



# ST. JEROME'S UNIVERSITY

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

**Department of Sexuality, Marriage and Family Studies  
SMF 308 Winter 2021**

**RELATIONAL THERAPY**

**Thursdays 2:30 pm – 4:00 pm Synchronous online**

## **INSTRUCTOR INFORMATION**

Instructor: Anna Toth, MSc., RP, RMFT  
Zoom: <https://us02web.zoom.us/j/89568798117?pwd=N1hKN0x4ZmhlU3FaRFBXZ2w3K2R0dz09>  
Passcode: 1234567  
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Email: [annaetoth@icloud.com](mailto:annaetoth@icloud.com)

## **COURSE DESCRIPTION**

This course will focus on the development and implementation of clinical and ethical skills in systemic relational therapy. Together, we will review classic writings from modern and post-modern systemic therapies, and practice implementing the fundamental skills of these approaches. This will include attention to therapeutic posture, skills in being with the people who consult us, multiple forms of listening, curiosity and questioning. Attention will be paid to key ethical issues in early parts of the therapeutic experience especially. This course both relies and builds on ways of thinking covered in SMF 208. Therefore, critically applying systemic thinking, social justice, and anti-oppression lenses/perspectives will be featured; this course promotes learners to be self aware and reflexive about clinical work.

Prerequisites: SMF 208; Level at least 3A for best results

### WARNING: Difficult Course Content

This course will include discussion of material involving physical and sexual violence. If such issues might interfere with personal well-being, it is advised students not enroll in this course. It is also recommended, if any of the presenting issues create some concern for students, that students seek support through Counselling Services at Needles Hall Room 2080 519-888-4567 x32655.

I gratefully acknowledge the work of Carm DeSantis and Rahim Thawer in creating this course outline.

## COURSE OBJECTIVES

1. To create a dynamic, exploratory, and respectful learning experience for students and instructor.
2. To provide students with an understanding of relational therapy practices and how these approaches shape the therapeutic relationship between client(s) and therapist.
3. To examine selected concepts in the field of relational therapy.
4. To introduce and develop basic therapeutic interviewing, listening, and assessing skills.
5. To develop effective engagement, reflective, observational, and conceptual skills.
6. To examine issues of power and privilege relative to diversity, especially diversity pertaining to family structures, gender, social class, race, sexuality and so forth.
7. To invite students be self aware and interrogate their own experiences, values, and biases in relation to the various dimensions of gender, sexual orientation, race, ethnicity, culture, class, and other dimensions of socio-political locations.
8. To increase self-reflective abilities, self-evaluation skills, and sensitivity to diverse experiences of self and others.
9. To constructively evaluate self and peers as part of feedback processes for optimal learning.
10. To communicate clearly, concisely, and appropriately across written, spoken, and visual contexts.
11. To interact with others in groups/teams in ways that contribute to effective working relationships and the achievement of course and course assignment goals.
12. To demonstrate the ability to foster and utilize a therapeutic learning environment, which respects culture, promotes overall well-being, and facilitates positive change for people. Specifically, this includes learning by engaging in experiential activities, delivering skills workshop, role-plays, and other client centred discussions, which take into account relevant cultural, developmental, and social needs, and clients' social contexts.

A successful course of this nature requires active participation of all students, even in a pandemic. This course presupposes a strong interest and willingness to engage in the material.

## REQUIRED TEXTS:

All assigned readings are listed in the course schedule below. They will be available either in hardcopy or electronically either through library services ARES or when appropriate via LEARN. Please review course schedule for assigned readings. Assigned readings are available electronically via <https://www.reserves.uwaterloo.ca/ares/>

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

## UW- LEARN Website:

All class communication, posting of grades and lecture material will occur via this medium LEARN. I encourage you to log on regularly to the website: <https://learn.uwaterloo.ca/>.

If you have not paid your fees you will not be able to access LEARN and you will receive the following message: "This is a friendly reminder that you won't gain access to the online learning systems (UW-LEARN) until your Registered Status on Quest for the Fall term is "Fees Arranged." Log in to your Quest account and click on Finances > Account Inquiry > Fall to see your Registered Status at the top of the page. Visit the Finance - Student Accounts website to find out how to become "Fees Arranged" for the term. If you submitted a payment or Promissory Note more than three days ago and you're not yet "Fees Arranged", please contact Student Accounts immediately to investigate: 519-888-4567 extension 38466. Room 1110, Needles Hall, between 8:30 & 4:30 weekdays. sfaccnts@uwaterloo.ca

### COURSE REQUIREMENTS AND ASSESSMENT

The course is set up to evaluate student learning from a holistic perspective, which includes research, analysis and synthesis skills, application skills, and critical self-reflection and self-awareness skills. These skills will be demonstrated through presentations and written formats.

ASSIGNMENT	DATE DUE	VALUE
Small group presentation/lecture	Assigned date	20%
Skills labs		
Part A: Reflections on personal practice	Friday of each week	10%
Part B: Feedback to colleagues on their practice	Friday of each week	10%
Part C: Reflection on skills development across the semester	April 15, 2021	20%
Final assignment	April 30, 2021	40%
Part A: Personal code of ethics		
Part B: Letter from a client		
Total		100%

Details of each assignment with grading rubric are posted in LEARN. The following is a general description of each assignment.

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Small group training (20%)

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The purpose of this assignment is to encourage students to engage critically, meaningfully and deeply with one aspect of relational therapy. In small groups, students will research and then deliver a training module regarding an aspect of relational therapy and ethics assigned by the instructor. This training will be 40 minutes in length. This training will either be delivered as part of the class time, or pre-recorded ahead of time (with permission of the instructor for those UNABLE to attend class only) and then incorporated by the instructor.

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#### Skills labs (40%)

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For this assignment, students will be assigned membership in a group of 2-4 people that will meet weekly for the semester. Each group will meet for 1.5 hours weekly. Students will meet together online and at times fit all schedules. Each week you will be assigned specific tasks for these skills labs. You will then practice the assigned skills, reflect on your practice and provide feedback to colleagues about their practice as well. Practice is extremely important in the development of clinical skills and participation is required in these labs. At the end of the semester, students will submit a brief reflection on the development of their skills including stories of pride and places for growth. Forms will be provided for these reflections.

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#### Final assignment (40%)

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In this assignment, students will watch a movie featuring a relational situation (some variation of couple, throuple, group or family). In the first part of the assignment, students will imagine themselves as the therapist to one of the relationships depicted in the film (could be an entire family, or a couple or a sibling configuration etcetera). This relationship must consist of no less than two people. Students will articulate their clinical and ethical intentions in working with this relationship configuration; i.e. their personal/professional code of ethics and intentions for themselves as therapists in the work. In the second part of the assignment, students will imagine they are one of the members of the relationship and will write a letter to the therapist about the actual work the therapist did with the couple/family/relationship. This letter might include personal reflections on what was helpful or not helpful, or experiences the client had of the therapist. The assignment will be no more than 15 double spaced pages. I suggest no more than 5 pages for the statement of therapist intentions and 10 pages for the letter from a client. Further detail on this assignment, as well as a general marking rubric, will be provided.

### **COURSE SCHEDULE**

Week	Date	Topic	Readings

1	January 14	Introduction to the course	Nichols and Davis (eds). (2020). Introduction and Chapters 1, 3 & 10, pages 1-22, 40-55 and 150-174.
2	January 21	Fundamentals of systemic relational therapy: past, present and future	<p>Tomm, Karl (1990). A critique of the DSM. Dulwich Centre Newsletter. Available open source at:  <a href="https://ea15038b-9053-4c30-b3cc-5a337490f7ab.filesusr.com/ugd/ff3346_cc5ee264e08b4a1fa10fa3d26f3e7cab.pdf">https://ea15038b-9053-4c30-b3cc-5a337490f7ab.filesusr.com/ugd/ff3346_cc5ee264e08b4a1fa10fa3d26f3e7cab.pdf</a></p> <p>McDowell, T. (2016). Applying critical social theories to family therapy practice. Springer. Chapter 1, pages 1-12. Available online.</p> <p>Hardy, K. (2018). The Self of the therapist in epistemological context: A multicultural relational perspective. Journal of Family Psychotherapy, 29(1), 17–29.  <a href="https://doi.org/10.1080/08975353.2018.1416211">https://doi.org/10.1080/08975353.2018.1416211</a></p> <p><b>Student training: 3<sup>rd</sup> order change and the role of the therapist</b></p>
3	January 28	<p>Fundamentals of systemic relational therapy:  Reflexivity, language and power</p> <p>Skills lab #1:  Reflecting on our social locations, uses of language and power</p>	<p>Coates, L and Wade, A (2007). Language and Violence: Analysis of Four Discursive Operations. Journal of Family Violence, 22(7), 511–522. <a href="https://doi.org/10.1007/s10896-007-9082-2">https://doi.org/10.1007/s10896-007-9082-2</a></p> <p>Rober, P. (2010). Avoiding Colonizer Positions in the Therapy Room: Some Ideas About the Challenges of Dealing with the Dialectic of Misery and Resources in Families. Family Process, 49(1), 123–137. <a href="https://doi.org/10.1111/j.1545-5300.2010.01312.x">https://doi.org/10.1111/j.1545-5300.2010.01312.x</a></p> <p>Code of Ethics of the Canadian Association for Marriage and Family Therapy  <a href="https://camft.ca/Code-of-Ethics">https://camft.ca/Code-of-Ethics</a></p> <p><b>Student training: Reconciliation and the relational therapist in Canada</b></p>
4	February 4	<p>Fundamentals of systemic relational therapy: Welcome and witness</p> <p>Skills lab #2:  Welcome and generosity</p>	<p>Frank, Arthur (2004). The renewal of generosity: Illness, medicine and how to live. University of Chicago Press. Introduction and Chapter 1, pages 1-29. Available online.</p> <p>Weingarten, K. (2000). Witnessing, wonder, and hope. Family Process, 39(4), 389–402. <a href="https://doi.org/10.1111/j.1545-5300.2000.39401.x">https://doi.org/10.1111/j.1545-5300.2000.39401.x</a></p> <p>Pakman, M. (2004). The epistemology of witnessing: Memory, testimony and ethics in Family Therapy. Family Process, 43(2), 265–274. <a href="https://doi.org/10.1111/j.1545-5300.2004.04302010.x">https://doi.org/10.1111/j.1545-5300.2004.04302010.x</a></p>

		Skills lab #3: Witnessing	<b>Student training: Rethinking resilience in systemic relational therapy</b>
5	February 11	Fundamentals of systemic relational therapy: Listening  Skills lab #4: Listening for problem stories and positions  Skills lab #5: Listening for possibilities (the absent but implicit and unique outcomes)	Guilfoyle, M. (2015). Listening in narrative therapy: Double listening and empathic positioning. <i>South African Journal of Psychology</i> , 45(1), 36–49. <a href="https://doi.org/10.1177/0081246314556711">https://doi.org/10.1177/0081246314556711</a>  Carey, W. (2009). The Absent but Implicit: A Map to Support Therapeutic Enquiry. <i>Family Process</i> , 48(3), 319–331. <a href="https://doi.org/10.1111/j.1545-5300.2009.01285.x">https://doi.org/10.1111/j.1545-5300.2009.01285.x</a>  <b>Student training: Unique outcomes in narrative therapy</b>
	<b>February 18</b>		<b>Reading Week – No class</b>

6	February 25	<p>Fundamentals of systemic therapy: Circularity and interactional sequences</p> <p>Skills lab #6: Observing interactional sequences</p> <p>Skills lab #7: Asking circular questions</p>	<p>Selvini, B. (1980). Hypothesizing - Circularity - Neutrality: Three Guidelines for the Conductor of the Session. <i>Family Process</i>, 19(1), 3–12. <a href="https://doi.org/10.1111/j.1545-5300.1980.00003.x">https://doi.org/10.1111/j.1545-5300.1980.00003.x</a></p> <p>Tomm, Karl (1990). A PIPS, HIPS and WIPS approach to family assessment. Available open source at: <a href="https://ea15038b-9053-4c30-b3cc-5a337490f7ab.filesusr.com/ugd/ff3346_b59cef0d93394a85a7b80fdada1b06ba.pdf">https://ea15038b-9053-4c30-b3cc-5a337490f7ab.filesusr.com/ugd/ff3346_b59cef0d93394a85a7b80fdada1b06ba.pdf</a></p> <p>Fleuridas, C., Nelsen, T., &amp; Rosenthal, C. (1986). The evolution of circular questions: Training family therapists. <i>Journal of Marital and Family Therapy</i>. Vol. 12, No. 2, pp. 113-127.</p> <p><b>Student training: Asking about oppression using circular questioning</b></p>
7	March 4	<p>Fundamentals of systemic relational therapy: Curiosity</p> <p>Skills lab #8: Practicing a not knowing stance</p> <p>Skills lab #9: Generating alternative perspectives</p>	<p>Cecchin, G. (1987). Hypothesizing, Circularity, and Neutrality Revisited: An Invitation to Curiosity. <i>Family Process</i>, 26(4), 405–413. <a href="https://doi.org/10.1111/j.1545-5300.1987.00405.x">https://doi.org/10.1111/j.1545-5300.1987.00405.x</a></p> <p>Andersen, H. and Goolishian, H. (1992). The client is the expert: A not knowing approach to therapy. In S. McNamee and K. Gergen (eds). <i>Therapy as social construction</i>. London: Sage. pp. 25-39. Available online.</p> <p><b>Student training: The therapists' inner dialogue in collaborative therapy</b></p>

8	March 25	<p>Discerning the presence of danger and safety</p> <p>Skills lab #:10 interviewing to discern the presence of violence and risk</p>	<p>Bograd, M. (1999). Battering and couple's therapy: Universal screening and selection of treatment modality. <i>Journal of Marital and Family Therapy</i>, 25(3), 291–312. <a href="https://doi.org/10.1111/j.1752-0606.1999.tb00249.x">https://doi.org/10.1111/j.1752-0606.1999.tb00249.x</a></p> <p>Turnell &amp; Edwards (1999). <i>Signs of safety: A solution and safety oriented approach to child protection casework</i>. New York: Norton. Chapter 5.</p> <p>Wade, A. (1997). Small Acts of Living: Everyday Resistance to Violence and Other Forms of Oppression. <i>Contemporary Family Therapy</i>, 19(1), 23–39. <a href="https://doi.org/10.1023/A:1026154215299">https://doi.org/10.1023/A:1026154215299</a></p> <p><b>Student training: The relational trauma of incest</b></p>
9	March 11	<p>Structural Family Therapy</p> <p>Skills lab #11: Reframing</p> <p>Skills lab #12: Inviting an enactment</p>	<p>Nichols, M and Davis, S (2020). <i>The essentials of family therapy</i>: Chapter 6, pages 89-104.</p> <p>Minuchin, Salvador &amp; Fishman, Charles, eds, (2009). <i>Family Therapy Techniques</i>. Harvard University Press. Chapters 5-7: Change, Reframing and Enactments, pages 64-97. Available online.</p> <p><b>Student training: Change strategies in structural family therapy</b></p>
10	March 18	<p>Bowenian Family Therapy</p> <p>Skills lab #13: Invitations to differentiation</p>	<p>Nichols, M and Davis, S (2020). <i>The essentials of family therapy</i>: Chapter 4, pages 56-71.</p> <p>Bregman, W. (2011). Bringing Systems Thinking to Life: Expanding the Horizons for Bowen Family Systems Theory. In <i>Bringing Systems Thinking to Life</i>. Routledge. <a href="https://doi.org/10.4324/9780203842348">https://doi.org/10.4324/9780203842348</a>. Chapter 1: Observing Emotional Functioning in Human Relationship Systems: Lessons From Murray Bowen's Writings, pages 3-30.</p> <p><b>Student training: Change strategies in Bowenian Family Therapy</b></p>



11	March 31	<p>Solution Focused Family Therapy</p> <p>Skills lab #14: Exploring the imagined future</p> <p>Skills lab #15: Setting goals for therapy</p>	<p>Nichols, M and Davis, S (2020). The essentials of family therapy: Chapter 11, pages 175-188.</p> <p>Selekman, M. (2010). Collaborative Strengths-Based Brief Therapy with Self-Injuring Adolescents and Their Families. The Prevention Researcher, 17(1), 18–.</p> <p><b>Student training: Change strategies in solution focused family therapy</b></p>
12	April 7	<p>The art of the question</p> <p>Skills lab #16: Asking reflexive questions</p>	<p>Tomm, K. (1987). Interventive Interviewing: Part II. Reflexive Questioning as a Means to Enable Self-Healing. Family Process, 26(2), 167–183. <a href="https://doi.org/10.1111/j.1545-5300.1987.00167.x">https://doi.org/10.1111/j.1545-5300.1987.00167.x</a></p> <p>Korin, Eliana (1994). Social inequalities and therapeutic relationships: Applying Freire's ideas to clinical practice. Journal of feminist family therapy. (1994). Expansions of feminist family theory through diversity. Harrington Park Press</p> <p><b>Student training: Using reflexive questioning to address uses and abuses of power</b></p>
13	April 14	Endings	

Note: All efforts are made to ensure we keep to this schedule, however changes may be necessary due to unforeseen circumstances.

## POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

### Late Policy:

You must submit your assignments on time via drop box in LEARN by the deadline. The electronic drop box will not accept late submission. Therefore, if you don't submit the assignment by the deadline, your assignment will be considered late. Late paper submissions will be accepted up to one week following the due date with a penalty of 10% (e.g. 78% - 10% = 68%) and you must inform me there will be a late submission, and arrangements will need to be made for an alternative submission process. Any assignment that is not submitted or completed by designated dates will receive a grade of zero.

### **Policy on Illness and missed assignments:**

This course follows the University of Waterloo policy regarding illness and missed tests/assignments:

[The University of Waterloo Examination Regulations](#) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “[University of Waterloo Verification of Illness](#)” form or it will not be accepted. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

### **RULES FOR GROUP WORK IN ASSIGNMENTS**

When working on a group assignment, a Group Assignment Checklist must be completed and submitted with the assignment:

[https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group\\_assignment\\_disclosure.pdf](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure.pdf)

### **ATTENDANCE POLICY**

Given the high degree of student participation required in this course, for the sake of your own learning and out of respect to your colleagues, students are expected to attend each class.

### **PARTICIPATION POLICY**

Please have your video on at all times, and your sound on mute unless you would like to speak.

### **CORRESPONDENCE WITH INSTRUCTOR**

- ❖ My preference would be, for you to use UW-LEARN to communicate with me. If you must use email, please include your first and last names, student number, and course number in which you are enrolled in the email subject line. I am able to check emails and the LEARN site at least once a day on Mondays, Tuesdays, and weekends. I will not be on-line Wednesday to Friday and you will not receive a response from me then.
- ❖ It is both professional and respectful to use a greeting in any electronic communication; therefore, I would appreciate you using an appropriate greeting followed by my correct name. For example: “Hi Anna” will do. Messages without a greeting, personal address or greetings in your message like “hey you”, “hey dude”, “hey” or a form of demand are unprofessional, not appreciated, and will not be answered.
- ❖ You are expected to read and understand the course outline, therefore, questions about information that could be found in the course outline will also not be answered by either myself or the TA. You are encouraged to be active participants in your learning process.

❖ Questions of clarification, inquires, suggestions, feedback, information sharing are always welcomed!

### **Anonymous Communication:**

If you wish to ask a sensitive question anonymously, write your question on a piece of paper and leave it on the instructor's table. Depending on the nature of the information needed to answer the question I will either answer it the same day or at a later date. Anonymous emails will be ignored.

## **OTHER IMPORTANT INFORMATION**

### **Classroom Learning Climate, Conduct & Expectations:**

My personal teaching philosophy is one that embraces diversity and promotes equity and respect among all of us. I will be deliberate in creating space for marginalized and silenced voices, and hope to create a learning context that increases our awareness of our explicit and implicit privilege, while being mindful of our positions and intersections that are both privileged and marginalized. Therefore, I expect each of you are in this class to be active, engaged, and to participate. Being respectful and considerate to one another, as fellow students and instructor create a learning environment that can be safe, challenging, and engaging. If for whatever reason you are not able to engage in the class material, please feel free to leave. If your behaviour and/or conduct are distracting to the learning process, I will ask you to leave the classroom.

### **Visitors and Guests:**

"Visitors" must be approved by the instructor(s) in advance & should observe silently, unless otherwise instructed.

### **Guest Speakers:**

We may have guest speakers and panelists coming to our class. Their wisdom and personal stories will be generously shared with you. I expect that you will show respect and courtesy to them.

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

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

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor at Needles Hall (519 888-4567, Ext. 32655), the teaching aides, or the

instructor. The Study Skills Co-ordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW. [d3mackay@uwaterloo.ca](mailto:d3mackay@uwaterloo.ca) [http://www.adm.uwaterloo.ca/infocs/Counselling Services](http://www.adm.uwaterloo.ca/infocs/Counselling_Services) (Needles Hall) - Lorraine Nesbitt: 519 888-4567 ext. 33528; [lnesbitt@uwaterloo.ca](mailto:lnesbitt@uwaterloo.ca)

### ***Writing and Communication Centre***

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. [optional] For online courses and courses offered at satellite campuses

Online appointments (using video, audio, and a shared text field) are available to students who are online learners, away on a co-op work term, or registered at one of Waterloo's satellite campuses. Simply request an online appointment when you book an appointment.

On-campus appointments at satellite campuses are also available. Please see the WCC website for dates and times.

#### **Academic Integrity:**

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

#### **Grievance:**

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

#### **Discipline:**

A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in

learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome’s University Policy on Student Discipline, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCAproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:**

A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student 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, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCAproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAproved.pdf).

**Accommodation for students with disabilities:**

AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).