



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of Sexuality, Marriage and Family Studies
SMF 212
Navigating Sexuality and Relationship in Mid/Later Life
Spring 2021
remote learning

I would first like to respectfully acknowledge that we live and work on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

Waterloo Indigenous Student Centre

Located in room 228 at St. Paul's University College, they facilitate the sharing of Indigenous knowledge and provide culturally relevant information and support services for all members of the University of Waterloo community, including Indigenous and non-Indigenous students, staff, and faculty.

Instructor Information

Instructor: Stacey Jacobs

Student Hours: Tuesday 5:00pm – 6:00pm online or by appointment – an opportunity for us to chat about course material, assignments and sexual health, and get to know one another :)

Email: s3jacobs@uwaterloo.ca

Sexuality and sexual health material can provoke physical, psychological and emotional responses in people, sometimes unexpected responses. These responses could be happiness, relief, excitement, embarrassment, sadness, anger, stress, anxiety...

We will be openly discussing sex, sexual health, sexuality and death in this class.

Please make an autonomous, informed decision about enrolling in this class.

Correspondence

- Please email me, it is nice to chat with students and get to know you better. We can also schedule a time to meet online if you prefer. I am available to discuss class material, course assignments, future careers in sexual health, or answer general questions about sexuality and relationships.
- Please contact me if you are having health concerns or stressors in your life that are compromising your ability to complete the course successfully. In my experience the earlier you bring this to my attention, the better I am able to support you.

Email Protocol: When emailing please include your first and last name and the course code in the subject line (e.g. Stacey Jacobs SMF 212). Begin each email with an appropriate salutation (e.g. Hi Stacey, hope you are having a good day) and end with an appropriate closing (e.g. Thank you *or* Have a nice day!).

Email Response: I will usually respond to your email within 24hrs, excluding weekends. If you have not heard from me within 48hrs please resend your email.

If communicating via email is uncomfortable or inaccessible for you, please let me know and we will collaboratively determine a suitable alternative.

Course Description

This course reviews the process of navigating relationships and sexuality as person's age. Topics may include: physical/biological changes, desire, youth-focused culture, relationship dissolution, dating and technologies.

Course Goals and Learning Outcomes

During our time together you will be invited to share your questions, thoughts, ideas and reflections on the course material and sexual health in general. It is my goal that you will learn from the assigned readings, lectures, assignments and from one another. It is also my goal that you will increase your comfort and knowledge of the topic, as well as your curiosity of sexuality and relationships.

Upon completion of this course, students should be able to:

- A. Work with others to create a learning environment that is exploratory, respectful, safe and inclusive for you, your classmates and the instructor.
- B. Understand how sexuality and relationships may differ for people in mid/later life and how age can intersect with gender, sexual orientation, ability/disability, health, the health care system, culture, race, religion, SES, body image, family relationships, societal expectations, media and/or education.
- C. Recognize and challenge potentially harmful normative scripts surrounding sexuality and relationships of people in mid/later life.

- D. Reflect on your own experiences, education, values, beliefs, assumptions and biases in relation to the various dimensions of sexuality and relationships in mid/later life.

Required Text: There is no textbook for this course.

Readings

All readings are available electronically through the course reserves which can be accessed through LEARN (bottom left corner)

Week 1

No readings

Week 2

De Lamater, D. & Koepsel, E. (2015). Relationships and sexual expression in later life: A biopsychosocial perspective. *Sexual and Relationship Therapy, 30(1)*, 37-59. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/14681994.2014.939506>

Orel, N.A. & Watson, W.K. (2012, Spring). *Addressing diversity in sexuality and aging: Key considerations for healthcare providers*. Aging Life Care Association. <https://www.aginglifecarejournal.org/addressing-diversity-in-sexuality-and-aging-key-considerations-for-healthcare-providers/>

Week 3

Price, J (2020, May 18). *Ask Joan: Sex and the Pandemic*. Senior Planet. <https://seniorplanet.org/ask-joan-sex-in-the-pandemic/>

Price, J. (2017, February 13). *A senior's guide to solo sex*. Senior Planet <https://seniorplanet.org/a-seniors-guide-to-solo-sex/>

Berdychevsky, L. & Nimrod, G. (2017). Sex as leisure in later life: A netnographic approach. *Leisure Sciences: An Interdisciplinary Journal, 39(3)*, 224-243. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/01490400.2016.1189368>

Week 4

Schlesinger, R.A. & Schlesinger, B. (2008). Canadian-Jewish Seniors: Marriage/cohabitation after age 65. *Journal of Gerontological Social Work, 52(1)*, 32-47. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/01634370802561935>

Hill, F. (2020, January 8). *What it's like to date after middle age: Newly single older people are finding a dating landscape vastly different from the one they knew in their 20s and 30s.* The Atlantic. <https://www.theatlantic.com/family/archive/2020/01/dating-after-middle-age-older/604588/>

Week 5

Fabbre, V.D. (2015). Gender transitions in later life: A queer perspective on successful aging. *The Gerontologist* 55(1), 144-153. <https://doi-org.proxy.lib.uwaterloo.ca/10.1093/geront/gnu079>

Wilson, K., Kortess-Miller, K., & Stinchcombe, S. (2018). Staying out of the closet: LGBT older adults' hopes and fears in considering end-of-life. *Canadian Journal of Aging*, 37(1), 22-31. <https://www.cambridge.org/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillissement/article/staying-out-of-the-closet-lgbt-older-adults-hopes-and-fears-in-considering-endoflife/C3DD0D6B5BD8C0E0368E04B11F67C029>

Week 6

Bartlett, P. (2010). Sex, dementia, capacity and care homes. *Liverpool Law Review*, 31, 137-154. <https://link-springer-com.proxy.lib.uwaterloo.ca/article/10.1007/s10991-010-9077-6>

Holdsworth, K. & McCabe, M. (2018). The impact of dementia on relationships, intimacy, and sexuality in later life couples: An integrative qualitative analysis of existing literature. *Clinical Gerontologist*, 41(1), 3-19. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/07317115.2017.1380102>

Week 7

Edward, J. (2016). Friends in old age. *Clinical Social Work* 44(2), 198-203. <https://link-springer-com.proxy.lib.uwaterloo.ca/article/10.1007/s10615-015-0532-7>

Mansson, D.H. (2016). The joy of grandparenting: A qualitative analysis of grandparents. *Journal of Intergenerational Relationships*, 14(2), 135-145. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/15350770.2016.1160738>

Week 8

Everett, B. (2008). Supporting sexual activity in long-term care. *Nursing Ethics*, 15(1), 87-96. <https://doi-org.proxy.lib.uwaterloo.ca/10.1177%2F0969733007083937>

Fileborn, B., Lyons, A., Heywood, W., Hinchliff, S., Malta, S., Dow, B., Brown, G., Barrett, C. & Minichiello, V. (2017). Talking to healthcare providers about sex in later life: Findings from a qualitative study with older Australian men and women. *Australian Journal of Aging, 36*(4), 50-56. <https://doi.org/10.1111/ajag.12450>

Week 9

Dodd, C. (2014, October 8). *Get ready for post-menopausal zest: New creativity, sexual energy and confidence*. High50 Health: Age has its benefits.

<http://www.high50.com/health/ready-post-menopausal-zest-creativity-sexual-energy-confidence>

Week 10

Treleaven, S. (2017, January 11). *How a group of female seniors decided to forgo a retirement home for a co-living space*. Canadian Living. <http://www.canadianliving.com/life-and-relationships/community-and-current-events/article/how-a-group-of-female-seniors-decided-to-forgo-a-retirement-home-for-a-co-living-space>

Thomeer, M.B., Donnelly, R., Reczek, C., & Umberson, D. (2017). Planning for future care and the end of life: A qualitative analysis of gay, lesbian and heterosexual couples. *Journal of Health and Social Behaviour, 58*(4), 473-487. <https://doi-org.proxy.lib.uwaterloo.ca/10.1177%2F0022146517735524>

Week 11

van Wijngaarden, E.J., Leget, C.J.W., & Goossensen, A (2016). Till death do us part: The lived experience of an elderly couple who chose to end their lives by spousal self-euthanasia. *The Gerontologist, 56*(6), 1062-1071. <https://doi-org.proxy.lib.uwaterloo.ca/10.1093/geront/gnv060>

Week 12

Barnett, Michael D., & Adams, Cassidy M. (2018). Ageism and aging anxiety among young adults: relationships with contact, knowledge, fear of death, and optimism. *Educational Gerontology, 44* (11), 693-700. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/03601277.2018.1537163>

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Case Study One	Friday June 25 - midnight	35%
Case Study Two	Friday July 16 - midnight	35%
Reflection Paper: Part 1	Friday May 21 - midnight	5%
Reflection Paper: Part 2	Friday August 6 - midnight	25%
Total		100%

Case Studies

Chevalier, J. (2020, February 19). *Bitter family feud pits multimillionaire landlord against his children*, CBC News. <https://www.cbc.ca/news/canada/ottawa/multi-millionaire-annulment-lawsuit-1.5456835>

Bielski, Z. (2018, July 14). *Grey area: The fragile frontier of dementia, intimacy and sexual consent*, The Globe and Mail. <https://www.theglobeandmail.com/canada/article-grey-area-the-fragile-frontier-of-dementia-intimacy-and-sexual/>

Case Study One – Due Friday June 25 by midnight - worth 35%

This Case Study is based on the reading: Grey area: The fragile frontier of dementia, intimacy and sexual consent, listed above. Please write a 4 – 5 page (not including title page or reference section) discussion based on the questions below. You may write in the first person, using I statements.

Please use a minimum of 2 assigned readings from class (Case Study one and two, and your reflection must use different readings, if you want to use the same readings they can be used IN ADDITION TO the other 2 readings you use). Please also use any content from class lectures you deem useful.

Please use a minimum of one extra source, not included in your assigned readings, to discuss this case study. This extra source can be an academic source such as a journal article, an online article, a Ted Talk, etc.

This assignment should be written with a title page, introduction, body, conclusion and reference section. Please use APA format. You may use subheadings if you wish.

QUESTIONS

When answering the following questions please consider the answers from a minimum of two points of view (e.g. the person with dementia, the family of the person with dementia, staff in long-term care facilities, the law, the government, society, your own point of view based on your experiences...)

1. Do you think the relationship between Karen Best and her male companion should be allowed to continue? If so in what capacity? If not who should intervene?
2. Do you think someone such as Karen Best who has dementia can consent to sexual activity? Is there a difference between a new sexual relationship and a sexual relationship with her husband of many decades?
3. Do you think someone else should be able to consent on behalf of someone with dementia for sexual activity? Should the person with Power of Attorney (POA) for Care be able to consent for them? Should we be able to provide consent for our future selves, before dementia, or in the early stages of dementia, such as in a written agreement which is signed by us and discussed with our POA and/or family?
4. Do you think long-term care facilities have the right to make rules and regulations such as: no touching (even hand holding), no sex, do whatever feels good etc.? If so who should create these rules and who should uphold them? If not why?
5. Do you think there should be a unified strategy on sexuality and dementia in Canada containing things such as policies, regulations and guidelines? If so who should create it? If so who should be responsible for ensuring it is followed? If not why? Should comprehensive stats be collected on sexual abuse?
6. Do you think long-term care facility staff have the right to impose their value judgements on people living within the facility (e.g. value judgments about: extramarital sex or relationships, same-sex sex and relationships, types of sexual activity etc.)?
7. Are there any other considerations you think are relevant?

Case Study Two – Due Friday July 16 by midnight – worth 35%

This Case Study is based on the reading: Bitter family feud pits multimillionaire landlord against his children, listed above. Please write a 4 – 5 page (not including title page or reference section) discussion based on the questions below. You may write in the first person, using I statements.

Please use a minimum of 2 assigned readings from class (Case Study one and two and your reflection must use different readings, if you want to use the same readings they can be used IN

ADDITION TO the other 2 readings you use). Please also use any content from class lectures you deem useful.

Please use a minimum of one extra source, not included in your assigned readings, to discuss this case study. This extra source can be an academic source such as a journal article, an online article, a Ted Talk, etc.

This assignment should be written with a title page, introduction, body, conclusion and reference section. Please use APA format. You may use subheadings if you wish.

QUESTIONS

When answering the following questions please consider the answers from a minimum of two points of view (e.g. Joe Overtveld's, Joe's children Todd and Joy, Joe's wife Rachida Youmouri, Joe's friend Tito, the law, society, your own point of view based on your experiences...)

1. Do you think the fact that Joe is a multimillionaire changes the situation? Do you think he is being taken advantage of/exploited because of his money?
2. Do you think there should be a lower bar to consent to marriage, than to managing property or personal care?
3. Should a previous will be revoked when someone marries?
4. Do you think Joe should be able to hire escorts? Marry/have relationships with who he chooses?
5. Do you think loneliness plays a role in Joe's decisions and feelings?
6. Do you think Joe should be living alone? Or with his wife? Or with his children? Or in long-term care? Or with someone else or somewhere else?
7. Do you think ageism plays a role in what is happening to Joe?
8. Are there any other considerations you think are relevant?

Reflection Paper Part 1, Due Friday May 21 at midnight, worth 5%

Part 1 of your reflection paper must be completed before Part 2. It is a simple 1 - 2 page summary answering 2 questions. Please double space. Please use point form.

QUESTION 1

What are your values and/or beliefs and/or biases and/or assumptions regarding the sexuality and relationships of people in mid/late life?

QUESTION 2

How do you think you came to have these values and/or beliefs and/or biases and/or

assumptions about the sexuality and relationships of people in mid/late life? (e.g. were you influenced by religion, culture, education, family, friends, media, other experiences...)

Please be honest, your assignment will be kept confidential and you will not be judged on your responses.

This assignment is due early to ensure your responses are not influenced by class material.

Reflection Paper Part 2, Due Friday August 6 by midnight, worth 25%

Your reflection paper should be 4 - 5 pages, double spaced, and written in full sentences and paragraphs. Your reflection should include a title page, introduction, body, conclusion and reference section.

Your reflection paper is a chance for you to reflect on WHETHER OR NOT your values and/or beliefs and/or bias and/or assumptions regarding the sexuality and relationships of people in mid/late life have changed over the time of taking this course. If they have, HOW have they changed, and WHY do you think they have changed. If they have not changed explain WHY you think this is.

How will these changes, or lack of changes, influence your life moving forward?

Will you make any changes, or do things differently, because of what you learned?

Will you take any action or advocate?

Please reflect back on Part 1 of this assignment when describing the changes, or lack of change.

Please use a minimum of 3 assigned readings from class to support your thoughts. Please use different readings than what you used for your case studies above. If you want to use a reading you used for your case studies it can be used IN ADDITION TO the other 3 readings you use. The readings must be referenced properly using APA format. Please also use any content from class lectures you deem useful.

You do not have to use other sources such as Journal Articles, but if you do, they must be referenced properly using APA format.

Again, please be honest, you will not be judged on your responses.

Discussion Board

A discussion board has been created under connect, discussions on LEARN. Participation on this discussion board is voluntary and you will not be marked on your posts or participation. The intention of this board is to create dialogue on such things as language and definitions of terms. It has been created with the option to post anonymously. Please be considerate and respectful with your posts.

Course Outline / Class Schedule

Week	Date	Topic	Readings Due
1	May 10 - 14	Welcome! Introduction to the course	
2	May 17 - 21	Introduction to Sexuality and Relationships in mid/later life Biopsychosocial Perspective Addressing Diversity Friday May 21 – REFLECTION PAPER PART 1 DUE by midnight	1. Relationships and sexual expression in later life: A biopsychosocial perspective. 2. Addressing diversity in sexuality and aging: Key considerations for healthcare providers
3	May 25 - 28	Sex in Mid/Later Life	1. Sex as leisure in later life: A netnographic approach. 2. A senior's guide to solo sex. 3. Ask Joan: Sex and the Pandemic
4	May 31 – June 4	Relationships in Mid/Later Life	1. Canadian-Jewish Seniors: Marriage/cohabitation after age 65. 2. What it's like to date after middle age
5	June 7 – 11	Aging with Pride 2SLGBTQI+ experiences	1. Gender transitions in later life: A queer perspective on successful aging. 2. Staying out of the closet: LGBT older adults' hopes and fears in considering end-of-life.

Week	Date	Topic	Readings Due
6	June 14 - 18	Dementia and Sexual Consent	<p>1. Sex, dementia, capacity and care homes.</p> <p>2. The impact of dementia on relationships, intimacy, and sexuality in later life couples: An integrative qualitative analysis of existing literature.</p>
7	June 21 - 25	<p>Family and Friends</p> <p>Friday June 25 – CASE STUDY ONE DUE by midnight</p>	<p>1. Friends in old age.</p> <p>2. The joy of grandparenting: A qualitative analysis of grandparents.</p>
8	June 28 - 30	Healthcare and Long Term Care	<p>1. Supporting sexual activity in long-term care.</p> <p>2. Talking to healthcare providers about sex in later life: Findings from a qualitative study with older Australian men and women.</p>
9	July 5 - 9	Menopause	<p>1. Get ready for post-menopausal zest: New creativity, sexual energy and confidence.</p>
10	July 12 - 16	<p>End of Life Planning</p> <p>Friday July 16 – CASE STUDY TWO DUE</p>	<p>1. How a group of female seniors decided to forgo a retirement home for a co-living space.</p> <p>2. Planning for future care and the end of life: A qualitative analysis of gay, lesbian and heterosexual couples.</p>

Week	Date	Topic	Readings Due
11	July 19 - 23	Death and Dying	1. Till death do us part: The lived experience of an elderly couple who chose to end their lives by spousal self-euthanasia.
12	July 26 - 30	Ageism & Aging Anxiety	1. Ageism and aging anxiety among young adults: relationships with contact, knowledge, fear of death, and optimism
	August 3 - 6	Friday August 6 – REFLECTION PART 2 DUE	

Late Work

All assignments are due on the date listed in the syllabus (above). Any assignment submitted after the due date will be subject to a 10% penalty per day, including weekends, unless we have made other arrangements. Please let me know as soon as possible if you cannot make the due date. Acceptable documentation to support a medical or compassionate claim is required.

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. www.uwaterloo.ca/wcc.

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.

Academic Achievement

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor through the Student Success Office (519-888-4567, Ext. 84410) prior to their next test/exam.

<https://uwaterloo.ca/student-success/>

The Student Success office offers one-on-one success coaching (appointment necessary), multiple choice workshops, and drop-in study sessions.

Attendance Policy

Attendance will not be taken, participation marks will not be given.

However, academic success and achievement of the course goals are facilitated by your participation and commitment to learning. It is my sincere hope that you are interested in the course content and you want to engage in the learning process that is offered.

A Note on Plagiarism

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as their own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced.*
3. Every quotation requires a reference, including page number.*
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also be referenced.*

* Comments pertaining to the formatting of citations and references are consistent with the APA referencing style (APA, 6th Ed.)

Policy Regarding Illness or Accommodation

Students are entitled to a rescheduling of a quiz for legitimate medical or compassionate reasons or based on religious grounds. However, it is the student's responsibility to inform the instructor **prior** to the quiz, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim.

Students who were ill who contact the instructor after the quiz will generally not be granted a make-up quiz unless the illness incapacitated them - making it impossible for the student to contact the professor before the time of the quiz. This requires formal documentation for the period of non-contact.

Students do not need to physically see a healthcare provider to receive documentation, UW Health Services as well as other healthcare providers, are now offering remote services.

Verification of Illness Form:

<https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>

If you feel that you have a medical or personal problem that is interfering with your work, or has the possibility to interfere with your work (e.g. migraines, medication that is impeding

studying, painful periods), you should contact your instructor and the Academic Counselling Office and/or Accessibility Services Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: If a student completes an exam while ill, the grade stands).

Mental Health Services:

On Campus

- Counselling Services: <https://uwaterloo.ca/campus-wellness/counselling-services>
519-888-4567 655 Needles Hall Addition NH, 2401
- <https://wusa.ca/services/uw-mates> 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

- [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 youth in Waterloo Region. 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

Sexual Violence Prevention & Response: Human Rights, Equity & Inclusion Office

<https://uwaterloo.ca/human-rights-equity-inclusion/svpro>

Meaghan Ross, Sexual Violence Response Coordinator

Amanda Cook, the Director of Sexual Violence Prevention and Response

amanda.cook@uwaterloo.ca 519-888-4567 ext. 46869 COM 101B

Their role is to support students, staff and faculty on the main campus, satellite campuses and University Colleges, who have experienced or have been impacted by, sexual violence.

Not crisis services, if in crisis call the Sexual Assault Support Centre of Waterloo Region's 24 hour Support Line at 519.741.8633

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.

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 [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](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, and St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.