



*Community Rehabilitation
and Disability Studies*

Social Role Valorization: A Framework for Practice in
Community Rehabilitation

Calendar Description

In this on-line course, 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 SRV and SRVT

Analytical and critical review of

- Strength and Limitations of SRV/SRVT
- Challenges to SRV/SRVT
- Contemporary applications of SRV/SRVT

Content to be covered includes: what is SRV/SRVT?; the Issue of wounding; looking at SRV/SRVT through social role theory, Schwartz Value Theory, self-identity theory and person first language; competency enhancement and Ability expectation/Ableism; implementing SRV measures; SRV/SRVT and UNCRPD and CBR and its Matrix; future new ways to devalue and benefits, challenges and limitations of SRV/SRVT

Outcomes/Competencies

- Through on-line postings, demonstrates an understanding of a) societal devaluation and its consequences, b) devaluation of so called impaired and non-impaired people and c) understands and engages with the Strength and Limitations of SRV/SRVT; challenges to SRV/SRVT and contemporary applications of SRV/SRVT
- Is able to apply the 10 core themes of SRV as a means of addressing phenomena of devaluation.
- Provides action to improve the situation of societally devalued individuals and groups
- Reflects on one's own values and their impact

Assignments

- | | |
|---|---------------------------|
| 1. Final paper | Value = 50% |
| 2. Class Participation & On-Line 10 weeks of participation marked | Value = 10X 5%=50% |

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Resources

1. Textbook: Wolfensberger, W. (2013). *A brief introduction to Social Role Valorization: A high order concept for addressing the plight of societally devalued people, and for structuring human services* (4th ed.). Plantagenet, ON. Valor Press. (available at the bookstore)

2. Additional readings and other resources will be posted on D2L.

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the discussion and enable you to answer the questions. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material. Additional course Materials will be available via the Internet, on D2L and through on line journals through the University of Calgary library. **Each student is required to have a University of Calgary Library card** to access the online journals. Please contact Sarah Hawley, sjhogan@ucalgary.ca if you do not have a library card. All students are required to apply for a University of Calgary IT user account. Your username and password for course access are the same as those used for your IT user account.

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

Instructor and Course Information

COURSE: Core 551	INSTRUCTOR: Gregor Wolbring
TERM: Winter 2017	TELEPHONE: See email
SECTION: L01	FAX: See email
TIME/DATE: Online	EMAIL: gwolbrin@ucalgary.ca
LOCATION: D2L	OFFICE HOURS: By appointment

Course Content

This on-line course provides an engagement with Social Role Valorization and its Theory (SRV/SRVT). Students will develop a framework for understanding the issues through a weekly series of discussions and a final paper

- Week 1 January 09- Introduction of yourself, expectations,...
- Week 2 January 16- What is SRV/SRVT
- Week 3 January 23- The Issue of wounding
- Week 4 January 30- Looking at social role theory through the SRV/SRVT lens
- Week 5 February 6- Looking at Schwartz Value Theory through the SRV/SRVT lens
- Week 6 February 13 Looking at Imagery and self-identity theory through the SRV/SRVT lens; SRV/SRVT and person first language
- Week 7 Reading week 19-26 no class
- Week 8 February 27- Competency enhancement and Ability expectation/Ableism
- Week 9 March 05 Implementing SRV measures
- Week 10 March 12 SRV/SRVT and UNCRPD and CBR

Week 11 March 19 Future devaluations e.g. Human Enhancement, Transhuman philosophy, robotics related to disabled people

Final paper due March 26, 2017

Week 12 March 27 Future devaluations e.g. Human Enhancement, Transhuman philosophy, robotics related to so called non-impaired people. Compare with Week 11...

Week 13 April 3 Benefits, Challenges and Limitations of SRV

Week 14 April 10-12 Final thoughts on course content, what you have learned, insights...

This course will rely heavily on student participation in on-line class discussions.

DETAILS OF ASSIGNMENTS

1. Final Paper

Value = 50%

The paper should have two parts.

Part 1:

See rubric for details; furthermore this part should include your critical assessment of which discourses would benefit from using SRV/SRVT that do not apply it yet and why, and how to answer critique of the SRV/SRVT voiced by others. Remember this is a critical analysis so you cannot just state things. Anything you present as fact you must show the reference that supports what you state is fact. This part should also include actions item you see one should/could take, you think you should/could take. Word count 1500 or more.

Part 2

The second part should be your personal reflections on SRVT, which should include the utility or lack thereof of SRVT for your job or the job you plan to be in. This part should also include actions people you work for/ think you will work for and you at your job and outside of your job should/could take. Word count 1500 words.

The reflexive journal in sum should be 3000 words minimum, (NOT COUNTING THE REFERENCES). Reference should be cited in APA. For students who do not know it. Have a look at reference software such as Zotero or Mendelay (free) or Endnote (cost involved).

Also, plagiarism is an academic crime! If you quote work from somewhere whether from books or web pages or wherever you have to cite the source and give "" mark!

Due: March 26, 2017

Grading Criteria for Final Paper

Abstract (summarizes key points of your paper)	4 marks
Part 1	22 marks total
a) Strength of SRV/SRVT	3
b) Limitations of SRV/SRVT	3
c) Challenges for SRV/ SRVT (historically, today, future)	3
d) Transhuman implication:	3
e) SRV SRVT and disabled people rights movement and linkage between disabled people rights movement and other social group rights movements	4
f) Ability expectation	3
g) Action items	3
Part 2	14 marks
SRV/SRVT and	
a) you	6
b) your job/future job,	6
Action Item	2
Conclusion	4 mark

Presentation/Style a) Organization (e.g. use of headings) b) Flow of ideas c) Grammar	4 marks
Adherence to APA	2 marks
Total	50 marks

2. On-line Postings

Value 10x5%= **50%**

Students will participate in the discussion board, which will have weekly changing topics. There will be questions posted for students to respond to, to facilitate dialogues regarding the weekly topics. Active and thoughtful participation in the discussion board is a critical component of this course. Questions for any given week to be answered will be posted latest by Sunday midnight at the beginning of the given week. Students are expected to give their thoughts on the intro by midnight Tuesday of that given week. Students then have the rest of the week to respond to two intro response postings of their fellow students. Students are expected to use the material from the reading list as part of their reasoning. For every day the student misses their intro response their mark will be deducted by 5. So -5 if the student sends in the intro response on Thu, -10 if sent in on Fri and so on. If nothing is sent in, the mark for that given week is 0. In case the student responds to the intro responses of fellow students, this response only counts if the student also provides an intro response, however late within that week. If a student only provides a response to the intro but does not sent in the responses towards their fellow students, the mark will be cut to 60%. The only way to avoid the deductions is by alerting the instructor before the delay (whether by e-mail or phone) or, in very exceptional circumstances, after the delay happened. However, it is expected that the student contacts the instructor. It is not the role of the instructor to inquire why a student missed a deadline. Also if students become aware at the time the instructor gives the end mark that they missed a response to an intro somewhere during the course, it cannot be fixed at the end of the course. Therefore, the student should make sure that they have sent in their intro and other required responses at any given week. The Discussion Board is an ongoing part of the course and will continue for the duration of the course.

Discussion Guide

Students are required to participate in the discussion forum as this dialogue is intended to reflect exchanges that would take place in a classroom. The discussion forum will be scheduled with a different topic each week as outlined in the schedule (given to the student at the beginning of the course). Students can contribute to the discussion throughout the week within the timelines designated.

The instructor will monitor the content and quality of the discussions and contribute reflections and feedback as the discussion progresses. The instructor will provide some general reflections after a given week and respond to a sample of students in any given week. The instructor will not give feedback to every student every week. Students are encouraged to ask questions, elaborate on information, challenge and produce ideas about the given topic. Contributions to the discussion must be content-based, and not comprised of brief summative comments. The purpose of the discussion is to facilitate learning and engage with other students to promote a broad knowledge base regarding the material. Grades will be based on participation in discussions as well as the quality of on-line postings including: display of critical thought, understanding of concepts, and application to professional practice

Grading criteria for on-line postings (marks per week you have to divide by 10)

Participation in discussion: consistent participation, responds to postings, poses reflective questions, and respectfully challenges peers, instructors and guests	5 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	15 marks
Analysis of Content: contributes new ideas based on analysis or readings and prior discussion. It is expected that you provide at least five new sources that are NOT part of the course material in your initial response to the questions every week. However it is not enough to list 5 new sources at the end of your post but the sources have to be used in your argument you make in your initial posting. You lose 0.8 points for each insufficiently provided new source. The sources do not have to mention SRV but you should then make a case what content of the article is of relevance to SRV (could challenge SRV, support SRV...).	15 marks

Application to professional practice: demonstrates the ability to apply concepts to practice. Expected to be ALL THE TIME clearly marked so I know what you see as professional practice. This reflection should deal with all questions of a given week assignment. Best to add that section at the end of your answer to each question. If you feel you cannot apply it to a certain question say why. You lose 7.5 marks if you only provide this once at the end. You lose all 15 points if you do not have a clearly marked section on professional practice.	15 marks
Total	50 marks in 10 weeks so per week it is all 1/10th

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 WINTER 2017

Last day to drop a class without financial penalty – **January 20, 2017**

Last day to add a course – **January 23, 2017**

Last day to withdraw from a course – **April 12, 2017**

Tuition and Fee Payment Deadline – **January 27, 2017**

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

Academic Accommodations Based on Disability

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer

Logan (jjlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

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.

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.