



ST. JEROME'S
UNIVERSITY

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

Sexual Health and Well-Being
Spring 2022

Remote Learning

I would first like to respectfully acknowledge that the University of Waterloo is on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. It 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: N/A

Office Hours: by appointment over Zoom or MS Teams

Email: s3jacobs@uwaterloo.ca

Discussion of sexuality and sexual health can provoke emotional responses in people. These emotional responses could be happiness, relief, excitement, gratitude, 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.

Self-care and community care is an important part of life and an important skill to learn when working in the sexual health field. We should think of it as a priority and a necessity, not a luxury.

Correspondence

- Please email or schedule an online meeting. It is nice to hear from students 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 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 can 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. Thank you).

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, online 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 sexual health, sexuality, and relationships.

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

- 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, and instructor.
- Understand how sexual health and well-being is impacted by, and intersects with: race, age, gender, sexual orientation, ability/disability, overall health, the health care system, culture, religion, income, body image, family relationships, societal expectations, media and education.
- Recognize and challenge potentially harmful normative scripts surrounding sexuality and sexual health within Canada.
- 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 library course reserves which can be accessed through LEARN (bottom left corner of first page).

Week 1 – What is Sexual Health and Well-Being?

Booker, A. (n.d.) *Teaching kids body privacy, personal agency, and consent begins while they're in diapers*. Adriel Booker. <http://adrielbooker.com/teaching-kids-body-privacy-personal-agency-consent/>

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. <https://doi.org/10.1080/14681811.2017.1332582>

Week 2 – Anatomy

Lampalzer, U., Broken, P., & Schweizer K. (2021). 'That decision really was mine...'. Insider Perspectives on health care controversies about intersex/diverse sex development. *Culture, Health & Sexuality*, 23(4), 472-483. <https://doi-org.proxy.lib.uwaterloo.ca/10.1080/13691058.2021.1892828>

Matthews, D. (2017, March 6). *Call children's private parts what they are*. Psychology Today. <https://www.psychologytoday.com/ca/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are>

Week 3 – How COVID-19 has Affected Sexual Health

Klein, J. (2021, April 23). *How the Pandemic has Changed our Sex Lives*. BBC Lovelife. <https://www.bbc.com/worklife/article/20210419-how-the-pandemic-has-changed-our-sex-lives>

McKenzie, L. (2020). Shutting Down Sex: COVID-19, sex and the transformation of singledom. *Anthropology in Action*, 27(3), 9-13. [doi:10.3167/aia.2020.270302](https://doi.org/10.3167/aia.2020.270302)

Week 4 – Menstrual Equity and Endometriosis

Chrisler, J.C., Gorman, J.A., Manion, J., Murgo, M., Barney, A., Adams-Clark, A., Newton, J.R., & 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. <https://doi.org/10.1080/13691058.2016.1182645>

Laurier Students' Public Interest Research Group (n.d.) *Menstrual Equity at Laurier*. LSPiRG. <http://www.lspirg.org/menstrualequity>

Week 5 – 2SLGBTQI+ Health Care

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. <https://doi.org/10.1080/19419899.2015.1004102>

OutLook & The Solidarity Alliance (2018). *Experiences of LGBTQ Newcomers in Waterloo Region*. The Rainbow Community Council. <https://yourwrrc.ca/rcc/wp-content/uploads/2019/05/Trans-Infosheet-v.06-SMALL.pdf>

OutLook & The Solidarity Alliance (2019). *Experiences of trans people in Waterloo Region*. The Rainbow Community Council. <https://yourwrrc.ca/rcc/wp-content/uploads/2019/05/Trans-Infosheet-v.06-SMALL.pdf>

Week 6 – Sexual Health and Cancer

Mapes, D. (2016, July 28). *The Sexual Aftermath of Cancer*. Hutch News Stories.

<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(4), 478-495. <https://doi.org/10.1080/07399332.2014.959168>

*****For knowledge only, will not be tested on this document, highly recommend reading*****

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*.

http://trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

Week 7 - Sexually Transmitted Infections and 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. *Journal of Adolescent Health*, 60(6),754-757.

<https://doi.org/10.1016/j.jadohealth.2017.03.019>

Week 8 – Birth Control and Abortion

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

Peterson, L.M., Campbell, M.A.T., & Laky, Z.E. (2019). The next frontier for men’s contraceptive choice: College men’s willingness to pursue male hormonal contraception. *Psychology of Men & Masculinities*, 20(2), 226-237. <http://dx.doi.org/10.1037/men0000174>

Week 9 – Fat Justice

Paine, E.A. (2021). “Fat broken arm syndrome”: Negotiating risk, stigma, and weight bias in LGBTQ healthcare. *Social Science & Medicine*, 270, 1-8.

<https://doi.org/10.1016/j.socscimed.2020.113609>

Tovar, V. (2021). *You Have the Right to Remain Fat*. Feminist Press.

Week 10 – Pelvic Health and Mindfulness

Byers, A (2019, April 18). *Why going to pelvic floor therapy transformed my life*.

Healthline. <https://www.healthline.com/health/womens-health/pelvic-floor-physical-therapy-what-to-expect>

Mandriota, M. (2022). *Sex and Meditation: How mindfulness may improve sexual health*.

PsychCentral. <https://psychcentral.com/health/mindfulness-meditation-sexual-health>

Week 11 – Fantasy & 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. <https://doi-org.proxy.lib.uwaterloo.ca/10.1007/s10508-016-0870-8>

Week 12 – Pleasure Education

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?

The Walrus. <https://thewalrus.ca/teaching-teens-how-to-have-good-sex/>

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Tests – 50% of total mark		
Test 1	May 30 – June 2	16.6%
Test 2 (not cumulative)	June 27 – June 30	16.6%
Test 3 (not cumulative)	July 25 – July 28	16.6%
Op-ed Assignment – 50% of total mark		
Op-ed Assignment Part 1	Sunday June 12	20%
Op-ed Assignment Part 2	Sunday July 10	30%
Total		100%

Bonus Marks (2)

Bystander Intervention Training Opportunity

Be part of building a supportive campus community and get bonus marks for doing it!

Participate in UW's Bystander Intervention Training.

This training provides students with knowledge and skills on how to intervene as an active bystander to prevent and stop harm such as online sexual harassment and in-person sexual violence.

Students will receive 2 bonus marks for their participation.

Training will be offered:

- Wednesday May 25th 1pm – 4pm
- Tuesday May 31st 6pm – 8pm Part 1, Thursday June 2nd 6pm – 8pm Part 2 – students must attend parts 1 and 2 to receive bonus marks

All training will be completed online over Microsoft Teams. Please only register for either the Wednesday afternoon OR the Tuesday/Thursday evenings.

To register go to: <https://uwaterloo.gosignmeup.com/Public/Course/Browse>

Create an account if you have not done so in the past.

Click on Sexual Violence Prevention & Response Office on the left.

Choose the appropriate training – please be careful to choose the right date.

This training will be facilitated by the campus Sexual Violence Prevention & Response Office – SVPRO. If you have questions or concerns, please contact Stacey Jacobs, Sexual Violence Prevention Project Coordinator, s3jacobs@uwaterloo.ca.

Test #1: Monday May 30 at 8am – Thursday June 2 at 11:59pm

The test will be an online multiple-choice test that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 1, 2, 3 & 4 which includes assigned

readings and online lectures. You can begin the test anytime between 8am on Monday May 30 and 11:59pm on Thursday June 2. However, once you begin the test you will have a limited amount of time to complete the test question; you will not be given enough time to look up each answer. All tests are open book.

Test #2: Monday June 27 at 8am – Thursday June 30 at 11:59pm

The test will be an online multiple-choice test that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 5, 6, 7 & 8 which includes assigned readings and online lectures. You can begin the test anytime between 8am on Monday June 27 and 11:59pm on Thursday June 30. However, once you begin the test you will have a limited amount of time to complete the test questions; you will not have enough time to look up each answer. All tests are open book.

Test #3: Monday July 25 at 8am – Thursday July 28 at 11:59pm

The test will be an online multiple-choice test that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 9, 10, 11 & 12 which includes assigned readings and online lectures. You can begin the test anytime between 8am on Monday July 25 and 11:59pm on Thursday July 28. However, once you begin the test you will have a limited amount of time to complete the test questions; you will not have enough time to look up each answer. All tests are open book.

Op-ed Assignment

An Op-ed is a short, concise, opinion piece backed up with facts about one specific topic. For this assignment you will choose one topic about Sexual Health and Well-Being. It does not have to be a topic discussed in the course as there are many sexual health topics. If you are unsure if your topic is suitable, please ask. The topic should be narrow in scope.

Op-eds are seen in most newspapers – both in print and online. They can be a useful way to provide academic research and information to the general population. I encourage you to research and write this assignment as if it will be printed in a newspaper. I also encourage you to submit your assignment to a newspaper once it is submitted for class. There are many great Canadian newspapers who may consider an admission as well as reputable local papers (e.g. UW's Imprint, The Community Edition, Waterloo Region Record). The assignment will be split into two parts with two separate due dates.

Op-ed Assignment Part 1 – Due Sunday June 12 at 11:59pm

Part 1 of your Op-ed Assignment includes 3 sections. 1) Firstly, include a section called Biographical Paragraph. This is a paragraph (2-3 sentences) that describe you, the author. It could include your credentials, your hobbies, your interests. It could be funny, entertaining, or purely factual.

2) Secondly, include a brief description of the audience you will be writing your Op-ed for (parents, aging adults in retirement communities, teens, Ontario teachers, International University students, Family Physicians, Massage Therapists, people in poly relationships, people who do not understand poly relationships, people who think Sex Ed is harmful to children, people who think Sex Ed is beneficial to children etc. etc.). Describe why they are your chosen audience and how this audience will affect the tone and language you use in your Op-ed, as well as what examples and stories you may or may not use.

3) Thirdly, you will write an annotated bibliography listing **five** sources you have chosen to use. A minimum of two references must be academic (e.g. Journal Articles, scholarly books), a maximum of one reference can be a reading from class. Other references can be from newspapers, websites, magazines, blogs, non-scholarly books, YouTube videos, Ted Talks etc. However, the more reputable your sources, the more convincing your argument will be.

In this section list each of your five sources using APA formatting followed by a description that informs the reader of the relevance, quality, and accuracy of your source.

Op-ed Assignment Part 2 – Due Sunday July 10 11:59pm

Your Op-ed should be 500 – 800 words. No more. The hardest part may be writing clearly and concisely to keep within this word count. Pick a topic you are passionate about/have an opinion about. Your first sentence/paragraph needs to hook readers. It needs to have a clear thesis/argument/opinion and introduce your topic. Your topic needs to be narrow and specific. You could start with a story to grab attention. Write using I statements. Argue a single point.

You need to back up your argument/opinion with facts. This is where the five sources you chose for Part 1 come in. You must use all five of your sources from part 1, not adding any new sources. This will be the body of your Op-ed. You want to sway or reinforce the readers' thoughts and opinions. Use the evidence to support your argument/opinion, making sure to give credit to the researchers/authors of the sources, making sure it is clear their ideas are not yours.

After your arguments you should mention any flaws in your argument, the other side(s) of your argument and/or obvious criticisms (one-two sentences). A strong conclusion will summarize your arguments, and link back to your opening paragraph, closing the circle. *It should also include a call to action or call for further thought.*

Your Op-ed should have a catchy and informative title. Something to catch the readers' attention. It is often easier to write the title after you have finished writing the Op-ed.

A good Op-ed is entertaining, catchy, provocative, possibly humorous, possibly personal, and maybe unexpected.

Please refer to the Op-ed Assignment document on LEARN for more information.

Course Schedule

Week	Date	Topic	Readings
1	May 2-7	Welcome! Introduction to the course Discussion of Syllabus 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 Booker, A. teaching kids body privacy, personal agency, and consent begins while they're in diapers.
2	May 8-14	Anatomy	Lampalzer, U., Broken, P., & Schweizer K. (2021). 'That decision really was mine...'. Insider perspectives on health care controversies about intersex/diverse sex development. Matthews, Dona (2017). Call Children's Private Parts What They Are.
3	May 15-21	How has COVID-19 Affected Sexual Health?	Klein, J. (2021, April 23). <i>How the Pandemic has Changed our Sex Lives</i> . McKenzie, L. (2020). Shutting Down Sex: COVID-19, sex and the transformation of singledom.
4	May 23-27	Menstrual Equity Endometriosis	Chrisler, J.C., Gorman, J.A., Manion, J., Murgo, M., Barney, A., Adams-Clark, A., Newton, J.R., & McGrath, M. (2016). Queer Periods: Attitudes toward and experiences with menstruation in the masculine of centre and transgender community. Laurier Students' Public Interest Research Group (n.d.) <i>Menstrual Equity at Laurier</i> .

Week	Date	Topic	Readings
5	May 30-June 4	2SLGBTQI+ Health Care Test #1	Hutzler, K. T., Giuliano, T. A., Herselman, J. R., & Johnson, S. M. (2016). Three's a Crowd: Public awareness and (mis)perceptions of polyamory. OutLook & The Solidarity Alliance (2018). Experiences of LGBTQ Newcomers in Waterloo Region. <i>OutLook & The Solidarity Alliance (2019). Experiences of trans people in Waterloo Region.</i>
6	June 5- June 11	Sexual Health and Cancer	Mapes, D. (2016, July 28). The Sexual Aftermath of Cancer. 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.
7	June 12-18	STIs and Safer Sex Op-ed Part 1 Due Sunday June 12	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	June 19-25	Birth Control	Leung, W. (2019, April 1). Oral Contraceptives: What do we know about the effects on the brain? Peterson, L.M., Campbell, M.A.T., & Laky, Z.E. (2019). The next frontier for men's contraceptive choice: College men's willingness to pursue male hormonal contraception.
9	June 26-July 2	Fat Justice Test #2	Paine, E.A. (2021). "Fat broken arm syndrome": Negotiating risk, stigma, and weight bias in LGBTQ healthcare. Tovar, V. (2021). <i>You Have the Right to Remain Fat.</i>

Week	Date	Topic	Readings
10	July 3-9	Pelvic Health Physiotherapy Mindfulness	Byers, A (2019, April 18). Why going to pelvic floor therapy transformed my life. Mandriota, M. (2022). <i>Sex and Meditation: How mindfulness may improve sexual health.</i>
11	July 10-16	Fantasy Masturbation Op-ed Part 2 Due Sunday July 10	Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2017). Sexual Fantasy and Masturbation Among Asexual Individuals: An In-depth Exploraton.
12	July 17-23	Pleasure Education	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?
	July 24-30	Test #3	

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. This penalty does not apply to tests. If you cannot write a test in the time allotted you must notify me BEFORE the test begins unless you are incapacitated. 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.

Electronic Device Policy

My electronic device policy does not apply since we are remote learning, however, the below study is good to read for future in-person classes.

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](#)

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.

Policy Regarding Illness or Accommodation

Students are entitled to a rescheduling of a test 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, 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 will generally not be granted a make-up test unless the illness incapacitated them - making it impossible for the student to contact the professor before the time of the test.

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.

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, 7th Ed.)

Turnitin

Turnitin.com: Text matching software ([Turnitin®](https://www.turnitin.com/)) 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.

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

[Health Services](#)

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 Office - SVPRO

Supporting students, staff and faculty on the main campus, satellite campuses and University Colleges, who have experienced, or have been impacted by, sexual violence.

[Home | Sexual Violence Prevention and Response Office \(uwaterloo.ca\)](#)

Meaghan Ross, Sexual Violence Response Coordinator svpro@uwaterloo.ca

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.

Other Important Information

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide

further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check www.uwaterloo.ca/academicintegrity/ for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome’s University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome’s University Policy on [Student Appeals](#).

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)
- 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.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).