

Calendar Description

Social Role Valorization (SRV) theory will be reviewed in the context of values and assumptions for all persons and their place in the community.

Content/Objectives

- Overview of Social Role Valorization Theory
- Analytical and critical review of current and historical human service practices and social policy.
- Implications for vulnerable individual and groups in our society.
- Processes for reflecting on professional and personal philosophy and professional practice.

Outcomes/Competencies

- Identifies devaluation and its consequences (e.g., common life experiences of people who are devalued).
- Applies basic tenets of SRV as a means of addressing experiences of devaluation.
- Explores personal values vis-a-vis issues of devaluation and one's personal service to people who are devalued.
- Strengthens, supports and confirms one's commitment, stand and purpose in relation to individuals who are devalued and wounded.

Assignments

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| 1. Course participation | 20% |
| 2. Reflective Journal | 30% |
| 3. Essay (10-12 pages, with references) | 50% |

Resources

Complete handout package with relevant readings will be available in class.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE:	CORE 591.33	INSTRUCTOR:	Carla Hamarsnes Bill Forman
TERM:	Fall 2009	TELEPHONE:	403 249-1554 9(Carla) 403 703-0380 (Bill)
SECTION:	L05	FAX:	403 249-1213 (Carla) 403 294-1706 (Bill)
TIME/DATE:	M August 31- Th Sept 3, 0800-1800	EMAIL:	chamarsn@ucalgary.ca forman@telusplanet.net
LOCATION:	EDC 386 University of Calgary	OFFICE:	off campus
		OFFICE HOURS:	by appointment

Course Content

This workshop provides an introduction to Social Role Valorization (SRV), using the 10 core themes, developed by Dr. W. Wolfensberger, considered to be one of the most influential thinkers in the field of mental impairment in the world. Dr. Wolfensberger's work helped lay the foundation for many current human service trends, including integration, safeguarding of rights, and the deinstitutionalization movement.

SRV is a systematic and universally applicable concept for structuring human services, strongly anchored in the empiricism of psychology, sociology, and long and broad human experience.

SRV suggests a close relationship between the socially perceived value of the roles that people hold, and whether people in those roles will be accorded opportunities and other good things of life. Bad things tend to get done to people who are seen in devalued roles, and good things tend to be afforded to people in positively valued roles.

Topics to be explored will include: the universality of social devaluation; the defining power of roles in people's lives; strategies for pursuing socially valued roles, or at least less devalued roles, for devalued people, with an aim toward improving their life conditions; enhancement of people's social images; and enhancement of people's competencies.

The student will be required to attend the four-day workshop as an introduction to Social Role Valorization (SRV). SRV theory will be reviewed in the context of values and assumptions for all persons and their place in the community. This course will be especially applicable to those studying for, working in or filling leadership roles in services for persons who are disabled (e.g., mental or physical disabilities, sensory impairments, aging, etc.) or devalued (e.g. community supports, residential services, rehabilitation settings, psychiatric services, institutions, etc). It is also applicable to policy makers, funders, governors, etc.

Many of today's human services claim allegiance to, and understanding of, the principles of normalization and more recently social role valorization. Yet few human services or their workers have had an opportunity to adequately explore both the advantages and limitations of SRV. As a result, new services and ideas created to correct past errors often become the serious problems of today. This event provides an opportunity to more thoroughly explore these issues and the very challenging implications of SRV.

The workshop will require intensive commitment of time and energy. Each day will be very long, involving extensive large group presentation & discussion. Participants should plan to forego all outside involvement during the workshop.

In addition, students will be required to write an essay on a particular aspect of SRV of significance to their experiences, and will be required to present their personal reflections of the workshop content.

Details of Assignments

Grade determination will be based on the following:

Course Participation 20%

Grades will be based on consistent and active participation, posing reflective questions, and displaying an understanding of different positions.

Reflective Journal: Due: October 9, 2009 30%

The journal should include your personal reflections on the content of the workshop/course including the questions posed in your small reflective groups. Your journal should also include your reflections on the workshop; including overall impressions about the content of the workshop, format of the workshop (lectures, plenary discussions), personal impacts of the material presented, areas you would like to study further and how you will use what you have learned in your own life and in your human service work. The journal should be 10-15 (max) pages, double-spaced, 12 point font. Grades will be based on thoroughness of discussion, depth of reflection and the incorporation of critical thinking and analysis.

Essay: Due: November 6, 2009 50%

Choose a topic relevant to the workshop/course and approve it with the instructors. Suggested topics are provided below. Conduct a critical analysis of the topic and include relevant evidence to support your arguments. The paper should be 10-15 (max) pages, typed, double-spaced, 12 point font, APA.

Essay Topics:

- a) Discuss a new technology or service idea for people with devalued status in our culture of which you have become aware. Identify and describe the problems inherent in these solutions in light of your understanding of SRV theory. Clarify the roots (values, beliefs) that underlie the practices of this new idea.
- b) Discuss the life experiences of someone you know who is societally and/or personally devalued by describing the impacts (wounds) resulting from that devaluation, the social images attached to them, and roles into which this person has been cast.
- c) Discuss the life experiences of someone you know who lives with a mental and/or physical disability and describe what it has meant for this person to live with “heightened vulnerability” in the human service system that he/she receives or experiences. What are or would be “powerful things” that can or are being done to meet his/her most pressing needs.
- d) Describe the values that a human service should or even must hold in order to create a climate that could interpret and implement SRV principles. Describe the facilitators and barriers to implementing SRV theory in a human service that you are involved in or know about.
- e) Other topics as discussed and approved by instructors.

Grading Criteria for Essay

Introduction and framing of ideas; clear and concise articulation of the topic, establish the direction of the discussion with clarity	3 marks
Major context of essay; expansion of ideas in introduction, understands the concepts and integrates information, provides critical analysis, contributes new ideas based on analysis or readings, provides appropriate evidence for arguments, uses personal experience to support points	23 marks
Reflection; incorporates reflection and critical thought, demonstrates the ability to apply	12 marks

concepts to practice, discusses implications for personal and professional action	
Conclusion	3 marks
Presentation/Style; clear and accurate expression of ideas, paragraphs are logical and clearly related to the discussion, careful organization, use of headings, flow of ideas, sentence structure well crafted, appropriate grammar, punctuation and spelling	8 marks
Adherence to APA	1 mark
Total	50 marks

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE: The last day to change/register and pay balance of fees for the Fall session is September 21, 2009. The last day to withdraw is December 8, 2009.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. *It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.*

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4