



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

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**St. Jerome's University in the University of Waterloo**  
**Department of Sexuality, Marriage and Family Studies**  
**SMF 213**

***Sexual Health and Well-Being***

**Spring 2019**  
**Tuesday 6:30 – 9:20**  
**PAS 2083**

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*I would first like to respectfully acknowledge that we live and work on the traditional territory of the Attawandaron (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.*

**Instructor Information**

Instructor: Stacey Jacobs

Office: Sweeney Hall 2114, alternate office Sweeney Hall 2115

Office Hours: Tuesday 5:15 – 6:15 or by appointment

Email: [s3jacobs@uwaterloo.ca](mailto:s3jacobs@uwaterloo.ca)

TA: Sky Caron: [sacaron@uwaterloo.ca](mailto:sacaron@uwaterloo.ca), office Sweeney Hall 2218

Discussion of sexuality and sexual health can provoke emotional responses in people. These emotional responses could be happiness, relief, excitement, embarrassment, sadness, anger, stress, anxiety...

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

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

Self-care is an important part of life and an important skill to learn when working with and supporting others. We should think of it as a priority and a necessity, not a luxury.

## Correspondence

- Please email or come and see me during office hours. It is nice to meet students one-on-one and get to know you better. 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 or come and see 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 213). 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. See you on Tuesday!).

**Email Response:** I will usually respond to your email within 1-2 days, excluding weekends. If you have not heard from me within 72hrs please resend your email.

## Course Description

This course offers a theoretical and empirical examination of sexuality from a health perspective. Approaches to counselling, prevention, and treatment will be discussed. Topics may include STIs, pregnancy prevention, pregnancy and post-partum health, healthy romantic and sexual relationships, chronic and long-term illnesses and sexual cancers.

## 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, guest speakers, 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 sexual health, sexuality and relationships.

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

- A. Identify and critically reflect upon the meaning of sexual health and well-being for self and others, while working with others to create a learning environment

that is exploratory, respectful, safe and inclusive for you, your classmates, guest speakers and instructor.

- B. Understand how sexual health and well-being is impacted by, and intersects with: age, gender, sexual orientation, ability/disability, overall health, the health care system, culture, ethnicity, religion, income, body image, family relationships, societal expectations, media and education.
- C. Recognize and challenge potentially harmful normative scripts surrounding sexuality and sexual health within Canada.
- D. Reflect on your own experiences, education, values, beliefs, assumptions and biases in relation to the various dimensions of sexual health and well-being.

**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.*

#### **Week 1 - May 7 - – What is Sexual Health and Well-Being?**

Brickman, J. & Fitts Willoughby, J. (2017). 'You Shouldn't Be Making People Feel Bad about Having Sex': Exploring young adults perceptions of a sex-positive sexual health text message intervention. *Sex Education, 17(6)*, 621-634.

#### **Week 2 – May 14 – Anatomy and Physiology**

Bacon, L., & Aphramor, L. (2011). Weight Science: Evaluating the Evidence for a Paradigm Shift. *Nutrition Journal, 10(9)* 1-13.

Kirky, S. (2017, January 24). Supermodel Comes Out as intersex: "My Body isn't really male or female:" Hanne Gaby Odiele reveals. Retrieved from:

<https://nationalpost.com/news/0125-na-intersex>

Matthews, D. (2017, March 6). Call Children's Private Parts What They Are. Retrieved from: <https://www.psychologytoday.com/ca/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are>

### **Week 3 – May 21 - Relationships**

Bonvicini, K. A. (2017). LGBT Healthcare Disparities: What progress have we made? *Patient Education and Counselling* 100, 2357-2361.

Hutzler, K. T., Giuliano, T. A., Herselman, J. R., & Johnson, S. M. (2016). Three's a Crowd: Public awareness and (mis)perceptions of polyamory. *Psychology and Sexuality*, 7(2), 69-87.

Megatron, S. (2018, August 10). The Health Benefits of BDSM. Retrieved from: [https://www.google.ca/search?q=the+health+benefits+of+bds&rlz=1C1CHBF\\_enCA735CA735&oq=the+health+benefits+of+bds&aqs=chrome..69i57j69i64.7653j0j8&sourceid=chrome&ie=UTF-8](https://www.google.ca/search?q=the+health+benefits+of+bds&rlz=1C1CHBF_enCA735CA735&oq=the+health+benefits+of+bds&aqs=chrome..69i57j69i64.7653j0j8&sourceid=chrome&ie=UTF-8)

### **Week 4 – May 28 – Menstruation, Menopause, Sex Work**

Chrisler, J.C., Gorman, J.A., Manion, J., Murgo, M., Barney, A., Adams-Clark, A.,... McGrath, M. (2016). Queer Periods: Attitudes toward and experiences with menstruation in the masculine of centre and transgender community. *Culture, Health and Sexuality*, 18(11), 1238-1250.

Dodd, C. (2014, October 8). Get ready for Post-menopausal Zest: New creativity, sexual energy and confidence. Retrieved from: <http://www.high50.com/health/ready-post-menopausal-zest-creativity-sexual-energy-confidence>

Luna, A. (n.d.) The period Cycle: 5 reasons why your moon time is sacred and powerful. Retrieved from: <https://lonerwolf.com/period-cycle-moon-time/>

### **Week 5 – June 4 – Trans Health Care and Consent**

Bauer, G.R. & Scheim, A. I. (2015, June 1). Transgender people in Ontario Canada: Statistics from the Trans PULSE Project to inform Human Rights Policy. Retrieved from: <http://transpulseproject.ca/wp-content/uploads/2015/06/Trans-PULSE-Statistics-Relevant-for-Human-Rights-Policy-June-2015.pdf>

Muehlenhard, T.P., Humphreys, T.P., Jozkowski, K.N., & Peterson, Z.D. (2016). The

complexities of sexual consent among College students: A conceptual and empirical review. *The Journal of Sex Research*, 53 (4-5), 457-487.

Booker, A. teaching kids body privacy, personal agency, and consent begins while they're in diapers. Retrieved from: <http://adrielbooker.com/teaching-kids-body-privacy-personal-agency-consent/>

### **Week 6 - June 11 – Health Care Systems, Disease and Illness**

Mapes, D. (2016, July 28). The Sexual Aftermath of Cancer. Retrieved from:

<https://www.fredhutch.org/en/news/center-news/2016/07/the-sexual-aftermath-of-cancer.html>

Marr, M., Wakewich, P., Wood, B., Severini, A., Little, J., Burchell, A.N.,... Zehbe, I. (2016). Strategies for Increasing Cervical Cancer Screening Amongst First Nations Communities in Northwest Ontario, Canada. *Health Care for Women International*, 37, 478-495.

Truth and Reconciliation Commission of Canada (2015). Honouring the Truth, Reconciling for the Future: Summary of the final report of the truth and reconciliation commission of Canada. Retrieved from: [http://trc.ca/assets/pdf/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

\*\*\*\*\*For knowledge only, will not be tested on this document\*\*\*\*\* But I highly recommend you read it!

### **Week 7 – June 18 - Sexually Transmitted Infections**

The Society for Adolescent Health and Medicine (2017). Condom Availability in Schools: A practical approach to the prevention of Sexually Transmitted Infection/HIV and unintended pregnancy. *Journal of Adolescent Health*, 60, 754-757.

### **Week 8 – June 25 - Birth Control and Disability**

Dingwall, D. (2019, April 5). 'I didn't think I could have a baby': Toronto pregnancy clinic

supports women with disabilities. Retrieved from:

<https://www.cbc.ca/radio/whitecoat/i-didn-t-think-i-could-have-a-baby-toronto-pregnancy-clinic-supports-women-with-disabilities-1.5085340>

Masters, N.T., Morrison, D.M., Querna, K., Casey, E.A., & Beadnell, B. (2017). Correlates of young men's intention to discuss birth control with female partners. *Perspectives on Sexual and Reproductive Health*, 49(1), 37-43.

Leung, W. (2019, April 1). Oral Contraceptives: What do we know about the effects on the brain? Retrieved from: <https://www.theglobeandmail.com/canada/article-what-do-we-know-about-the-effects-of-oral-contraceptives-on-the-brain/>

### **Week 9 – July 9 - Pregnancy, Midwifery, Abortion, Pregnancy Options**

Grimes, D.R. (2015, August 12). A Scientist Weighs Up the Five Main Anti-abortion Arguments. Retrieved from: <https://www.theguardian.com/science/blog/2015/aug/12/five-main-anti-abortion-arguments-examined>

### **Week 10 – July 16 - Pelvic Health and Sex Therapy**

Breslaw, A. (2018, February 20). What is it actually like to meet with a Sex Therapist? Retrieved from: <https://www.wellandgood.com/good-advice/meeting-with-sex-therapist/>

### **Week 11 – July 23 - Self-Care, Mindfulness, Sexual Pleasure and Masturbation**

Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2017). Sexual Fantasy and Masturbation Among Asexual Individuals: An In-depth Exploration. *Archives of Sexual Behavior*, 46(1), 311-328.

Fairbank, V. (2019, February 6). Teaching Teens How to Have Good Sex: Many young adults accept pain as a normal part of intercourse. Why doesn't sex ed value pleasure? Retrieved from: <https://thewalrus.ca/teaching-teens-how-to-have-good-sex/>

## Course Requirements and Assessment

| Assessment                        | Date of Evaluation       | Weighting   |
|-----------------------------------|--------------------------|-------------|
| In-class Test #1                  | Week 7: Tuesday June 18  | 20%         |
| In-class Test #2 (non-cumulative) | Week 12: Tuesday July 30 | 20%         |
| In-class Assignments (4 out of 5) |                          | 10%         |
| Reflection Paper                  | Week 11: Tuesday July 23 | 20%         |
| Education Assignment              | Week 9: Tuesday July 9   | 30%         |
| <b>Total</b>                      |                          | <b>100%</b> |

### **In class Test #1, Week 7: Tuesday June 18, worth 20%**

Test #1 will take place during class. It will be a multiple choice test. It will cover material from Week 1 – Week 6, which includes assigned readings, lectures, class discussions, class activities and guest speakers. Because we have a three hours class, the test will be during the first half of the class and there will be a lecture during the second half of the class.

### **In class Test#2, Week 12: Tuesday July 30, worth 20%**

Test #2 will take place during our last class. It will be a multiple choice test. It is NOT cumulative. It will cover material from Week 7 – Week 11, which includes assigned readings, lectures, class discussions, class activities and guest speakers.

### **In class Assignments, worth 10%**

In class assignments will take place organically during class time. They could be individual assignments or group assignments. They will be discussed and explained in class and handed in before the end of class. You will only be graded on 4 of the 5 assignments.

### **Reflection Paper, Due Week 11, Tuesday July 23, worth 20%**

Your reflection paper should be 4-5 pages long, double spaced, 2-sided, stapled, written in full sentences and paragraphs, using APA format. A double sided piece of paper counts as 2 pages of your assignment. You do not have to use sources such as Journal Articles, but if you do, they must be referenced properly using APA format. If you discuss assigned readings, lectures or guest speakers from class they must be referenced using APA format.

Your reflection paper is a chance for you to reflect on if, and how, the meaning of sexual

health and well-being has changed for you over the time of taking this course. Have your values/beliefs/bias/assumptions regarding sexual health and well-being changed? Why do you think they have changed? Have you reflected on your privilege? How will you use your privilege to advocate for others? Do you consider yourself an ally? If so, what action will you take, or have you taken? If you plan on working in the healthcare field (I broadly define healthcare) has this class changed how you envision your practice? Have you reflected on anything else you think is relevant and would like to share with me? I am the only person who will be reading your papers.

### **Education Assignment, Due Week 9, Tuesday July 9, worth 30%**

This assignment should be 5-8 pages long, double spaced, 2-sided, stapled, written in full sentences and paragraphs, with subheadings, using APA format.

- 1) Choose a demographic of people and describe them (e.g. age, education, ability, health, ethnicity, culture, religion, gender, orientation, relationship status...).
- 2) Choose a sexual health topic you think they would benefit from learning more about (e.g. STIs, pregnancy, inclusive language, masturbation, sexual pleasure with a partner, menstruation, open relationships...) and describe:

- 1) why you think the demographic of people you chose would benefit from learning more about this topic (please use academic sources to back up your thoughts)
- 2) how you will educate them providing a detailed outline (this should be the largest section of your assignment) and include the where, when, what and how
- 3) how you will advertise/promote and get people to attend or be involved,
- 4) how you will evaluate if your education was successful
- 5) how much money, resources and time will be involved to implement your idea (this can be rough estimates)
- 6) How can you advocate/take action in your actual life to educate people about the importance of your topic
- 6) anything else you think is relevant for your specific educational idea.

\*\*\*\*\*You have a choice, this can be an individual assignment or a group assignment. A group can be 2-4 people\*\*\*\*\* If you choice a group assignment, a group assignment disclosure agreement must be handed in with your assignment. This can be found on



learn under content.

There is no class presentation component to this assignment.

It is expected that a minimum of 2 academic sources are used, however non-academic sources can also be used. Please include them in a References section at the end of your assignment.

Be as specific as you can. Use your experiences and actual places you know of if you like. Think on a micro level. Do not take on too much. The idea is that the education could actually be implemented without too much money, time and resources. However, please do not limit your ideas because of money, be creative.

### Course Outline / Class Schedule

| Week | Date              | Topic   | Readings   |
|------|-------------------|---|--|
| 1    | Tuesday<br>May 7  | Welcome!<br><br>Introduction to the course<br><br>Discussion of Syllabus<br><br>What is Sexual Health and Well-Being? | Brickman, J. & Fitts Willoughby, J. (2017). 'You Shouldn't Be Making People Feel Bad about Having Sex': Exploring young adults perceptions of a sex-positive sexual health text message intervention   |
| 2    | Tuesday<br>May 14 | Anatomy and Physiology  | Bacon, L., & Aphramor, L. (2011). Weight Science: Evaluating the Evidence for a Paradigm Shift.<br><br>Kirky, S. (2017) Supermodel Comes Out as intersex: "My Body isn't really male or female"<br><br>Matthews, Dona (2017). Call Children's Private Parts What They Are. |

| <b>Week</b> | <b>Date</b>       | <b>Topic</b>                                  | <b>Readings</b>  |
|-------------|-------------------|---|--|
| 3           | Tuesday<br>May 21 | Relationships                                 | <p>Bonvicini, K. A. (2017). LGBT Healthcare Disparities: What progress have we made?</p> <p>Hutzler, K. T., Giuliano, T. A., Herselman, J. R., &amp; Johnson, S.M. (2016). Three's a Crowd: Public awareness and (mis)perceptions of polyamory.</p> <p>Megatron, S. (2018). The Health Benefits of BDSM.</p>   |
| 4           | Tuesday<br>May 28 | Menstruation<br><br>Menopause<br><br>Sex Work | <p>Chrisler, J.C., Gorman, J.A., Manion, J., Murgo, M., Barney, A., Adams-Clark, A.,...McGrath, M. (2016). Queer Periods: Attitudes toward and experiences with menstruation in the masculine of centre and transgender community.</p> <p>Dodd, C. (2014). Get ready for Post-menopausal Zest: New creativity, sexual energy and confidence.</p> <p>Luna, A. (n.d.) The period Cycle: 5 reasons why your moon time is sacred and powerful.</p> |
| 5           | Tuesday<br>June 4 | Trans Health Care<br><br>Consent              | <p>Bauer, G.R. &amp; Scheim, A. I. (2015). Transgender people in Ontario Canada: Statistics from the Trans PULSE Project to inform Human Rights Policy.</p> <p>Muehlenhard, T.P., Humphreys, T.P., Jozkowski, K.N., &amp; Peterson, Z.D. (2016). The complexities of sexual consent among College students: A conceptual and empirical review.</p>   |

| Week | Date                                | Topic   | Readings  |
|------|-------------------------------------|---|---|
|      |                                     |   | Booker, A. teaching kids body privacy, personal agency, and consent begins while they're in diapers.  |
| 6    | Tuesday<br>June 11                  | Health Care Systems<br><br>Illness/Disease/Disorder | Mapes, D. (2016, July 28). The Sexual Aftermath of Cancer.<br><br>Marr, M., Wakewich, P., Wood, B., Severini, A., Little, J., Burchell, A.N.,... Zehbe, I. (2016). Strategies for Increasing Cervical Cancer Screening Amongst First Nations Communities in Northwest Ontario, Canada.<br><br>Truth and Reconciliation Commission of Canada (2015). Honouring the Truth, Reconciling for the Future: Summary of the final report of the truth and reconciliation commission of Canada.<br>*****For knowledge only, you will not be tested on this document***** |
| 7    | Tuesday<br>June 18                  | <b>Test #1</b>                                      |   |
|      | Second half of class, after midterm | Sexually Transmitted Infections<br><br>Safer Sex    | The Society for Adolescent Health and Medicine (2017). Condom Availability in Schools: A practical approach to the prevention of Sexually Transmitted Infection/HIV and unintended pregnancy.   |
| 8    | Tuesday<br>June 25                  | Birth Control<br><br>Disability                     | Masters, N.T., Morrison, D.M., Querna, K., Casey, E.A., & Beadnell, B. (2017). Correlates of young men's intention to discuss birth control with female partners.   |

| Week | Date               | Topic  | Readings   |
|------|--------------------|--|--|
|      |                    |  | <p>Leung, W. (2019, April 1). Oral Contraceptives: What do we know about the effects on the brain?</p> <p>Dingwall, D. (2019, April 5). 'I didn't think I could have a baby': Toronto pregnancy clinic supports women with disabilities.</p> |
|      | Tuesday<br>July 2  | <b>No Class – Canada Day Holiday</b>   |  |
| 9    | Tuesday<br>July 9  | Pregnancy<br><br>Midwifery<br><br>Abortion<br><br>Pregnancy Options<br><br><b>Education Assignment<br/>Due</b> | Grimes, D.R. (2015, August 12). A Scientist Weighs Up the Five Main Anti-abortion Arguments.   |
| 10   | Tuesday<br>July 16 | Pelvic Health<br><br>Relationship Therapy<br>Sex Therapy   | Breslaw, A. (2018, February 20). What is it actually like to meet with a Sex Therapist?  |

| Week | Date               | Topic   | Readings   |
|------|--------------------|---|--|
| 11   | Tuesday<br>July 23 | Self-Care<br><br>Mindfulness<br><br>Sexual Pleasure<br><br>Masturbation<br><br>Wrap-up<br><br><b>Reflection Paper Due</b> | Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2017). Sexual Fantasy and Masturbation Among Asexual Individuals: An In-depth Exploration. <i>Archives of Sexual Behavior</i> , 46(1), 311-328.<br><br>Fairbank, V. (2019, February 6). Teaching Teens How to Have Good Sex: Many young adults accept pain as a normal part of intercourse. Why doesn't sex ed value pleasure? |
| 12   | Tuesday<br>July 30 | <b>Test #2</b>  |  |

### Late Work

HARD COPIES of all assignments are DUE AT THE START OF CLASS on the date listed in the syllabus (above). Please note they must be stapled and include page numbers, please double-side to save paper (one double-sided page equals 2 pages of content). Any assignment submitted after the due date/time will be subject to a 10% penalty per day, including weekends. After 5 days the assignment cannot be submitted unless arrangements have been made. If you submit an assignment late please send me an electronic copy to serve as a time-stamp, followed by a hard copy at the next class.

### 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 25 or 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.

**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.

### **Electronic Device Policy**

In the spirit of creating a classroom environment conducive to learning and being in the moment, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching Netflix/You Tube, emailing etc. are distracting to other students, myself and guest speakers. Your respectful consideration of others is very much appreciated.

A 2018 study found that although students think they can multitask well, splitting attention between lecture and cellphone/ laptop use hinders long term retention, and those in class suffer from others' use of devices. [The Myth of Multitasking](#)

**\*\*Audio/Videotaping of lectures is prohibited\*\***

### **Attendance Policy**

Attendance will not be taken, however, academic success and achievement of the course goals are facilitated by strong attendance. It is my sincere hope that you will want to attend class because, you are interested in the course content, you are interested in hearing what your classmates have to contribute, you want to learn from guest speakers and you want to engage in the learning process that the University classroom has to offer.

### **Policy Regarding Illness or Accommodation**

Students are entitled to a rescheduling of tests/exams 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 test/exam, 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 test/exam has been written will generally NOT be granted a make-up test/exam unless the illness incapacitated them - making it impossible for the student to contact the professor before the time of the test/exam. This requires formal documentation for the period of non-contact.

The student must provide an official illness certificate on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was impossible for the student to write the test/exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). Telephone calls from a health care provider are not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. Take the form with you if you are attending an external clinic:

**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., chronic, recurring stress-induced migraines, medication that is impeding studying, impairing dysmenorrhea), 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).

If a student misses a class, the student is responsible for obtaining notes and information from the missed lecture (e.g., from another student). The instructor does not "share" notes beyond what is posted on the course website, the instructor does not "re-teach" if a student misses material. This does not mean that questions of clarification or elaboration will not be addressed; however, vague questions that are indicative of lack of class attendance or lack of attention will not be addressed.

## 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.

## 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.)

## 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

- [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

## 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)

## Sexual Violence Response Coordinator, Human Rights, Equity & Inclusion Office

Amanda Cook, Sexual Violence Response Coordinator

[amanda.cook@uwaterloo.ca](mailto:amanda.cook@uwaterloo.ca) 519-888-4567 ext. 46869 COM 101B

Amanda Cook is the sexual violence response coordinator here at the University of Waterloo. Amanda's 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.

### **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](#).