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# Offerings via video conferencing technology

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Social Role Valorization Implementation Project

July 3, 2020



## **What People with Disabilities Are Up Against, & What Can Be Done about It: an SRV Approach**

**(One 2.5 hour session, three 2 hour sessions)**

This series is for the participant unfamiliar with SRV, and who want to know what it is about and how to utilize some of its important concepts.

### **First Session: *Laying the Necessary Groundwork* (2.5 hours)**

1. Introduction to the Course, including:
  - a. purpose of course & what it is about:  
—based on WW teaching
  - b. course format & instructions for digital format
  - c. presenter and participants
2. The reality of social devaluation (basic facts)
3. Reflection on fixation on impairment
4. Common negative life experiences “wounds” of socially devalued people
5. Reflection on devalued roles, continue presentation
6. Typical behavioral responses of wounded people
- 7: Assignment: write “life story” (in first person) of someone they know, in terms of their wounds & responses



**Second Session: *The Importance of Social Role Valorization in Addressing Devaluation* (2 hours)**

1. Brief recapitulation of what covered in First Session
2. What Is Social Role Valorization
  - a. how SRV differs from other approaches to service
  - b. goals of SRV and framework to attain them:
    - i. the “good things of life”
    - ii. importance of valued social roles
3. Small group exercise in personal role analysis
4. How roles are communicated
5. Definition of SRV
6. Assignment: Participants reflect upon own roles & life experiences, & those of person they wrote about

**Third Session: *Common Human Service Weakness, & Positive SRV Approaches to Service* (2 hours)**

1. Brief recapitulation of second session
2. Review of some major ideas & action implications of SRV
  - a) distinguishing programatic from non-programatic issues
  - b) service relevance and potency
  - c) culturally valued analog  
with exercise
  - d) heightened vulnerability and the conservatism corollary  
with exercise identifying reinforcing/countering stereotypes



**Fourth Session: Key SRV Ideas (continued) and  
Course Conclusion (2 hours)**

1. Brief recapitulation of third session
2. Two meta-strategies
  - a) image enhancement
  - b) competency enhancement
3. Illustrating Valued Social Roles and the Good Things of Life
4. Concluding Observations & Comments

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## **Protecting the Health and Lives of Hospital Patients**

### **(3 two hour sessions)**

This series is a companion to Dr. Wolf Wolfensberger's book of the same title. It is particularly helpful for family members who accompany their loved one to the hospital in that it offers guidance for what is to be done bedside to help ensure good outcomes.

Topics include:

- Perils Inherent in Modern Hospital Settings
- Additional Dangers for Devalued People
- Protective Measures I
- Protective Measures II
- Dealing with Conflict



## Advanced Topics for Reflection / Discussion

### (5 two hour sessions)

This is a series geared for those who have attended a four day leadership level SRV Training and/or PASSING. It is meant to bridge the gap between their initial intensive study and their next advanced event (PASSING, Personalism, Moral Coherency, etc.) whenever that should occur. It is conceptualized as a study group with presentation, reflective writing and discussion.

Topics include:

- Wisdom, Folly and the Prophetic Voice of Intellectually Impaired People
- Why Disability Doesn't Trust Medicine
- What SRV has to Offer in Times of Pandemic
- The Tension Between Personal Autonomy and Community Life
- What Makes SRV Different from Other Human Service Approaches



## **Called to Serve: Reflecting on the Role of the Service Worker (3 two hour sessions)**

This series invites participants to explore the nature of what it means to serve those in need, particularly those devalued by society. Each session builds on previous sessions.

### **Session I (2 hours):**

- A. Introduction
- B. The Social, Cultural & Historical Contexts of Service to Others
- C. Lessons Learned from These Different Contexts of Service

### **Session 2 (2 hours) (prerequisite Part I):**

- A. Principles of Service to Others
- B. Guidelines & Strategies for Service

### **Session 3 (2 hours)(prerequisites Part I and Part II):**

- A. Blocks to Providing Relevant & Effective Service to Others
- B. Fruits of Offering Relevant & Effective Service
- C. Conclusion



## **Issues Of Power And Control That Can Lead To Violence In Human Services (two 2 hour sessions)**

It is in the nature of most organized human services to have a great degree of control over the lives of the people they serve. Due in part to this control imbalance, human service workers often wield a disproportionate amount of power over the people they are paid to serve. Given the social devaluation and vulnerability of people receiving formal human services, this power and control can easily slip into harmdoing and violence being enacted against service recipients, though often in a disguised fashion. Such violence can range from subtle to overt. Besides being harmful to the violated person, such violence cannot help but negatively affect the relationship between service workers and those served. A greater awareness of these dynamics can help service workers to achieve and hold onto a more valid stance vis-à-vis their service role.

### **Session 1:**

Analysis of Common Dynamics of Power, Control and Violence in Human Services

### **Session 2:**

Taking a Proactive Approach to the Common Dynamics



## **Getting It Right: Improving Our Decision Making Processes (two 2 hour sessions)**

### **Session 1:**

- Introduction to the broader topic
- Connections to human services and to advocacy
- Decision making processes under conditions of uncertainty

### **Session 2:**

- Common pitfalls and problems in decision making processes
- How might we adaptively respond to these problems and pitfalls so that we are using better decision processes and making better decisions?

## **Medical Safeguards (5 two hour sessions)**

This is a series designed for those who are concerned with negotiating medical services on behalf of another. It is focused on crafting an adaptive mindset for medical advocacy, and for avoiding problems before they occur.

Topics include:

- Lessons Learned from Medical Safeguarding
- De-mystifying Assisted Hydration and Nutrition
- A Critique of “Quality of Life” Thinking
- A Layperson’s Guide to Critical Care
- Sustaining Care and Commitment at the End of Life



## The War On The Poor: Exploring The Link Between Poverty And Vulnerability (one 2 hour session)

One of the typical consequences of societal devaluation and heightened vulnerability is impoverishment. Living in poverty has predictably devastating consequences on individuals, families, communities and society as a whole. The War On Poverty, declared in 1964 in the USA, did not address the largely unconscious and systemic dynamics that result from being poor, but rather in a **war on the poor** themselves. This 'war' causes physical, emotional, intellectual and social wounds in the lives of poor people and families, and creates barriers between those who are poor and those who are better off financially. This war on the poor is fueled by the negative perception of poor people as undeserving. What does this cycle of negative perception and treatment of poor people look like? Where does it come from? What can we do in response? This presentation will invite us to recognize the consequences of our social policies, including many of our human service agency policies, as well as our individual beliefs around poverty.



## **Selection, and the Lessons of History (two 2 hour sessions)**

This class is a pair of two-hour lectures, with reflection and discussion, focusing on an often-misunderstood aspect of the history of people with intellectual impairments. What has happened to people, when their society decides it would be a better world if that group did not even exist?

### **Session 1:**

- How “selection” worked at Auschwitz, and what it means in other contexts.
- The mass murder of people with intellectual impairments by the German medical profession during World War II, including the rationales for it and the opposition to it.
- The international (and especially American) eugenics movement, which brought forced sterilization, institutionalization, and restricted immigration.

### **Session 2:**

- Continuing the American eugenics movement, quoting remarkable endorsements from major American leaders of both Right and Left.
- The mainstream approval of eugenics up to the Supreme Court, and the lonely opposition to eugenics.
- The ways in which the eugenics mindset persists in our own society today, especially in contemporary law and medicine and bioethics, even though the word “eugenics” is no longer used.



## **Being of Service: Great Exemplars (three 1 hour sessions)**

Three one hour sessions each offer a biographical sketch of an historical figure as an exemplar of service. Following a short presentation on a given individual, students are invited to reflect upon a question and to share their reflections with one another. There will be additional discussion of the nature of service, and of service calling.

### **Session One:**

Clara Barton and Walt Whitman,  
Nurses in the Civil War on the battlefield and in the army hospitals

### **Session Two:**

Eleanor Roosevelt and Dorothy Day,  
Women whose dedication to service brought them influence, even in  
the absence of authority

### **Session Three**

Florence Nightingale and Samuel Gridley Howe,  
Founders and leaders, at the same time as practitioners of personal  
service



## **The History of Services to Adults with Intellectual Impairments (2 two hour sessions)**

Beginning in the 1840's to the present day, there have been several revolutionary changes in how people with intellectual impairments have been viewed, treated, and served.

In this recounting of our history, we focus especially on the underlying dynamics of why people have been served in such different ways at different periods, the “big ideas” (conscious and unconscious) which have largely determined how people have been served, and how people with impairments live today.

### **Session 1:**

- From almshouse to specialized service settings (c.1843 – 1870)
- The seeds of perversion: homes turn into institutions (c.1870 – 1900)
- The eugenic alarm period, institutionalization, and forced sterilization (1900 – 1945)
- Eugenics discredited, institutions grow and worsen (c.1945 – 1972)

### **Session 2:**

- Exposes, court suits, deinstitutionalization (1964 – 1990)
- Community services and new lines of thinking (1972 – present)
- Expansion, diversification, and rigidification (1972 – present)
- Where are we headed?



## Goals and Objectives of SRVIP Training Offerings

- SRV training and its derivatives consists of presentations, exercises, reflective writing and plenary discussion to accomplish the goals of deepening participants' understanding of and identification with the people they serve
- encouraging reflection on some of the major issues facing people with impairments in our current society
- helping participants gain insights into their own role as a human service worker
- assisting participants to clarify their purposes and goals as people in service to another
- gaining appreciation of the importance of valued social roles for living a typical life as a valued member of society



## The SRV Implementation Project:

(SRVIP) is a human service training, evaluation and consultation effort aimed at addressing the social devaluation of impaired and other vulnerable people in contemporary society. Social Role Valorization (SRV), as articulated by Wolf Wolfensberger, PhD, is our theoretical base.

The SRVIP started in 1989 by Jo Massarelli under the Institute of Leadership and Community Development, directed by Michael Kendrick. Since that time we have offered workshops from one half day to seven full days in duration, to thousands of human service workers, families and advocates across the United States and in Canada, Ireland, Australia, Japan and New Zealand. Our policy is to illuminate issues that deeply affect the lives of societally devalued people but which are not taught adequately (or possibly at all) elsewhere.

In addition to teaching workshops, we have expanded our education program to include offering retreats for human service agencies and advocacy groups, and maintaining a library on human service issues where people are welcome to come and study. We are also involved in evaluating and designing both formal paid services as well as unpaid helping forms for people with mental and physical impairments.

These efforts have ranged from consultation with human service agencies and funders to "kitchen table" planning sessions in people's homes.



## Mission of the SRV Implementation Project:

Inspired by the late Dr. Wolf Wolfensberger of the Training Institute for Human Service Planning, Leadership & Change Agency at Syracuse University, the mission of SRVIP is to:

- address, through training and other educational initiatives, social devaluation in all its forms, including those forms which threaten the very lives of vulnerable people,
- support positive implementation efforts consistent with Social Role Valorization theory,
- promote the work of Dr. Wolf Wolfensberger.

## About the Presenters:

### Jo Massarelli

is Director of the SRV Implementation Project, a human service training and consultation concern based in Worcester, Massachusetts (USA). She divides her time between teaching Social Role Valorization-based workshops, and working with families, human service staff and people with impairments to bring about positive change, one person at a time.



She has taught at workshops and lectured at conferences across the United States, Canada, Ireland, Australia, New Zealand and Japan to a variety of human service workers serving a



wide range of people devalued due to mental impairment, mental disorder, physical impairment, age (elders), and poverty. Ms. Massarelli has also evaluated dozens of human service programs for children, adults and elders, including residential, day and work programs, schools, hospice, prisons, and homeless shelters.

Ms. Massarelli has been a teacher closely affiliated with the late Dr. Wolf Wolfensberger of the Training Institute in Syracuse, New York (USA) since 1983. She is a member and Senior Trainer of the International SRV Training, Development and Safeguarding Council. She is involved in teaching workshops on two crucial topics: how to provide service that is morally coherent in a dysfunctional human service world, and how to craft a coherent protective stance in the face of serious societal threats to the lives of socially devalued people.

Ms. Massarelli has a particular interest in advocacy in medical settings. She teaches a variety of workshops on protecting vulnerable people in the hospital, and on medical decision making. She has co-written a manual based on these workshops. She is also a member of the Medical Safeguards Project, which is a group of nurses and doctors in Massachusetts who are committed to safeguarding the health and lives of impaired people with significant medical needs.

Ms. Massarelli serves as a consultant for Family Lives, a program for children with multiple impairments who require twenty-four hour nursing care. Family Lives is committed to providing the medical support necessary for the children to live at home, and Ms. Massarelli works to assist family and nurses alike to envision and realize more than the “patient” role for those served. <http://www.familylivesnursing.com/>

Jo Massarelli serves as an advocate associate to the North Quabbin Citizen Advocacy project. She is involved in training Citizen Advocacy boards and advocates in how social devaluation affects human service recipients.



## Marc Tumeinski

is the Training Coordinator for The SRV Implementation Project in Worcester, MA (USA). He helps teach workshops throughout the US and Canada primarily, all based on the work of Dr. Wolfensberger of Syracuse University (NY, USA). As a service worker, he has supported children and adults with physical and/or intellectual impairments, as well as mental disorder, at home, school and work. As part of this, Marc has evaluated a variety of services in North America. He has also helped families and services think about what might be ideal for someone receiving services, and helped plan how to move towards the ideal.



He has given workshops and spoken at conferences on issues of violence in services, as well as the use of restrictive practices such as restraint, in the US, Canada, Australia, New Zealand, and the Netherlands. He has an article on the topic of restraint use published in the February 2005 issue of Mental Retardation. Marc consults to a group of family members and human service workers in Ontario (CANADA) who are working to bring about an end to the use of, and training in, restraints by human services in that province (<http://citizensagainstrestraint.org/>).

Marc is the Editor of The SRV Journal, published twice a year, containing original articles, vignettes, book and film reviews, etc. on topics related to Social Role Valorization and PASSING. (<http://www.srvip.org/>). He is a member of the North American SRV Training, Development and Safeguarding Council. As such, he meets with the founder of SRV, Dr. Wolfensberger, and other SRV teachers twice a year.



## Jack Yates

For five decades, Jack Yates has taught service workers and families of people with intellectual impairments. Nearly all of his teaching has been derived from the ideas and practices of his principle teacher, Dr. Wolf Wolfensberger.

In addition to teaching and supervising in staff development roles for state government and non-profit providers, Jack has for over forty years been one of the team of teachers in the workshops offered by the Syracuse University Training Institute, founded and led until 2011 by Dr. Wolfensberger. In those multi-day workshops he has helped teach on topics including the Principle of Normalization, Social Role Valorization, the History of Human Services, How to Act With Personal Moral Coherency, the Philosophy of Personalism, and Crafting a Valid Stance in Defense of the Lives of Vulnerable People. Jack has served for over twenty years on the international groups developing and updating, as well as teaching, those workshops. Over the past thirty years, these workshops have been offered in the United States, Canada, and Australia, and in his home state of Massachusetts Jack has worked very closely with the Social Role Valorization Implementation Project.



Jack has offered his shorter classes scores of times as a guest lecturer at several universities, and for three years was the teacher for a full course at the Harvard Divinity School entitled “The Inclusive Community.” Jack was also a pioneer of person-centered planning, and has conducted such individual design sessions several hundred times with families and with service agencies.

## Joe Osburn



Joe Osburn has worked in human services since 1964, in a variety of direct service, administrative, and consultative positions primarily with poor families and families with handicapped children. Since 1974, his work has focused particularly on the dissemination and application of normalization/Social Role Valorization (SRV) as a major safeguard in the lives of handicapped, poor, elderly, and other socially vulnerable people. He has visited and assessed many different types of human services throughout the United States, Canada, Great Britain and Australia. Currently, he directs the Safeguards Initiative, a non-profit SRV-



based project established in 1991. His main activities include planning and conducting SRV and related training for providers and recipients of services; coordinating and leading comprehensive in-depth evaluations of service quality of human service programs, agencies, and service systems; writing; and other related SRV-based projects. Mr. Osburn maintained a long-standing affiliation with Wolf Wolfensberger, Ph.D., the formulator of Social Role Valorization. He is a member of the North American SRV Development, Training & Safeguarding Council. He has taught both graduate and undergraduate level courses and have been a guest lecturer on frequent occasions at many different colleges and universities, and also has been a presenter at many conferences, meetings, and similar events. He regularly provides support to a few small communal organizations that practice hospitality, life-sharing, or other forms of solidarity with socially vulnerable families and individuals.



## Cathy Ludlum

Cathy Ludlum's personal and professional activities focus on the inclusion of people with disabilities in all areas of community life. She has a lifetime of personal experience with disability issues; and over 30 years of professional experience with person-centered planning, circles of support, development of individualized support systems, medical safeguarding, employment, and various forms of home ownership. She has spent her career writing, speaking, and facilitating meetings focused on these areas.



Cathy has written many articles and several books; including a manual on hiring personal assistants, and her most recent, *One Candle Power; Seven Principles That Enhance the Lives of People with Disabilities and Their Communities*. Cathy has been hiring personal assistants since 1988, and has lived in a housing cooperative in Manchester, Connecticut since 1992.

Cathy Ludlum is an associate of the SRV Implementation Project, working on the issue of the vulnerability of people with impairments in medical settings. She teaches workshops with Jo Massarelli on medical safeguarding and on demystifying assisted hydration and nutrition, or what it is like to have a g-tube. She has lived independently (with support) since 1992.