

**Social Role Valorization: A Framework for
Practice in Community Rehabilitation**

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, social phenomena and social policy through the lens of SRV theory.
- Implications for vulnerable individual and groups in our society.
- Processes for reflecting on professional and personal philosophy and professional practice.

Outcomes/Competencies

- Explicates societal devaluation and its consequences (e.g., common life experiences of people who are devalued).
- Applies basic tenets of SRV as a means of addressing phenomena of devaluation.
- Explores personal values vis-a-vis issues of devaluation and one's personal service to people who are devalued.
- Provides a framework with which to analyze the impacts of human services, both formal and informal
- Provides a broad framework and general guidelines for action to improve the opportunities and life circumstances of societally devalued individuals and groups.
- 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. Class participation | 10% |
| 2. On-line blackboard postings | 20% |
| 3. Reflective Journal | 30% |
| 4. Essay (10-12 pages, with references) | 40% |

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 551	INSTRUCTORS:	Bill Forman & Carla Hamarsnes
TERM:	Fall 2011	TELEPHONE	Bill: 403.703.0380 Carla: 403.249.1213
SECTION:	L01	FAX:	Bill: 403.294.1706
TIME/DATE:	Tuesday Sept 6 – Friday Sept 9 0830-1730	EMAIL:	forman@telusplanet.net chamarsn@ucalgary.ca
LOCATION:	EDC 388	OFFICE HOURS:	By appointment

Course Content

This course/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 the deinstitutionalization movement, integration, and safeguarding of rights.

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.

Details of Assignments

Grade determination will be based on the following:

- 1. Class Participation: 10%** - Grades will be based on consistent attendance & class participation.
- 2. On-line Blackboard Postings: 20%** - Grades will be based on posing reflective questions, displaying an understanding of different positions, incorporating reflection and critical thought. Minimum of 4 posts or 1000 words.
- 3. Reflective Journal: Due: September 30, 2011 30%**
The journal should include your personal reflections and overall impressions about the content of the course as well as the personal impact of the material presented. You should try to include in your journal; your reflections on the processes of social devaluation & wounding, the importance of socially valued roles, and at least some of the themes of SRV theory. Your journal should also include your reflections on the workshop; format of the workshop (lectures, plenary discussions, small group work), 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 8-12 (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. References are not required for the journal but where references are made please use APA.
- 4. Individual essay or practical group project: Due: October 28, 2011 40%**
For this assignment you have the choice of either doing either an individual essay or a group project. Please see descriptions below.

1. Individual Essay: 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 10-12 (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	2 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	20 marks
Reflection; incorporates reflection and critical thought, demonstrates the ability to apply concepts to practice, discusses implications for personal and professional action	10 marks
Conclusion	2 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	5 marks
Adherence to APA	1 mark
Total	40 marks

2. **Practical Group Project.** The purpose of this project is to apply SRV theory and to contribute to the dissemination of SRV theory. Groups (min. 3 max. 5 students) examples of projects students might work on include the following topics;
- Generate a thought paper on how one might go about disseminating SRV theory within a particular sector.
 - Develop a service evaluation strategy that would incorporate the themes of SRV.
 - Create an imagery AV presentation with an analysis of the images from an SRV perspective.
 - Use the theme of Model Coherency to develop an organizational model grounded in SRV theory (mission, vision, programs, etc.).
 - Provide a critique of a human service organization based on SRV theory.
 - Other projects to be approved by your instructor

Note: All projects must be discussed and approved by the instructors prior to completing the assignment. All students in the group will receive the same grade.

Grading Criteria for Project

Introduction	1 mark
Analysis of the topic –provides a well-defined scope & thorough analysis of the topic, integrates and applies knowledge in CRDS, incorporates reflection and critical thought, contributes new ideas based on analysis	30 marks
Resources- Provides evidence of a variety of resources/strategies used (research, person interviews, agency information, literature etc.).	3 marks
Conclusion – including limitations and areas for future investigation	1 mark
Scholarly Presentation/Style – polished professional appearance, format reflects the uniqueness of the topic, careful organization, logical flow, proper grammar & sentence structure Adherence to APA.	5 marks
Total	40 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

IMPORTANT DATES FOR FALL 2011

The last day to change or drop a course - [September 23, 2011](#).

The last day to pay balance of fees - [September 30, 2011](#)

The last day to withdraw - [December 9, 2011](#).

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