

Unity

OCTOBER 2017
ISSUE 01



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Welcome to our
magazine UniTy.

As the name clearly indicates, our Faculty is founded on synergies, in other words, the art of working together toward a common objective, the same goals, that of ensuring we have better communities. The material you will find in this magazine is the result of the great work we are doing in our Faculty and an invitation to hop-on and share this journey. The interviews, the features, the animations, the photos are all about this great adventure we are all partaking in. Enjoy and please share the good news, this Faculty is about making a difference whether you are an administrator, an academic or a student. Many thanks to all the colleagues who sat on the editorial board, Dorianne, Josette, Renita and closely supported by the Dean.

Take care,

Lara Ellul
Editor

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Cover Story

As the name clearly indicates, our Faculty is founded on synergies, in other words, the art of working together toward a common objective, the same goals, that of ensuring we have better communities. The material you will find in this magazine is the result of the great work we are doing in our Faculty and an invitation to hop-on and share this journey. The interviews, the features, the animations, the photos are all about this great adventure we are all partaking in. Enjoy and please share the good news, this Faculty is about making a difference whether you are an administrator, an academic or a student. Many thanks to all the colleagues who sat on the editorial board, Dorianne, Josette, Renita and closely supported by the Dean.

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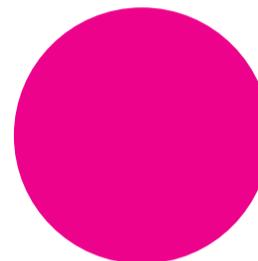
Unity

The choice of the name for this magazine is all that our Faculty represents and stands for – Unity! We are founded on the principle of 'Unity', whereby we believe that community and collegiality is the road to inclusion and consequently we can be guaranteed an improved society. The name also signposts another fundamental reality, namely that we are part of the Alma Mater, 'Uni'. As a Faculty it is our mission to keep reaching out and working closely with other Faculties and entities within the Universita'. Naturally, Uni is about scholarship which remains a basic ingredient for successful academia.

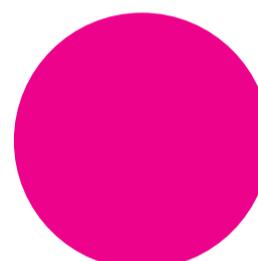
Added to this, 'Unit' also emanates from the title and it represents the relationship that brings students, academics and administrators together, namely, the 'study unit'.

Unity is a magazine published by the Faculty for Social Wellbeing at the University of Malta.

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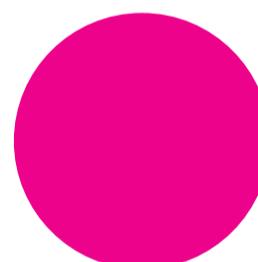


OUR FACULTY



A FACULTY WITH A MISSION

Prof. Andrew Azzopardi, Dean



WELCOME

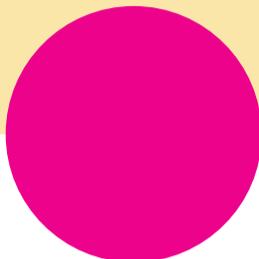
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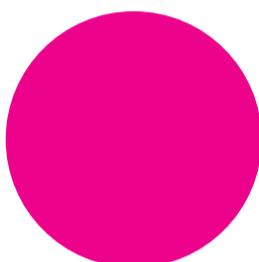
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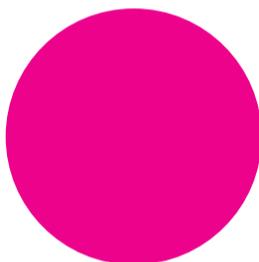
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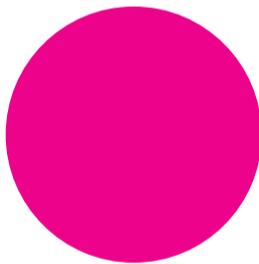
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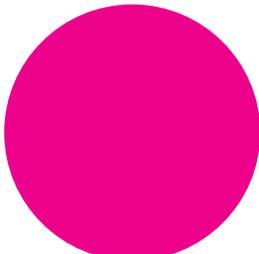
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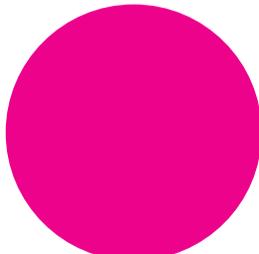
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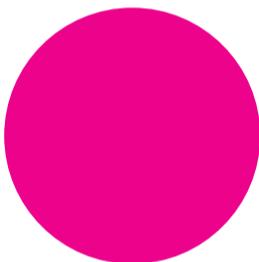
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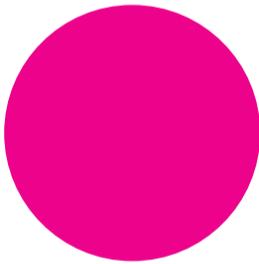
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DEAN'S WELCOME

RECTOR'S WELCOME

A Faculty with a Mission

Every single day this illustrious Faculty brings something new to the table. It is a Faculty that within a few years, since its inception in 2012, has shot up to be one of the five largest Faculties at our Universita'. With scholarship and student mentoring and training at the core of its business, the Faculty during these last months has continued to strengthen its positioning with the community. With many academics already carrying the virtuous role of public academics the Faculty is collectively commanding social causes by sharing our empirical data and pragmatic analysis.

This Faculty has numbers to show for its voluminous work; almost 1,000 students, servicing some 200 students in collaboration with other Faculties, Institutes and Centers, having almost 30 PhD candidates who are at a different stage of their studies and offering 35 courses during this academic year. The Faculty design these last months has continued to reinforce its mission to be at the forefront of social dialogue and amongst other has published 7 Press Releases and innumerable newspaper articles and interviews on radio, TV and on-line.



Correspondingly, the support the Rector, the team of Pro-Rectors and the Directors have shown towards our Faculty is simply amazing. This enterprise cannot be carried in isolation but with the collective response of our Universita'.

Finally, my indebtedness is directed to all the academic and administrative members of staff, my Deputy Dean, Faculty Representative on Senate, Heads of Departments, Faculty Officers, members of the Faculty Board and students.

Kudos to the Editorial Team, our team of photographers, designer and sponsors who have produced an amazing piece of work, the first of its kind for our Faculty but definitely not the last.

We are in this together!

Prof. Andrew Azzopardi
Dean

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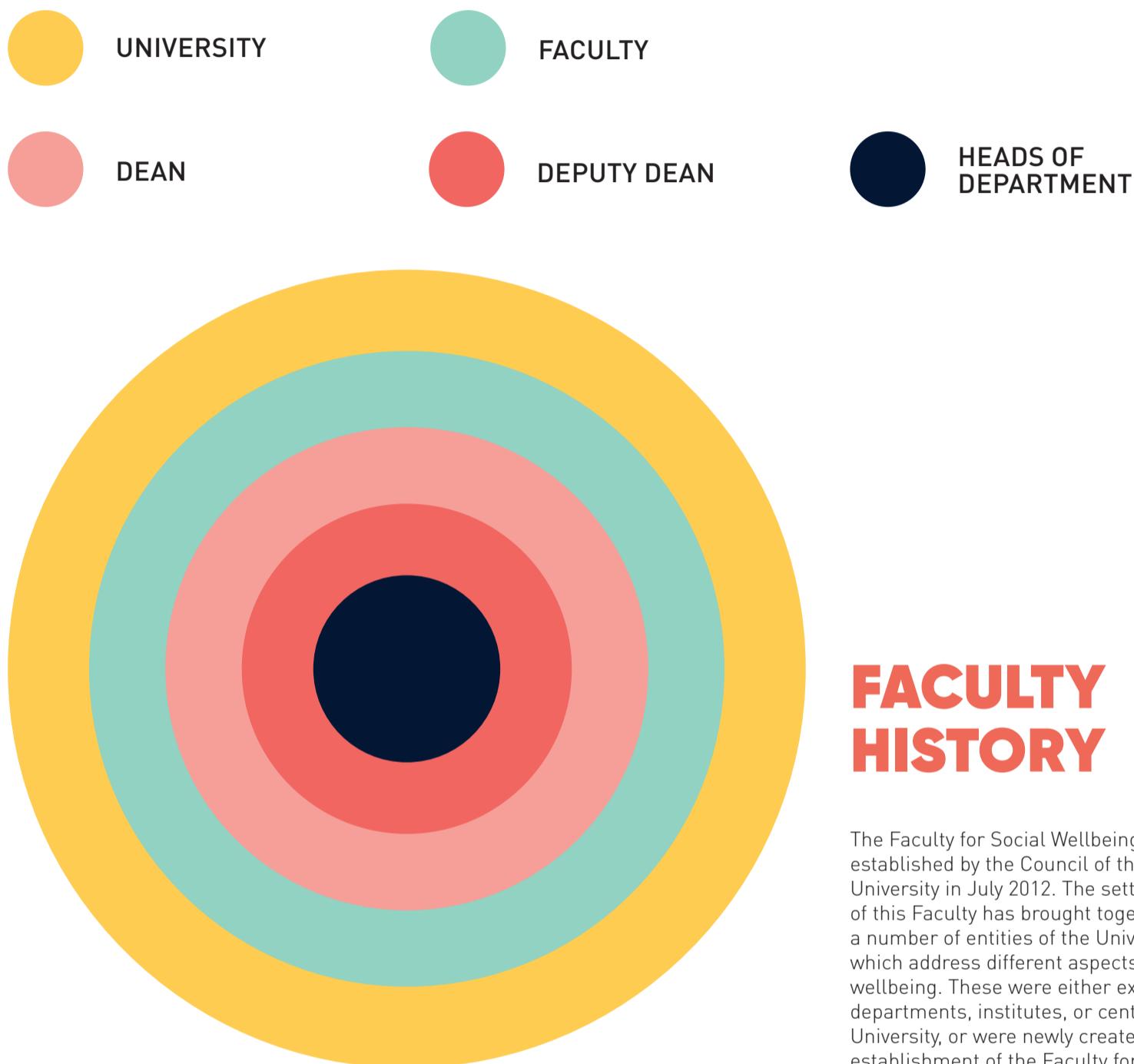
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HOW IS OUR FACULTY STRUCTURED?



FACULTY HISTORY

The Faculty for Social Wellbeing was established by the Council of the University in July 2012. The setting up of this Faculty has brought together a number of entities of the University which address different aspects of social wellbeing. These were either existing departments, institutes, or centres of the University, or were newly created with the establishment of the Faculty for Social Wellbeing. The departments within the Faculty offer a wide range of diploma, undergraduate, and postgraduate courses, a number of which lead to recognised professions. Several of the departments organise regular seminars and conferences which serve as excellent opportunities for continuous professional development for practitioners in the social sector.

Members of staff of the Faculty are deeply committed to research, contributing to research projects at both a national and international level. Several staff members are widely published and respected scholars in their field of specialisation. In addition, many members of staff engage with the community through their contribution to government boards and committees, non-governmental organisations, and professional associations.





DEPARTMENT OF COUNSELLING

Dr Dione Mifsud
Head, Department of Counselling

Dr Dione Mifsud is Head of the Department of Counselling and Faculty Representative on the Senate. He is also the President of the International Association of Counselling (IAC), Chair of the Associations' Round Table of IAC, and Head of the Department of Counselling at the University of Malta.

In the past he occupied the role of Head of the Department of Psychology, and was also the Head of the University of Malta's Counselling Unit. He was the President of the Malta Association for the Counselling Profession (MACP). Dr Mifsud designed and presently coordinates the first Master in Counselling programme offered by the University of Malta. He also co-designed and coordinates an international master's programme in Transcultural Counselling, previously with the University of Maryland at College Park, and currently as a collaborative degree with the University of New Orleans USA. He is a member on the

Council Regulating the Malta Counselling Profession and was heavily involved in the drafting of the Counselling Bill that later became the Counselling Act in Malta. He currently serves as the Faculty of Social Wellbeing's elected member on the senate of the University of Malta. His research interests include counselling ethics, counselling supervision, transcultural counselling, and topics related to these core interests. He also serves as international advisor for the Counselling and Psychotherapy Journal (CPR).

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ABOUT US

The Department of Counselling strives to educate and equip future counsellors with the necessary skills to provide a sound counselling service in the community. The courses offered provide students with the opportunity to work with clients in a variety of settings, whilst also providing the opportunity to research specialised areas of counselling. In addition, the courses prepare trainee counsellors to address ethical issues that they may be faced with, as well as promote the counsellors' continued training and self-development even after their graduation. The research component encourages counsellors to make valuable academic contributions to the theoretical and applied fields of counselling, as well as to the social world at large. The courses successively

bring together students from various backgrounds and diverse nationalities, offering an interesting, challenging, and diverse learning environment. The Department prides itself in offering courses that are both hands-on and academic in nature, and provides the opportunity for trainee counsellors to learn from practice, as well as theory. The lecturing staff provide quality teaching. The Department also organises lectures and seminars by renowned international academics and counsellors to promote further development. This year the Department will be introducing a Post Graduate Certificate in Counselling Supervision for experienced counsellors. Over the past few academic years, the department was actively involved in the writing and approval through

Parliament of the Counselling Act. It also co-hosted the International Association for Counselling (IAC) 50th anniversary conference in July 2016. The conference brought together world leaders in the field of counselling. The Department is currently involved in helping counselling practitioners in Malawi, and has very strong contacts with the International Association for Counselling.

DEPARTMENT OF CRIMINOLOGY

Prof. Saviour Formosa
Head, Department of Criminology

Prof. Saviour Formosa is Head of the Department of Criminology. His lecturing and research focus on environmental criminology, spatio-temporal Analysis, geographical information systems, remote sensing and LIDAR, 3D technologies - virtuality, urban planning and climate change, and post-disaster scenarios. He has published extensively in the field of spatial analysis, environmental criminology, and space. His expertise lies in the implementation of developmental cross-thematic approaches, and uses the data cycle and management with an emphasis on thematic and spatial data structures, visualisation, modelling, web-mapping, analysis and dataflow management, and reporting. He is a member of the Applied Criminology Centre at the University of Huddersfield. Prof Formosa developed the www.crimemalta.com and cloudisle.org websites which cover ongoing crime-related research and 3D spatial statistics in Malta respectively.

E-Mail: saviour.formosa@um.edu.mt



ABOUT US

The Department's mission is to excel in research and teaching in the field of criminology, including forensic sciences, spatial forensics, forensic medicine, corrections and policing, inter-generational transmission, terrorism, cybercrime, social policy issues, and related areas of study. It also serves as a resource centre for the provision of experts and expertise in the various fields of its activity, namely, the Courts of Justice, the Corradino Correctional Facilities, the Police Force, the Planning and Environment Authorities, and the security and safety agencies amongst others. Furthermore, it acts as an advisory body to the Government on matters pertaining to criminal justice, crime prevention, and space. Besides delivering a series of courses inclusive of Certificates, Diploma, Bachelor, Taught

and Research Master's and Doctorates, the Department is also involved in a number of EU-funded research projects. In addition, the Department provides consultancy to the Ministry for Home Affairs and National Security, and is instrumental in the Academy for Disciplined Forces. The Department was also involved in the drafting of a Strategy for the Police Force, the National Crime Prevention Strategy, and the Strategy for Spatial Information.

DEPARTMENT OF DISABILITY STUDIES

Dr Anne Marie Callus
Head, Department
of Disability Studies

Dr Anne-Marie Callus, Senior Lecturer at the Department of Disability Studies is currently Acting Head of the Department. She obtained her PhD at the Centre for Disability Studies, University of Leeds in 2011. Her research focused on the self-advocacy movement of people with intellectual disability in Malta. Among other subjects, she lectures, researches and has published on issues of rights and empowerment especially for persons with intellectual disability, inclusive education and cultural representations of disability.

She is a member of the editorial board of the journal *Disability & Society*.

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ABOUT US

The mission of the Department of Disability Studies is to promote teaching, research, and community engagement in the area of disability by examining this phenomenon from different standpoints, namely, the theoretical, policy and legislative, personal, and socio-political perspectives. The courses offered by this department were designed by a group of disabled and non-disabled academics from different disciplines. The Department of Disability Studies also offers a preparatory programme which was launched in 2013 for health and social care professionals with a diploma to enable them to obtain the necessary credentials that would make them eligible to enroll on the MA in Disability Studies course. Various faculties are collaborating with the Department to explore possible interdisciplinary disability-related research projects both locally and internationally.

At undergraduate level, the department offers study-units to the different faculties at the University of Malta in a bid to expose students and future professionals to the challenges that disabled people face in all walks of life. This is done from both a theoretical and experiential perspective. At postgraduate level, the department offers an MA in Disability Studies. The Department also offers a Level 5 Higher Diploma in Access to the Community for Disabled People.

The Department of Disability Studies is also part of the Academic Network of European Experts on Disability (ANED) of the European Commission DG Justice which, until March 2013, had been represented upon by the National Commission Persons with Disability (KNPD).

DEPARTMENT OF FAMILY STUDIES

Dr Clarrissa Sammut Scerri
Head, Department of Family Studies

Dr Clarissa Sammut Scerri is Head of the Department for Family Studies. She is a warranted Counselling psychologist, Family therapist, and Systemic supervisor. Her area of expertise includes the impact of trauma, specifically domestic violence on family members, parenting in adversity, adoption and fostering and qualitative research. She has presented her research at various local and international fora. One of her papers: "Ethical dilemmas of a clinician/researcher interviewing women about their childhood experiences of witnessing domestic violence", has been shortlisted for the Corinna Seith Award by the WAVE Network, Women Against Violence

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ABOUT US

The Department of Family Studies has as its core mission the interdisciplinary study of the family. The department aspires to be a link between the University and the community by fostering collaboration between family scholars, students, practitioners and policy makers on research, training and policy relevant to important family issues. The work undertaken by the department aims to be of relevance not only in the local context but also on an international level. The aims of the Department are: to organise, encourage and promote research on all aspects of family life with particular reference to the Maltese cultural context; to offer certificate, degree and postgraduate courses including professional courses in the field of family studies; and supervision of

Ph.D. theses; to organise and promote multidisciplinary workshops, seminars and conferences on family issues; to network and liaise with centres and organisations related to Family Studies, both local and overseas and to offer consultative services in the field of family related matters to institutions assisting families, governmental and non-governmental agencies.

The Department aspires to develop a body of knowledge that would inform family policy as well as practice related to work with families in the helping professions field. Another major goal of the Department is to strengthen its international links and participate in international research projects with other colleagues in academia.

DEPARTMENT OF GENDER STUDIES

Dr Brenda Murphy
Head, Department of Gender Studies

Dr Brenda Murphy is Head of the Department of Gender Studies. She is part of a team of academics in this Department, who together are involved in the design of postgraduate programmes, research, and activism. She is a collaborative researcher with several institutions: the European Institute for Gender Equality (EIGE), GMMP, and COST. She has been the National Coordinator for the Gender Monitoring Media Project (GMMP) since 2000 and, recently, National Coordinator in a 27 country 'Women and Media' monitoring on behalf of the EIGE. Her personal research is centred around gendered places and spaces, the construction of identities of various kinds (national, gender, ethnic, etc.), in and through consumption and performances of consumption and spaces of consumption.

E-Mail: brenda.murphy@um.edu.mt



The Department is built on the three pillars of teaching, research, and activism, and gender issues are the heart of all that we do. We currently offer two Master's degree programmes and a PhD programme. In true 'gender mainstreaming' strategies we teach, supervise, and collaborate with other departments, centres and faculties. For example, we share the Diploma in Gender and Work with the Centre for Labour Studies; and we embrace the philosophies around STEAM (Science, Technology, Education, and Arts and Maths) and therefore work in all sectors across the University. We are involved in European projects and agencies, for example, EU COST projects, the Global Media Monitoring Project (GMMP),

the Women Against Violence Europe (WAVE) Network, and EU FRA (Fundamental Rights Agency). In Malta we are involved with the Cottonera Resource Centre, the President's Trust, various domestic violence shelters, migrants and refugee work, and LGBTQI issues, to name but a few. We work hard to raise awareness about inequalities which still exist for men, women, boys, and girls in society, for example in representation, access to education, employment, and pensions. Our activism is seen in the work we do with stakeholders in the community and beyond, as gender issues are relevant to all of society, and all areas of academia.

ABOUT US

DEPARTMENT OF GERONTOLOGY

Prof. Marvin Formosa
Head , Department of Gerontology

Prof. Marvin Formosa is Head of the Department of Gerontology. His research interests include critical gerontology, sociology of ageing, older adult learning. He holds the post of Chairperson of the National Commission for Active Ageing (Malta) and Director of the University of the Third Age (Malta). Recent publications include Population ageing in Malta (with Charles Scerri, 2015), Ageing and later life in Malta (2015), and International perspectives on older adult education (with Brian Findsen, 2016). Dr. Formosa also acts as Editor-in-Chief of the International Journal on Ageing in Developing Countries.

E-Mail: marvin.formosa@um.edu.mt



The Department of Gerontology is considered to be one of the leading international centres for the study of gerontology and geriatrics. It brings together academic experts from a wide range of disciplines, and its teaching and research have made an invaluable contribution to our understanding of older persons, later life, and ageing. Students reading for the Master of Gerontology and Geriatrics, Master of Arts in Ageing and Dementia Studies, and Doctor of Philosophy include graduates of a variety of professions that include medicine, psychiatry, nursing, allied health professions, law, psychology, commerce, social policy, social work, and sociology.

Graduates of the Department pursue a range of careers. Many work in consultant and specialist positions in geriatric medicine, and others progressed to hold policy and social science appointments, around the world. The Department is also highly active in engaging in public debates on issues that concern older people through the organisation of conferences and forums.

ABOUT US

DEPARTMENT OF PSYCHOLOGY

Greta Darmanin Kissau is a Clinical psychologist and Psychotherapist who has worked extensively with severe mental illness. Before joining the Department of Psychology she was employed as a Senior Clinical Psychologist at Mount Carmel Hospital, Malta. She also worked in private practice for several years. She read for her undergraduate degree in Psychology at the University of Malta and then pursued a professional degree in Clinical Psychology at the University of Padua, Italy. This was followed by a PhD in Psychotherapy and Counselling which she obtained from Regent's University, London. She is a resident academic at the Psychology Department,

Dr Greta Darmanin Kissau
Deputy Dean
Head, Department of Psychology

University of Malta where she has been co-ordinator of the professional Master's Programme in Clinical Psychology since 2005. Her teaching and research revolve mainly around Psychopathology and Psychotherapy and she has supervised several undergraduate and post-graduate dissertations in these areas. In 2016 she was appointed Head of Department of Psychology and since then has been striving to provide strong leadership and to ensure the highest possible standards of academic excellence. In the same year she was also appointed Deputy Dean of the Faculty for Social Wellbeing. In this role she strives to support the Dean in his quest to foster

and maintain connections with key drivers and policy makers involved in areas related to social wellbeing. The continued collaboration between the Faculty for Social Wellbeing and society are high on the Faculty agenda and Greta has a key role in helping to ensure that a strong partnership is established between the academic world and society. She is highly motivated to contribute towards the wellbeing of academic and administrative staff and is proud to be entrusted with the role of overseeing students' academic, personal and professional development.

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The department aims at teaching and conducting research in the areas of general psychology, human relationships and mental health. The department's mission is to train undergraduates and postgraduates in the scientific understanding of the human mind and relationships. The programmes offered by the department address related and interdisciplinary fields at Bachelor, Higher Diploma and Masters level. The programmes are delivered by dedicated lecturers who have a high research profile and are leaders in their areas of interest both locally and abroad.

Members of staff are also involved as government consultants and are prominent members on local and international professional executive committees. The department also services several other departments and faculties at the University by providing basic and applied psychology courses. It also liaises with foreign universities and institutions. Besides providing teaching and offering training of psychologists, it also contributes to the training of other professionals.

ABOUT US

DEPARTMENT OF SOCIAL POLICY AND SOCIAL WORK

Dr Natalie Kenely
Head, Department of
Social Policy and Social Work

Dr Natalie Kenely is Head of the Department of Social Policy and Social Work. Her lecturing and expertise focus on management, leadership, emotional intelligence, resilience, reflective practice, and personal and professional development. She coordinates social work practical placements and sits on the University Research Ethics Committee. Dr Kenely has presented her research in conferences both locally and abroad and was awarded Best Paper Award in an International Conference on Leadership held at Ashbridge Business School in London in 2013.

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The Department of Social Policy and Social Work is responsible for social policy and social work education and research at the University of Malta and offers vibrant, exciting, demanding and relevant undergraduate and postgraduate courses for a range of students, from those coming straight out of Sixth Form to mature students returning to study, to advanced professionals seeking to further their studies. We pride ourselves in delivering high quality teaching and learning, which enables students to develop into reflective and research-informed professionals.

We consider our department to be a student-centred learning community, so expect to be challenged and stimulated as you develop the knowledge and skills needed to become an effective agent for social change.

We also have various Erasmus and International agreements for student exchanges, both for taught courses and for practical placement opportunities. The Department of Social Policy and Social Work is committed to quality social policy and social work education and research. The main activities of the department are those related to the mission of teaching and research. Our staff are dedicated lecturers and researchers who are actively engaged in the community. They have long years of professional experience and make an impact in interdisciplinary and international settings. The various members of the department have continued with their research activities and publications in their specialist areas of interest

ABOUT US

DEPARTMENT OF YOUTH & COMMUNITY STUDIES

Prof. Andrew Azzopardi
Dean
Head , Department
of Youth & Community Studies

Prof. Andrew Azzopardi is the Dean of the Faculty. He is also Head of the Department of Youth and Community Studies. His lecturing and research focus on inclusive education, sociology, critical pedagogy, disability politics, youth and community studies. He has published extensively in the field of disability studies, inclusive education, community development and youth.

He is a member of the Editorial Panel of the highly acclaimed International Journal of Inclusive Education and has edited a number of texts. He has contributed extensively in a number of applauded international journals.

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The Department of Youth and Community Studies is one of the departments within the Faculty for Social Wellbeing. It has been established in 1993, first as an autonomous Institute, later as a Programme within the Department of Educational Studies, and now it forms part of the Faculty for Social Wellbeing. During this time, it has developed extensively both in vision and range of activities. The mission of this department is;

To carry out research within the areas of youth and community studies, and in conjunction with other interested bodies; to set up and deliver courses in youth and community studies which lead to academic / vocational qualifications and to engage in public debates on issues that concern young people through the organisation of conferences and fora with the aim of contributing to the identification of efficiencies and lacunae in legislation and in the youth service and to challenge dominant discourse on youth.

ABOUT US

FACULTY OFFICE

Ms Alison Darmanin
Faculty Officer



Ms Alison Darmanin, Faculty Officer, has been working with the University of Malta since January 2000. Her career started as a clerk with what was at the time the Institute of Gerontology and Geriatrics. In 2009 she was transferred to the Faculty of Science where she got promoted as an Executive Officer and following that to an Administrative Assistant. In January 2017, she joined the Psychology Department within the Faculty for Social Wellbeing. As from August she started performing duties as Faculty Officer within this Faculty. She graduated with an Executive Master in Business Administration in 2009.

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Faculty Administrative Staff

ABOUT US

The faculty office also known as the main office is the heart of the faculty. The faculty officer together with the team works closely with the departmental secretaries in order to ensure the smooth running of the faculty on an administrative level.

We as a team plan ahead, are proactive in order to ensure that the faculty needs are met in a timely manner. We work closely with all the Academic members of staff and with the departmental secretaries in order to ensure that the University policies and procedures are followed and implemented. We are also responsible for our students. Together we strive to make the student's experience within our Faculty a positive one.



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- Zammit Clapp Hospital Residential Home (St Julians).





An Interview with Prof. Marilyn Clark

Department of Psychology

Why Psychology?

'To be honest, my trajectory into social psychology was not planned at all! I wanted to study clinical psychology at the time but had very limited clinical experience (a prerequisite for admittance to a clinical programme) and so did social psychology instead. I have never regretted it. Social psychology has allowed me to be flexible in my focus because it is about understanding the individual behaviour in a social context and I am interested in both. Social psychology allows me to move backwards and forwards in this regard.'

What do you find rewarding about your academic role?

'I love teaching. It is so motivating to see my students engaging, challenging preconceptions and becoming more critical on a number of social issues. My research gives me the opportunity to influence policy on a number of issues I deem important.'

What advice would you give to someone considering a career in social psychology?

'Go for it! It's a very exciting area of psychology.'

What does your role as a social psychologist involve?

'I see myself primarily as an academic engaged in teaching and research. Over the last few years I have been very much invested in doing research. I have also developed the curriculum and coordinated the first ever Masters in Forensic Psychology at the University of Malta. My interest in psychology has always been primarily in deviance, most notable addiction and criminality and most of my publications are in this field. Social psychology allows one to examine a number of issues. I tend to align myself with a symbolic interactionist position. I'm also very interested in media and have done a fair bit of research in the area. My most recent research involved examining violence against journalists.'

What are your personal research interests and can you share any research project that you are working on at the moment?

'I have, over the years, researched a number of issues most often focusing around addiction, crime and victimization. My most recent research for the Council of Europe was on unwarranted interference of journalists in Council of Europe member states. Without the safety of journalists, there can be no free media and consequently democracy itself is threatened. The research involved examining the prevalence of unwarranted interference, fear of violence and self-censorship. It surveyed 940 journalists in 47 Council of Europe member states and Belarus. The results showed that engaging in journalism has become a precarious profession. In the coming year I will be exploring the issue qualitatively through in depth interviews with journalists in order to develop a deeper understanding of the personal experiences of such interference with the objective of drawing out the nuances of what it is like to be doing journalism in a context of fear.'

TRIVIA QUESTION DO YOU KNOW HOW MANY STUDENTS THE FACULTY HAS?

If you want to know the answer go to page 42



VALERIYA BONKOVA
BPSY (HONS)

OUR STUDENTS





Crossing the Mediterranean by Sea

Despite the European Union's announcement of 'A European Agenda on Migration' in May 2015, precarious forms of migration culminating in fatalities at sea continue at record levels. Over 3,700 perished during the precarious journey across the Mediterranean in 2015, rising to more than 5,000 people in 2016.

'Crossing the Mediterranean Sea by Boat' provides a rigorous, evidence-based assessment of EU policies based on the in-depth qualitative research the project has carried out directly with those making the dangerous journey across the Mediterranean Sea.

'Crossing the Mediterranean Sea by Boat' is an international project comprised of researchers at the University of Warwick, University of Malta, and the Hellenic Foundation for European and Foreign Policy (ELIAMEP, Athens). The research team has carried out 257 in-depth qualitative interviews with a total of 271 participants across seven sites in two phases: Kos, Malta and Sicily from September–November 2015, and Athens, Berlin, Istanbul and Rome from May–July 2016. Additional interviews were carried out in Malta until March 2016.

Uniquely, the project focuses directly on the impact of policies upon people on the move, drawing together policy analysis and observational fieldwork with an in-depth analysis of qualitative interview data with people making – or contemplating making – the dangerous journey across the Mediterranean Sea. As such, the project provides previously-considered insights into the effects of policy on the journeys, experiences, understandings, expectations, concerns and demands of people on the move.

'Crossing the Mediterranean Sea by Boat' is funded by the UK Economic and Social Research Council as part of the Mediterranean Migration Research Programme, and runs from September 2015 to August 2018. It is led by Principal Investigator Dr Vicki Squire (Pals, University of Warwick), with Co-Investigators Dr Angeliki Dimitiradi (ELIAMEP), Dr Maria Pisani (University of Malta), Dr Dallal Stevens (Law, University of Warwick) and Professor Nick Vaughan-Williams (Pals, University of Warwick).



Department of Youth & Community Studies

Dr Maria Pisani



OUR ANCILLARY STAFF

Mr George Cardona Senior Beadle
Ms Bridgette Bugeja Beadle
Ms Marianne Zerafa Helper



FACULTY CALENDAR

29 th September 2017	Toast the Faculty
3 rd October 2017	Fresher's Day
6 th November 2017	Remembering Dr Jacqueline Azzopardi
14 th November 2017	Faculty Conference
16 th & 21 st November 2017	Faculty Undergraduate Graduations
23 rd February 2017	Deans Award Ceremony
8 th March	Deans Forum
15 th March 2017	Research Festival
19 th April	Stakeholders Forum
3 rd May 2017	Faculty Seminar
7 th December	Faculty Post Graduate Graduations

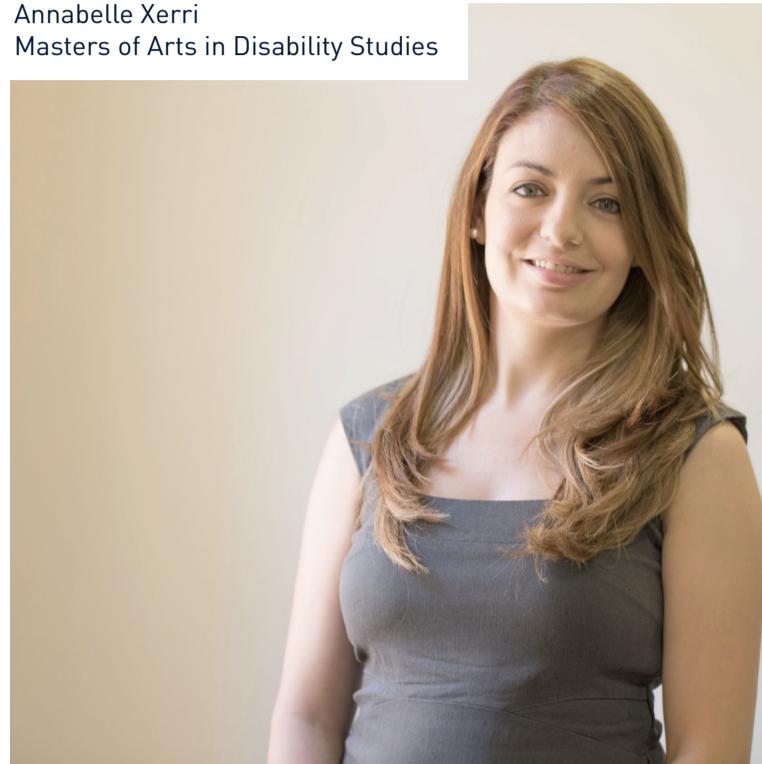
* Dates maybe subject to change

OUR STUDENTS



Joanne Muscat
BA(Hons) in Youth & Community Studies

Annabelle Xerri
Masters of Arts in Disability Studies



Shanice Borg
BPSY (Hons.)

Claude Spiteri Belcher
BPSY (Hons.)



Debbie Coleiro
BA (Hons) in Youth & Community Studies



Oliver Scicluna
BA (Hons) in Youth & Community Studies



Raising student achievement & lifelong learning through enhanced comprehension skills



One reason why educational progress can be stalled is the inability to achieve appropriate literacy levels. Recent results from the Programme for International Student Assessment (PISA 2009+) and Progress in International Reading Literacy Study (PIRLS) show that students' literacy attainments in Malta, especially when it comes to reading comprehension, are below average when compared to students of other European countries. Much of the research focuses on how children learn to decode text and how best to foster children's decoding skills. In contrast, we know much less about the process of reading comprehension in children. This situation is also true for Malta which currently lacks knowledge of the development of reading comprehension.

The sample for this research project consists of approximately 2000 pupils aged 7 to 14 from various Maltese State, Church and Independent schools.

The goals and objectives of this study were to develop objective assessment procedures and tools that will guide educational practitioners in both their initial identification of those at risk, as well as the formation of an education plan designed for the needs of the individual. More specifically, appropriate reading comprehension norms can provide accurate information about expected levels of performance in a Maltese population. Another objective is to understand the predictors that determine potential underlying reasons for difficulties. It will improve assessment and screening procedures for Malta, thus offering tools and knowledge for intervention and inclusive practices. It will create a common language amongst Maltese professionals by building a model for milestones of reading comprehension in Malta. The results of this project aim at outlining differences that are found in students coming from different school types,

socio-economic backgrounds, home language background, regions as well as gender groups in Malta and Gozo. Beyond assessment and intervention purposes, the results obtained will equip professionals with information that can promote language policy creation and national standards.

This research is partially funded by the REACH HIGH Scholars Programme – post doctoral grant and by the European Union Operational Programme II – Cohesion Policy 2014-2020 'Investing in human capital to create more opportunities and promote the wellbeing of society' European Social Fund.

Dr Louisa Grech

*Post Doc Candidate
(in Collaboration with
Prof. Paul Bartolo)*



OBSERVATORY FOR SOCIAL WELLBEING

The Faculty is at the stage of setting up of an Observatory for Social Wellbeing within the Faculty that will be tasked with monitoring wellbeing on a national scale. Wellbeing is an interesting construct that is variably defined and measured and that has been associated with other constructs such as quality of life, subjective wellbeing, happiness and life satisfaction. We are aiming to develop a composite measure of wellbeing that is validated with the local population and that makes sense in the local context. What makes for wellbeing in one setting might not do the same in another.

We are therefore aiming to take various variables into account in compiling the composite measure, considering both personal wellbeing and social wellbeing. In simple terms, the former

is concerned with how well people are feeling; the latter with how well people are doing. We are initially proposing to measure self-esteem and psychological wellbeing as indicators of personal wellbeing, and life satisfaction and sociocultural competence as indicators of social wellbeing. The overt aim of the Observatory would be to monitor changing levels of wellbeing over time and across the local population.

It would aim to identify predictors of wellbeing that could help develop recommendations for policy. We also hope that the Observatory can help advance the Faculty's research agenda as it brings a light to bear on issues of common interest. For instance, we think it will be interesting to discover what factors determine psychological

By Dr Gordon Sammut
(Department of Psychology)
& Dr Sue Vella
(Department of Social Policy
and Social Work)

wellbeing in the Maltese population, how wellbeing varies across different age-cohorts including old age, how it varies across diverse family compositions, gendered identities, demographics, and across the lifespan. Our primary challenge remains that of securing funds for setting up the Observatory and carrying out a national study. We hope to bring you further news in future editions of this magazine.



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Full Cooperation ZERO VIOLENCE



TRIVIA QUESTION 2

HOW MANY ESTIMATED HOURS OF LECTURES ARE GIVEN EVERY YEAR?

If you want to know the answer go to page



Dr Marceline Naudi, Prof Marilyn Clark and Mr Holger Saliba are currently involved in research which forms part of a larger national project entitled 'Full Cooperation - Zero Violence' being funded under the Rights, Equality and Citizenship Programme of the European Union, with the Ministry for European Affairs and Equality in Malta as the lead partner. Other partners in the larger project include the University of Worcester and the various other relevant Ministries in Malta.

The Project's overall priority is to get the relevant sectors/professionals to collaborate and work together effectively in order to prevent violence against women and to respond appropriately to the needs of women experiencing violence.

The study which the team from the Faculty for Social Wellbeing is carrying out aims to gain a better understanding of the stumbling blocks being faced by women experiencing violence when seeking help at the various services, as well as the difficulties faced by professionals when delivering a

service to the survivors. The research findings will provide the main themes to be addressed in the establishment of policies, procedures and protocols among the various Ministries/sectors/ professionals, as well getting involved in a training programme for professionals in the field and providing for an awareness raising campaign for the wider community.

The research study includes: 3 focus groups and 8 individual interviews with women survivors of violence; 3 focus groups and 8 individual interviews with professionals working in the sector.

The survivors were recruited mainly through the women's shelters, and other NGOs working in the sector, as well as through social media. The professionals, include teachers, guidance teachers, nurses, doctors, social workers, psychologists, counsellors, community workers, police officers, lawyers, and judiciary, were recruited mainly through state agencies and NGOs. A report of the study will be published in January 2018.

Mr Holger Saliba

Department of

Social Policy & Social Work

Dr Marceline Naudi

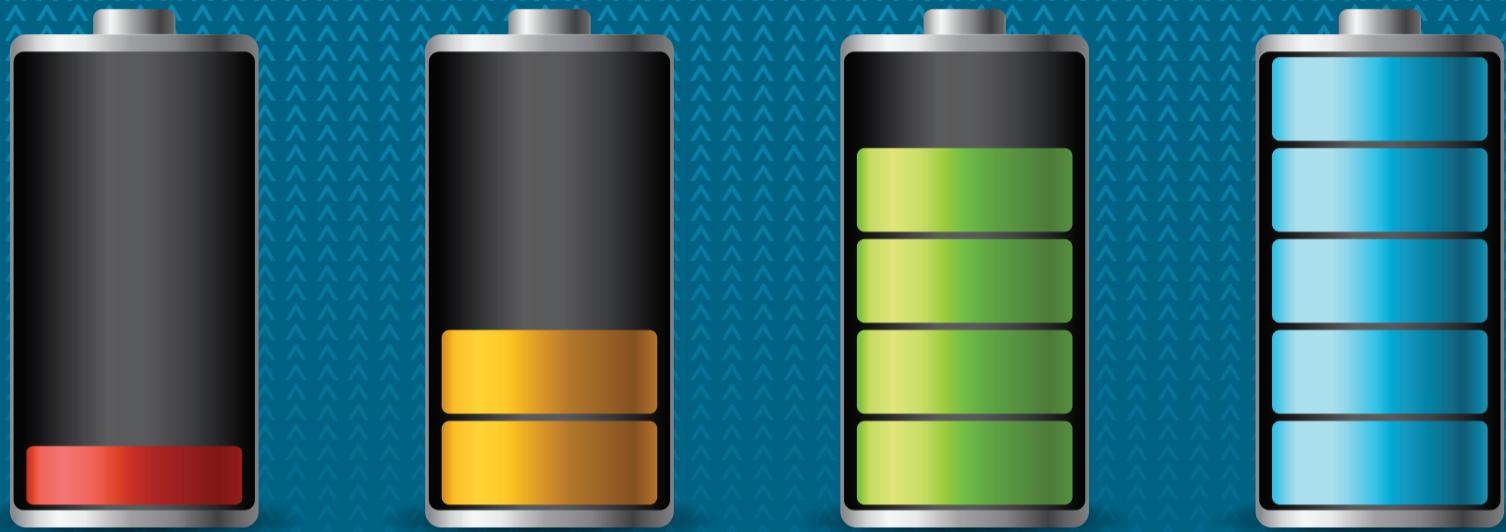
Department of Gender Studies

Prof. Marilyn Clark

Department of Psychology



REACH YOUR FULL POTENTIAL



THE COMMISSION FOR THE RIGHTS OF PERSONS WITH DISABILITY (CRPD)

is committed to rendering Maltese society an inclusive one, in a way that persons with disability reach their full potential in all aspects of life, enjoying a high quality of life thanks to equal opportunities.

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www.crpdonline.org

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CRPD Office Hours

Monday: 8:15 am – 12:00, 1:30 pm – 5:00 pm (Afternoons Monday's only)
Tuesday – Friday: 8:15 am – 12:00

Tel: +356 22788555, SMS Only: + 356 79788555

Email helpdesk: helpdesk@crpd.org.mt

Email to report an act of discrimination on the basis of disability: eo@crpd.org.mt

Email to book an appointment with our Accessibility Unit: vetting.accessibility@crpd.org.mt



An Interview with Prof. Paul Bartolo

Department of Psychology

What attracted you to study educational psychology?

'Bringing about change by enabling people to live in social justice, peace and caring communities had always been my dream. This was what brought me into educational psychology as it combines the understanding of human development and learning with action, to enable one's wellbeing to flourish in an inclusive society. I have worked very hard for this to be achieved in the Maltese islands through my involvement in European projects and across the world as President of the International School Psychology Association.'

What does your role as an educational psychologist involve?

'As a school psychologist in the 1990s, I worked with students with learning and behaviour difficulties, disabilities, and their families, by enabling them to participate in social and learning activities. I was also involved within the education system and community to promote the development of an inclusive society. My main focus was autism – working directly with children and their families, in addition to it being my main focus in academic research.'

What do you find rewarding about this role?

'My greatest satisfaction is meeting young people who are now flourishing, whom I had supported as children. Moreover, as a psychologists' educator, I am thrilled to see the transformation of young graduates as they accumulate a greater inner awareness; become advocates for social justice; and develop skills in supporting the development and resilience of children and their families within inclusive learning communities.'

What advice would you give to someone considering a career in educational psychology?

'If you are keen to enhance opportunities for the healthy development of all children, their families and learning communities, and if removing discrimination and promoting a just society is important for you, then education psychology can offer you a golden opportunity to make this come true.'

What are your personal research interests and can you share any research project that you are working on at the moment?

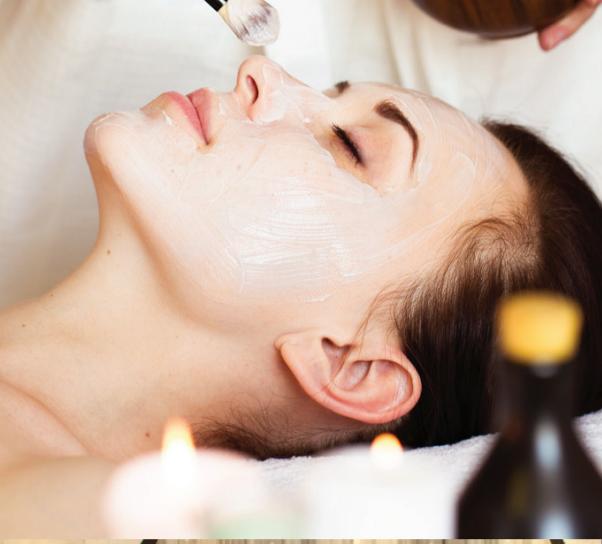
'Over the past three years I have been an advisor on a cross European project on 'Inclusive Early Childhood Education' through which we constructed a new model and a tool for the development and review of inclusive early childhood education settings. Concurrently, through the International School Psychology Association, I am also involved in the development of standards and implementation of the international accreditation of school psychology training programmes in foreign universities.'

TRIVIA QUESTION 3

HOW MANY FREC APPLICATIONS WERE PROCESSED DURING THE PAST ACADEMIC YEAR?

If you want to know the answer go to page 52





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KAREN DECELIS
M.A. COUNSELING

OUR STUDENTS



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The Passion behind a Professor

An Interview with Prof. Saviour Formosa

Head, Department of Criminology

Where does this passion with agriculture come from?

Interesting question - this relates to an old yearning to return to the roots as both my families were farmers and this goes back generations. Due to fragmentation-withholding (where land is retained by the eldest male in order to ensure sustainability) my lineage, being more interested in industry and eventually education, moved to more urban activities.

In addition, having worked with farmers and environmentalists over the years has made me realise that we need to try and produce our own food whether we live in rural or urban environments. Vertical gardens and roof gardens will help us to make the transition. My intention is to go organic and be self-sufficient as the 'Es' in products is very worrying.

Any relationship between your passion for farming and your work at the Alma mater?

Initially it all started as a hobby. It was also a way to find the relation between herbs, fruit, vegetables and flowers within the traditional and scientific worlds. Testing the goods for potential use made the prospect more intriguing. I am trying to converge these varied interests. For example, the chilli peppers I grow are the hottest examples on earth and can be used for victim self-protection through the development of pepper-spray (my criminology domain interests). On the other hand, bamboo can be used as a timber and for roof gardening and as an alternative to roof and wall cooling and shading (my spatial domain interests).

Should our communities go back to producing their own greens?

Definitely: we are reaching a major point of non-return where we depend almost entirely on imported goods, GMO-intrusion and processed foods. Naturally-grown goods are fast becoming an exclusive domain and I wish to expand these goods to enable one to return to the use of traditional methods for ailment mitigation and health benefits.

What are the products you have managed to produce and what do you consider as your most successful agricultural experiment?

To date the Ta' Ganna goods include; carob flour, chilli paste, chilli powder, hot chilli sauce, sweet pepper sauce, herbs, olive oil, a range of liqueurs (carob, chilli, orancello, limoncello, cinnamon) and carob syrup. The one that I take most pride in is the chilli sauce, both for its colour and the intriguing fermentation process.

Of course, the extra virgin olive oil is the most intensively time-consuming as it requires a year-long process but once harvested, the oleificio (oil pressing factory) smell remains trapped in one's nose and a mental recollection that is retained for a whole year).



TRIVIA QUESTION 4

HOW MANY DEPARTMENTS ARE THERE IN THE FACULTY?

If you want to know the answer go to page 58



OUR STUDENTS



Raul Briffa
BA (Hons) Youth
& Community Studies
Matthew Balzan



Amy Taylor
BA Youth & Community Studies
Stephanie Bugeja
BA Youth & Community Studies
Raul Briffa
BA Youth & Community Studies

FACULTY EVENTS & COMMITTEES

Our Faculty's core business is scholarship, student mentoring, supervision and lecturing. However, we believe that a Faculty needs to grow through other events and activities that complement the traditional responsibilities linked to academia. Naturally every Department organises its own academic seminars, Departmental Meetings and events for the student cohorts they are responsible for. The Faculty matches the intense work of the Department based events with Faculty-Wide experiences to strengthen the multi-disciplinary and trans-disciplinary relationship between the students and academics.

The most important forum of the Faculty where the important decisions are made is the Faculty Board. The Faculty Board has representatives from the academic body, the students and also has community representatives.

Apart from that the Heads of Department College and the PhD Faculty Committee meet regularly to compliment the work of the Faculty Board. In addition to this, the Faculty also runs a number of statutory and ad hoc sub-committees to ensure that the responsibility of running this Faculty is shared amongst academics, students and administrators, who all have a role to play. These committees include, the Community Engagement Sub-Committee, the Research Observatory Committee, the Faculty Seminar Committee, the Research, Scholarship and Publications Committee, the Strategic Planning Committee, FREC, the Editorial Team of Unity, the Weekly Digest and the Connect newsletter. The Faculty also organises a number of events during the calendar year starting with 'Let's Toast the Faculty', which is a social activity that is held at the beginning of the academic year.

This is closely followed by the Freshers welcome event, the Annual Faculty Conference, the Dean's Award, the Brown Bag Seminars, that are held bi-monthly, the 'Connect' Radio Programme on Campus FM Radio, the Deans Award Ceremony, the Stakeholders Forum, the Dean's Forum, the Research Market, our annual visit to Brussels and the Faculty Seminar. The Faculty also organises a number of staff training, team building sessions and social events during the year.

In all of these committees and events a large mix of students, administrators and academics give of their time to provide practical help but also share a lot of richness of ideas.



ANSWER TO QUESTION 1 (PAGE 23)

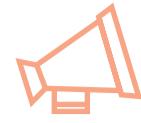
THERE WERE 978 STUDENTS REGISTERED WITH THE FACULTY & ANOTHER 200 SERVICED IN COLLABORATION WITH OTHER INSTITUTES, CENTRES & FACULTIES.



OUR STUDENTS

Bruno Zahra

MA Gender Studies



Interesting question - this relates to an old yearning to return to the roots as both my families were farmers and this goes back generations. Due to fragmentation-withholding (where land is retained by the eldest male in order to ensure sustainability) my lineage, being more interested in industry and eventually education, moved to more urban activities.

In addition, having worked with farmers and environmentalists over the years has made me realise that we need to try and produce our own food whether we live in rural or urban environments. Vertical gardens and roof gardens will help us to make the transition. My intention is to go organic and be self-sufficient as the 'Es' in products is very worrying.



OUR PHD CANDIDATES

The Intersection between Disability & Gender

Disability is not limited to a specific group of people. Disability occurs to men, women, children, heterosexuals, homosexuals, people of different ethnicity, culture and religion, and people from different classes of society. Disabled women are a particular group within the disabled population who, in many societies, are simultaneously subject to both gender discrimination and disability discrimination. Disabled women tend to struggle with both the experience of being women in male-dominated societies and being disabled in societies governed and managed by non-disabled people.

by Amy Camilleri Zahra
(Department of Disability Studies)

The aim of my research is to elicit the perceptions that various groups within Maltese society have of disabled women. More specifically, this research aims to gather, present, and discuss qualitative and quantitative data about the perceptions of disabled women in four particular areas, namely: (i) relationships, (ii) motherhood, (iii) education and (iv) employment.

So far, I have carried out a survey with 526 random participants from Malta and Gozo about their perceptions of disabled women. The data is still being analysed.



MENTAL WELLBEING: Listening to the discourses surrounding Male Help Seeking Behaviours in Malta and Ireland by Niamh Donoghue (Department of Counselling)

This study aims to explore perceptions, understandings and assumption of mental wellbeing and professional help seeking behaviours among men in Malta and Ireland. Research indicates that men tend to have greater difficulties in seeking help, for social, emotional and psychological problems especially when compared to their female counterparts. The theoretical underpinnings of this study are based on masculinities and feminist theories. The majority of literature around this subject is dominated by quantitative methodologies and therefore I have chosen to employ a qualitative method of inquiry.

PRE-ADOLESCENTS' social representations of risks in new media by Lorleen Farrugia (Department of Psychology)

This study aims to explore perceptions, understandings and assumption of mental wellbeing and professional help seeking behaviours among men in Malta and Ireland. Research indicates that men tend to have greater difficulties in seeking help, for social, emotional and psychological problems especially when compared to their female counterparts. The theoretical underpinnings of this study are based on masculinities and feminist theories. The majority of literature around this subject is dominated by quantitative methodologies and therefore I have chosen to employ a qualitative method of inquiry.

Counter-School Youth Subculture in Malta

by Audrey Friggieri
(Department of Youth & Community Studies)

My research deals with the lived experience of being what politicians call a NEET – a young person (18-24 years old) who has left school early and is not in education, employment, or training (at the time of the research). How does such a young person view her/his current situation? Is it by choice that she/he is 'doing nothing'? If yes, how come? If not, what led to this state of affairs in his/her view? How has the school experience affected this young person? How does she/he define 'success' and 'failure'? I hope that my research findings will shed more light on the lifeworld of young people who have dropped out of school earlier than desired, and that they will contribute to the existent knowledge base on Counter-school Youth Subculture and Early School Leaving. I shall carry out this research qualitatively by means of participant observation and semi-structured interviews.

The Journey from Adolescence to Adulthood

by Carmen Mangion (Department of Youth and Community Studies)

Life is a journey and though each phase has its beauty, I believe that youth supersedes all. It is a time of profound change, identity exploration, new possibilities and also instability and challenges. My study will look into changes occurring during this journey in relation to education, employment, leisure, family and relationships and social media. If we look at our society we immediately realize that nowadays, youth no longer follow a linear track. The journey is no longer from school to employment, to a relationship and moving out of home and then possibly considering starting a family.

Pathways Out of Addiction

by Manuel Gellel (Department of Youth and Community Studies)

This study seeks to explore the personal experiences of heroin users in their journey to come out of such use with the goal of developing a substantive level theory about this phenomenon. The research is concerned with what processes in the individual's life experiences trigger change and how such change is negotiated. People are driven to act by a number of factors. Sometimes these factors lie within the individual whilst others may be triggered by external factors such as personal and domestic trouble, problems with the law, social issues such as homelessness or medical issues due to poor health which may be caused by the drug use.

Through this study it is hoped that different processes will surface in the narratives of the former heroin users that this research intends to be involved with. The recording of these experiences, will inform the author regarding personal, social, financial and health contingencies that may have in any way influenced the decision to stop or control heroin use, the interpretation of such experiences by the actor and the negotiation of the strategies employed towards change. It will also explore the influence of individuals such as family members, peers, medical professionals, law enforcement personnel, counsellors or social workers which may have played a pivotal role in the shaping of events that led to change.

Reducing Recidivism at Corradino Correctional Facility: Rehabilitation & Parole'

by Michela Scalpello
(Department of Criminology)

Transitions still occur however, changes are happening at a different pace and not necessarily in a cycle, but 'according to different rhythms and logics' (Walther, 2000). For example, today, it is no longer a job for life, one tends to change job frequently and education is prolonged. Added to this during the journey of life one moves from school into employment and after that might move out of home. An individual might choose to go back into education and for financial reasons decide to move back home. This is what is being called yo-yo transitions, as opposed to linear transitions. The aim of my study is to understand young people's transitions, possibly providing a framework which may enrich policy and practice with young people in Malta, as they journey through this complex yet intriguing period.

My PhD study, within the Department of Criminology, focuses on resettlement and rehabilitation in Corradino Correctional Facility and the Department of Probation and Parole. It is a long-term, longitudinal study of reoffending comparing prisoners released on parole with those being released unconditionally at the end of their sentence. Securing a lifestyle free of crime can be facilitated by correctional interventions whilst in prison but can only be properly measured by what happens on discharge and in the longer term. Thus, educational programmes within CCF and the DPP will be analysed through interviews with both prisoners and staff. The aims of this study is to produce more knowledge relating to the Maltese landscape in this field as well as aiding in research-led policy making for the prison and probation services.



ANSWER TO QUESTION 2 (PAGE 30)

13,344 HOURS OF LECTURES ARE GIVEN EVERY YEAR



An Interview with Dr Daniela Zerafa

Department of Social Policy & Social Work

AN EXPLORATION OF SOCIAL WORKERS' DECISION-MAKING PROCESSES TO REMOVE CHILDREN FROM PARENTAL CARE

This research is part of my doctoral thesis. However my interest in this sector is informed by a number of experiences and not only through my academic engagement. In fact I have worked for a number of years as a social worker in this sector, am closely involved in an NGO that promotes and supports foster carers and I am currently the foster parent of three children.

My thesis explored the decision-making processes involved when child protection services social workers consider that children require protection through removal from their parents' care. The context for the research was the Child Protection Services (CPS) social work team of Appoġġ, the main agency in Malta delivering child and family social work services.

Data was collected through accessing the social work files of 30 families who were CPS service users. In 15 of these families the decision-making process had resulted in the care order, and in the other 15 situations the care order had

been considered but not issued. The 20 CPS social workers who had casework responsibility of these 30 families were interviewed using semi-structured face-to-face interviews.

Findings indicate that social workers considered the care order decision to be a difficult decision to arrive at, and the decision-making processes involved emerged to be complex ones. Parental characteristics, child characteristics, the strength of the case and the care order being the last resort available to protect a child were strong influences on whether the care order was issued.

Parental cooperation with social workers turned out to be a primary factor in leading social workers to determine that the care order was the last resort through which a child could be protected. Social workers' personal values and beliefs, their personality, and their life and work experiences, were also influential, as were organisational factors. Hence this thesis has shown that the child is not always at the centre of the care order decision-making process, and that the child's voice is in competition with a number of other voices, which are often stronger, and at times actually mute the voice of the child.

Triggering factors were found to have led to 'the care order moment', whilst other factors were found to have delayed the care order from being recommended. The occurrence of a pregnancy in a family, the sudden deterioration of a family's situation and escalation of the risks for the children, and the coming together of a number of factors were common triggering factors identified across cases. The culture of giving chances to parents, the absence of tangible evidence, the parents' control of interventions, repeated changes in social workers and lack of available out-of-home placements were common delaying factors.

The thesis emphasises the key roles which research and the ongoing training and supervision of social workers have, in ensuring that the decisions which are taken in favour of children and families are of optimum quality, and that the child is always kept at the centre of decisions taken.





An Interview with Dr Andrea Dibben

Department of Social Policy & Social Work

What are your research interests?

My main research interests centre around teenage pregnancy and motherhood but I am also interested in experiences of motherhood in a broad way especially where there are issues of social or economic exclusion as well as issues of sexual and reproductive health and rights, violence against women and gender inequality.

How do your activism and academic roles converge, if they do?

My involvement in civil society reflects my academic interests, in the sense that I am active in an organisation that works in the areas that I am academically interested in. From a feminist perspective, the goal of research is to 'alleviate the conditions of oppression' (Skeggs, 2001: 249) so as a feminist, I consider my activism and academic roles to be congruent.

Is it the role of an academic to be active in the social field?

Back in the days when I was a student in the Department of Social Policy and Social Work where I am now a lecturer, I was taught that being a helping professional is about working towards social justice, human rights and social change. I think that as academics in the Faculty for Social Wellbeing, these values should be the core principles that guide our diverse roles. However, there are various ways that an academic can contribute to the social field and 'activism' is one way out of many.

What are the qualities that an academic can bring to activism?

For me, the most important qualities are those related to critical thinking and the push for campaigns and strategies that are evidence-based, especially in areas where there are clashes in personal values and where emotions tend to run high. An academic can also contribute to the capacity-building of NGOs by providing expertise and training both in relation to content areas but also in matters of strategy, administration and project-management

TRIVIA QUESTION 5

HOW MANY STUDENTS WILL BE GRADUATING DURING THE 2016-2017 ACADEMIC YEAR?

If you want to know to check your guess go to page 58





OUR STUDENTS

Renita Aguis
Master in Family Studies
Stephenie Bugeja
BA Youth & Community Studies





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Patients' and physicians' experiences of atrial fibrillation & anticoagulation therapy: A qualitative journey



Dr Christian Borg Xuereb

Department of Gerontology

Atrial fibrillation (AF) is a cardiac condition where the heart beats irregularly. This condition significantly increases the risk of developing blood clots, stroke, heart failure and other heart-related complications. Oral anticoagulation (OAC) is a type of treatment which prevents the formation of blood clots by thinning the blood. The most common type of OAC treatment is known as warfarin. Warfarin reduces stroke risk in patients with (AF) however it is often underutilized and sometimes refused by patients. My PhD, conducted in Birmingham, UK, involved a programme of work, including a detailed review of the existent research called a meta-synthesis and two inter-linking studies aiming to explore patients' and physicians' experiences of AF and OAC.

This was a qualitative project, utilising semi-structured audio-recorded individual interviews. Study 1: Three AF patient sub-groups were interviewed; those who accepted ($n=4$), refused ($n=4$), or discontinued ($n=3$) warfarin. Study 2: Four physician sub-groups ($n=4$ each group) prescribing OAC to AF patients were interviewed: consultant cardiologists, consultant general physicians, general practitioners and cardiology registrars. Data was analysed using a type of qualitative method called interpretative phenomenological analysis.

Within Study 1: Three over-arching themes comprised patients' experiences: (1) the initial consultation, (2) life after the consultation, and (3) patients' reflections. Patients commented on the relief and reassurance experienced during the consultation but they perceived the decision making process as mostly led by the physician. Lack of education and take-home materials distributed during the initial consultation was highlighted. Patients who had experienced stroke themselves or were caregivers, were more receptive to education aimed towards stroke risk reduction rather than bleeding risk.

Warfarin monitoring was challenging for patients, however some patients perceived it as beneficial as it served to enhance patient-physician relationship. Within Study 2: Two over-arching themes emerged from physicians' experiences: (1) communicating information and (2)

challenges with OAC prescription for AF. Physicians' approach to the consultation style shifted through a continuum of compliance-adherence-concordance during the consultation. Doctors aimed for concordance, however challenges such as time and the perceived patient trust in them as the expert, led to physicians adopting a paternalistic approach.

Physicians also pointed out challenges associated with guideline adherence and the critical need to adopt a multi-disciplinary approach, where other health professionals could provide on-going education. This programme of work has illustrated the benefit of taking an in depth qualitative approach to understanding the lived experience of the physician-patient consultation.

Findings facilitated an understanding of the diagnostic consultation and treatment decision-making which foregrounded patients' and physicians' experiences. Interventions including specialist multidisciplinary teams, flexible management in primary care and multifaceted interventions for information provision may enable the creation of an environment that supports genuine patient involvement and participatory decision-making.

ANSWER TO QUESTION 3 (PAGE 32)

THERE WERE 454 FREC APPLICANTS PROCESSED DURING THE PAST ACADEMIC YEAR

If you want to know to check your guess go to page 46



STUDENT ASSOCIATIONS

The Faculty is endowed with a number of student associations that are closely involved with the work of the Faculty. The Dean, Deputy Dean and Heads of Department meet students and their representatives, to consult and discuss grievances and suggestions.

We encourage students to get involved in the events organised by the Faculty Student Associations.



HOW TO COME IN TOUCH WITH THE STUDENT ASSOCIATIONS

Faculty for Social Wellbeing Students' Association

Contact Person

Email

Psychology Students' Association (Betapsi)

Contact - Person

Email

Criminology Students Association (CSA)

Contact Person

Email

Studenti Harsien Soċjali (SHS)

Contact Person

Email

BA (HONS.) IN SOCIAL WELLBEING STUDIES

Dr Ruth Falzon

The Bachelor of Arts (Honours) in Social Wellbeing is an innovative degree in that it gives students the opportunity to design their own undergraduate programme by choosing study units from among those offered by many departments within the Faculty for Social Wellbeing. This goes against the grain of our educational culture and system and is a learning experience in itself. Pioneer students who have just finished their first year of studies note a learning curve. They report that at first this freedom to design their own programme was challenging but later on understood the benefits of being in control of one's own studies.

The programme allows students to read study units that interest them most, and which they consider most suitable for their career trajectories. In addition to those chosen by the students themselves, the course also has a number of compulsory study units, fundamental to the social sector. During the first year of the course, the students were exposed to the foundations of wellbeing. This year they will have the opportunity to get to know each other better through an experiential study unit based on communication

and relationship skills. This targets their emotional literacy, a key ingredient to be successful in today's world, lately regarded as more important than cognitive intelligence itself.

Given that this is a degree in wellbeing, it is very important for the faculty that our student not only gain academic knowledge based on the necessary theories and evidence-based research and practice, but also address their personal, professional and social development within the charter of the UN Human Rights.

Students who complete this programme successfully would be eligible to apply for a wide range of Master programmes, some of which lead to recognised professions.

This course is also challenging from an administrative point of view as we are trying to work within a very structured time-table. It is with pride that we can acknowledge that we have managed to accede to almost all students' choices. Students may read this degree full time (three years) or part time (Five years)





LIST OF COURSES

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Bachelor of Arts (Honours)
in Social Wellbeing Studies
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Bachelor of Arts (Honours)
in Social Wellbeing Studies
(Part-Time Day)

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DEPARTMENT OF COUNSELLING

Postgraduate Certificate
in Counselling Supervision
(Part-Time Evening)

CONTACT: 2340 3518

Master of Arts in
Transcultural Counselling
(Full-Time Day)

CONTACT: 2340 3518

Master in Counselling
(Part-Time Evening)

CONTACT: 2340 3518

DEPARTMENT OF CRIMINOLOGY

Diploma in Policing (only offered to
members of the Malta Police Force
holding an appointment of Probationary
Police Inspectors and nominated by
the Commissioner of Police)
(Full-Time Day)

CONTACT: 2340 3722 / 2340 2042

Bachelor of Arts (Honours)
in Criminology (Full-Time Day)
Bachelor of Arts (Honours)
in Criminology (Part-Time Evening)

CONTACT: 2340 3722 / 2340 2042

Master in Probation Services
(Full-Time Day)

CONTACT: 2340 3722 / 2340 2042

Master of Arts in Criminology
(Preparatory Programme)
(Part-Time Evening)

Master of Arts in Criminology
(Part-Time Evening)

CONTACT: 2340 3722 / 2340 2042

DEPARTMENT OF DISABILITY STUDIES

Certificate in Community
Access for Disabled People
(Part-Time Evening)

CONTACT: 2340 3689

Diploma in Community
Access for Disabled People
(Part-Time Evening)

CONTACT: 2340 3689

Higher Diploma in Community
Access for Disabled People
(Part-Time Evening)

CONTACT: 2340 3689

Master of Arts in Disability Studies
(Preparatory Programme)
(Part-Time Day)

Master of Arts in Disability
Studies (Part-Time Evening)

CONTACT: 2340 3689

DEPARTMENT OF FAMILY STUDIES

Master in Family Studies
(Part-Time Evening)

CONTACT: 2340 3625

Master in Family Therapy
and Systemic Practice
(Part-Time Evening)

CONTACT: 2340 3625

DEPARTMENT OF GENDER STUDIES

Master of Gender Studies
(Full-Time Day)

Master of Gender Studies
(Part-Time Day)

Master of Gender Studies
(Part-Time Evening)

CONTACT: 2340 3808

Master of Gender, Society
and Culture (Full-Time Day)

Master of Gender, Society
and Culture (Part-Time Day)

Master of Gender, Society
and Culture (Part-Time Evening)

CONTACT: 2340 3808

DEPARTMENT OF GERONTOLOGY

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Gerontology and Geriatrics
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Contact: 2340 2237

Master of Gerontology and Geriatrics
(Full-Time Day)

CONTACT: 2340 2237

Master of Arts in Ageing
and Dementia Studies
(Part-Time Evening)

CONTACT: 2340 2237

**THE FACULTY INVITES STUDENTS
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Community Development; Counselling; Criminology; Disability Studies; Family Studies; Gender Studies; Gerontology and Geriatrics; Migration Studies; Psychology; Queer Studies; Social Policy; Social Work; Social Wellbeing Studies; Youth Studies.

DEPARTMENT OF PSYCHOLOGY

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Bachelor of Psychology (Honours)
(Part-Time Evening)

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CONTACT: 2340 2269/2340 2312/
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Master of Psychology in Neuropsychology
/ Counselling /Clinical / Educational /
Forensic /Health Psychology
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CONTACT: 2340 2269 / 2340 2312 /
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Master of Science
(Area of study: Psychological Studies)
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**DEPARTMENT OF SOCIAL POLICY
AND SOCIAL WORK**

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in Social Policy (Full-Time Day)

Bachelor of Arts (Honours)
in Social Policy (Part-Time Day)

CONTACT: 2340 3732 / 2340 3840

Bachelor of Arts (Honours)
in Social Work (Full-Time Day)

Bachelor of Arts (Honours)
in Social Work (Part-Time Day)

CONTACT: 2340 3732 / 2340 3840

Master of Arts in Social Policy
(Part-Time Evening)

CONTACT: 2340 3732 / 2340 3840

Master of Social Work
(Full-Time Day)

CONTACT: 2340 3732 / 2340 3840

Master of Arts in Social Work
(Preparatory Programme)
(Part-Time Day)

Master of Arts in Social Work
(Part-Time Evening)

CONTACT: 2340 3732 / 2340 3840

**DEPARTMENT OF YOUTH
AND CV STUDIES**

Bachelor of Arts (Honours)
in Youth and Community Studies
(Full-Time Day)

Bachelor of Arts (Honours)
in Youth and Community Studies
(Part-Time Evening)

CONTACT: 2340 3359 / 2340 3192

Master of Arts
(Area of study: Youth Justice)
(Part-Time Evening)

CONTACT: 2340 3359 / 2340 3192

Master in Youth and Community Studies
(Part-Time Evening)

CONTACT: 2340 3359 / 2340 3192

Master of Arts in Community
Action and Development
(Part-Time Evening)

CONTACT: 2340 3359 / 2340 3192



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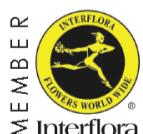
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**ACTION
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OUR ADMINISTRATORS

I caught up with Lucienne Brincat, a Clerk with the Department of Social Policy and Social Work and Charlene Fabri, an Administrative Assistant with the Department of Disability Studies. Lucienne is currently reading a BA in Work and Human Resources and is in her 2nd Year and Charlene a BA in Public Administration and is in her 5th Year.

I asked them a couple of questions:

How long have you been working at the University of Malta?

C: It has been 15 years out of which I spent 10 years working with at the International and EU Affairs Office and another 5 years with the Department of Disability Studies. The experiences I have garnered over these years have been phenomenal.

L: I have been working at the University of Malta for these last 4 years mostly spent with the Department of Social Policy and Social Work. It has been a roller coaster of experiences. Working with a Department is a fantastic challenge that I cherish every day.

What do you like about working at the University?

C: Every day is a challenge. There is something new waiting round the corner. The University is an institution that is alive and constantly on the move. What I like best is the opportunity to further our studies, which is something I treasure. I also like the youthful feeling of our University. With so many young people round it makes the environment bubbly and exciting.

L: Yes, the opportunity to pursue our studies is a great experience. It makes it easy to remain at University after work to read a degree. There is also a sense of freshness in our job as you are meeting new students and new staff every day. There is never a dull moment!

What are the challenges you face?

C: We do have a great deal of support but I believe that academics need to understand us more. For some academics, the need to keep to deadlines, for example, is something they seem to struggle with.

L: I agree with Charlene. Academics need to understand that their timeliness guarantees that we manage to complete our tasks. It is also a challenge to support students. Many of them come to us for University related matters but end up sharing their life challenges. Listening to them is something I enjoy doing and believe it is part of my job.

V

Administrative Assistant

Department of Disability Studies

Lucienne Brincat

Clerk Department
of Social Policy & Social Work

**ANSWER TO QUESTION 4
(PAGE 40)**

**THERE ARE 9 DEPARTMENTS
WITHIN OUR FACULTY**



CLUSTER FOR MIGRATION STUDIES

With the growing number of immigrants coming to Malta and with the consequent cultural and social contexts that are being created, this subject is bound to keep growing in importance in years to come.

Unfortunately, even though migration is not a new phenomenon and human beings have been forging new routes and seeking out new spaces to explore, to survive, to live, since the beginning of time this theme has been short changed in terms of scholarship and empirical data. Lest we forget, historically, the socio-cultural, demographic, political and economic underpinnings of migration have played a central role in the development of Maltese society, the Mediterranean region, and indeed globally. But there are those who have argued that we live in a new era - the 'age of migration' (Castles & Miller, 2009).

The 'migrant' embodies globalization, the set of processes transforming our lives, no matter the space and place we occupy in this world. From popular discourse to populist politics, from economic policies to issues of national security, and from global inequalities to social wellbeing. Migration, in all its forms and representations is positioned as one of the key concerns of contemporary times.

Unpredictable at times, multifaceted and complex, migration brings new challenges and opportunities, within and across borders, from the local to the transnational, historically enveloped within and constructed through the geopolitical.

The setting up of a 'Cluster on Migration' will make a timely and valuable contribution to developing knowledge on human mobility. Embracing the spirit of praxis, and providing a space for critical reflection, students and academics will be introduced to a wide-ranging, multi-disciplinary and dynamic theoretical base that is required to develop an understanding of different forms of contemporary migration within economic, social and political processes, and the skills to contribute to policy debate and development.

The objectives of the Cluster on Migration Studies:

- Establish an inter/national and multi-disciplinary network of scholars and activists interested in migration;
- Kindle debate on migration matters by organizing study programmes, contributing to undergraduate programmes, servicing faculties, schools, institutes and centers, organizing public lectures and developing graduate reading groups;

The Faculty for Social Wellbeing took the initiative to set up the Cluster for Migration Studies.

- Keep the community, policy makers, politician's au courant on the multi-faceted developments in the sector especially in the Euro Mediterranean region;
- Support PhD students;
- Provide advice and consultancy to other Faculties, Centers, Institutes that are researching this matter;
- Create a cluster of collaborations with other entities outside the Alma Mater;
- Draw in research funds and provide data, analytics and information for international agencies.

A number of Faculties have the privilege of having a great deal of resources in terms of expertise and this initiative has been received with enthusiasm by a number of academics coming from various disciplines and Faculties.



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An Interview with Dr Albert Bell

Department of Youth & Community Studies

What is the root of your passion for music and for this genre in particular?

Music always featured at home. My Mum had a Dansette multi-feed turntable and my brother and I would play her Rolling Stones and Beatles singles for hours on end. Moreover, Dad was a great mouth organ player and we would often gather around him in the kitchen while he went through his own renditions of various classics from the 50s. Radio also played a big part of our lives back then. So music was all-around so to speak. As I grew older I started to build a preference for the heavier side of things through icons such as Kiss and Black Sabbath. I built lasting friendships forged around a passion for heavy rock and heavy metal. I discovered lots of great bands through tape-trading with friends for example. The ambition to start a heavy metal band developed soon after the discovery of the genre, and by 16 I had already bought my first bass (a fender precision copy) and formed my first band. I never looked back since then and rather than waning with time, my passion for metal grew and intensified both as a fan/collector and a musician.

Any relationship between your passion for music and your work in the alma mater?

Yes indeed. Music subcultures (their appeal to affiliates and their wider social ramifications) are one of my main research interests. This interest was pivotal to my academic trajectory really. My B.A. Hons. Sociology dissertation (1991) focused on rock music and counter-culturalism in Malta, using *inter alia* the Hall-Tonna inventory to chart the focal concerns and core values of various subgenres on the Island at the time. A book chapter culled from this dissertation appeared in the seminal 1994 volume "Maltese Society: A Sociological Inquiry" edited by Sultana and Baldacchino. So my first ever publication, tellingly underscored this drive to marry my personal biography in the rock and metal scenes in Malta with academic inquiry. All this culminated in my exploration of heavy metal subculture for my Phd thesis and various publications on the subject matter since then.

Can music change/improve our communities?

The subcultures/communities that support various music sub-genres (even more so in respect of those genres that are somewhat more off the radar and less prone to commercialisation and commodification) are archetypes for how music preference may build and sustain friendships, social networks and identities. Moreover, music preference when merged with immersion in a genre's supporting subculture, develops into a pivotal force in one's life-style and plays important psychological roles such as emotional concretisation and building self-esteem. On the wider social level, though music subcultures often converge singularly around a preference for the music (versus a steadfast political ideology/philosophy for example), these communities also possess value specificity and articulate concerns that have strong social implications. We should be somewhat cautious on over-dramatising and romanticising the change potential of music subcultures. However, post-WWII history demonstrates how music subcultures have played a crucial role in signalling the need for change and innovation in society, with the counter-cultural flower power movement in the 60s and the punk rock revolution in the 80s offering strong cases in point. There has been much debate on the change potential of music and music subcultures with the rise of increasing individualism, co-optation and style nomadism in late modernity. However, commitment to music preferences persists, and so do music subcultures with all their passion, idiosyncrasies and invigorating collective and individual narrative.

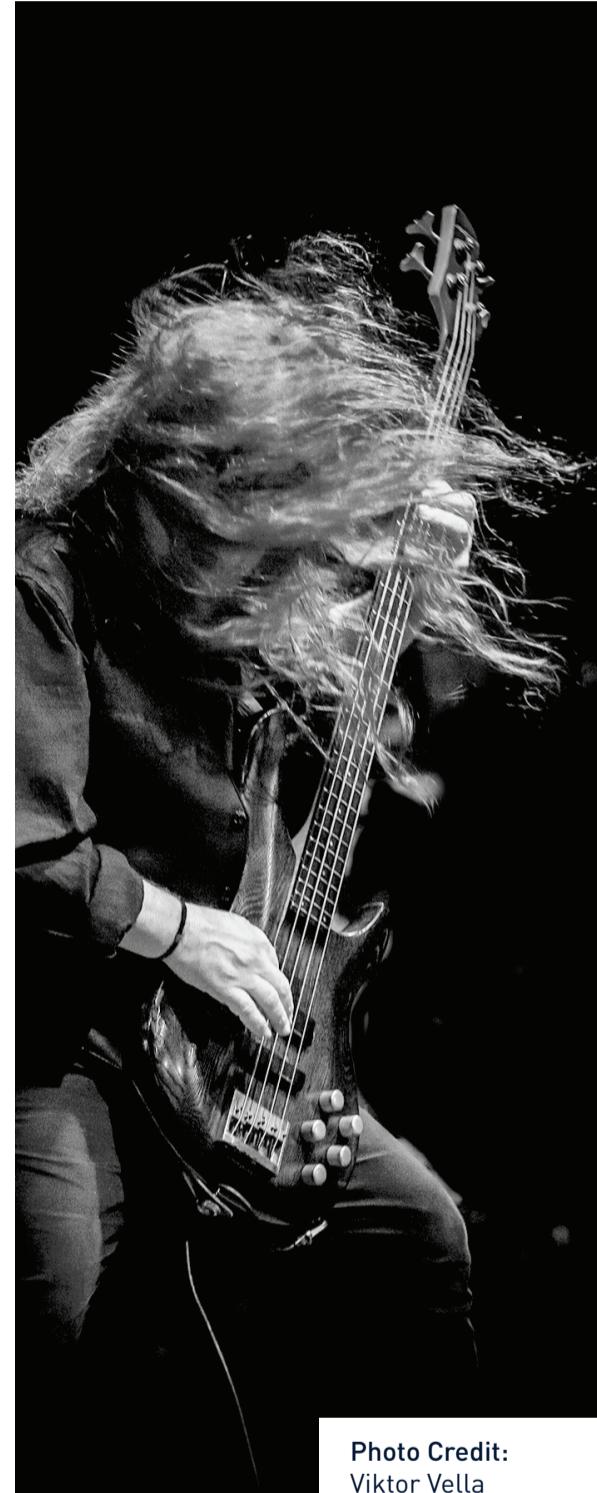


Photo Credit: Viktor Vella

TRIVIA QUESTION 5

HOW MANY STUDENTS WILL BE GRADUATING DURING THE 2016-2017 ACADEMIC YEAR?

If you want to know to check your guess go to page 58





ANSWER TO QUESTION 5
(PAGE 48)

285 STUDENTS WILL
GRADUATE DURING THE
2016-17 ACADEMIC YEAR





An Interview with Roberta Farrugia Debono

Department of Psychology
Visiting Senior Lecturer

Can you tell us something
about your background?

Coming from a long tradition of educators, it was inevitable that my family would encourage me to pursue a career in education. However, the seed of my love for psychology was already sown when, as an adolescent, I used to read my father's psychology books from the time he had done a guidance course in the UK. So, in October 1990 I started my first day at University as a B.Ed. (Hons.) student and finished the day as a student reading for a B.A. in Psychology. Here I am today, a warranted clinical psychologist and family therapist practicing for the past 16 years with a 15 year career as a visiting lecturer in psychology too. I see my career as the coming together of my two great passions, my love for psychology and my love for teaching, which is surely encrypted in my DNA.

What are your main responsibilities
as a practitioner?

As a practising clinical psychologist, I work mostly in private practice, working with adults and families who are facing a number of difficulties, namely, anxiety and mood disorders as well as personality disorders. I also chair the Offenders Assessment Board which forms part of the Restorative Justice Act and which prepares reports with recommendations for release on parole. I also coordinate a Critical Incidence Stress Management Team at the Malta Air Traffic Services. I have served as a member on the Malta Psychology Profession Board for two years. I have been the former President of the Malta Psychological Association for seven years and am currently the President of the Malta Chamber of Psychologists.

In what way are you involved
with the Alma Mater?

As a Visiting Lecturer, I teach on both the undergraduate and postgraduate courses within the Faculty for Social Wellbeing. My preference is for teaching small classes where I can dialogue with the students about the issues being discussed. Indeed, this is where my experience as a practitioner comes in very handy as I make good use of my clinical experience in my teaching. On an academic level, I also supervise undergraduate and postgraduate level dissertations with my research interests being 'family issues' as well as 'personality disorders'.

However, what I love best about teaching is the mentoring aspect of teaching, where I help students grow and reach their full potential. I feel that I am here today because I had very good mentors in my professional life who have nourished the seed and helped me grow into a fully-fledged practitioner and academic. To give back what was given to me is my biggest satisfaction as a Visiting Lecturer.





An Interview with Clive Bonnici

Department of Youth &
Community Studies
Visiting Lecturer

*Can you give us a background
of where you come from?*

For the past 15 years I have been active as a youth leader and a youth worker in various organisations. My journey in a Church youth centre. From an early age I was inclined to organise activities which contributed to the development of young people. I was lucky enough to have found youth workers who saw my potential and invested in me.

*Are you still involved
in the youth sector?*

Nine years ago together with five other youth workers we decided to establish Prisms, an NGO with the objective to cater for young people who do not identify themselves with a religion or a club. Prisms' first project was to provide youth work services to young people who hang out in the Cottonera streets. After that project, Prisms continued to come up with projects which cater for young people with few or no opportunities. As an organisation we believe that youth work is mostly beneficial to young people who are at the risk of being marginalised.

What training did you get?

In 2010 I got my Master's Degree in Youth & Community Studies which equipped me with a great deal of insight when dealing with young people. Throughout my studies I was always fascinated by the way technology and media affect the way we think. Therefore, I chose to focus my studies and explore the relationship which exists between the Internet and young people.

Where do you see yourself going?

My passion for youth work is the result of a lifelong commitment to young people together with the firm belief that every young person has potential given the right opportunities are made available. Youth work has also provided me with more professional opportunities as it gave me the opportunity to work on my skills and knowledge so as to tap new initiatives. I hope to remain engaged in this sector for years to come.





An Interview with Dr Trevor Calafato

Department of Criminology

BEHIND THE SCENES

From where do you attribute your passion for issues around rescue and safety?

I was always the adventures type. It so happened that when I entered University in 1999 I met a person involved in voluntary rescue and he encouraged me to get involved. I started by getting training in first aid skills and then abseiling, firefighting, trained as a lifeguard, how to jump from fast moving dinghies and other rescue techniques in the sea and on land. Within a few years I had developed competencies around search and rescue I found very useful in my life.

All of these experiences in a relatively short period of time spurred me to write a book that brings together all of this in a practical manual. I published this text with the help of the Emergency Fire and Rescue Unit (EFRU) and the international network they created called EVOLSAR (European Association of Civil Protection Volunteer Teams). Together with volunteers from Italy, Portugal, Greece, Cyprus, United Kingdom and Malta I edited a book called, 'Rescue techniques, for emergency response: An introductory manual for European volunteer rescuers'. This book is aimed at filling the gaps the volunteers find when entering a rescue organisation. This manual is an attempt at creating standard training procedures that the volunteer should have even at EU level.

Is there any relationship between your work at the alma mater and this interest in rescue?

This interest in rescue may not seem to be directly involved with my research on terrorism based within the Department of Counselling, but it was my stepping stone into the risk management arena.

Have you ever been involved locally or abroad in actual real life rescue?

Yes, I was involved in a number of events locally. For example, I was involved in RTAs (Road Traffic Accidents). My involvement in such accidents ranged from simply calling 112 and asking for assistance to helping casualties get out of their damaged cars. There were also occasions where I assisted the police officers, ambulances staff and civil protection personnel. I also recall a rescue at sea that I was involved in when a cabin cruiser caught fire and in a coordinated intervention we helped the casualty (found unconscious at sea) to get quickly to shore and consequently hospitalised and saved. I was also involved in the case of a collapsed building at St Paul's Bay where two persons had lost their lives. Besides these situations I was a volunteer in a number of coordinated searches for lost persons.

Do people locally take the issue of safety seriously enough?

Though I'm no longer a volunteer, I perceive that people are realising more and more that health and safety is for their own wellbeing. Health and safety is being taken more seriously as compared to past times. Nonetheless, more work has to be done so that health and safety really becomes part and parcel of how we go about living our life.



Intergenerational Continuity in Offending: An Approach to the Phenomenon in the Maltese Islands



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I carried out the research entitled Intergenerational Continuity in Offending: An Approach to the Phenomenon in the Maltese Islands, as my PhD study submitted to the University of Huddersfield, UK. The creation of an intergenerational database for this study required long-term field research particularly related to identifying the nature of restricted and extended relationships in crime families who have served convictions at Corradino Correctional Facilities between 1950 and 2010. This is a rich databank for policy makers; particularly those focusing on family and welfare, education and employment through the identification of early risk and mediating factors that could act as potential crime promoters. It is to be highlighted that intergenerational research allows for studying the potential continuity of a

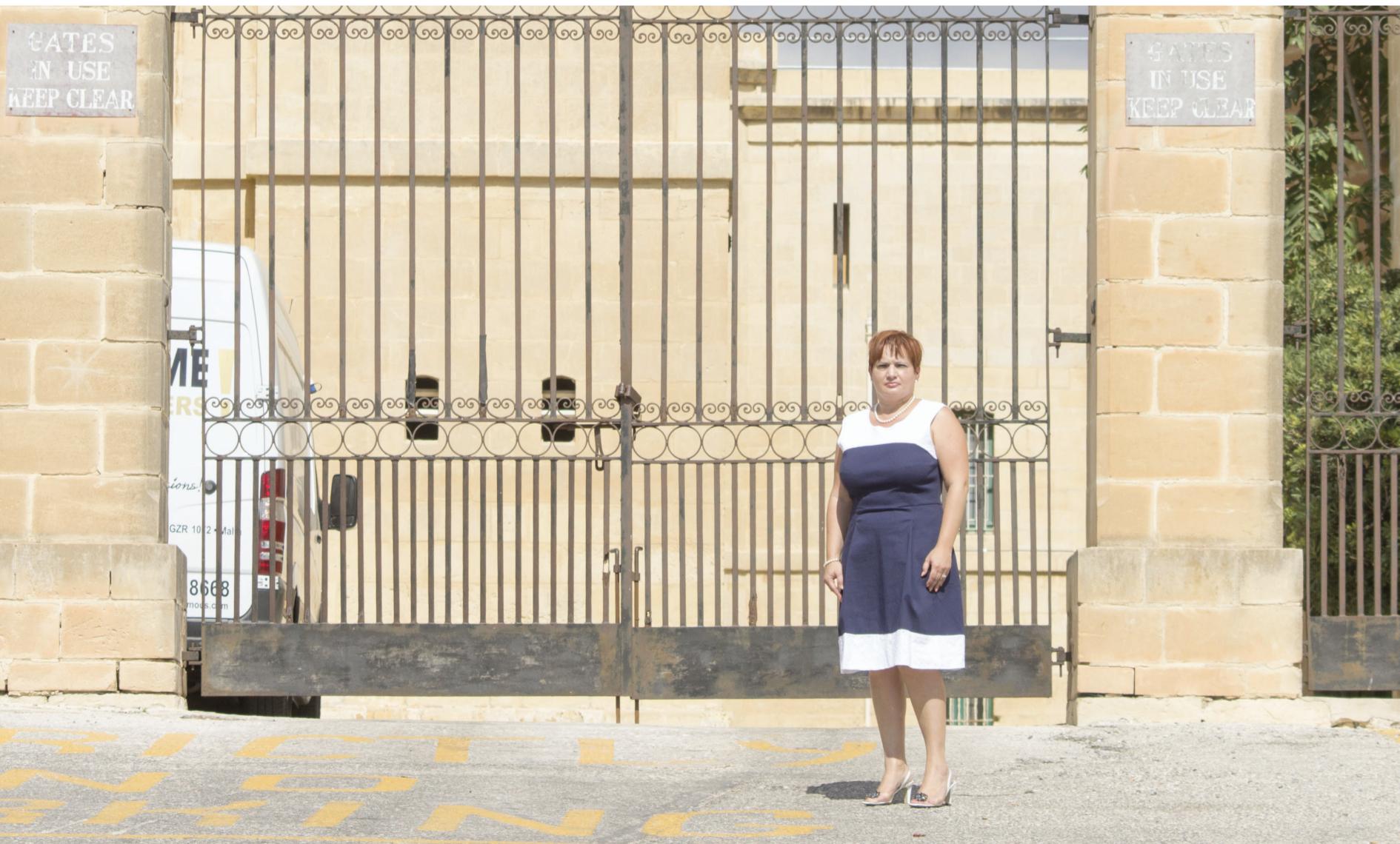
range of phenomena such as poverty, domestic violence, drug dependencies amongst other social phenomena. Findings from this study show that an increasing number of children are expected to have their parents behind bars in Malta since the number of inmates at CCF has increased during the six decades from 1950 to 2010.

This said, findings from this study show that having a sibling, a parent and/or a spouse partaking to crime is a risk and/or mediating factor to crime continuity. Also, crime runs and concentrates in Maltese families. 1 out of the 3 inmates registered daily at CCF belongs to a crime family. When the size of the crime family increases it renders one more crime prolific at the individual level. Additionally, crime families when compared to other offenders commit

more crime and as recidivists they are more likely to experience social constructs related to "social exclusion". In other words, recidivists belonging to crime families face a lot of challenges and restrictions imposed by their family background and through interaction with "crime role models" within neighbourhoods.

Such challenges include job related factors, re-establishment of relationships following incarceration and also emotional issues regarding where and in which context ex-inmates are socially accepted.

This is a situation that could also be compounded by labelling and living in neighbourhoods characterised by poverty and offender hotspots.



Overprotection in the lives of people with intellectual disability in Malta



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Adults with intellectual disability in Malta often experience overprotection, and are treated like children especially if they are still living with their parents. The aim of this research was to investigate the extent to which this overprotection happens and what factors cause it. In line with the principles of inclusive research, it was carried out by an academic and a co-researcher with intellectual disability. Focus groups were conducted with persons with intellectual disability, parents of persons with intellectual disability, and staff working in the disability sector.

The findings show clearly that many adults with intellectual disability in Malta live overprotected lives, spending their days in structured environments where there is someone supervising them.

In the case of some adults, this even happens if they are employed, especially if they work in a sheltered environment. Overprotection is also created through the continued dependence of persons with intellectual disability on their families to engage in different activities. Furthermore, some parents take time to get used to the idea of their adult sons and daughters with intellectual disability going to work and going out on their own to meet friends, since they still consider them like young children.

However, there are also parents who have found ways of providing support for their sons and daughters to live less protected lives. These parents also have to worry about threats to the wellbeing of their offspring and they try to find ways of providing the necessary support without being overprotective.

The social and cultural environment and the assumption that people with intellectual disability are eternal children contributes a lot to overprotection. For example, the fact that persons with intellectual disability do not get paid support to carry out the activities they are interested in also have an impact on their quality of life. As a result, when an adult with intellectual disability needs support, it is often the parents that they turn to. Very often, it is when parents are willing and able to find a solution, that persons with intellectual disability lead a more independent life.

DADDY WAKE UP: A sensory ethnographic study into children's experience of the death of a parent

Dr Roberta Attard
Department of Counselling

This inquiry starts out as a sensory ethnographic study of young children's experience of the death of their parent, challenging a widely held assumption that 'childhood is the kingdom where nobody that matters dies' (St. Vincent Millay, 1934/1969, p.203). It follows 5 children's experience of their grief by combining ethnography and autoethnography in an effort to respectfully inquire into the problematic nature of the 'unmediated world' (Tedlock, 1983, p. 323). As it unfolds however it also becomes an example of how the writing of the study itself is transformative of methodology, method and the 'in-between' researcher, 'reframing how we learn, how we come to know and what we value as knowledge' (Brearley & Hamm 2013, p.259).

This leads to a troubling and problematizing of methodology in emotive research that attempts seeing 'the nakedness of the now' presented 'in the twilight between the Underworld and the world of daylight' (van Manen, 2006, p. 719) and goes on to show how as researchers, objective, 'value-free' and detached truth-finders (Blakely, 2007, p.59) we are not. Researchers in fact may embody the trials and tribulations

of those at the centre of their inquiries, thus bringing issues such as their own vulnerability and even mortality to their active consciousness.

Body mapping is used in an innovative combination with word clouds and poetic practices resulting in a new method which serves as a bridge between embodied experience and externalised communication. This equips children with easily accessible resources with which to voice their experience, communicating their understanding of grief and giving it a tangible form, a process that has important affordances for their well being. The result is a witnessing of the intra-corporeal assimilation of the loss which by virtue of this inter-subjective context puts into sharp relief the silencing of grief that children experience in apparent and more subtle ways.

The ethics of emotionally engaged research with children and its ramifications are discussed at length revealing that often the very checks and balances aimed at safeguarding those at the heart of such inquiry may paradoxically largely constitute what makes them vulnerable.



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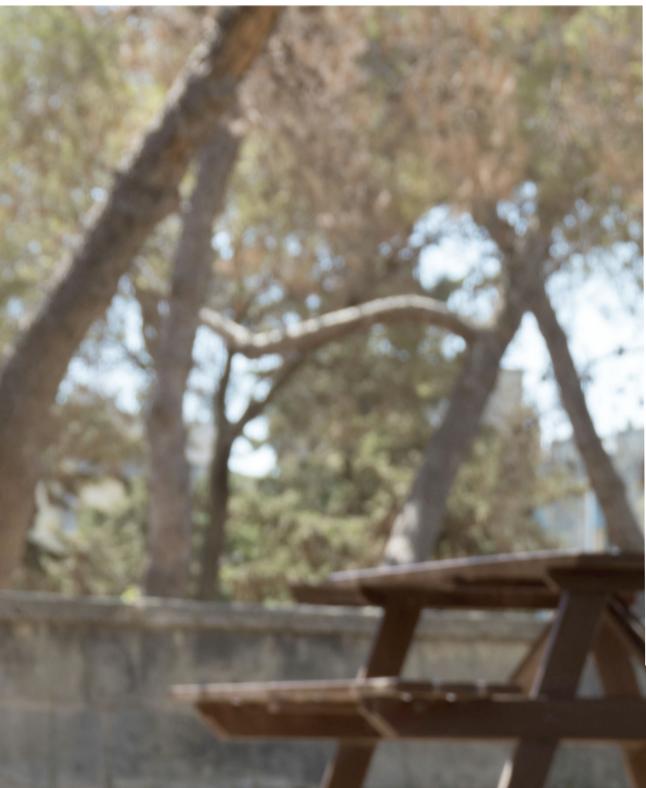
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