



**ST. JEROME'S**  
**UNIVERSITY**

St. Jerome's University in the University of Waterloo  
Department of Sexuality, Marriage, and Family Studies

**SMF 208: Introduction to Systemic Therapies and Anti-Oppressive Practices**  
**FALL 2020 - Asynchronous Delivery**

Instructor: **Rahim Thawer, MSW, RSW**  
Contact: [rahim@affectiveconsult.ca](mailto:rahim@affectiveconsult.ca)

"Drop-in" virtual discussion/office hours:  
**Tuesdays 2-330pm EST (Optional)**

ZOOM Meeting ID: 213 862 7768  
<https://us02web.zoom.us/j/kfD0ecBCo>

**COURSE DESCRIPTION:**

SMF 208 will be an introduction to systemic theoretical and therapeutic practices in relational therapy. Several traditional approaches will be highlighted, discussed, and analyzed. This course also serves as an introduction to social justice, anti-oppressive and inclusionary practices in human relations and sexuality fields. You will begin to explore and recognize intersectionality of gender, race, orientation, religion, class, family structure to name a few, within various social contexts and impact on individual and family well being. SMF 208 provides you with a theoretical foundation from which you can draw throughout the rest of your studies, profession and personal life.

**LEARNING & COURSE OBJECTIVES:**

1. To provide you with an understanding of therapy practices, and how these approaches shape the therapeutic relationship with people and families.
2. To promote self-awareness on your personal social location and the implications of your social location, power and privilege within the therapeutic context.
3. To promote personal and professional accountability for your positions of power and privilege and reflect on how these influence your beliefs and actions, your approach to therapy practices, and your pursuit of social justice.
4. To develop critical thinking skills toward therapeutic theories, therapeutic practices, and therapeutic issues.
5. To develop critical self-reflection skills.

## REQUIRED TEXTBOOK

Nichols, M. P., & Davis, S. D. (2020). *The Essentials of Family Therapy*, 7th Ed. Boston: Pearson.

*\*Note: This textbook is expensive. However, it will be used in future SMF courses and will be an asset to your learning. It would also be appropriate to use an earlier edition of the textbook if needed.*

## TOPIC OVERVIEW

<b>Week 1</b> Power dynamics and therapy	<b>Week 8</b> Interpersonal and structural classism
<b>Week 2</b> Anti-Oppressive Approaches to Relational and Family Therapies	<b>Week 9</b> Sexual and gender diversity in the consulting room
<b>Week 3</b> Systemic Therapies, pt 1	<b>Week 10</b> Racism and Mental Health
<b>Week 4</b> Systemic Therapies, pt 2	<b>Week 11</b> - Cultural competence in relational and systemic therapies
<b>Week 5</b> Sexism and Gender-Based Oppression	<b>Week 12</b> - Ableism and collective complicity
<b>Week 6</b> Challenging Patriarchy and Feminist-Approaches to Relational Therapies	<b>Week 13</b> - Challenging ableism in our individualistic culture of therapy
<b>Week 7</b> READING WEEK	

## ASSIGNMENTS

**Reflection 1 - 10%, Due Week 2** Friday, Sep 17 at 5pm EST

**Topic:** What has drawn you to the world of relational and systemic therapies?

**Format:** 2-3 pages, double-spaced, no references.

**Description:** Share some of your initial encounters with psychotherapy, mental health services, and the world of individual, couple, family and community interventions. Your encounters may be personal or through a secondary medium (friends, TV series, books, etc). Describe how you anticipate psychotherapy theory and knowledge gained in this course will support your future personal and professional development.

**Reflection 2 - 20%, Due Week 4** Friday, Oct 2 at 5pm EST

**Topic:** My social location in the context of mental health services

**Format:** 3-4 pages, double-spaced, minimum 2 academic references

**Description:** Based on a thorough review of the readings from Week 1 (I.e. Fors, M. (2018). Chapter 2: Dynamics of Power and Privilege. In *A Grammar of Power in Psychotherapy* pp. 9–37), describe the various elements of your own privilege and oppression. Then, discuss one quadrant from the Fors' matrix by simply describing what interests you about learning more about working within that therapeutic dynamic:

- Similarity of privilege
- Privilege favouring the therapist
- Privilege favouring the patient
- Similarity of non-privilege

**Research Paper - 35% Due Week 8** Friday, Oct 30 at 5pm EST

**Topic:** Diving into systemic family therapy

**Format:** 6-8 pages, double-spaced, minimum 4 academic references

**Description:** Pick and describe the main tenets of ONE family therapy modality that interests you (2-3 pages):

- Bowen Family Systems Therapy
- Structural Family Therapy
- Experiential Family Therapy

Describe what this theory illuminates about your own family dynamics using some concrete examples around communication, behavioural patterns, and/or conflict. You may define family in whatever way makes sense for you. That is, your family of origin, extended family, close friendship group, or chosen family. You will have to balance your comfort with personal disclosure and demonstrating your ability to apply what you've learned (2-3 pages).

Finally, briefly reflect on what a therapist would need to consider while using this therapy model with a family where all members (or at least one member) identifies with a marginalized identity (1.5-2 pages).

**Final paper - 35% Due Week 13** Friday, Dec 4 at 5pm EST

**Topic:** Socio-political identities and the therapeutic relationship

**Format:** 6-8 pages, double-spaced, minimum 4 academic/lecture references

**Description:** This assignment is intended to merge concepts in psychotherapy and our knowledge about how power operates in our larger world.

#### PART ONE

1. Envision a therapeutic relationship wherein you are working with a client who has a different social location from yourself.
2. Describe both yours and the client's overlapping and differing markers of identity (age, race, ability, etc).
3. Share why the client has come to therapy.
4. Drawing on course lectures and readings, speculate a) how you and your client's social identities might impact or appear in the therapy treatment; and b) how you hope to work across differences.

#### PART TWO

5. Create a scenario and describe it as an excerpt from your therapy with the same client. *For example, Bob and Jane attended therapy to work on issues of addiction and avoidance. In one of our sessions, we [insert activity, discussion to]. Bob reacted /responded by [insert behaviour, description of statements]. Jane reacted /responded by...etc.*
6. Use two psychotherapeutic concepts to explain and reflect on the case scenario you've created. These concepts can include, but are not limited to:
  - a. Cybernetics
  - b. Unbalancing
  - c. Triangulation
  - d. Transference
  - e. Countertransference
  - f. Joining
  - g. Enactments
  - h. Defense mechanisms

#### **LATE WORK:**

All written assignments must be submitted no later than Friday at 5pm EST of the week it is due via LEARN/dropbox or it will be considered late. Late submissions will be accepted up to one week (7 days) following the due date with a penalty of 10% (e.g. 78% - 10% = 68%). You lose 10% whether it is submitted 1 day late or 7 days late. Any submission after the additional week will receive a grade of zero.

## SCHEDULE OF READINGS

### **Week 1 Power dynamics and therapy Sep 7-11, 2020**

Fors, M. (2018). Chapter 2: Dynamics of Power and Privilege. In *A Grammar of Power in Psychotherapy* (pp. 9–37). Washington: American Psychological Association.

Ruderman, E. G. (2008). The Impact of the Outside World — War, Politics, Environment and Health Care: A Dilemma for Clinical Practice. *Clinical Social Work Journal*, 36(2), 207-209. doi:10.1007/s10615-008-0154-4

#### **Additional Readings & Resources**

Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & Roche, M. J. L. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy*, 55(1), 73–79. doi: 10.1037/pst0000152

Bhui, D. B. K. (1999). Racism in psychiatry: paradigm lost-paradigm regained. *International Review of Psychiatry*, 11(2-3), 236–243. doi: 10.1080/09540269974429

Drustrup, D. (2019). White therapists addressing racism in psychotherapy: an ethical and clinical model for practice. *Ethics & Behavior*, 1–16. doi: 10.1080/10508422.2019.1588732

### **Week 2 Anti-Oppressive Approaches to Relational Therapies Sep 14-18, 2020**

Tammala-Narra, P. (2016a). Chapter 3: Cultural Competence From a Psychoanalytic Perspective. In *Psychoanalytic Theory and Cultural Competency in Psychotherapy* (pp. 63–84). Washington: American Psychological Association.

Tammala-Narra, P. (2016b). Chapter 6: Addressing Social Oppression and Traumatic Stress. In *Psychoanalytic Theory and Cultural Competency in Psychotherapy* (pp. 139–170). Washington: American Psychological Association.

#### **Additional Readings & Resources**

Doak, J. (2011). Honing the stone: Refining restorative justice as a vehicle for emotional redress. *Contemporary Justice Review*, 14(4), 439-456. doi:10.1080/10282580.2011.616374

Dueck, A., Muchemi, S. K., & Ng, E. (2018). Indigenous Psychotherapies and Religion: Moral Vision and Embodied Communities. *Pastoral Psychology*, 67(3), 235-265. doi:10.1007/s11089-018-0802-8

Taylor, D. M., & Osborne, E. (2010). When I Know Who “We” Are, I Can Be “Me”: The Primary Role of Cultural Identity Clarity for Psychological Well-Being. *Transcultural Psychiatry*, 47(1), 93-111. doi:10.1177/1363461510364569

### **Week 3 Systemic Therapies, pt 1 Sep 21-25, 2020**

Nichols, M. P., & Davis, S. D. (2020). Chapter 3: The Fundamental Concepts of Family Therapy. In *The Essentials of Family Therapy*. Pearson.

Nichols, M. P., & Davis, S. D. (2020). Chapter 4: Bowen Systems Family Therapy. In *The Essentials of Family Therapy*. Pearson.

### **Additional Readings & Resources**

Amorin-Woods, D., Fraenkel, P., Mosconi, A., Nisse, M., & Munoz, S. (2020). Family Therapy and COVID-19: International Reflections during the Pandemic from Systemic Therapists across the Globe. *Australian and New Zealand Journal of Family Therapy*, 41(2), 114-132. doi:10.1002/anzf.1416

Dowd, A. (2020). Displacement trauma: Complex states of personal, collective and intergenerational fragmentation and their intergenerational transmission. *Journal of Analytical Psychology*, 65(2), 300-324. doi:10.1111/1468-5922.12588

### **Week 4 Systemic Therapies, pt 2 Sep 28 - Oct 2, 2020**

Nichols, M. P., & Davis, S. D. (2020). Chapter 6: Structural Family Therapy. In *The Essentials of Family Therapy*. Pearson.

Nichols, M. P., & Davis, S. D. (2020). Chapter 7: Experiential Family Therapy. In *The Essentials of Family Therapy*. Pearson.

### **Additional Readings & Resources**

Urrieta, L. (2019). Indigenous Reflections on Identity, Trauma, and Healing: Navigating Belonging and Power. *Genealogy*, 3(2), 26. doi:10.3390/genealogy3020026

Washington, A. R., & Henfield, M. S. (2019). What Do the AMCD Multicultural and Social Justice Counseling Competencies Mean in the Context of Black Lives Matter? *Journal of Multicultural Counseling and Development*, 47(3), 148-160. doi:10.1002/jmcd.12138

### **Week 5 Sexism and Gender-Based Oppression Oct 5-9, 2020**

Gantt, S. P., & Adams, J. M. (2009). Systems-Centered Training for Therapists: Beyond Stereotyping to Integrating Diversities into the Change Process. *Women & Therapy, 33*(1-2), 101-120. doi:10.1080/02703140903404812

Liegghio, M., & Caragata, L. (2015). "Why Are You Talking to Me Like I'm Stupid?". *Affilia, 31*(1), 7-23. doi:10.1177/0886109915592667

Littlewood, R. (2006). Colonialism and Countertransference: Two Cases of the Sexual Abuse of Women by Doctors. *Transcultural Psychiatry, 43*(2), 235-242. doi:10.1177/1363461506064851

#### **Additional Readings & Resources**

Male Privilege Checklist | Project Humanities. (2020). Retrieved August 7, 2020, from Asu.edu website: <https://projecthumanities.asu.edu/content/male-privilege-checklist>

Privilege Checklist for Men: #Metoo and Personal Safety | Catalyst. (2018, October 17). Retrieved August 7, 2020, from Catalyst website: <https://www.catalyst.org/2018/10/17/privilege-checklist-for-men-metoo-and-personal-safety/>

### **Week 6 Challenging Patriarchy and Feminist-Approaches to Psychotherapy Oct 12-16, 2020**

Bloomquist, K., & Sprankle, E. (2019). Sex worker affirmative therapy: Conceptualization and case study. *Sexual and Relationship Therapy, 34*(3), 392-408. doi:10.1080/14681994.2019.1620930

Kinavey, H., & Cool, C. (2019). The Broken Lens: How Anti-Fat Bias in Psychotherapy is Harming Our Clients and What To Do About It. *Women & Therapy, 42*(1-2), 116-130. doi:10.1080/02703149.2018.1524070

Lewis, S. D., Henriksen, R. C., & Watts, R. E. (2015). Intimate Partner Violence: The Recovery Experience. *Women & Therapy, 38*(3-4), 377-394. doi:10.1080/02703149.2015.1059223

#### **Additional Readings & Resources**

Pederson, A. C., Stenersen, M. R., & Bridges, S. K. (2019). Toward Affirming Therapy: What Sex Workers Want and Need From Mental Health Providers. *Journal of Humanistic Psychology, 002216781986776*. doi:10.1177/0022167819867767

Smith, C. A. (2019). Intersectionality and Sizeism: Implications for Mental Health Practitioners. *Women & Therapy, 42*(1-2), 59-78. doi:10.1080/02703149.2018.1524076

What is Rape Culture? | WAVAW Rape Crisis Centre. (2013, October 31). Retrieved August 7, 2020, from WAVAW Rape Crisis Centre website:  
<https://www.wavaw.ca/what-is-rape-culture/>

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**Week 7 READING WEEK Oct 19-23, 2020**

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**Week 8 Interpersonal and structural classism Oct 26-30, 2020**

Appio, L., Chambers, D., & Mao, S. (2012). Listening to the Voices of the Poor and Disrupting the Silence About Class Issues in Psychotherapy. *Journal of Clinical Psychology, 69*(2), 152-161. doi:10.1002/jclp.21954

Goodman, L. A., Pugach, M., Skolnik, A., & Smith, L. (2012). Poverty and Mental Health Practice: Within and Beyond the 50-Minute Hour. *Journal of Clinical Psychology, 69*(2), 182-190. doi:10.1002/jclp.21957

Overholser, J. C. (2015). When Words are not Enough: Psychotherapy with Clients Who are Living Below the Poverty Level. *Journal of Contemporary Psychotherapy, 46*(2), 89-96. doi:10.1007/s10879-015-9313-4

**Additional Readings & Resources**

O'Hara, C., & Cook, J. M. (2018). Doctoral-Level Counseling Students' Experiences of Social Class Microaggressions. *Counselor Education and Supervision, 57*(4), 255-270. doi:10.1002/ceas.12115

Wadsworth, M. E. (2011). Working with Low-income Families: Lessons Learned from Basic and Applied Research on Coping with Poverty-related Stress. *Journal of Contemporary Psychotherapy, 42*(1), 17-25. doi:10.1007/s10879-011-9192-2

Yakushko, O. (2018). Don't worry, be happy: Erasing racism, sexism, and poverty in positive psychology. *Psychotherapy and Politics International, 16*(1). doi:10.1002/ppi.1433

*Examples of Socioeconomic Status ("Class") Privilege.* (n.d.). Retrieved from  
<https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2017/08/Examples-of-Socioeconomic-Status-Privilege.pdf>

**Week 9 Sexual and gender diversity in the consulting room Nov 2-6, 2020**

Edwards, L., Goodwin, A., & Neumann, M. (2018). An Ecological Framework for Transgender Inclusive Family Therapy. *Contemporary Family Therapy, 41*(3), 258-274. doi:10.1007/s10591-018-9480-z



Kort, J. (2018). Chapter 6: Developmental Insults. In *LGBTQ Clients in Therapy* (pp. 103–124). New York: W.W. Norton & Company, Inc.

Nadal, K. L., Skolnik, A., & Wong, Y. (2012). Interpersonal and Systemic Microaggressions Toward Transgender People: Implications for Counseling. *Journal of LGBT Issues in Counseling*, 6(1), 55-82. doi:10.1080/15538605.2012.648583

### **Additional Readings & Resources**

Alessi, E. J. (2007). Staying put in the Closet: Examining Clinical Practice and Countertransference Issues in Work with Gay Men Married to Heterosexual Women. *Clinical Social Work Journal*, 36(2), 195-201. doi:10.1007/s10615-007-0092-6

*Examples of Heterosexual Privilege*. (n.d.). Retrieved from [http://queer.ucmerced.edu/sites/queer.ucmerced.edu/files/page/documents/queer\\_all\\_y\\_homework.pdf](http://queer.ucmerced.edu/sites/queer.ucmerced.edu/files/page/documents/queer_all_y_homework.pdf)

Cisgender Privilege Checklist. (n.d.). Retrieved from www.murraystate.edu website: <https://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/lgbt/Resources/Cisgender%20Privilege%20Checklist.pdf>

*THE CISGENDER PRIVILEGE CHECKLIST from Advocating for LGBTQ -Competent Care based on Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack."* (n.d.). Retrieved from <https://cpt.org/sites/default/files/2019-04/Undoing%20Heterosexism%20-%20The%20Cisgender%20Privilege%20Checklist.pdf>

### **Week 10 Racism and Mental Health Nov 9-13, 2020**

Ameil, J. (2017). Pathologizing Distress: The Colonial Master's Tools and Mental Health Services for Newcomers/Immigrants. In D. Baines (Ed.), *Doing Anti-Oppressive Practice: Social Justice Social Work, 3rd Ed.* (pp. 233–244). Halifax: Fernwood Publishing.

Bryant-Davis, T., Adams, T., Alejandre, A., & Gray, A. A. (2017). The Trauma Lens of Police Violence against Racial and Ethnic Minorities. *Journal of Social Issues*, 73(4), 852-871. doi:10.1111/josi.12251

Cushman, P. (2015). Relational Psychoanalysis as Political Resistance. *Contemporary Psychoanalysis*, 51(3), 423-459. doi:10.1080/00107530.2015.1056076

Mazzula, S. L., & Nadal, K. L. (2015). Racial Microaggressions, Whiteness, and Feminist Therapy. *Women & Therapy*, 38(3-4), 308-326. doi:10.1080/02703149.2015.1059214

### **Additional Readings & Resources**

Clark, D. A., Kleiman, S., Spanierman, L. B., Isaac, P., & Poolokasingham, G. (2014). "Do you live in a teepee?" Aboriginal students' experiences with racial microaggressions in Canada. *Journal of Diversity in Higher Education, 7*(2), 112-125. doi:10.1037/a0036573

Fromene, R., & Guerin, B. (2014). Talking with Australian Indigenous Clients with a Borderline Personality Disorder Diagnosis: Finding the Context behind the Label. *The Psychological Record, 64*(3), 569-579. doi:10.1007/s40732-014-0058-3

McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack. Retrieved from <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

### **Week 11 Cultural competence in relational and systemic therapies Nov 16-20, 2020**

Daneshpour, M. (2012). Chapter 7: Family Systems Therapy and Postmodern Approaches. In S. Ahmed & M. M. Amer (Eds.), *Counseling Muslims: Handbook of Mental Health Issues and Interventions* (pp. 119–134). New York: Routledge.

Garran, A. M. (2013). Lessons Learned: Racial Enactments in the Treatment Process. *Journal of Social Work Practice, 27*(3), 305-317. doi:10.1080/02650533.2013.818945

Raheim, F. T., & Hamid, H. (2012). Chapter 4: Mental Health Interview and Cultural Formulation. In S. Ahmed & M. M. Amer (Eds.), *Counseling Muslims: Handbook of Mental Health Issues and Interventions* (pp. 51–70). New York: Routledge.

Steele, J. M. (2020). A CBT Approach to Internalized Racism among African Americans. *International Journal for the Advancement of Counselling, 42*(3), 217-233. doi:10.1007/s10447-020-09402-0

### **Additional Readings & Resources**

Bombay, A., McQuaid, R. J., Schwartz, F., Thomas, A., Anisman, H., & Matheson, K. (2018). Suicidal thoughts and attempts in First Nations communities: Links to parental Indian residential school attendance across development. *Journal of Developmental Origins of Health and Disease, 10*(1), 123-131. doi:10.1017/s2040174418000405

Nightingale, M., Awosan, C. I., & Stavrianopoulos, K. (2019). Emotionally Focused Therapy: A Culturally Sensitive Approach for African American Heterosexual Couples. *Journal of Family Psychotherapy, 30*(3), 221-244. doi:10.1080/08975353.2019.1666497

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271-286. doi:10.1037/0003-066x.62.4.271

## **Week 12 Ableism and collective complicity Nov 23-27, 2020**

Adjei, P. B. (2016). The (em)bodiment of blackness in a visceral anti-black racism and ableism context. *Race Ethnicity and Education, 21*(3), 275-287.  
doi:10.1080/13613324.2016.1248821

Disability and the Counseling Relationship: What Counselors Need to Know. (n.d.). Retrieved from [https://www.counseling.org/docs/default-source/vistas/article\\_09.pdf](https://www.counseling.org/docs/default-source/vistas/article_09.pdf)

Haydon - Laurelut, Mark & Nunkoosing, Karl & Wilcox, Esther. (2013). Family Therapy and Dis/ableism: Constructions of Disability in Family Therapy Literature. *Human Systems Journal, 24*. 150-162.

### **Additional Readings & Resources**

Conover, K. J., & Israel, T. (2013). Development and Validation of the Ableist Microaggressions Scale. *PsycEXTRA Dataset*. doi: 10.1037/e594072013-001

Conover, K. J., & Israel, T. (2019). Microaggressions and social support among sexual minorities with physical disabilities. *Rehabilitation Psychology, 64*(2), 167–178. doi: 10.1037/rep0000250

Nik Moreno, Guest Writer. (2019, April 8). 21 Ways Able-bodied Privilege Looks. Retrieved August 7, 2020, from The Body Is Not An Apology website:  
<https://thebodyisnotanapology.com/magazine/21-ways-able-bodied-privilege-looks/>

## **Week 13 Challenging ableism in our individualistic culture of psychotherapy Nov 3- Dec 4**

Beck, B. (2020). Embodied Practice: Reflections of a Physically Disabled Art Therapist in Social and Medical Disability Spaces. *Art Therapy, 37*(2), 62-69.  
doi:10.1080/07421656.2020.1756137

Haydon-Laurelut, M., & Nunkoosing, K. (2010). 'I want to be listened to': Systemic psychotherapy with a man with intellectual disabilities and his paid supporters. *Journal of Family Therapy, 32*(1), 73-86. doi:10.1111/j.1467-6427.2009.00485.x

Hodge, N. (2013). Counselling, autism and the problem of empathy. *British Journal of Guidance & Counselling, 41*(2), 105-116. doi:10.1080/03069885.2012.705817

## IMPORTANT INFORMATION

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 professor, 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 offenses and types of penalties, students should refer to the [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**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](#).

**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](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.

### **UW Policy Regarding Illness and Missed Tests**

The University of Waterloo Examination Regulations ([www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](http://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.

- 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.

### **Reflections, Feedback, And Evaluation**

I welcome and encourage feedback, and accept constructive and generative feedback at any time during the course from students and from myself. You will have an opportunity as a class to anonymously evaluate both the course and the instructor.

### **Counselling Services**

Students who might be experiencing difficulties and are in need of support you are encouraged to access Counselling Services (Needles Hall) - Lorraine Nesbitt: 519 888-4567 ext. 33528; lnesbitt@uwaterloo.ca

### **Writing and Communication Centre**

The Writing and Communication Centre (WCC) 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 you can 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/wcc](http://www.uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.
- Online appointments (using video, audio, and a shared text field) are available to students who are online learners, away on a co-op work term, or registered at one of Waterloo's satellite campuses. Simply request an online appointment when you book an appointment.
- On-campus appointments at satellite campuses are also available. Please see the WCC website for dates and times.

**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. [optional] For online courses and courses offered at satellite campuses

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor at Needles Hall (519 888-4567, Ext. 32655), the teaching aides, or the instructor. The Study Skills Co-ordinator for the University of Waterloo, Counselling [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.