



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

Fall 2018

Mondays & Wednesdays 10:00 – 11:20

SJ2 2003

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: SJU Office: Sweeney Hall 2114

Office Hours: Wednesday 8:30 – 9:30am or by appointment

Email: s3jacobs@uwaterloo.ca

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 Monday!).

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

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

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.

Class 1 and 2

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.

Class 3 and 4

Hesse, C. & Pederson, C. L. (2017). Porn Sex Versus Real Sex: How sexually explicit material shapes our understanding of sexual anatomy, physiology and behavior. *Sexuality and Culture, 21*, 754-775.

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>

Class 5 and 6

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

Class 7

Syme, M. L., Mona, L. R., & Cameron, R. P. (2013). Sexual Health and Well-Being After Cancer: Applying the Sexual Health Model. *The Counselling Psychologist* 41(2). 268-285.

Class 8

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.

Class 9

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.

Class 10

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>

Giblon, R. & Bauer, G.R. (2017). Healthcare availability, quality, and unmet need: A Comparison of transgender and cisgender residents of Ontario, Canada. Retrieved from: <https://bmchealthservres.biomedcentral.com/track/pdf/10.1186/s12913-017-2226-z>

Class 11

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/>

Class 12 and 13

Thompson, V.R., Stancliffe, R.J., Broom, A., & Wilson, N.J. (2014). Barriers to sexual health provision for people with intellectual disability: A disability service provider and clinician perspective. *Journal of Intellectual and Developmental Disability*, 39(2), 137-146.

Class 14

No reading – Test #1

Class 15

Benoit, C, & Shumka, L. (2015, May 7). Sex Work in Canada. Retrieved from: http://www.understandingsexwork.ca/sites/default/files/uploads/2015%2005%2007%20Benoit%20%26%20Shumka%20Sex%20Work%20in%20Canada_2.pdf

Class 16

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. The period Cycle: 5 reasons why your moon time is sacred and powerful.
Retrieved from: <https://lonewolf.com/period-cycle-moon-time/>

Class 17

Kozicka, P. (2016, December 1). Most Common Fertility Treatments: how they work and how much they cost. Retrieved from:
<https://globalnews.ca/news/3088661/most-common-fertility-treatments-how-they-work-and-how-much-they-cost/>

Mattison, C.A., Dion, M.L., Lavis, J.N., Hutton, E.K., & Wilson, M.G. (2018). Midwifery And Obstetrics: Factors influencing Mothers' satisfaction with the birth experience. *Birth Issues in Prenatal Care*, 45, 322-327.

Class 18

Huang, A.J., Rowen, T.S., Abercrombie, P., Subak, L., Schembri, M., Plant, T., & Chao, M.T. (2017). Development and feasibility of a group-based therapeutic yoga Program for women with chronic pelvic pain. *Pain Medicine*, 18, 1864-1872.

Class 19

Lieber, M. (2018, March 21). Male birth control pill one step closer to reality, researchers say. Retrieved from:
<https://www.cnn.com/2018/03/20/health/male-birth-control-pill-study/index.html>

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.

Class 20

Nelson, E. (2017). Autonomy, Equality, and Access to Sexual and Reproductive Health Care. *Alberta Law Review*, 54(3). 707-726.

Class 21

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/>

Kirana, P., Papaharitou, S., Athanasiadis, L., Nakopoulou, E., Salpiggidis, G., Moysidis, K., ... Hatzichristou, D. (2009). A Conceptual Framework for the Evolution of Sexual Medicine and a Model of the Development of Alternative Sexual Health Services: 10-year experience of the Centre for Sexual and Reproductive Health. *Journal of Sexual Medicine, 6*(9), 2405-2416.

Class 22

Galovan, A.M., Drouin, M., & McDaniel, B.T. (2018). Sexting Profiles in the United States and Canada: Implications for individual and relationship well-being. *Computers in Human Behaviour, 79*, 19-29.

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.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
In-class Test #1	Class 14: Mon Oct. 29	20%
In-class Test #2 (non-cumulative)	Class 24: Mon Dec. 3	20%
In-class Assignments (4 out of 5)		10%
Reflection Paper: Part 1	Class 4: Wed Sept. 19	5%
Reflection Paper: Part 2	Class 23: Wed Nov 28	15%
Education Assignment	Class 18: Mon Nov 12	30%
Total		100%

In class Test #1, class 14, Monday October 29, worth 20%

Test #1 will take place during class on Monday October 29. You will have the entire class time to write the test. Test #1 will be a multiple choice test. It will cover material from Monday September 10 – Wednesday October 24 which includes assigned readings, lectures, class discussions, class activities and guest speakers.

In class Test#2, class 24, Monday December 3, worth 20%

Test #2 will take place during class on Monday December 3. You will have the entire class time to write the test. Test #2 will be a multiple choice test. It will cover material from Wednesday October 31 – Wednesday November 28 which includes assigned readings, lectures, class discussions, class activities and guest speakers. It is not cumulative.

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 Part 1, Due class 4, Wednesday September 19, worth 5%

Part 1 of your reflection paper must be completed before Part 2. It is a one-two page summary, using APA format, point form, double-spaced, 2-sided, answering the question: What does sexual health and well-being mean to you? What does it include?

Reflection Paper Part 2, Due class 23, Wednesday November 28, worth 15%

Your reflection paper should be no more than 5 pages long, double spaced, 2-sided, written in full sentences and paragraphs, using APA format. 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? Please refer back to Reflection Paper Part 1 and make comparisons if appropriate.

Education Assignment, Due class 18, Monday November 12, worth 30%

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

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

- 1) why you think they 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)
- 3) where and when the education will happen,
- 4) how you will advertise and get people to attend your education,
- 5) how you will evaluate if your education was successful and
- 5) anything else you think is relevant for your specific educational idea.

This is an individual assignment, not a group assignment. There is no class presentation component to this assignment. It is expected that at least 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 if you like.

Course Outline / Class Schedule

Class	Date	Topic	Readings
1	Monday September 10	Welcome! Introduction to the course Discussion of Syllabus	1. 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	Wednesday September 12	What is Sexual Health and Well-Being?	
3	Monday September 17	Anatomy and Physiology	1. Hesse, C. & Pederson, C. L. (2017).

Class	Date	Topic	Readings
4	Wednesday September 19	Anatomy and Physiology Reflection Paper Part 1 Due	<p>Porn Sex Versus Real Sex: How sexually explicit material shapes our understanding of sexual anatomy, physiology and behavior.</p> <p>2. Kirky, S. (2017) Supermodel Comes Out as intersex: “My Body isn’t really male or female”</p> <p>3. Matthews, Dona (2017). Call Children’s Private Parts What They Are.</p>
5	Monday September 24	Relationships	1. Bonvicini, K. A. (2017). LGBT
6	Wednesday September 26	Relationships	<p>Healthcare Disparities: What progress have we made?</p> <p>2. Hutzler, K. T., Giuliano, T. A., Herselman, J. R., & Johnson, S.M. (2016). Three’s a Crowd: Public awareness and (mis)percereptions of polyamory.</p> <p>3. Megatron, S. (2018). The Health Benefits of BDSM.</p>

Class	Date	Topic	Readings
7	Monday October 1	Illness/Disease/Disorder	1. Syme, M. L., Mona, L.R., & Cameron, R. P. (2013). Sexual Health and Well-Being After Cancer: Applying the Sexual Health Model.
8	Wednesday October 3	Sexual Health Care	1. 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.
<p>Thanksgiving Holiday and Fall Reading Week No class Monday October 8 No class Wednesday October 10</p>			
9	FRIDAY October 12	Sexually Transmitted Infections Safer Sex Class Activity	1. 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.
10	Monday October 15	Trans Health	1. Bauer, G.R. & Scheim, A. I. (2015). Transgender people in Ontario Canada:

Class	Date	Topic	Readings
			<p>Statistics from the Trans PULSE Project to inform Human Rights Policy.</p> <p>2. Giblon, R. & Bauer, G.R. (2017). Healthcare availability, quality, and unmet need: A Comparison of transgender and cisgender residents of Ontario, Canada.</p>
11	Wednesday October 17	Consent	<p>1. 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.</p> <p>2. Booker, A. teaching kids body privacy, personal agency, and consent begins while they're in diapers.</p>
12	Monday October 22	Physical Disability	1. Thompson, V.R., Stancliffe, R.J., Broom, A., & Wilson, N.J. (2014). Barriers to sexual health provision for people with intellectual disability: A disability
13	Wednesday October 24	Developmental Disability Test Review	

Class	Date	Topic	Readings
			service provider and clinician perspective.
14	Monday October 29	Test #1	No readings
15	Wednesday October 31	Sex Work	1. Benoit, C, & Shumka, L. (2015). Sex Work in Canada.
16	Monday November 5	Menstruation	1. 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. 2. Dodd, C. (2014). Get ready for Post-menopausal Zest: New creativity, sexual energy and confidence. 3. Luna, A. The period Cycle: 5 reasons why your moon time is sacred and powerful.
17	Wednesday November 7	Pregnancy Midwifery	1. Kozicka, P. (2016). Most Common Fertility Treatments: how they work and how much they cost. 2. Mattison, C.A., Dion, M.L., Lavis, J.N.,

Class	Date	Topic	Readings
			Hutton, E.K., & Wilson, M.G. (2018). Midwifery And Obstetrics: Factors influencing Mothers' satisfaction with the birth experience.
18	Monday November 12	Pelvic Health Education Assignment Due	1. Huang, A.J., Rowen, T.S., Abercrombie, P., Subak, L., Schembri, M., Plant, T., & Chao, M.T. (2017). Development and feasibility of a group-based therapeutic yoga Program for women with chronic pelvic pain.
19	Wednesday November 14	Birth Control	1. Lieber, M. (2018). Male birth control pill one step closer to reality, researchers say. 2. 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.
20	Monday November 19	Abortion Pregnancy Options	1. Nelson, E. (2017). Autonomy, Equality, and Access to Sexual and Reproductive Health Care.
21	Wednesday November 21	Support in Health Care	1. Breslaw, A. (2018). What is it actually like

Class	Date	Topic	Readings
			<p>to meet with a sex therapist?</p> <p>2. Kirana, P., Papaharitou, S., Athanasiadis, L., Nakopoulou, E., Salpiggidis, G., Moysidis, K., ... Hatzichristou, D. (2009). A Conceptual Framework for the Evolution of Sexual Medicine and a Model of the Development of Alternative Sexual Health Services: 10-year experience of the Centre for Sexual and Reproductive Health.</p>
22	Monday November 26	Sexual Pleasure Masturbation	<p>1. Galovan, A.M., Drouin, M., & McDaniel, B.T. (2018). Sexting Profiles in the United States and Canada: Implications for individual and relationship well-being. <i>Computers in Human Behaviour, 79</i>, 19-29.</p> <p>2. Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2017). Sexual Fantasy and Masturbation Among</p>

Class	Date	Topic	Readings
			Asexual Individuals: An In-depth Exploration. <i>Archives of Sexual Behavior</i> , 46(1), 311-328.
23	Wednesday November 28	Conclusion Test Review Reflection Paper Part 2 Due	No readings
24	Monday December 3	Test #2	

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. 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.

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/YouTube, 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](#)

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.

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 / 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

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](#).