a remote course with some synchronous components. Whenever possible and appropriate, the synchronous components will be recorded and made available to students. If/when we are allowed to return to on-campus lectures, lectures will resume at the regularly scheduled times and classroom locations. In-person sessions will not be recorded, but asynchronous aspects of the course (including previously recorded lecture videos) will continue to be available in Learn.

## 6. Course Schedule

| Week  | Topic  | Required Readings   |
|---|--|---|
| <b>Part One: History &amp; Philosophy of the Hospice Palliative Care Movement</b> |  |   |
| 1 (Jan 5-7)   | Philosophy of Palliative Care: What is this course?  | Vanderpool, Chs 1,2   |
| 2 (Jan 10-14)   | Caring for the Dying in the Past (Pre-1960s)<br><i>Discussion Forum #1 due by Jan 11, 11:54pm</i>  | Vanderpool, Chs 3-6;<br>Mannix pp. 1-105  |
| 3 (Jan 17-21)   | Origins of the Modern HPC Movement;<br>Key Aspects of “The Philosophy” Part 1<br><i>Mannix Book Club Meeting #1</i>  | Vanderpool, Ch 7; Saunders et al., <i>Living with Dying</i>   |
| 4 (Jan 24-28)   | How the Vision Unfolded; Key Aspects Part 2<br><i>Discussion Forum #2 due by Jan 25, 11:54pm</i><br><i>EL Guest presentation, Jan 27, 7-8pm</i>  | Vanderpool, Ch 8; Mount, “Palliative”; Mannix, pp. 107-220  |
| 5 (Jan 31-Feb 4)  | Palliative Care as a Medical Specialty<br><i>Mannix Book Club Meeting #2</i><br><i>Guest Lecture by Dr. Jose Pereira, Feb 2, 7-8pm</i><br><i>EL Panel (video in Learn) Quiz due Feb 2, 11:54pm</i> | Clark, “Specialty Recognition”; Curlin, “Hospice”   |
| 6 (Feb 7-11)  | Palliative Care in Various Settings Today<br><i>Test #1 open in Learn Feb 8, 10am – Feb 9, 11:54 pm</i><br><i>EL Tutorial Feb 10, 8-9pm</i>  | Vanderpool, Ch 9; Centeno, “Organization”; Health Canada, “Framework”; Mannix, pp. 221-337                            |
| <b>Part Two: Applying the Philosophy – Particular Topics and Themes</b>           |  |   |
| 7 (Feb 14-18)   | Public Health Approach to Palliative Care<br><i>Mannix book study with Hospice Staff: Feb 17, 7-8:30pm</i>   | Noonan et al., “Developing”; Sallnow et al., “The Impact”   |
| <i>Reading Week (Feb 19-27) – No Classes</i>                                      |  |   |
| 8 (Feb 28-Mar 4)  | Philosophy of Pain & Suffering (Management)<br><i>EL Support Approach Document due March 3, 11:54pm</i><br><i>Book Club reflective paper due March 4, 11:54pm</i>                                  | Cassell, “Suffering”; Svenaeus, “To Die”; den Hartogh, “Suffering”  |
| 9 (Mar 7-11)  | <i>EL Support Feedback Session: March 10, 7-8:30pm</i>   | None  |
| 10 (Mar 14-18)  | Whole Person Care & Dignity<br><i>Discussion Forum #3 due by March 15, 11:54pm</i>   | Mount, “Whole”; Mount et al. “Healing”; Hutchinson et al., “The Healing”; Oliviere, “Cultural”; Chochinov, “Dignity”; |
| 11 (Mar 21-25)  | HPC and Medical Assistance in Dying in Canada<br><i>Guest talk: Drs. Downar and Goligher (video in Learn)</i><br><i>Discussion Forum #4 due by March 22, 11:54pm</i>                               | Sumner, “What is”; Shadd & Shadd, “Institutional”; Sumner, “Institutional”  |
| 12 (Mar 28-Apr 1)   | Faith, Religion, Spirituality & Pluralism<br><i>EL Summative Paper due in Learn, Apr 1, 11:54pm</i>  | Balboni & Balboni, “Religion”; Sulmasy, “More than”; Sulmasy, “Spiritual”; Best et al., “An EAPC”                     |
| 13 (Apr 4-5)  | Catch Up and Review (Make up days)<br><i>Discussion Forum #5 due by Apr 5, 11:54pm</i><br><i>Test #2 open in Learn Apr 11, 10am – Apr 12, 11:54pm</i>  | None  |

- All readings are listed above (sec. 4) and can be accessed electronically via Course Reserves.

- 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

In general, I will post a lecture video for the following week by Friday at 4pm. You will have Friday through Tuesday to do that week's assigned readings, watch the lecture video, and complete the associated participation survey and (when relevant) discussion forum. I will then hold a synchronous class meeting (in-person or online, as determined by University policy) on Thurs, normally from 6:30-7:30pm. In the class meeting, I will make announcements, discuss upcoming assessments, summarize the week's content, respond to questions from the class, and offer a brief response and make room to discuss the week's participation surveys and discussion forums (where applicable). These meetings are important as my way of checking in with you and ensuring we are on the same page; please be sure to attend if at all possible. They will be recorded and posted in Learn.

### *Office Hours*

Following the class meeting each week, I will hold live office hours (again, in-person or online, depending on University policy) up until 8:30 or 9:00pm (depending on the week and what is needed), to answer any practical questions about the course content or assessments.

### *Communication outside of class and office hours*

Outside of my live office hours, to get in touch, please contact me by email at the following address: [adhstumpf@uwaterloo.ca](mailto:adhstumpf@uwaterloo.ca). 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.

For more in-depth one-to-one conversations, I can also be available for scheduled live video chats. If you wish to have a video chat with me, please email me in advance to set up an appointment at a mutually agreeable time. We will use Microsoft Teams.

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

|   | Assessment                                | Due Date                                   | Weight   |
|---|---|--|----------|
| <b>Participation</b>                        | Weekly participation surveys              | Weekly (weeks 2-12)                        | 10%      |
|   | Class discussion forum topics             | 5x during term                             | 5%       |
| <b>Test #1 (Online)</b>                     | Key aspects of the philosophy (Weeks 1-5) | Feb 8, 10am – Feb 9, 11:54pm               | 20%      |
| <b>Mannix Book Club (15%)</b>               | • Book club discussion participation (2)  | Week 3 (pp. 1-105)<br>Week 5 (pp. 107-220) | 1%<br>1% |
|   | • Book study with Mark, Martina & Sheli   | Feb 17, 7-8:30pm                           | 1%       |
|   | • Book club reflection paper              | March 4, 11:54pm                           | 12%      |
| <b>Experiential Learning Activity (30%)</b> | • Guest presentation attendance           | Jan 27, 7-8pm                              | 1%       |
|   | • HPC panel (view video & complete quiz)  | Feb 2, 11:54pm                             | 1%       |
|   | • EL tutorial attendance                  | Feb 10, 8-9pm                              | 1%       |
|   | • Group work: support approach document   | March 3, 11:54pm                           | 5%       |
|   | • Patient Support Feedback Session        | March 10, 7-8:30pm                         | 2%       |
|   | • EL summative paper                      | Apr 1, 11:54pm                             | 20%      |

|                             |                                      |                                |            |
|-----------------------------|--------------------------------------|--------------------------------|------------|
| <b>Test #2<br/>(Online)</b> | Applying the philosophy (Weeks 7-12) | Apr 11, 10am – Apr 12, 11:54pm | <b>20%</b> |
|-----------------------------|--------------------------------------|--------------------------------|------------|

## 9. Detailed Breakdown of Course Requirements

### 1. Participation (15%)

*Weekly participation surveys:* Each of weeks 2-12 of the course will have an associated participation survey (11 in total), available in Learn only during that week (Fri 4pm – Tues 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% of your course grade, up to a total of 10% (so you can afford to miss one of them).

*Class Discussion Forum:* Five times in the term (weeks 2, 4, 10, 11 and 13) 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 Fri 4pm to Tues 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.

### 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 8, 10am and Feb 9, 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 11, 10am to Apr 12, 11:54pm.

### 3. Book Club (15%)

Over the first six weeks of the course, 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 2<sup>nd</sup> 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 17, 6:30-8:30pm). Students will then submit a (max. 1,250-word) reflective paper engaging with major themes from the Mannix book in response to question prompts (due by March 4<sup>th</sup>, 11:54pm, via the relevant LEARN dropbox).

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

The EL activity aims to help students learn, by simulated experience and enacted case study, what it means to support a dying person. Students will be placed into groups and will each take on a role in relation to supporting a dying person. They will learn about such support from experienced Hospice staff through a guest presentation (Jan 27, 7-8pm) and palliative care panel (quiz due by Feb 2, 11:54pm), will attend a tutorial (Feb 10, 8-9pm), and will create a "support approach document" in groups (due in Learn by March 3, 11:54pm), in preparation for the support approach review session (March 10). Finally, students will combine their theoretical

learning from other parts of the course with reflection on their experiential learning to produce a 1,750 word (max) summative paper (due in Learn by Apr 1, 11:54pm).

## 10. Synchronous Course Activity

Given the current uncertainty of the situation with Covid-19, this course is designed to be flexible between in-person and remote. There are a small number of course components that require synchronous participation. Whenever possible, these will take place during our scheduled class time (Thurs, 6:30-9:20pm). Synchronous course activities will also 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) Guest presentation by Gabriel Geiger, Jan 27, 7:00-8:00pm. (3) EL Tutorial with Vivian Feb 10, 8-9pm. (4) Book Study with Hospice Waterloo Region Staff, Feb 17, 7:00-8:30pm. (5) The experiential learning support approach review session will be held on March 10, 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: One or more guest lectures may take place during the course. Students are not required, but are encouraged to join guest lectures in order to be able to ask questions and participate in other ways as relevant. Guest lectures will be recorded and posted in Learn. Students are expected to view this content, and may be examined concerning material from any of these sessions on course tests.

## 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](http://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 or due to Covid 19 protocols.]*
- 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/](http://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: [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). 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/](http://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, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).
- **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 Petitions and Grievances 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, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-)



[Appeals 20131122-SJUSCapproved.pdf](#).

## 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/](http://www.uwaterloo.ca/accessability-services/).

## 17. Mental Health Services

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto: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](mailto: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](mailto: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](http://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.