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社会福祉分野の人的資源開発：マレーシアの事例

Human Resource Development on Social Work

A Study in Malaysia

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## LIST OF ABBREVIATION

|        |  |
|--------|--|
| CBR    | Community Based Rehabilitation   |
| DSW    | Department of Social Welfare   |
| ICIDH  | International Classification of Impairments, Disabilities and Handicap |
| ISM    | Institute Social Malaysia  |
| MASW   | Malaysian Association of Social Workers                                |
| NCWSDM | National Council of Welfare and Social Development Malaysia            |
| NGO    | Non Governmental Organization  |
| UKM    | University Kebangsaan Malaysia   |
| UM     | University Malaya  |
| UMS    | University Sabah Malaysia  |
| UNIMAS | University Malaysia Sarawak  |
| UPM    | University Putra Malaysia  |
| USM    | University Sains Malaysia  |
| UUM    | University Utara Malaysia  |
| WHO    | World Health Organization  |

## EXECUTIVE SUMMARY

Social Work in Malaysia is deeply embedded within a social welfare paradigm and services to disabled people are structured on the notion of a caring society. Major issues of concern such as education, training and employment, access and transport are consistently addressed but disabled people argue that unless the concepts of care is replaced with concepts of equality and human rights, little will be achieved. Central to this perspective is the need for a legislation to protect the fundamental rights of disabled people.

In response to the emerging social problems in the country including disability issues, seven universities are currently offering social work education. USM and UNIMAS have well established programs and the staff has considerable experience both as practitioners and educators with Masters and PhD qualifications. The small intake of students also augers well for professionally supervised practice and for professional development. UUM however, with less experienced staff and a large enrolment of students of over 600, poses serious problems for fieldwork placement, professional supervision and development. Social work programs at UMS, UKM, UPM and UM are of recent origin and have incorporated a loosely structured curriculum within a more established field such as Human Development, Psychology and Administration & Social Justice and are often taught by staff with little or no training in social work. Scholars have argued that this has grave consequences for the development of a professional social work identity. A committee to address issues of standards in social work education across institutions was formed in 2002 but has not been able to perform its role effectively due to lack of statutory recognition and funding.

Only one of the universities (UUM) offers a course in disability issues while ISM and NCWSDM offer several courses. However, these courses predominantly adopt the medical-rehabilitation and psycho-educational approaches which focuses on inadequacies in physical and mental functioning and ways of alleviating it. It ignores the more important dimensions of disability as a problem of exclusion from society which requires change in societal values and practices in order to remove the barriers to participation. Therefore, there is the need for a paradigm shift from the medical model to the social model of disability. While social work and human rights principles are closely linked, social workers have been reluctant to integrate human rights in social work practice.

Four major issues and challenges confront professional social work development; firstly, the urgency to improve the image of the social work profession, secondly, the need to develop integrated social work education and training opportunities, thirdly, the importance of raising professional social work practice standards, and fourthly, the necessity to resolve the dilemma in employment for social workers and to create more employment opportunities. To address these issues, MASW has begun a process of establishing statutory regulation of social work education and practice in Malaysia and has formulated a National Competency Standards for Social Work Education and Practice which is awaiting government approval.

## 1. INTRODUCTION

The past two decades having witnessed significant socio-demographic changes, has been a time of considerable strain to many families in our society. The vulnerability and resiliency of these families have been tested by the disruptions caused by drug abuse, violence, unemployment, chronic illness and disability, to mention just a few of the common risks. Globalization, urbanization, industrialization and modernization pose important challenges. Governmental response to these challenges have been uneven with huge investments in the economic and industrial sector creating profitable employment opportunities which has mitigated against developments in the human service sector. While this has resulted in public concern for professionally trained personnel in education, medicine, science and technology, there is very little awareness that social work as a profession is distinctly equipped to address and deal with these social problems. The provision of social work services while considered an essential response to the needs of individuals, families and communities, continues to be viewed predominantly as a charitable effort. Therefore, social work profession lacks political and public recognition which further manifests in limited employment opportunities and an incoherent educational structure across training institutions. This has serious implications for the role of social work education in general and social work practice with disabled people in particular.

### **Purpose of Research**

The purpose of this research is to document the current state of human resource development and social work in Malaysia and its challenges with particular reference to disability.

### **Methodology**

The main objective of this research is to examine the current human resource development in social work by reviewing curriculum content and to document how social workers are equipped to address concerns of disabled people and its associated limitations and potentials. Taking into consideration the purpose and nature of the research, *document research* of existing information was found most appropriate. A research instrument was constructed to facilitate the collection of information, a copy of which is found in Appendix 1–1. This was supplemented with personal interviews with key informants of the various institutions wherever necessary. A review of the literature on social work practice and education in Malaysia was useful to pinpoint ongoing debate and discussion in human resource development in social work and issues related to disability.

## **2. SOCIAL WORK AND DISABILITY IN MALAYSIA**

### **Introduction**

Malaysia is a multi-cultural and multi-religious nation with three main ethnic groups – Malays, Chinese and Indians in Peninsular Malaysia and non-bumiputra (indigenous) groups like the Ibans in Sarawak and Kadazans in Sabah on the island of Borneo, with a total population of 24 million. The economic indicators such as the GNP per capita (US\$ 4370 in 2005), poverty levels (49% in 1970 to 7.5% in 1999) and under five mortality rate (105 in 1960 to 11 in 1997) is paving the way for the country to attain developed nation status by the year 2020. Relative poverty and the gap between the rural urban areas are important concerns within the poverty and development agenda. All government policies are based on the concept of the New Economic Policy (NEP) which is a form of affirmative action with preferential treatment for indigenous Malays in education and business (Lin-Sheng, 2003; Mohammad, 1970).

### **Definition and Demography**

Concepts of disability in Malaysia is based largely on the definition by the WHO and ICIDH and framed within the medical model of disability with a predominant focus on impairments and not restrictions posed by the environment. It is estimated that of the 600 million disabled people in the world today 400 million live in Asia. Based on a WHO supervised survey in Kuala Terengganu in Malaysia in 1983, disabled persons made up 1.7% of the population which makes for a current estimation of 408,000 disabled persons. However, as of 2003 the Department of Social Welfare (DSW) estimated only a total number of 132,655 disabled persons through their registration process. Details of these figures are found in Table 2–1: Registration of Disabled Persons by State, Table 2–2: Disability Type and Table 2–3: Ethnicity.

### **Brief History**

The beginnings of social work with disabled persons began as the pioneering efforts of the Anglican Mission for the Blind in the 1920s and state responsibility for the care and treatment of leprosy patients in the 1930s (Malaysian Leprosy Relief Association: MLRA, 1988). The aftermath of the Second World War defined more clearly state intervention in social services with the establishment of the Department of Social Welfare in 1946 (Jayasooria, 1994; Baginda, 1992; Zahrah Awang, 1992; Sushama, 1992; 1985). It had primary responsibility for the care of disabled people and subsequently services were expanded from the provision of public assistance to case work (Chik, 1983). Jayasooria (2000) suggests that organized social work amongst disabled people can be broadly categorized into three periods, although not mutually exclusive; institutional care (1940 – 1960), emergence of self help organizations (1960 – 1980), and Community Based Rehabilitation (CBR) from the early 1980s. The range of services provided by both government and non-government service providers for disabled persons are documented in Table 2–4.

### **From Charity to Charter**

Since social work in Malaysia is deeply embedded within a social welfare paradigm, services to disabled persons followed a similar path. The concept of a “caring society” which is one of the “nine strategic challenges” in our national vision to achieving a “fully developed country” tends to shift governmental responsibility for welfare on to families. This “caring” concept as



foundational to social policies such as the National Welfare Policy has come under severe criticisms from disabled people. They argue that while the notion of a caring society has contributed to some improvements in their well-being, concepts of care must be replaced with the notion of equality and human rights in order to address the continuing violations of their fundamental rights.

Disabled people are a ‘vast minority group’ and are becoming increasingly vocal and visible. There is a growing awareness of the issues confronting them and attention of policy makers is shifting from the mere provision of charitable services to recognizing and protecting their basic rights to dignity and self-respect. These developments were in part the result of various UN initiatives as listed in Table 2–5. Since then there has been significant measures to improve the situation for disabled people. A list of these milestones is documented in Table 2–6.

However, despite these developments it has yet to change the general perception of disabled people in our society and they continue to be subjected to discrimination directly and indirectly. It has been pointed out that there is in Malaysia a greater tendency to rely on political pronouncements and incentives while appealing to public conscience and goodwill in addressing issues concerning the needs of disabled persons (Jayasooria, 1999:54). One of the major reasons for this is that although we are signatories to the UN Declaration on the Rights of Disabled Persons (1975), the Proclamation on the Full Participation and Equality of Persons with Disabilities in the Asian and Pacific Region (1994), the Convention on the Rights of the Child (1989) and the adoption of the Biwako Millennium Framework for Action towards an Inclusive, Barrier-Free and Rights-Based Society for Persons with Disabilities in Asia and the Pacific Region (2003–2012), we do not have any legislation that specifically provides for the protection of the rights and well-being of disabled people.

### **Legislation: “Malaysians with Disabilities Act”**

A draft “Malaysians with Disabilities Act” initiated by the former Ministry of National Unity and Social Development was widely debated and comments sought from all parties. It covers most areas of concern and provides for relevant authorities to ensure the prevention and detection of disabilities, access to public buildings, transportation and infrastructure, equal opportunities for education, employment, health, medical and social services. A provision for the establishment of a “Commission on Disability” has also been recommended to ensure its implementation. However, this proposed Act has yet to be tabled in Parliament.

It can be argued that in the absence of a specific legislation for disabled people, the Federal Constitution which affirms that all persons (including disabled persons) are equal before the law and therefore, are entitled to the equal protection of the law. However, this comes with a qualification that “there shall be no discrimination against citizens on the grounds only of religion, race, descent or place of birth.” While women’s groups have successfully lobbied the government for amendments to include ‘gender’ such a move is yet to be realized for the inclusion of ‘disability’. So issues concerning disabled persons are addressed mainly through public forums and memorandums by the initiatives of individuals and organizations.

## **Major Issues of Concern to Disabled Persons**

Some of these initiatives include a memorandum to the National Economic Consultative Council II entitled “Beyond 2000: Equal Opportunities and Rights for the people with Disabilities” (FOCUSED, 2000), and another “Employment of Malaysian with Disabilities: Removing the Barriers” (2002) was submitted to the Minister of Human Resources. More recently rights of disabled persons were also addressed by the Human Rights Commission in a series of public forum and needs of disabled persons through budget dialogues and consultations with the Ministry of Finance. Regular media reports in national television and newspapers on disability issues echo these concerns. The main issues consistently raised are as follows:

***Education:*** Article 23 of the Convention on the Rights of the Child (CRC) states that a disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and inclusion possible.

***Vocational Training & Employment:*** The need to increase training facilities to teach skills that are relevant to prepare disabled people for employment and the lack of implementation of the 1% employment policy for disabled people in the public sector and the reluctance to provide employment despite the incentives available in the private sector.

***Accessibility & Transportation:*** The lack of enforcement of the Uniform Buildings By Laws that ensures that all new public buildings are accessible is a gross violation of human rights while appropriate toilet facilities, parking lots, accessible roads and disabled-friendly public transportation are critical issues.

***Disability Statistics:*** The current figures available from the DSW do not provide accurate information on the actual numbers of disabled persons in Malaysia making it very difficult to budget and provide adequate resources.

***Financial & Equipment Support:*** Current financial assistance is insufficient to cover cost of living today and requests have been made for additional assistance for the disabled poor and the unemployed, personal assistant grant, and adequate financial allocation for Non Government Organizations (NGO).

***Political Representation:*** Disabled persons are increasingly vocal and want to participate in the political process. Campaigns to register voters during elections ignore their right to information and inaccessible voting booths prevent them from electing candidates of their choice.

## **Community Based Rehabilitation (CBR):**

It is generally acknowledged that CBR is an alternative or complementary approach to rehabilitation in institutions and that it has brought about positive changes in the lives of disabled persons. It has particular strengths in the prevention and detection of disabilities and has the capacity to reach out to a larger number of disabled people. However, Disabled Persons International (DPI) is concerned that CBR is medically oriented and must change to reflect a human rights approach and modeled in the Independent Living (IL) concept.

### **3. HUMAN RESOURCE DEVELOPMENT AND SOCIAL WORK**

#### **Historical Developments of Social Welfare in Malaysia**

As early as 1877 various legislations had been drafted to protect the welfare of migrant workers, although a systematic provision of social services in Malaysia was introduced only in 1912 with the establishment of a labour department within the colonial administration (Baba, 2002; 1992; Ali, 1991; 1988). Others have indicated that the Japanese occupation formed a watershed in the history of social welfare in Malaya and at the end of the Second World War, a more organized approach to the solutions of social problems emerged (Jayasooria, 1994; Sushama, 1992; 1985). At the advent of the British administration, close-knit village social structure and the extended family support systems characterized the communities in which the indigenous people lived. However, there were no attempts by the colonial administration to incorporate the extended kin network in their conceptualization of social welfare.

According to Jones (1958), the provision of welfare services has historically been a joint responsibility of the government, voluntary organizations and the extended family system. She identified three approaches to voluntary activity in the social services: firstly, voluntary organizations supplemented government activity until such time as the government is able to take full responsibility. Secondly, permanent partnership between government and voluntary organizations, and thirdly, voluntary organizations functioned independently except for advice and coordination from statutory bodies.

As outlined in Table 3–1, the DSW was first established in 1945 and since the services provided were largely ameliorative, it was decided in 1952 to amalgamate it with the Department of Labour. In the same year it was evident that social welfare was not the sole domain of the DSW, thus, witnessed the introduction of medical social work services in the local hospitals under the ambit of the Ministry of Health. [Subsequently the first medical social work department was established at the University Hospital, Kuala Lumpur in 1964]. In 1956 it formed part of the Ministry of Health and Social Welfare and after independence in 1957, a composite ministry was established; the Ministry of Labour and Welfare. In 1960, it was back again as the Ministry of Health and Social Welfare and finally in 1964 it was formed into a single ministry of its own known as the Ministry of Welfare Services. About 20 years later, it was abolished and was reduced to a department of social welfare within a new ministry, the Ministry of National Unity and Social Development. Consistent with this change, ‘social welfare’ concepts were replaced by the notion of ‘social development.’ Currently it continues to be a department under the Ministry of Women, Family and Community Development.

#### **Professional Imperialism and Challenges to Social Work in Malaysia**

The inclusion of the term social and community development in the name change reflects an emerging priority to strengthen the ‘developmental’ aspects of social welfare; to evolve a capacity for anticipating social problems and to promote family involvement and community participation (Cho & Baginda, 1994:254). In keeping with the social and community development framework, one of the fundamental aims of the National Social Welfare Policy was to “strengthen and enhance the family unit and community cohesion” (Kandiah, 1992:568). However, social workers have adopted methods of risk intervention, mainly individual-focused,

which have been largely shaped by Anglo-American influence (Ali, 1991). This was clearly reflected in the introduction to a primer book on Social Welfare in Malaya:

*During the period of British administration in Malaya, the Social Welfare Services were based to a considerable extent on patterns evolved and found successful in the United Kingdom. This was both inevitable and advantageous: inevitable, because there was no distinctively Asian social theory, so that it was necessary to adopt the pattern of the West; and advantageous, since the West has adopted those patterns after more than a century of trial and error, and Malaya was saved many years of experiment in the early stages (Jones, 1958:iii).*

This view is deeply rooted in the ‘internationalist view’ which argues that while there are different forms of social work, they are fundamentally the same (Payne, 2003). This Western outlook “has been amply demonstrated to be locked firmly into a paradigm of Euro-centrism, not only in terms of its focus, but also in its discernible heritage, methodologies, and conceptual structure” (Churchill, 2002:8). Nagpaul (1972) and Midgley (1981) refuted this hegemonic grip of Western rationalism and its socio-economic system as essentially a colonialist position that imposed one cultural interpretations of social work on other equally relevant and justifiable ones. This led to the development of alternate perspectives of social work, an example being that of an “Eastern” model of social work, which emphasizes social interdependence on families and communities rather than the western notion of individualism, and a greater acceptance of responsibility for direct practice as compared with policies of self-determination (Payne, 2003).

Challenging the relevance and appropriateness of western theories and methods has also been evident in Malaysia (Blake, 1991; Ali, 1991; Kinzie, Sushama & Lee, 1972). Other scholars have shown how cultural assimilation and transformation through education has been carried out through the work of early missionaries and that ancient cultural traditions with different taken-for-granted assumptions exist and where cultural contestations have mediated the identities of citizens in a changing Malaysian society (Yahya, 1994; Noor & Azaham, 2000; Ibrahim, 1998). Ling (2002) in her doctoral dissertation to explore issues and illuminate complexities in developing appropriate social work practice in the context of Sarawak, Malaysia arrived at the following observations:

*Firstly, the indigenization/culturally sensitive position remains encapsulated in the cultural assumptions and world views of Western social work practice framework. Secondly, the authentisation/culturally appropriate position does not adequately acknowledge the heterogeneity and diversity within a country or an ethnic group. Thirdly, the multicultural/international position, while promoting a view of social work practice being able to transcend cultural and national boundaries, does not offer clear suggestions as to how culturally appropriate social work practice could be developed in a non-Western context.*

Therefore, Fulcher suggests that Malaysia must shape its own definition of social work where greater consideration is given to how culture influences both help-giving and help-receiving among people without relying too much on western social work theory (Fulcher, 2001).

## **Historical Developments in Social Work Education**

As early as in the 1940s the colonial office had already established the need for professional training in social work and sent its officers to a 2-year program at the London School of Economics to specialize in the fields of youth work, industrial and rural welfare (Mair, 1944). Subsequently the University of Malaya in Singapore offered social work training until Malaysia established a premier social work program at University Sains Malaysia (USM) in 1975. Social workers have also received training and qualification in social work from the US, UK, Australia, India and the Philippines.

The Social Work Program at USM was initiated by the Ministry of Social Welfare as a result of a UN Conference of Social Welfare Ministers to ensure that its officers received professional training (Yasas, 1974). UNESCAP originally proposed the term “Social Work and Community Development” as the name of the program but it was eventually called “Social Development and Administration (SDA)” but 20 years later to counteract the increasing difficulties with professional identity it was rename “Social Work Program” (Ismail Baba, 2002). Since its inception it has produced over 600 social work graduates and continues to enroll about 40 students at every intake. Appendix 3–1 outlines the current course structure, entry requirements and staff profiles.

Since 1993 there has been a rapid development in the number of social work programs at the various universities “influenced by the needs it has perceived, available resources and the expectations and limitations of the institutions” (Ma’sud, Ali & Raja, 2000). An overview of these programs is found in Table 3–2. In 1993 University Malaysia Sarawak (UNIMAS) offered a Bachelor’s program in Social Work as part of a Social Science Degree and had an enrolment of 29 students in 2004 and 42 students in the 2005 intake. Appendix 3–2 provides details of its program structure, entry requirements and staff profiles. University Utara Malaysia (UUM) began a Bachelor’s Degree in Social Work Management in 1998 and has an enrolment of more than 200 students at each intake. See Appendix 3–3 for details of its program structure, entry requirements and staff profiles. While the staff at USM and UNIMAS have considerable experience both as practitioners and educators with Master’s and PhD qualifications, the small intake of students augers well for professionally supervised practice and professional development. In contrast, UUM social work staff are rather young and are recent graduates; all of them with Master’s degrees having to teach and professionally supervise a total number of over 600 students each year. This has serious consequences for fieldwork placements, professional supervision and development.

In response to the emerging social problems in the country, several universities are incorporating a loosely structured social work curriculum within a more established field such as Human Development at UPM, Psychology at UKM & UMS, and Administration and Social Justice at UM. Social work courses in these universities are more often taught by those who do not possess a qualification in social work while others by inexperienced staff. Brief descriptions of these university social work programs are found in Appendix 3–4. A worrying trend is the Master’s in Medical Social Work Program at UKM which neither has a generic social work curriculum or one in the specialized area of medical social work. This program is essentially a course in Medical and Health Information designed by the Department of Community Health.

While the developments of these programs imply a greater recognition and a demand for social workers to address social problem and social development issues, it runs the risk of fragmenting a profession that is struggling for professional identity (Ismail, 2002; Ma'sud, Ali & Raja, 2000). This has led social work educators to lament that social work education lacks coherence and structures across these educational institutions with the consequence of obstructing the development of professional social work and further confusing the public as to what constitutes social work and its relevance to society (Ling 2002: Ma'sud, Ali & Raja, 2000: Chong, 1998; Baba, 1998).

To systematically address this issue, a proposal was made for the formation of a Council on Social Work Education to ensure greater collaboration between institutions of higher learning (Ma'sud, Ali & Raja, 2000). A Joint Consultative Committee on Social Work Education was thus formed in January 2002 to primarily deal with matters related to standards in social work curriculum (Baba, 2002). Unfortunately due to a lack of statutory recognition and funding, the committee has not been able to perform its role effectively. A description of the roles and functions of this committee is found in Appendix 3–5.

Of the more than 260 students that graduated in 2005 it was difficult to get accurate data on the number employed and place of employment. Anecdotal data suggests that many have gone into teaching and other non social work related jobs. Some have been employed by DSW and a few in NGOs such as Salvation Army. A national survey on social workers suggests that the majority of social workers are with DSW, followed by drug rehabilitation centres, NGOs and hospitals (MASW-DSWM, 2005). Table 3 – 3 provides more information of the distribution and a breakdown by gender, race and religion. As there is currently a large proportion of unemployed graduates in the country, a major expectation of students is that they want assurance of jobs after graduation. At a workshop on social work education, the needs and expectations of social work students were explored and three areas were identified; lack of exposure to social issues, insufficient career guidance and limited prior community work experience. Details of these and proposed solutions are found in Table 3 – 4.

The DSW's own institution, the Institut Latihan Kebajikan (Welfare Training Institute), has now been taken over by Institute Social Malaysia to provide on-going training. Short term basic social work courses in principles and skills are offered to all newly recruited social welfare officers. Specialized courses such as legislation related to children and training for residential care staff focusing on upgrading the quality of care is also provided (Wan Ismail, 1998). The National Council on Welfare and Social Development, Malaysia (NCWSDM) provides similar courses for NGO staff. See Appendix 3–6 for further information.

### **Malaysian Association of Social Workers (MASW)**

MASW was established in 1973 and made significant contributions in the setting up of the first social work program at USM. Details of the Association are found in Appendix 3– 7. Since then its role has somewhat weaken with poor participation from members, lack of political recognition and funding. The membership is based on an inclusive policy whereby even those not trained in social work but in social sciences and have 5-years work experience in social services are also accepted as full members. As of June 2005, it had a total membership of 136 and continues to address issues of concern to the profession with very limited resources. One

critical issue is that of human resource development, and it is of serious concern that a majority of persons engaged in social work tasks have minimal or no formal academic training in social work. MASW in collaboration with DSW undertook a survey to understand professional social work practice and its challenges amongst those engaged as social workers (MASW-DSWM, 2005).

The *Survey Report on Professional Social Work Practice* estimated that 62% (N=230) of the respondents had tertiary qualifications (DSW-MASW, 2005). However, only 14% (37) had qualifications in social work while 24% (64) had a social science background, including human development, counseling and psychology. When these figures were compared with a 1990 study, the number of qualified social workers have indeed decreased with 171 in social welfare and 16 in hospitals (Zahrah Awang, 1992). Jeshuran (1995) estimated a further decrease to 122 in social welfare, about less than 10% of the staff. Others have argued that with an increase in the Universities offering social work education, many programs do not have trained social work educators thus compounding the problem further (Baba, 2002; Mas'ud, Ali & Raja, 2000). The survey also highlighted that there is inadequate supervision and in-service training opportunities for 'social workers.' While 'social workers' employed in the government sector are predominantly Malay-Muslims it has implications for cross-cultural competency in a multi-cultural society. The roles performed are largely clinical with minimum or no emphasis on advocacy or community development. The majority however, desire to acquire knowledge and skills in social work.

It is paradoxical that while there are at least three well established social work programs producing about 300 social workers annually, they are not employed for the jobs for which they have been trained but those not trained in social work do. In the current environment with a high unemployment rate among graduates the government policy is to invest in retraining. Sadly, anecdotal evidence suggests that social work graduates are now seeking employment as teachers and in the commercial sectors. NGOs are not recruiting qualified social workers as they are unable to pay salaries that commensurate with applicants' academic background. Infact a leading career guide's advice to potential social workers is "do not expect a big pay-check, as true service comes from the heart" (JobStreet.com, 2004). Despite this development, several other academic institutions have expressed intentions to establish social work programs.

## 4. HUMAN RESOURCE DEVELOPMENT AND DISABILITY

One of the major challenges for human resource development and social work with particular reference to disability is one of approach. The traditional methods of social work focused on problem solving, namely, case work, group work and community work does not sit comfortably with the social model of disability. One proponent of this model argues that “social work of whatever kind and using whatever method, is no longer seen as being relevant to the needs of disabled people” (Oliver, 1991:14). It is interesting to observe however, that the author does not reject traditional approaches all together. He suggests that it must be seen as one of the range of options for skilled intervention especially with respect to impairment and issues related to it and that such a view should not dominate the social worker’s assessment of what the problem might be (Oliver, 1983:23). A review of current courses related to disability will unravel the predominant orientation adopted in the understanding and approaches to disability issues.

### **Brief Overview of Current Courses related to Disability**

A number of training institutions currently provide courses on disability largely from a medical/rehabilitational and psycho-educational perspective. Broadly, these courses are aimed at (i) health care professionals, (ii) special educators, (iii) social welfare officers/social workers, (iv) CBR workers, and (v) caregivers. Table 4–1 provides an overview of the courses taught at the local institutions.

**(i) Health Care Professionals:** The key professionals include Rehabilitation Physicians, Physiotherapists, Occupational Therapists, Clinical Psychologist, Speech Pathologists & Therapists and Medical Social Workers. Courses are offered at Universities, colleges and institutions under the ambit of the Ministry of Health and framed largely from the perspective of the International Classification of Impairments, Disabilities and Handicaps: ICIDH (WHO, 1980). *Impairment* (loss of function), *Disability* (restriction due to impairment) and *Handicap* (disadvantage resulting from disability) is a classic interpretation of the medical model where the goal of rehabilitation is “to prevent or reduce handicap by the provision of therapy and compensation for impairment and disability” and where disabled persons are not only trained to adapt to their environments but also to intervene in their immediate environment and in society in order to facilitate social integration (Omar, 1996:8).

**(ii) Special Educators:** The Ministry of Education provides for the training of special educators especially for the hearing impaired, the blind and the visually impaired, and the “educable mentally retarded (*sic*)” through teacher training colleges and University programs in special education. These courses focus on teaching methodologies in the different types of disabilities. Course contents include understanding disability, learning theories, the impact of disability in the cognitive aspects of child development and knowledge in special equipments or assistive devices. However, many working in NGOs are unable to access these university courses because of entry requirements.

While there is an increasing number of NGOs that provide services to children and young persons with learning difficulties, there is a dearth of training opportunities to equip these special educators with the necessary skills. Most of them are exposed to short in-house



intensive courses which are often subject to availability of trainers, mainly from overseas. Due to these circumstances, four NGOs (Bethany Home, Kiwanis Down Syndrome Foundation, Malaysian Care, and Spastics Children's Association of Selangor and Federal Territory) initiated an "Advanced Certificate Course in Community Services (Disability)" in collaboration with Christchurch College of Education, New Zealand which conducted it. The aim of the course was to prepare primary care givers and service providers with the knowledge, skills and competencies needed to function effectively within the range of services required by children, youth and adults with learning difficulties. The main thrust of the course was the pedagogical aspects. Appendix 4-1 provides the details of the course which is no longer offered.

**(iii) Social Workers & Social Welfare Officers:** Among the Universities providing social work education, only University Utara Malaysia offers ONE course of 3 credits specifically addressing disability issues. The name of the course is "Integrated Services for the Disabled (SWA3213)" which is a basic course and very general in nature that introduces social work students to an understanding of the impact of disability on disabled persons, self concept and issues related to integration into society. It is essentially a theoretical course and does not expose students to real life situations. The focus of the course is to enable social work students to work alongside disabled people using group work methods for program planning leading to the enhancement of their development. Details of this course are found in Appendix 4-2.

The other Universities deal with issues related to disabled people within courses like social work practice and interventions skills and courses in health and social work. They are sometimes addressed through seminars and field placements. ISM offers two courses in disability; one focuses on "Services for Disabled People." It provides basic knowledge of the different types of disabilities and needs of disabled people, skills with regard to assessment and management of disabled people. It also covers knowledge and understanding of the role and functions of institutions serving disabled people under the jurisdiction of the DSW and services currently provided for disabled people. The other is on the "Management of CBR" and details of these courses are found in Appendix 4-3.

**(iv) CBR Workers:** The primary provider in education for CBR is the DSW which currently runs regular courses through the Institute Social Malaysia. A regular course entitled "Management of CBR Course" is designed for social welfare officers and focuses on the different CBR services, procedures for the registration of disabled people and application for assistance and admission of disabled people in for institutional care. The other is Sultan Idris Shah Foundation for the Disabled (YSIS), an NGO located in Ipoh, Perak. In 1996, the author of this research report was instrumental in bringing a CBR consultant from the Internal Child Health Unit, Uppsala University, Sweden to initiate a 4-8 weeks CBR course which subsequently began in 1997. Some elements of the curriculum consisted of "people with disabilities, their perspectives and resources", "community participation, what it is and how to promote it", and "how to become the CBR team." (Tiroler, 1996). Unfortunately subsequent courses in CBR taught by staff of YSIS moved away from that foundation and began to focus exclusively on skills training including speech, occupation therapy and physiotherapy, and disability management skills. Details of these courses are found in Appendix 4-4.

(iv) *Caregivers*: The National Council on Welfare and Social Development Malaysia (NCWSDM) offers 4 courses on disability with particular reference to children with disabilities. These courses include (i) Care and Guidance of Disabled Children, (ii) Education and Care of Children with Learning Disabilities, (iii) Early Intervention of Disabled Children, and (iv) Basic Course on Managing Special Children. Details of these courses are found in Appendix 4–5.

An overview of the courses currently offered borders predominantly on the medical-rehabilitational and psycho-educational approaches. They are influenced extensively by WHO's ICIDH and framed within the medical model of disability. This approach views the problems that disabled persons experience as a direct consequence of their disability. As Oliver (1983) laments, the major task of professionals then is to adjust the individual to the particular disabling condition; physical adjustment through rehabilitation programs designed to return the individual to as near normal a state as possible and psychological adjustment to help the individual to come to terms with the physical limitations. The disability movement offers an alternate approach to view how the environment itself (both physical and social) imposes limitations on disabled people. Therefore, issues of discrimination, exclusion and barriers to participation are central to this approach, otherwise known as the social model. Unfortunately, this view is not reflected in the courses reviewed.

### **The Need for a Paradigm Shift**

It is obvious that the relevance of any human resource development in disability must reflect the understanding that over the past two decades or so there has been a move away from the traditional medical view of disability (medical model) to one designed by disabled people themselves which highlights the need for more inclusive measures (social model). The medical model focuses on the inadequacies in physical and mental functioning and uses clinical approaches to describe an individual's disability where the nature and severity of the impairment and ways of alleviating that is critical. The social model has broadened the understanding of disability as a problem of exclusion from society which then requires a change in societal values, attitudes and practices in order to remove the barriers to participation which is what disables people.

Since society has not given serious consideration to include disabled people, they find that they are discriminated in many areas of life; in education, employment, housing, access to public buildings and transportation, health and welfare services. Therefore, working alongside disabled people to counteract this inequality must be central to the task of social work. Working towards 'an inclusive, barrier-free and rights-based society for disabled persons' must be the goal of social work. This then, calls for a reframing of social work from a human rights perspective.

### **Definition of Social Work from a Human Rights Perspective**

Even though social work and human rights principles are closely linked together, social workers have been reluctant to integrate human rights in social work practice (Reichert, 2003; Ife, 2001) The new definition of social work adopted by the International Federation of Social Workers ( IFSW ) in 2004 is based on the human rights model and stresses on the principles of human rights and social justice and draws extensively from the various declarations and conventions on human rights that are relevant to social work.

*The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work (IFSW, 2004).*

Respect for the intrinsic worth and dignity of all people including disabled people, is the principal value-base in social work and it gets manifested in ways that is consistent with disability rights. For instance, respecting the right to participation and self-determination or empowerment allows social workers to respect and promote the rights of disabled people to make choices and decisions about their own lives. In promoting social justice, social workers have the responsibility to challenge negative discrimination, unjust policies and practices, social conditions that perpetuate social exclusion, recognize ethnic and cultural diversity, and to ensure that resources are distributed equitably (IFSW, 2000). In order to carry out these responsibilities social workers will need to involve themselves at the socio-political and legal arenas supporting disabled people to speak for themselves so that they can advocate for full participation and equality.

### **Professional Competencies and Working with Disabled People**

One of the professional competencies identified in the *National Standards on Social Work Competencies for Malaysia* has direct applicability to working with disabled people within the disability rights perspective. The competencies needed to “*working with individuals, families, groups and communities*” are demonstrated in the following components (MASW, 2005:28).

**Objective:** To identify social and community inequalities and to intervene appropriately.

**Performance Indicator:** The ability to identify structural inequalities which obstruct the process of empowering people and appropriately addressing equity concerns, intervening at the causal level and taking corrective actions.

**Knowledge & Skills:** In addition to the social work intervention theories, political & legal theories, social policy and analysis of social theories are essential. Skills in policy analysis, as political negotiator and advocate, resource consultant and facilitator, resource broker, communicator and educator are central to working in this domain.

These standards can provide educators the basis to design social work curriculum and adequately equip students with the necessary values, knowledge and skills so that social workers can promote equal opportunity and inclusion of disabled people who are discriminated against in many areas of life.

### **Role of Social Worker and MASW**

The primary role of social workers is to ensure that disabled people are given the opportunities to make decisions on issues that affect their lives. They can ensure that the rights of disabled people are understood and that the need for legislation is critical. They can support disabled people with

personal and family problems and to ensure they have the capacity for independent living. They can assist self-help organization recognizing the right to participation as a basic human right.

The social work association can encourage disabled persons to become social workers and provide professional support both at educational institutions and place of employment. Since disabled social workers often experience similar discrimination or exclusion as other disabled people, MASW can advice social workers on the need for legislation to protect the rights of disabled people and on its implementation in due course. It can provide information and resources and serve as a link between national, regional and international organizations.

## 5. ISSUES, CHALLENGES AND PROSPECTS

Four major issues and challenges with regard to professional social work development have been recurring and have been addressed at various conferences and workshops.

**First, is the urgency to improve the image of the social work profession.** “One of the major obstacles with regard to managing social problems in the context of most developing countries is the inability to free oneself from punitive, judgmental and value-laden approaches” laments Dr. Umi Khattab (New Straits Times, 2000). Such an approach rated significantly in a survey of respondents from social welfare department and social service agencies in Malaysia (DSW-MASW, 2005). The lack of understanding of the roles and function of social work has also led to a more popular perception that of social work being a charitable activity ranging from philanthropy to volunteer service. The fact that social work addresses “the barriers, inequities and injustices in society, that it responds to crises and emergencies as well as to everyday personal and social problems, utilizing skills and techniques within a framework of scientific knowledge regarding human behavior and society” (IFSW, 2000) is less known.

**Second, is the need to develop integrated social work education and training opportunities.** Social work educators have argued that the deficiencies in the current social work programs are due to the lack of proper standards for the development of social work curriculum (Ling 2002; Baba, 2002; Masu'd, Ali & Raja, 2000; Chong, 1998). While the *Discussion Document on Global Qualifying Standards for Social Work Education and Training* (International Association of Schools of Social Work: IASSW/IFSW, 2002) provides some guidelines, it is essential that a Council on Social Work Education and Practice be established to develop local standards and function as an accreditation body. Most educators are not involved in social work practice making the teaching and linking of theory and practice a mere academic exercise. The lack of research and publications by social work educators and practitioners is unacceptable making it difficult for the development of indigenous social work in Malaysia. There are some concerns that students entering social work programs are young and lack the kind of life-skills to appreciate the range of human problems while there is an urgent need to ensure that only trained social work educators get to teach at the institutions of higher learning. In relation to disability and equipping social workers, there is hardly any course that adequately deals with discrimination, inclusion and barriers to participation, which are critical issues confronting disabled people. There is a need for a fundamental reframing of existing courses that approaches disability from a traditional medical discourse to one that encompasses the human rights and social justice discourse.

**Third, is the importance of raising professional social work practice standards.** With an increasing awareness of the many social problems, the provision of human service within any society is considered an essential service. Social workers are at the fore-front addressing the multiple, complex transactions between people and their environments, focused on problem solving and social change. The outcomes of the functions of the formal human service sector performed by social workers then, become the basis for the measurement of professional standards by society. Therefore, it is imperative that “social workers in Malaysia have professional competencies to achieve the range of social care, social control and rehabilitation

outcomes across a wide and disparate range of human problems, needs and social groups within the country” (MASW, 2005:5). This translates to competencies in assessment of the psychosocial needs of individuals, groups and communities and the capacity to design and implement service responses to the identified needs. It will also include competencies to facilitate the capacities of both the formal and informal sector to respond to these needs.

**Fourth, is the necessity to resolve the dilemma in employment for social workers and to create more employment opportunities.** It is paradoxical that the main recruiting agencies for the government, the Public Services Department (PSD), and the largest employer of social workers, the DSW, do not agree that social work positions must be filled by those who possess qualification and training in social work. While this is axiomatic in other professions like medicine, nursing, law or engineering, there is little evidence that the situation has changed. The failure to recognize social work qualifications as a specialized area for social work positions is symptomatic of the general perception that social work is a charitable activity by one who is compassionate as often portrayed by the media. This ignorance has serious consequences for the way in which we respond to the negative impacts of the major social changes taking place in our society and deprive other government agencies from utilizing professional social workers who are equipped to confront and address the emerging social problems of today.

To address these four issues and challenges discussed above, a fundamental reshaping of the social work institution is necessary. The formulation of the National Competency Standards for social work practice and education in Malaysia is premised “upon the belief that the national standardization of social work competencies throughout Malaysia is necessary prerequisite for the provision of professional social work services” (MASW, 2005:1). This framework will apply not only to social work education and practice but also to professional development and community expectations. A summary of the ten competency standards for beginning social work practice is found in Appendix 5–1.

## 6. CONCLUSION

Social Work in Malaysia is deeply rooted within a social welfare paradigm and services to disabled people have largely been framed on the notion of care and as a charitable effort. The hegemony of the medical model of disability is so pervasive that it has influenced education, social policies and service provision. The need to replace concepts of care with the notion of equality and human rights framed from the social model of disability is slowly gaining some recognition.

The social work profession lacks public and political recognition despite the demand for professional response, to the emerging social problems in the country, for which it is ideally equipped. While this has serious implications for employment opportunities, nevertheless, there has been a rapid development in the number of social work programs at the various institutions for higher education, some with a loosely structured curriculum without trained social work educators.

While there is a limited number of courses in disability at these institutions, the predominant emphasis is on the psycho-educational, therapeutic and rehabilitation aspects. This traditional focus on impairments and recovery has marred the more important issues of discrimination, exclusion and barriers to participation. While the definition of social work stresses on principles of human rights and social justice, there is reluctance to integrate human rights in social work education and practice. Therefore, there is an urgent need for a reframing of these courses in disability from the traditional medical model to the more inclusive social model drawing extensively from the various declarations and conventions on human rights.

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**TABLE 2 – 1: REGISTRATION OF DISABLED PERSONS BY STATE**

| No  | State           | 2001           | 2002           | 2003           |
|-----|-----------------|----------------|----------------|----------------|
| 1.  | Johor           | 12,988         | 14,089         | 15,543         |
| 2.  | Kedah           | 7,973          | 8,305          | 9,823          |
| 3.  | Kelantan        | 10,383         | 11,149         | 12,763         |
| 4.  | Malacca         | 3,865          | 4,197          | 4,775          |
| 5.  | Negeri Sembilan | 4,632          | 5,138          | 5,826          |
| 6.  | Pahang          | 3,762          | 4,088          | 4,791          |
| 7.  | Perak           | 13,363         | 15,755         | 13,892         |
| 8.  | Perlis          | 2,152          | 2,382          | 2,866          |
| 9.  | Penang          | 7,750          | 8,476          | 8,165          |
| 10. | Selangor        | 12,516         | 13,837         | 16,174         |
| 11. | Terengganu      | 6,616          | 7,208          | 8,123          |
| 12. | Kuala Lumpur    | 10,523         | 10,920         | 11,857         |
| 13. | Labuan          | 248            | 250            | 320            |
| 14. | Sabah           | 8,258          | 8,462          | 9,067          |
| 15. | Sarawak         | 7,595          | 7,833          | 8,670          |
|     | <b>TOTAL</b>    | <b>112,624</b> | <b>122,089</b> | <b>132,655</b> |

**TABLE 2 – 2: REGISTRATION OF DISABLED PERSONS BY DISABILITY TYPE**

| No | Disability          | 2001           | 2002           | 2003           |
|----|---------------------|----------------|----------------|----------------|
| 1. | Visual Impairment   | 13,968         | 14,738         | 14,154         |
| 2. | Hearing Impairment  | 20,443         | 21,981         | 22,728         |
| 3. | Physical Disability | 38,051         | 41,311         | 45,356         |
| 4. | Learning Disability | 39,150         | 43,042         | 49,340         |
| 5. | Others              | 1,012          | 1,017          | 1,077          |
|    | <b>TOTAL</b>        | <b>112,624</b> | <b>122,089</b> | <b>132,655</b> |

**TABLE 2 – 3: REGISTRATION OF DISABLED PERSONS BY ETHNICITY**

| No | Ethnicity           | 2001           | 2002           | 2003           |
|----|---------------------|----------------|----------------|----------------|
| 1. | Malay               | 65,822         | 72,148         | 79,837         |
| 2. | Chinese             | 26,228         | 28,088         | 28,956         |
| 3. | Indian              | 10,255         | 11,309         | 12,396         |
| 4. | Bumiputra (Sabah)   | 6,835          | 6,993          | 7,515          |
| 5. | Bumiputra (Sarawak) | 2,826          | 2,825          | 3,226          |
| 6. | Others              | 658            | 726            | 725            |
|    | <b>TOTAL</b>        | <b>112,624</b> | <b>122,089</b> | <b>132,655</b> |

Source: Department of Social Welfare, 2003

**TABLE 2 – 4: LIST OF KEY SERVICE PROVIDERS AND SERVICES PROVIDED**

| AGENCIES   | SERVICES PROVIDED   |
|--|---|
| <i>Government Agencies</i>   |   |
| Department of Social Welfare   | <ul style="list-style-type: none"> <li>▪ Registration of disabled people</li> <li>▪ Disability card</li> <li>▪ Financial assistance schemes</li> <li>▪ Disabled worker allowance</li> <li>▪ Small business launching grant</li> <li>▪ Funds from micro-credit schemes for franchise shops</li> <li>▪ Job placement, sheltered workshops</li> <li>▪ Funds to purchase assistive devices</li> <li>▪ White canes and Braille machines</li> <li>▪ Institutional care, rehabilitation &amp; training</li> <li>▪ Community-based Rehabilitation</li> <li>▪ Monthly allowance to disabled students in primary and secondary schools, disabled children in CBR programs and disabled students in institutions of higher learning</li> <li>▪ Housing assistance for those in the low-income group for low and medium cost house</li> <li>▪ Flexi-hours for civil servants with disabled children</li> <li>▪ Annual grants to NGOs</li> </ul> |
| Ministry of Education  | <ul style="list-style-type: none"> <li>▪ Special Schools</li> <li>▪ Integrated and inclusive programs</li> <li>▪ Teacher training</li> </ul>  |
| Ministry of Health   | <ul style="list-style-type: none"> <li>▪ Anti-natal &amp; pre-natal care</li> <li>▪ Disability prevention program</li> <li>▪ Early intervention programs for children with disabilities with active involvement of families</li> <li>▪ Basic rehabilitation services in health clinics</li> <li>▪ CBR</li> </ul>  |
| Ministry of Human Resources  | <ul style="list-style-type: none"> <li>▪ Code of practice of employment of disabled persons in the private sector</li> <li>▪ Employment and job placement</li> <li>▪ Awareness campaigns to increase job opportunities</li> </ul>   |
| <i>Non-Government Organizations</i>  |   |
| A list of Organizations are found in the publication “Addresses of Service Organizations for People with Disabilities in Malaysia” (Malaysia Care, 2005) | <ul style="list-style-type: none"> <li>▪ Independent Living</li> <li>▪ Early Intervention Program</li> <li>▪ Skills Training &amp; Employment</li> <li>▪ Sheltered Workshop</li> <li>▪ Family Support Groups</li> <li>▪ Mobile Library</li> <li>▪ Special Education</li> <li>▪ Rehabilitation</li> </ul>  |

**TABLE 2 – 5: IMPORTANT MILESTONES IN DISABILITY IN MALAYSIA**

| YEAR      | MILESTONES   |
|-----------|--|
| 1981      | International Year of Disabled Persons   |
| 1981      | Inter-ministerial Responsibilities on the Welfare of Disabled Persons  |
| 1982      | World Program of Action Concerning Disabled People   |
| 1983 – 92 | UN Decade for Disabled Persons   |
| 1990      | National Implementation Committee for the Well-being of the Disabled   |
| 1990      | National Welfare Policy  |
| 1991      | Incorporation of guidelines for barrier-free access into the Uniform Building By Laws  |
| 1993 – 02 | Asia Pacific Decade for Disabled Persons   |
| 1993      | Standard Rules on the Equalization of Opportunities for people with Disabilities   |
| 1994      | Ratification of the Proclamation on the Full Participation and Equality of People with Disabilities in the Asian and Pacific Region                      |
| 1994      | National Advisory and Consultative Council for people with Disabilities  |
| 1995      | Opening of the Bangi Rehabilitation Centre   |
| 1995      | Established the Special Education Department   |
| 1989      | Memorandum to the National Economic Consultative Council 1   |
| 1999      | Campaign for the Asia Pacific Decade for the Disabled  |
| 2000      | National Census included Disability  |
| 2000      | Memorandum “Beyond 2000 ~ Equal Opportunities and Rights for People with Disabilities” to the National Economic Consultative Council 11                  |
| 2001      | UN General Assembly Resolution on a Comprehensive and Integral International Convention to Promote and Protect the Rights and Dignity of Disabled People |
| 2002      | Memorandum “Employment of Malaysians with Disabilities: Removing the Barriers” submitted to the Minister of Human Resources                              |
| 2002      | BIWAKO Millennium Framework for Action   |
| 2003 – 12 | Extension of Asia Pacific Decade for Disabled Persons  |
| 2003      | Public Discussions and Feedback on the Proposed Draft Legislation “Malaysians with Disabilities Act”   |
| 2003      | Series of Forum hosted by the National Human Rights Commission (Suhakam) on Disability Issues  |

**TABLE 3 – 1: OVERVIEW OF THE HISTORICAL DEVELOPMENT OF THE DEPARTMENT OF SOCIAL WELFARE IN MALAYSIA**

| <b>Year</b> | <b>Name of Department/Ministry</b>   |
|-------------|--|
| <b>1912</b> | Migrant Welfare Program (colonial administration) – abolished in 1930s                             |
| <b>1937</b> | Social Service Department (under the Colonial Office)  |
| <b>1946</b> | Department of Social Welfare   |
| <b>1952</b> | Department of Labour<br>(Introduction of Almoners or Medical Social Workers by Ministry of Health) |
| <b>1956</b> | Ministry of Health and Social Welfare  |
| <b>1958</b> | Ministry of Labour and Welfare   |
| <b>1960</b> | Ministry of Health and Social Welfare  |
| <b>1963</b> | Ministry of Labour and Social Welfare  |
| <b>1964</b> | Ministry of Welfare Services   |
| <b>1982</b> | Ministry of Social Welfare   |
| <b>1990</b> | Department of Social Welfare (Ministry of National Unity and Social Development)                   |
| <b>2004</b> | Department of Social Welfare (Ministry of Women, Family and Community Development)                 |

**TABLE 3 – 2: OVERVIEW OF UNIVERSITY SOCIAL WORK PROGRAMS**

| University                     | State    | Faculty/School   | Course  | Established | No. of Students (2005) † |
|--------------------------------|----------|--|---|-------------|--------------------------|
| University Sains Malaysia      | Penang   | School of Social Sciences – <i>Dept of Social Work</i>                                       | Bachelor in Social Work   | 1975        | 45                       |
| University Sarawak Malaysia    | Sarawak  | Faculty of Social Sciences – <i>Social Work Studies</i>                                      | Bachelor in Social Science (Social Work)                            | 1993        | 20                       |
| University Utara Malaysia      | Kedah    | Faculty of Human & Social Development  | Bachelor in Social Work Management                                  | 1997        | 200                      |
| University Sabah Malaysia      | Sabah    | <i>School of Psychology &amp; Social Work</i>  | Bachelor in Social Work   | 2004        | Nil #                    |
| University Kebangsaan Malaysia | Selangor | Faculty of Social Science and Humanities – <i>School of Psychology and Human Development</i> | Bachelor of Social Science ( <i>Social Work</i> )                   | 2003        | Nil *                    |
| University Malaya              | Selangor | Faulty of Arts & Social Sciences – <i>Department of Social Administration and Justice</i>    | Bachelor in Administration and Social Justice                       | 2002        | n/a*                     |
| University Putra Malaysia      | Selangor | Faculty of Human Ecology   | Bachelor of Science (Human Development) <i>Minor in Social Work</i> | 2000        | n/a*                     |

Note:

† No. of students completing social work course in 2005

\* no response to enquiry

# 24 students will be completing social work course in 2007

\* 24 students will be completing social work course in 2006



**TABLE 3 – 3: SOCIAL WORKERS AND PLACE OF EMPLOYMENT BY GENDER, RACE AND RELIGION**

| <b>Name of Agency</b>               | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------------|------------------|-------------------|
| <i>Department of Social Welfare</i> | 313              | 72.3              |
| <i>Anti-Drug Agency</i>             | 55               | 12.7              |
| <i>Non Government Organizations</i> | 27               | 6.2               |
| <i>Hospitals</i>                    | 23               | 5.3               |
| <i>No Response</i>                  | 15               | 3.5               |
| Total                               | 433              | 100.0             |

| <b>Gender</b>      | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| <i>Female</i>      | 232              | 53.8              |
| <i>Male</i>        | 200              | 46.0              |
| <i>No Response</i> | 1                | 0.2               |
| Total              | 433              | 100.0             |

| <b>Race</b>    | <b>Frequency</b> | <b>Percentage</b> |
|----------------|------------------|-------------------|
| <i>Malays</i>  | 378              | 87.3              |
| <i>Chinese</i> | 19               | 4.4               |
| <i>Indian</i>  | 13               | 3.0               |
| <i>Others</i>  | 23               | 5.3               |
| Total          | 433              | 100.0             |

| <b>Religion</b>   | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| <i>Islam</i>      | 378              | 87.3              |
| <i>Non Muslim</i> | 55               | 12.7              |
| Total             | 433              | 100.0             |

Source: MASW-DSWM, 2005

Note: The data above was analysed from the “National Survey on Social Work Practice among Social Service Organizations in Malaysia,” a collaborative project of the MASW and DSW, which also gathered data on the socio-demographic background of social service workers. 1175 copies of questionnaires were mailed to the various welfare agencies under the administration of the DSW, National Anti-Drug Agencies, Hospitals and NGOs receiving an annual grant from the DSW. A total of 433 respondents returned the completed questionnaires which accounted for a response rate of 37%.

**TABLE 3 – 4: STUDENT NEEDS AND EXPECTATIONS**

| Issues   | Current Situation   | Solutions  |
|--|---|--|
| <p>1. Lack of exposure to social issues</p>                                    | <p><i>At School</i><br/>Very limited exposure to social issues</p> <p><i>At Universities</i><br/>Insufficient experience social issues</p>      | <ul style="list-style-type: none"> <li>▪ Co-curriculum to create exposure through talks and visits</li> <li>▪ Counsellors to be made more aware of social issues.</li> <li>▪ Focus on integrating social issues into courses</li> </ul>  |
| <p>2. Insufficient Career Guidance</p>   | <p><i>At School</i><br/>No formal career advisory service</p> <p><i>At University</i><br/>Culture of negative attitudes towards social work</p> | <ul style="list-style-type: none"> <li>▪ Implement visiting ‘roadshow’ to promote social work (MASW activity)</li> <li>▪ Multidisciplinary involvement/focus on social work programmes</li> </ul>  |
| <p>3. Lack of Pre-University experience in community and social work areas</p> | <p><i>At School</i><br/>Limited experience through co-curricular activities</p> <p><i>At University</i><br/>None</p>                            | <ul style="list-style-type: none"> <li>▪ Encourage community involvement</li> <li>▪ Integrate welfare and professional activities into academic studies</li> <li>▪ Flexible admission procedures for students able to prove social work experience (feasible if implemented across the board)</li> </ul> |

Source: *Report on Advancing Social Work Education*. Faculty of Social Sciences, Social Work Studies (1998)

**TABLE 4 – 1: PROFESSIONS IN DISABILITY AND TRAINING INSTITUTIONS**

| PROFESSIONS  | TRAINING INSTITUTIONS   |
|--|---|
| <p><b>Health Care Professionals</b></p> <ul style="list-style-type: none"> <li>▪ Rehabilitation Physician</li> <li>▪ Physiotherapists</li> <li>▪ Occupational Therapists</li> <li>▪ Clinical Psychologist</li> <li>▪ Speech Pathologists and Therapists</li> </ul> | <p><i>University Malaya</i></p> <p><i>School of Physiotherapy (Ministry of Health)</i><br/> <i>University Technology Mara (UiTM)</i><br/> <i>University Kebangsaan Malaysia</i><br/> <i>University Putra Malaysia</i><br/> <i>INTI International Group of Colleges</i><br/> <i>INTI College Sarawak</i><br/> <i>MAHSA College (College of Medical and Allied Health Sciences)</i><br/> <i>Masterskill – College of Nursing and Health Sciences</i></p> <p><i>School of Occupational Therapy (Ministry of Health)</i><br/> <i>University Technology Mara (UiTM)</i><br/> <i>University Putra Malaysia</i></p> <p><i>University Kebangsaan Malaysia</i><br/> <i>University Sabah Malaysia</i><br/> <i>HELP University College</i><br/> <i>University College Sedaya International</i><br/> <i>INTI International Group of Colleges</i><br/> <i>International Islamic University Malaysia</i></p> <p><i>University Kebangsaan Malaysia</i><br/> <i>University Sains Malaysia (School of Health Sciences)</i><br/> <i>International Islamic University Malaysia</i></p> |
| <p><b>Special Educators</b></p>  | <p><i>University Malaya</i><br/> <i>University Kebangsaan Malaysia</i><br/> <i>University Sains Malaysia</i><br/> <i>Universiti Pendidikan Sultan Idris</i></p>   |
| <p><b>Community-Based Rehabilitation Workers</b></p>   | <p><i>Institute Social Malaysia</i><br/> <i>Sultan Idris Shah Foundation for the Disabled (YSIS)</i></p>  |
| <p><b>Social Welfare Officers/<br/>Social Workers</b></p>  | <p><i>USM, UNIMAS, UUM, UMS,</i><br/> <i>Institute Social Malaysia</i></p>  |
| <p><b>Caregivers/NGO staff</b></p>   | <p><i>National Council on Welfare &amp; Social Development, Malaysia (NCWSDM), Non Government Organizations</i></p>   |

**TABLE 4 – 2: OVERVIEW OF INSTITUTIONS PROVIDING COURSES IN DISABILITY**

| <b>Institution</b>                                   | <b>State</b> | <b>Affiliation</b>   | <b>Course</b>   | <b>Established</b> |
|--|--------------|--|---|--------------------|
| <b>NGOs</b>  | Perak        | Christchurch College of Education                              | Advanced Certificate in *<br>Community Service (Disability) | 1996               |
| <b>Sultan Idris Shah Foundation for the Disabled</b> | Perak        | International Child Health Unit, University of Uppsala, Sweden | Certificate in Community Based Rehabilitation (CBR) **      | 1997               |

Note:

\* This course is no longer offered but several NGOs are offering their own in-service training courses, workshops and seminar led by local as well as international experts.

\*\* This programme is no longer affiliated with the International Child Health Unit, University of Uppsala, Sweden and courses are taught by in-house staff over a 4-month distance learning format.

Details of these course content and syllabus are found on Appendices 4–1 and 4–4.

## APPENDIX 1–1

### *Guidelines for collating information on social work programs from the various Universities:*

#### **Basic Information:**

Name of University:

Address:

Telephone:

Fax:

Email:

Website:

#### **Social Work Program:**

Name of Faculty/School:

Year Established:

Name of Dean:

Chairperson of Social Work Program:

Total no. of Students (2005):

Degree offered:

Nature of Social Work Program:

Program Structure:

Entry Requirements:

Compulsory Subjects:

Optional Subjects:

No. of Credits:

No. of Required Credits:

#### **Social Work Program Staff:**

Name of Lecturers/Position:

Areas of Research Interests:

List of Publications:

#### **Other Relevant Information:**

## APPENDIX 3–1

### UNIVERSITY SAINS MALAYSIA (USM)

#### BASIC INFORMATION

|            |   |
|------------|---|
| Address:   | School of Social Sciences, University Sains<br>Malaysia, 11800 Penang, Malaysia |
| Telephone: | 04 – 653 3888   |
| Fax:       | 04 – 657 0918   |
| Email:     | dean_soc@usm.my   |
| Website:   | <a href="http://www.usm.edu.my">http://www.usm.edu.my</a>                       |

#### SOCIAL WORK PROGRAM

|  |  |
|--|--|
| Name of Faculty/School:                  | Department of Social Work<br>School of Social Sciences |
| Year Established:                        | 1975   |
| Name of Dean:                            | Associate Professor Dr. Abdul Rahim Ibrahim            |
| Chairperson of Social Work Program:      | Dr. Zulkarnain A. Hatta                                |
| No. of students completed course (2005): | 45   |
| Degree offered:                          | Bachelor of Social Work                                |

#### PROGRAM STRUCTURE

##### Background:

The Social Work Programme is a generic programme. It is introduced to fulfill the needs of the nation to train more professional social workers capable of providing all types of welfare services as well as social development in Malaysia.

The programme equips students with the essential knowledge, philosophy and skills for responsible practice in the profession of social work. It also enables students to experience direct practice in social work agencies through the various practicum scheduled in the course structure.

Social Work graduates, when they work as social workers, administrators and development workers are expected to put into practice the knowledge, principles/values and skills they would have learnt.

##### Program Structure:

The Social Work Programme is one of the 5 programmes offered by the School of Social Sciences. All students must abide by the rules and regulations of the School.

All students have to undergo a minimum of three years of study before graduation. During the first semester of the first year, students will study foundation courses of the School of Social

Sciences. From the second semester onwards students will study Social Work courses. The courses in Social Work are based on four (4) areas, namely:

- (i) Social Work Methods
- (ii) Practicum
- (iii) Social Administration and Policy
- (iv) Other related fields

Students are required to accumulate 32 compulsory units, 16 units of Optional courses and another 16 units of Elective courses taken from the list of optional courses.

### **Entry Requirement:**

#### ***Requirements for Major***

- a) All special students from government and non-government agencies are required to follow all requirements of the School of Social Sciences as well as the Social Work Programme.
- b) All Social Science undergraduates who wish to major in Social Work will be selected based on their overall academic achievement, and their interests in the field of Social Work.
- c) Social Work students are not required to take a minor; instead they are required to take 16 units of elective courses chosen from the list of optional courses. Students are encouraged to discuss with their academic advisors in selecting these elective courses.
- d) Practicum is a compulsory component in the course. Practicum I is taken during the semester (concurrent). Pre-requisite for Practicum I is STU223 Basic Social Work Practice Skills. Practicum II is taken during the long vacation at the end of the second year (block). Students must pass Practicum I before proceeding to Practicum II.
- e) All courses in the Social Work programme cannot be replaced by any other course except with the approval of the Section.

#### ***Compulsory (32 units)***

STW201/4 Introduction to Social Work  
STW213/4 Social Work Practice with Individuals and Family  
STW214/4 Social Work Research  
STW217/4 Groupwork  
STW218/4 Theory and Practice in Community Work  
STW219/4 Human Behaviour and Social Environment  
STW228/4 Practicum I (Concurrent)  
STW328/4 Practicum II (Block)

#### ***Optional (16 units) - choose 4 courses***

STU215/4 Welfare System and Policy  
STU223/4 Basic Social Work Practice Skills (pre-requisite for Practicum)

STU231/4 Foundations in Psychology  
STU232/4 Social Issues (can be cross-listed with SAU208 Social Inequality)  
STU233/4 Family Dynamics  
STU322/4 Human Service Organisation  
STU331/3 Law for Social Workers  
STU332/4 Occupational Social Work  
STU333/4 Social Work Seminar  
STU335/4 Medical Social Work  
STU336/4 School Social Work  
STU338/4 Counselling  
SAU314/4 Social Gerontology

**Elective (16 units)** - Students who major in social work are required to select any 4 courses from the list of optional courses (which they have not taken) to fulfil the elective package.

### ***Requirements for Minor***

A Minor in Social Work Programme is known as Social Development and Administration. This minor is open to all students, both in Social Sciences and outside Social Sciences.

### ***Compulsory (8 units)***

STW201/4 Introduction to Social Work  
STW219/4 Human Behaviour and Social Environment

### ***Optional (8 units) - choose any 2 courses***

STW213/4 Social Work Practice with Individuals and Family  
STW217/4 Groupwork  
STU322/4 Human Service Organisation  
STU332/4 Occupational Social Work  
STU335/4 Medical Social Work  
STU336/4 School Social Work

## **MASTERS AND PHD PROGRAMS IN SOCIAL WORK**

The University offers both Masters and PhD in Social Work by Research. A mixed mode Masters program in Social Work will be launched in 2006. This will have taught courses as well as a research component.

### **PROGRAM STAFF AND RESEARCH INTEREST**

**Angeline Cheah** Associate Professor

#### ***Academic Qualifications:***

PhD Educational Psychology (USM)



M.Sc (Social Work), Philippines  
M.Ed Special Education (Manchester)  
B.S. Social Work (Philippines)  
Dip. Education (M.T.C. Malaysia)

***Publications:***

Co-author, 'Supervision in Social Work', Philippines Encyclopedia of Social Work 1977.  
Published by Philippines Association of Social Workers.

Co-editor, 'Proceedings of the APASWE Conference'

Co-translator 'Imperialisme Profesional, Kerja Sosial Di Dunia Ketiga', USM.

"The Role of Parents in the Development of the Intellectually Disabled Child", (1995) in Yasuo Hagiwara (ed.) Social Welfare in Asia, pg. 144-156 (translated into Japanese)

"Parents as Partners in the Training of the Intellectually Disabled Child: The Case of Penang Island, Malaysia" (1995) in Dugald McDonald and Louis R. Cleave (ed.) Proceedings of the 1995 Asia-Pacific Regional Social Services Conference, New Zealand, University of Canterbury.

Co-author, "Families and Mental Illness: Observations from two developing countries" in International Social Work, Vol. 40, Number 2, April 1997.

Some Dimensions in Religious Giving", (2002) in Josie, F. and Abdul Rahim Ibrahim (ed.) A Giving Society? The State of Philanthropy in Malaysia. USM Publisher.

'Services for Intellectually Disabled Persons. A Response to Needs' (1997) in Robert Adams (ed.) Crisis in the Human Services: National and International Issues. University of Lincolnshire and Humberside Kingston upon Hull.

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**Ismail Baba**            Associate Professor

***Academic Qualifications:***

PhD Social Work (Barry University, Florida)  
Master in Social Work, (Columbia University, New York)  
Bachelor in Social Work (McGill University, Montreal)

***Publications:***

Ismail Baba (2001). Gay and Lesbian Couples in Malaysia. In Gay and Lesbian Asia: Culture, Identity, Community edited by Sullivan, G & Jackson, P. The Haworth Press, Inc. New York.

Ismail Baba (2001). Gay and Lesbian Couples in Malaysia. In Journal of Homosexuality, Vol. 40, Number 3/4 2001.

Ismail Baba (1989). "Supervision in Social Work Education: In the Case of Social Development and Administration." In Status-quo, Challenge and Prospect by Asean-Pasific Association of Social Work Education and Sociology Department of Peking University, China: Peking University Press (ISBN 7-301-01673-5/C-47).

Ismail Baba (1992). "An Effort Towards Building a Caring Society" in Caring Society edited by Cho Kah Sin & Ismail Muhd Salleh. Malaysia: Institute of Strategic and International Studies (ISIS). (ISBN 967-947-145-4).

Ismail Baba (1995). Group Work in Malaysia. Social Work with Groups. Newsletter. Association for the Advancement of Social Work with Groups, Inc. USA. Vol. 11, #2 July 1995 p.3.

Ismail Baba (1997). "Kemahiran Mencari Sumber" (Skills in Search for Resources). Social Welfare Journal, Welfare Department Malaysia. Vol. 20 No.2 Dis. 1997.

Ismail Baba (1999). Kemahiran Berkomunikasi Dalam Proses Menolong (Communication skill in the Helping Process). In Sukarelawan, Yayasan Salam Malaysia. Vol.2 No. 4/1999.

Ismail Baba (2000). Is Social Work a "Profession?" Buletin Kerja Sosial, Malaysian Association of Social Workers, Bil 1/2000.

Ismail Baba (1999). Nama Saya Mat dan Saya HIV+ (My Name is Mat and I am HIV+). Community AIDS Service Penang (CASP). Monosetia Sdn. Bhd. Malaysia.

***Editor to:***

Badcock, F & Paterson P. (1990) Kerja Kumpulan: Dengan Kenakalan Juvana (Group Work with Young People in Trouble). Voluntary Services Overseas, Malaysia. ISBN 983-99651-0-7.

***Unpublished***

Ismail Baba & Stephen King (2002). Introduction to Qualitative Research.

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**Dr. Zulkarnain Ahmad Hatta**                      Head of Social Work Programme

***Academic Qualifications:***

PhD Social Work (Howard University, Washington)

Master in Social Work (San Diego)

B.A. Social Work (Sac)

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**Dr. Noriah Mohamed**                      Lecturer

***Academic Qualifications:***

PhD Social Work (Bradford)

M.A. Social Work & Social Care (San Diego)

B.Soc.Sc. (USM)  
Diploma in Human Development (UPM)

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**Dr. Azlinda Azman**                      Lecturer

*Academic Qualifications:*

PhD Social Work (New York University)  
Master in Social Work (Grand Rapids, Michigan)  
B.Soc.Sc. Hons (USM)

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**Dr. Mohd Affandy Yusof**                      Lecturer

*Academic Qualifications:*

PhD Holistic Health psychology (Michigan)  
Master in Social Work  
M.L.S. Women Studies  
M.A. Family Studies  
M.A. Counselling  
B.A. Psychology/Religion (Michigan)  
B.Sc. Teach. & Sci. Studies  
Diploma in Massage Therapy  
Diploma in Clinical Hypnosis  
Certificate in Sports Counseling

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## APPENDIX 3–2

### UNIVERSITY MALAYSIA SARAWAK (UNIMAS)

#### BASIC INFORMATION

Address: 94300 Kota Samarahan, Sarawak  
Telephone: (6) 082 671 000  
Fax: (6) 082 673 186  
Email: ukp@bpps.unimas.my  
asasmadi@pps.unimas.my  
Website: <http://www.unimas.my>

#### SOCIAL WORK PROGRAM

Name of Faculty/School: Social Work Studies Program  
Faculty of Social Sciences  
Year Established: 1993  
Name of Dean: Associate Prof. Dr. Abdul Mutalip Abdullah  
Head of Social Work Program: Dr. Ling How Kee  
No. of students completed course (2005): 20  
Degree offered: Bachelor of Social Sciences (Social Work)

#### PROGRAM STRUCTURE

##### Background:

The Social Work Programme aims to prepare graduates to be able to meet the challenges of rapid social change. Apart from social work issues, the programme emphasizes topics of public concern and welfare. The aim of the programme is to equip students with both theories and the skills of social work that together will enable them to develop social services for individual, group or community.

The program is broad-based and requires knowledge from across many disciplines including social and behavioral sciences, such as planning, management and interpersonal communication skills. Adherence to a code of ethics and a willingness to learn about oneself is very much emphasized as part of the program.

##### Entry Requirement:

###### *General Admissions Requirement*

Pass in Sijil Pelajaran Malaysia (SPM) or its equivalent with credit in Bahasa Melayu/ Bahasa Malaysia.

Pass a General Studies paper with at least Grade C (GSP 2.00) and, pass with Grade C (GSP

2.00) in at least two other subjects in Sijil Tinggi Persekolahan Malaysia (STPM)  
Current year STPM's candidate must sit for Malaysian University English Test (MUET).

### Special Qualification Cases Admission Requirement

There are several circumstances which would allow an individual to enter UNIMAS:

- Pass Sijil Pelajaran Malaysia (SPM) or its equivalent
- Pass Bahasa Melayu/ Bahasa Malaysia with credit in Sijil Pelajaran Malaysia (SPM)
- Possess a Diploma with good pass from any government recognized institutions in fields related to the program applied, or
- Possess other qualifications and/or experiences recognised by the Senate

### *Programme Admissions Requirement*

- a) STPM Candidate (Malaysian Higher School Certificate)  
Obtain at least a Grade B (GSP 3.00) at STPM level in any two (2) subjects (excluding General Studies paper).
- b) Obtain at least a credit in English / English 1119 at SPM Level
- c) Candidates with Equivalent Qualifications

Diploma holder in related fields or any other qualification acknowledge and approved by the University Senate

#### **Year 1:**

SSF1014 Introduction to Anthropology and Sociology  
SSF1023 Contemporary Psychology  
SSF1033 Introduction to Malaysian Social History  
SSF1044 Modern Economics  
SSF1053 Introduction to Political Sciences  
SSF1063 Statistics for Social Science  
SSF1073 Community and Communication

#### **Year 2:**

|         |   |
|---------|---|
| SSF2013 | Social Science Research Methods                 |
| SSF2023 | Industrial Placement                            |
| SSS2012 | Social Organisation                             |
| SSS2023 | Social Work Theory and Method                   |
| SSS2032 | Development of Social Welfare and Social Work   |
| SSS2043 | Human Development in the Social Environment     |
| SSS2053 | Counselling Skills                              |
| SSS2063 | Specialisation 1: Family and Child Welfare      |
| SSS2073 | Theory and Approaches in the Community Services |
| SSS2073 | Theory and Approaches in the Community Services |

**Year 3:**

|         |  |
|---------|--|
| SSS3013 | Specialisation 2: Deviance and Reformatory Services  |
| SSS3023 | Specialisation 3: Women and Minorities               |
| SSS3033 | Specialisation 4: Health and Medicine                |
| SSS3043 | Social Services and the Law                          |
| SSS3053 | Policy Planning and Social Service Management        |
| SSS3062 | Comparative International Systems of Social Services |
| SSS3073 | Fieldwork in Social Work                             |
| SSF3014 | Final Year Project                                   |
| SSF3112 | Academic Exercise I                                  |
| SSF3122 | Academic Exercise II                                 |

**MASTERS AND PHD PROGRAMS IN SOCIAL WORK**

The University offers both Masters and PhD in Social Work by Research

**PROGRAM STAFF AND RESEARCH INTEREST**

**Dr. Ling How Kee**

Head of Social Work Programme

***Academic Qualification:***

Ph.D. Social Work and Social Policy, (Queensland) 2001  
 Postgrad. Dip. Advance Social Work Practice (Queensland), 1997  
 B. Soc. Work (La Trobe) 1981  
 B.A (Monash) 1979

***Field/Research Interest***

- Social policy - children, youth, elderly and disabled persons
- Cultural Diversity and Indigenous knowledge development
- Qualitative research methodology

***Research (completed and ongoing)***

Ageing in Sarawak: Impact, Needs and Emerging Issues, commissioned by Ministry of Social Development and Urbanisation

Child Sexual Abuse: A study of cases reported to the Welfare Department in Sarawak

***Selected Publications***

Ling How Kee. "The Search from Within: Research Issues in relation to developing culturally appropriate social work practice". In *International Social Work*, Vol. 47 No. 3: 335-334

Ling How Kee. "Drawing Lessons from Local Designated Helpers to Develop Culturally Appropriate Social Work Practice". In *Asia Pacific Journal of Social Work*, Vol.13 No. 2: 26-45.

Ling How Kee. "Multiculturalism: Implications for Social Work in Malaysia, *Jurnal Kebajikan Masyarakat Malaysia*, Vol. 25 No. 1: 1-9. 2003

Ling How Kee. *Social Work Practice in Malaysia: A Vision of Direction*. In Ngoh-Tiong Tan & Imelda Dodds (eds.), *Social Work Around the World II*. Berne, Switzerland: IFSW Press. 2002

**Faizah Bt Hj Mas'ud** Lecturer (on study leave)

***Academic Qualification:***

M.S.W (Applied) (Massey U) 1997

B.Sc (Human Dev.)(Hons) (UPM) 1993 Social Work & Human Development

***Selected Publications***

Faizah Mas'ud & Wong, C.M. "Participatory Action Research (PAR) in Dengue/DHF Control". In Foong Kin, Khor Yoke Lim & Vemala Devi (eds.), *Workshop Proceedings Behavioural Interventions in Dengue Control in Malaysia*. USM: Centre for Drug Research and School of Communication. 2001

Fulcher, L. & Faizah Mas'ud. "Residential Child & Youth Care In Malaysia". In *Journal of Child & Youth Care*, Vol. 14 No. 2: 9-22 2001

Crabtree, S.A., Wong, C.M. & Faizah Mas'ud. "Community Participatory Approaches to Dengue Prevention in Sarawak, Malaysia". In *Human Organization*, Vol. 22 No. 3. Fall. 2001

Leon, F. & Faizah Mas'ud. "Residential Child and Youth Care in Malaysia". In *Journal Kebajikan Malaysia* Vol. 22 No. 2. 2000.

Raja, G., Faizah Mas'ud, Empading, S., Zamri Hassan & Kamsiah Ali. Report on Advancing Social Work Education, Fakulti Sains Sosial, UNIMAS. 1998.

***Current Research:***

- Factors Influencing The Participation Of Families in the Care of Sarawak Children On "Place of Safety" Orders Under The Child Protection Act 1991

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**Gillian Raja @ Gill** Lecturer

***Academic Qualification:***

M.Sc (London) 1976

B.Sc (Hons) (Reading) 1974 Psychology & Social Administration and Social Work

***Selected Publications***

Gill Raja. "Facing the Challenges of Incest". In *Jurnal Kerja Sosial Malaysia: Malaysian*

2002 Journal of Social Work, Vol. 1 No. 1: 31-56.

Gill Raja. "Empowering Partnerships Across the Spectrum". In Jamilah Ariffin (ed.),  
2001 Proceeding of the APFAM National Conference on Family in the K-Economy Age:  
Challenges to Parenthood in Malaysia. Johor Baru: APFAM (Malaysia) and Family  
Development Foundation of Johor.

Gill Raja. Positive Parenting: The Early Years. Kuching: See Hua Press.  
2001

Gill Raja, Faizah Mas'ud, Spencer, Zamri Hassan, Kamsiah Ali. Report on Advancing  
1998 Social Work Education. Fakulti Sains Sosial, UNIMAS.

***Current Research:***

- Developing Social Indicators In Sarawak
- Adoption Practices In Malaysia

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**Kamsiah Bte Ali** Lecturer

***Academic Qualification:***

Master of Arts (Hons) (Wollongong) 1998

Master of Arts (Wollongong) 1997

Bachelor of Arts (Concordia) 1992 Sociology

***Selected Publications***

Gill Raja, Faizah Mas'ud, Spencer, Zamri Hassan, Kamsiah Ali. Report on Advancing Social  
1998 Work Education. Fakulti Sains Sosial, UNIMAS.

Nor Ba'yah Abd. Kadir & Kamsiah Ali. "Indicators of Well-being amongst Malays Single  
2002. Mother in Sarawak". In Jurnal Kerja Sosial, Vol. 1 Bil. 1:75-92

Nor Ba'yah Abd. Kadir & Kamsiah Ali. "Pembentukan Indeks Kesejahteraan Wanita Melayu  
2002. – Kajian Penerokaan". In Persidangan Antarabangsa Pengajian Melayu ke-2, Beijing, Jld.1

Kamsiah Ali. *The young generation and their struggle for a place in society* in Prosiding  
2004 Psikologi dan Masyarakat. Pusat Penerbitan dan Percetakan UKM, Bangi.

Kamsiah Ali and Nor Ba'yah Abdul Kadir. *Pesalah Juvana: Keperluan dan Realiti (Work with  
2005 Young offenders: Needs and Realities)* in IRPA and Fundamental Research Paper  
Series 2005. Vol.1.2 and 3, Research and Innovation Management Centre,  
Universiti Malaysia Sarawak.

***Current Research:***



- Offending Boys : Manufacturing Of Juvenile Delinquency (The Case of Sekolah Tunas Bakti Samarahan)
  - Personal Problems of Malay Single Mothers in Kuching and Samarahan, Sarawak
  - An Analysis of Rakan Muda (Youth Programme) as a Crime prevention mechanism in Malaysia.
- 

### **Zamri Hj Hassan**

Lecturer (on study leave)

#### ***Academic Qualification:***

MSWAP (Queensland) 1997

Drs. (Airlangga) 1991

Social Welfare Administration and Planning

Sociology

#### ***Selected Publications***

Ibrahim Mamat, Zaiton Hassan, Zamri Hassan & Sabasiah Husin. Menjejaki Siswazah  
2002. UNIMAS: Kajian Pengesanan. Kota Samarahan: UNIMAS

Gill Raja, Faizah Mas'ud, Spencer, Zamri Hassan, Kamsiah Ali. Report on Advancing Social  
1998. Work Education, Fakulti Sains Sosial, UNIMAS.

#### ***Current Research:***

- Gotong Royong : Welfare Mechanism and Community Development
- 

### **Dolly Paul Carlo**

Lecturer

#### ***Academic Qualification:***

B.Soc.Sc (Hons) (UNIMAS) 1998

Master of Social Science (Social Work) 2006

Social Sciences (Social Work)

#### ***Research Interest:***

- Community Development, Family and Child Welfare, School Social Work.
-

## APPENDIX 3–3

### UNIVERSITY UTARA MALAYSIA (UUM)

#### BASIC INFORMATION

Address: University Utara Malaysia  
06010 Sintok, Kedah,  
Telephone: (6) 04 9284 000  
Fax: (6) 04 9283 016  
Email: prouum@uum.edu.my  
Website: <http://www.uum.edu.my>

#### SOCIAL WORK PROGRAM

Name of Faculty/School: Department of Social Work  
Faculty of Human and Social Development  
Year Established: 1997  
Name of Dean: Supt. Associate Professor Hj Azmi Shaari  
Chairperson of Social Work Program: Associate Professor Dr. Teh Yip Koon  
No. of students completed course (2005): 200  
Degree offered: Bachelor in Social Work Management

#### PROGRAM STRUCTURE

##### Background:

The course offered by the Department of Social Work serve to equip students with theories and practices that will enable them to manage the planning and implementation of a variety of methods/strategies in social development. The establishment of the Department was based on current needs for social workers who are trained to manage various social problems skillfully, systematically, and professionally towards improving the quality of life.

##### Entry Requirement:

##### **A. Matriculation Certificate (Ministry of Education, Malaysia/Foundation Science (University Malaya)/Foundation Year (University Teknologi Malaysia)**

Candidate must fulfill:

##### *University General Requirement*

- i) Passed Sijil Pelajaran Malaysia (SPM)/equivalent with credits in Bahasa Malaysia/Bahasa Melayu
  - ii) Minimum CGPA 2.00
  - iii) Sat for Malaysian University English test (MUET)
- and*

*Program Special requirement*

- i) Passed in English Language at SPM level

**B. Minimum Qualification for candidates with Sijil Tinggi Pelajaran Malaysia (STPM)**

Candidates must fulfill:

*University General Requirement*

- i) Passed Sijil Pelajaran Malaysia (SPM) or equivalent;
- ii) Passed Bahasa Malaysia/Bahasa Melayu with credit at SPM level
- iii) Passed STPM with minimum of:
  - Grade C (NGMP 2.00) in Pengajian Am; and
  - Grade C (NGMP 2.00) in two (2) other subjects; and
- iv) Sat for Malaysian University English Test (MUET)

*Programme Special Requirement*

- i) Passed in English at SPM level
- ii) Minimum Grade C (NGMP 2.00) for Bahasa Melayu/Kesusasteraan Melayu at STPM level can be accepted in lieu of a credit requirement in Bahasa Malaysia/Bahasa Melayu at SPM level

**C. Equivalent Qualification**

Candidates must fulfill:

*University General Requirement*

- i) Passed Sijil Pelajaran Malaysia (SPM)/equivalent;
- ii) Passed Bahasa Malaysia/Bahasa Melayu with credit at SPM level
- iii) Diploma/Sijil Tinggi Agama Malaysia (STAM) or other qualifications approved by the Malaysian Government and the Senate of the University; and
- iv) Sat for Malaysian University English Test (MUET)

and

*Programme's Special Requirement*

- i) Passed in English Language at SPM level

**Program Structure:**

To be conferred the degree of Bachelor of Social Work Management with Honours, a student is required to enroll and pass a minimum of 118 credit hours which cover three (3) components, namely the University Core courses, Programme Core courses, and Free Elective. Students are also required to achieve a minimum grade point average of at least 2.00 for the Programme Core courses. The programme structure which students are required to follow is as below:

|                                   | <b>Credit Hours</b> |
|-----------------------------------|---------------------|
| <b>A. UNIVERSITY CORE COURSES</b> | <b>22</b>           |
| <b>B. PROGRAMME CORE COURSES</b>  | <b>93</b>           |
| <b>C. FREE ELECTIVE</b>           | <b>3</b>            |
| <b>TOTAL</b>                      | <b>118</b>          |

**A. UNIVERSITY CORE COURSES (22 CREDITS)**

|  | <b>Credit Hours</b> |
|--|---------------------|
| AN1013 Islamic and Asian Civilization 1  | 3                   |
| AN1023 Islamic and Asian Civilization 11 | 3                   |
| AN1043 Malaysian Citizen Studies         | 3                   |
| BC1012 Communications 1                  | 2                   |
| BC1022 Communications 11                 | 2                   |
| BA2022 English for Higher Education      | 2                   |
| PE1013 Fundamentals of Entrepreneurship  | 3                   |
| Co-curriculum                            | 4                   |

**B. PROGRAMME CORE COURSES (93 CREDITS)**

**Social Work Theories (24 credits)**

|  |   |
|--|---|
| SP1013 Introduction to Psychology                | 3 |
| SP1023 Human Growth and Development              | 3 |
| SP2013 Personality                               | 3 |
| SP2023 Social psychology                         | 3 |
| SS1013 Introduction to Sociology                 | 3 |
| SW1013 Introduction to Social Work               | 3 |
| SW1023 History and development of Social Welfare | 3 |
| SW1053 Fundamentals of Social Work Practice      | 3 |

**Social Work Core Courses (27 credits)**

|   |   |
|---|---|
| SW1033 Social issues and Policy                                     | 3 |
| SW1043 Human Behaviour in the Social Environment                    | 3 |
| SW2013 Intervention Strategies with Individuals                     | 3 |
| SW2023 Intervention Strategies with Groups and Families             | 3 |
| SW2033 Intervention Strategies with Organizations and the Community | 3 |
| SW2043 Ethics and the Law in the Helping Profession                 | 3 |
| SW2113 Cultural Diversity and Human Needs                           | 3 |
| SW2313 Communication in Social Work                                 | 3 |
| SW3023 Administration and Management of Social Service Organization | 3 |

**Quantitative and Research Skills (6 credits)**

|                                      |   |
|--------------------------------------|---|
| SP1113 Statistics for Social Science | 3 |
|--------------------------------------|---|

SZ2003 Research in Social Science 3

**Supporting Courses in Social Science, Management, and Information Technology (9 credits)**

AN1003 Introduction to Social science 3

PN1013 Introduction to Management 3

CT1013 Information Communication Technology (ICT) and Society 3

**Choose ONE (1) from the Bahasa Malaysia list below:**

BH1013 Introduction to Writing 3

BP1013 Malay Language for Management 3

**Programme Emphasis/Specialization Courses (12 credits)**

Choose **four (4)** courses from one specialization group **OR four (4)** courses from any specialization group as listed below:

**i. Family**

SW2213 Family Dynamics 3

SW3113 Social Work with Children and Adolescents 3

SW3123 Social Work with Families 3

SW3133 Social Work with the Aged 3

**ii. Community**

SW2123 Human Ecology and Social Problems: Urban Life 3

SW2133 Deviance and Community 3

SW2143 Society, Poverty, and Welfare Programmes 3

SW2153 Community Planning and Societal Participation 3

**iii. Rehabilitation**

**SW3213 *Integrated Services for the Disabled* 3**

SW3313 Social Work Skills in Rehabilitation Centers 3

SW3623 Criminology 3

SW3713 Social Work Techniques in Substance Abuse 3

**iv. Health and Industry**

SP3033 Industrial and Organizational Psychology 3

SW3413 Social Work in Health Services 3

SW3513 Mental Health and Social Work Practice 3

SW3813 Social Work in Industry 3

**Academic Exercise**

SZ3996 Academic Exercise 6

**Practicum**

SX3016 Practicum in Social Work 6

### **C. FREE ELECTIVES (3 CREDITS)**

Choose one (1) course outside of Programme

3

### **MASTERS AND PHD PROGRAMS IN SOCIAL WORK**

No Masters and PhD programs in social work at the moment but the University plans to introduce these programs in due course.

### **PROGRAM STAFF AND RESEARCH INTEREST**

#### **Chan Cheong Chon**

Lecturer

#### ***Academic Qualification:***

M.A. International Child Welfare (East Anglia, UK)

Bachelor of Social Work Management (Hons), UUM

Email: ccchan@uum.edu.my

#### ***Current Research:***

- Adoption, Foster Care, Family Support Service
- 

#### **Abdul Razak Abdul Manaf**

Lecturer

#### ***Academic Qualification:***

M.A. Social Work (University of Denver, Colorado, USA)

B. Social Science (Psychology, UIA)

Email: a.razak@uum.edu.my

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#### **Azlin Hilma Hillaluddin**

Lecturer

#### ***Academic Qualification:***

Master of Social Work (University of Pittsburgh)

Certificate in Child Welfare (University of Pittsburgh)

Bachelor of Arts Psychology (University of Texas at Austin)

Email: hilma@uum.edu.my

#### ***Current Research:***

- Children's Issues
- 

#### **Sharima Ruwaida Abbas**

Lecturer

***Academic Qualification:***

Master in Social Work (WMU, USA)

Bachelor in Social Work (WMU, USA)

Graduate Certificate Program in Leadership and Administration

Email: sharima@uum.edu.my

***Current Research:***

- Supervision
  - Administration and Leadership in Non Government Organizations (NGOs)
  - Programme Planning and Evaluation
- 

**Azlinda Sulaiman**

Lecturer

***Academic Qualification:***

Bachelor in Social Work Management (Hons) UUM

Email: azlindas@uum.edu.my

---

**Fatimah Zailly Ahmad Ramli**

Lecturer

***Academic Qualification:***

M.A. (Social Policy) University of Warwick, UK

B.A. (Social Administration) UM

Email: zailly@uum.edu.my

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**Norzalinda Mohd Ali Hanafiah**

Lecturer

***Academic Qualification:***

M.A. (Social Work) Flinders University of South Australia

Bachelor in Social Work Management (UUM)

Email: norzalinda@uum.edu.my

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**Teoh Ai Hua**

Lecturer

(Seconded to the Prime Minister's Office)

***Academic Qualification:***

MA (Kent)

BPA (Hons) UUM

Email: teoh@uum.edu.my

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**Yusmarhaini Yusof**

Lecturer

***Academic Qualification:***

Master of Social Work (University of Michigan, Ann Arbor)

BA (University of Michigan, Ann Arbor)

Email: yusmar@uum.edu.my

**Zarina Mat Saad**

Lecturer

***Academic Qualification:***

M.A. (Social Work) Univ. of Michigan, USA

Certificate of Specialization in Aging, Univ. of Michigan, Ann Arbor, USA

Sarjana Muda - Sains Kemanusiaan (Psikologi) (Universiti Islam Antarabangsa)

Email: zms@uum.edu.my

***Current Research:***

- Aging

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**Rajwani Binti Mohd Zain**

Lecturer

***Academic Qualification:***

Masters in Medical Social Work (UKM)

Bachelor in Social Science (Social Work) (UNIMAS)

Email: rajwani@uum.edu.my

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## APPENDIX 3-4

### UNIVERSITY MALAYSIA SABAH (UNIMAS Sabah)

Address: University Malaysia Sabah, 88999 Kota Kinabalu,  
Sabah, Malaysia

Telephone: 6088 – 320000 ext 1535/1631

Fax: 6088 - 320101

Email: [sdr2000@ums.edu.my](mailto:sdr2000@ums.edu.my)

Website: <http://www.ums.edu.my>

#### ***Social Work Program:***

Name of Faculty/School: School of Psychology and Social Work

Year Established: 2004

Contact Person: Dr. Muhamad Sophian Nazaruddin

No. of students completing course (2005): Nil (24 completing course in 2007)

Degree offered: Bachelor in Social Work

#### ***Courses Offered:***

##### **FACULTY COURSES: (35 Credits)**

- PT1013 Introduction to Psychology
- PT1043 Sociology for Social Workers
- PT1053 Politics for Social Workers
- PT1063 Economics for Social Workers
- PT1073 Introduction to Social Work
- PT1082 Law for Social Workers
- PT2243 Human Behavior and the Social Environment I
- PT2253 Human Behavior and Social the Environment II
- PT2263 Social Work Research Methods
- PT2273 Statistics and Data Analysis for Social Workers
- PT2283 Social Work Laboratory

##### **ELECTIVE COURSES: Select ONE (3 Credits)**

- PB2213 Introduction to Social Deviance
- PB2223 Introduction to Mental Health
- PA3573 Physical and Cognitive Assessment in Children
- PA2553 Children in Dysfunctional Families
- PI2523 Industrial and Organizational Psychology
- PI3533 Personnel Psychology
- PT3563 Family and Group Counselling/Therapy
- PK3513 Techniques of Group Counselling

## **SOCIAL WORK PROGRAM COURSES: (37 Credits)**

- PS2013 Methods, Process and Social Work Intervention Techniques
- PS2023 Philosophy, Ethics and Human Rights in Social Work
- PS2033 Behaviour Modification in Social Work
- PS2043 Social Work Practice I: Individual and Family
- PS2053 Social Work Practice II: Group
- PS2063 Administration and Management of Human Service Organizations
  
- PS2073 Management and Information Technology for Social Workers
- PS3033 Social Planning and Policy
- PS3034 Social Work Practice III: Community and Organization
- PS3053 Social Work Seminar
  
- PS3034 Practicum I: Concurrent Placement
- PS3046 Practicum II: Block Placement
- PS3026 Dissertation

## **CORE SOCIAL WORK COURSES: Select 4 (12 Units)**

- PS3063 Gerontological Social Work
- PS3073 Psychiatric Social Work
- PS3083 Medical Social Work
- PS3093 Industrial Social Work
- PS3113 School Social Work
- PS3123 International Social Work

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## **UNIVERSITY KEBANGSAAN MALAYSIA (UKM)**

Address: University Kebangsaan Malaysia,  
43600 UKM Bangi, Selangor, Malaysia

Telephone: 603 – 8921 5210

Fax: 603 – 8925 3541

Email: [ppppm@pkriscc.ukm.my](mailto:ppppm@pkriscc.ukm.my)

Website: [www.ukm.edu.my](http://www.ukm.edu.my)

### ***Social Work Program:***

Name of Faculty/School: *School of Psychology and Human Development*

Year Established: 2003

Contact Person: Dr. Fatimah Abdullah

No. of students completing course (2005): Nil (24 completing course in 2006)  
Degree offered: Bachelor of Social Science

***Courses Offered:***

- SKPW1013 Introduction to Social Work
- SKPW1023 Social Work Theory and Practice
- SKPW1033 Human Development and the Social Environment
- SKPW1043 Socio-cultural Dynamics and Social Work
- SKPW2053 Helping Skills
- SKPW2063 Drug Rehabilitation
- SKPW2073 Child Welfare
- SKPW2083 Social Policy and Social Services
- SKPW2093 Social Work Process and Management
- SKPW2103 Youth and Social Development
- SKPW2113 Community Health
- SKPW3123 Crisis Intervention
- SKPW3133 Social Work and Law
- SKPW3143 Social Work and Older Persons
- SKPW3153 Gender issues in Social Work
- SKPW3163 Family Dynamics
- SKPW3206 Social Work Practicum

---

**UNIVERSITY PUTRA MALAYSIA (UPM)**

Address: University Putra Malaysia, 43400 Serdang,  
Selangor, Malaysia

Telephone: 603 8946 7051 (Dean's Office)

Fax: 603 8946 7879

Email: [ekologi@putra.upm.edu.my](mailto:ekologi@putra.upm.edu.my)

Website: [www.upm.edu.my](http://www.upm.edu.my)

***Social Work Program:***

Name of Faculty/School: Faculty of Human Ecology, Department of Social  
Science & Development

Year Established: 2000

Contact Person: Assistant Dean of Faculty

No. of students completed course (2005): not available

Degree offered: Bachelor of Science (Human Development)

***Courses Offered:***

For a minor in Social Work, the core courses are:

- Social Policy
- Social Work: Theory and Practice
- Social Welfare and Social Work
- Social Work in Malaysia

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## UNIVERSITY MALAYA (UM)

Address: *University Malaya, Kuala Lumpur 50603, Malaysia*

Telephone: 603 – 7967 5474 & 7967 5476

Fax: 603 – 7967 5475

Email: [sas\\_ksosial@um.edu.my](mailto:sas_ksosial@um.edu.my)

Website: [www.um.edu.my](http://www.um.edu.my)

### ***Social Work Program:***

Name of Faculty/School: *Faculty of Arts and Social Sciences,  
Department of Social Administration and Justice,*

Year Established: 2002

Contact Person: *Associate Professor Dr. Faizah Binti Yunus*

Total no. of Students (2005): not available

Degree offered: *Bachelor in Administration and Social Justice*

### ***Courses Offered:***

#### **PRE REQUISITE**

- APEA1108 Introduction to Managing Services
- APEA1110 Social Dynamics
- APEA1203 Welfare System in Malaysia
- APEA1206 Introduction to Social Problems

#### **CORE COURSES**

- APEA1105 Basic Human Behaviour
- APEA2101 Organizational Behaviour
- APEA2107 Social Policy
- APEA2173 Volunteer Work
- APEA2182 Social Administration Methodology
- APEA2203 Social Work Principles

- APEA2206 Social Legislation I
- APEA2311 Criminology
- APEA3101 Social Legislation II
- APEA3381 Project Paper

## **ELECTIVES**

- APEA2104 Social Gerontology
  - APEA2208 Care and Rehabilitation
  - APEA2312 Interpersonal Skills
  - APEA2313 Social Work Organizations
  - APEA2314 Social Planning
  - APEA3314 Crime Prevention
  - APEA3310 Strategic Intervention
  - APEA3313 Training and Development
  - APEA3315 Social Evaluation and Monitoring
  - APEA3316 Medical Social Work
-

## APPENDIX 3–5

### JOINT COMMITTEE ON SOCIAL WORK EDUCATION, MALAYSIA

Membership in this Committee consists of two representatives from each institutions of higher learning offering programs in social work education, representatives from Malaysian Association of Social Workers, Medical Social Workers Association and Department of Social Welfare.

This committee agrees in principle that all institutions of higher learning in this country offering programs in Social Work should develop their curriculum based on “professional standards” and “procedures” required in the field of social work. To ensure that these “standards” are adopted the Committee is of the opinion that the guidelines for curriculum development of social work education should incorporate basic courses required in social work, methods course, practical training and supplementary courses that can assist in the understanding in the particular field of social work.

The terms of reference of the Committee are as follows:

- a) To perform the role as advisor to the Ministry of Education in all aspects of social work education and training.
- b) To act on behalf of the Ministry of Education in promoting social work education and training in line with the human resource requirements and the social policies of the Government.
- c) To assist the Ministry of Education regarding standards and quality of social work education and training in line with our national culture and values in giving and receiving social services.
- d) To promote cooperation among institutions of higher learning providing social work education.
- e) To foster networking with social work agencies nationally and internationally.
- f) To identify and share resources especially concerning trained staff in the field of social work.
- g) To communicate with international organizations to formulate procedures and standards in social work education to ensure that it complies with international standards.
- h) To act as the agency for the accreditation and recognition of social work qualifications from overseas.
- i) To upgrade research on employment requirements, position of social workers, further training and specialist skills and the sharing of information to all interested parties.

The Joint Committee on Social Work Education agrees to meet twice yearly.

*[Prepared by Associate Professor Dr. Ismail Baba (USM)]*

Source: MASW News, Issue No: 3, July 2002

## APPENDIX 3–6

### OVERVIEW OF OTHER INSTITUTIONS PROVIDING COURSES IN SOCIAL WORK

**Name of Institution:** National Council of Welfare and Social Development Malaysia

**Address:** Institute Latihan MAKPEM, No. 17, Jalan 1/48A, Bandar Baru Sentul,  
51000 Kuala Lumpur, Selangor, Malaysia

**Tel:** 603 – 40447640 & 40447641

**Fax:** 603 – 40447705

**Email:** ncswm@po.jaring.my

**Website:** www.ncwsdm.org.my

**State:** Selangor

**Date Established:** 1966

**Affiliation:** Ministry of Women, Social & Community Development

**Course Duration:** 5 days per course (Level I, II, III)

**Target Group:** Staff and Volunteers of Member Organizations (NGOs)

#### **Details of Courses:** Basic Course in Social Work

- Principles and Philosophy of Social Work
- Theory and Practice of Social Case Work
- Group and Community Work
- Social Work in Institutions
- Current Social Problems: Care Issues, Abuse & Neglect of Children, Youth, Family, Disabled Persons and Older Persons
- Human Growth and Development & Socialization Process
- Sociology for Social Workers
- Law and Social Work
- Services for Children, Youth, Disabled Persons, Family and Older Persons
- Field Work and Report Writing

Source: Brochures

## OVERVIEW OF OTHER INSTITUTIONS PROVIDING COURSES IN SOCIAL WORK (continue)

**Name of Institution:** Institute Social Malaysia  
**Address:** Lot PT 13856, Km 6, Lebuhraya Kuala Lumpur Seremban, Sg Besi, 57100 Kuala Lumpur  
**Tel:** 603 – 79873044 & 79873039  
**Fax:** 603 – 79873042  
**Email:** roziahomar@hotmail.com  
**Website:** www.ism.gov.my  
**State:** Selangor  
**Date Established:** 2002  
**Affiliation:** Ministry of Women, Social & Community Development  
**Course Duration:** 21 days for basic social work course  
**Target Group:** Social Welfare Officers, Assistant Social Welfare officers, other Civil Servants and Social Practitioners  
**No. of Participants:** Maximum of 35

**Details of Courses:** Basic Course in Social Work for Social Welfare Officers and Social Welfare Assistants

- Introduction to Social Work (Philosophy, Values and Concepts)
- Social Work Principles
- Theory and Practice of Social Case Work, Group and Community Work,
- Interview Techniques
- Self and Group Development (Teambuilding)
- Human Needs, Human Development,
- Services: Protective, Care & Rehabilitation, Child Care Centre,
- Community Development
- Management of Domestic Violence, Care and Protection of Children
- Foster Care and Adoption
- Services for Disabled People, Older Persons and Vagrants
- Disaster Management
- Management of Welfare Assistance
- Managing Quality of Service
- International Commitment
- Field Visits

Source: Brochures

Note: Institute Social Malaysia has taken over the responsibility of the Institut Latihan Kebajikan since 2002



## APPENDIX 3–7

### MALAYSIAN ASSOCIATION OF SOCIAL WORKERS

#### **Association:**

The Malaysian Association of Social Workers is a non profit organization registered with the Registrar of Societies on 28<sup>th</sup> March 1974. It serves as a professional body of social workers to promote the professional and to represent the needs of social workers in Malaysia.

#### **Definition of Social Work:**

*The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.* [International Federation of Social Workers (IFSW) General Meeting in Montreal, 2000]

#### **Vision:**

To seek excellence in the teaching, research and practice of social work.

#### **Mission:**

- To be an active advocate for professional quality in social work education, research and practice
- To be a relevant forum for assessing, identifying and managing social problems
- To be an effective resource of professional support to its members
- To participate dynamically in networking with government and no-government agencies locally and internationally in the pursuit of excellence in all areas of social work

#### **Affiliations:**

- *International Federation of Social Workers*, Berne, Switzerland
- *Malaysian Professional Centre*, Petaling Jaya, Selangor, Malaysia

#### **Professional Standards**

- Representation on the Joint Working Committee on Social Work Education to establish standards and guidelines for local university curriculum and field supervision
- Promote a standard code of ethics in the practice of social work
- Work towards the accreditation of social workers
- Promote the profession through advocacy work, media response, public talks and participation in conferences and meetings with other organizations

#### **Publication & Research**

- Newsletters – MASW News
- National Survey on Social Work Practice Among Social Service Organizations in Malaysia
- National Standards on Social Work Competencies for Malaysia
- A booklet on “*54 Years of Social Work in Malaysia*” as a tribute to Our Pioneers

Source: MASW Brochure

## APPENDIX 4–1

### ADVANCED CERTIFICATE IN COMMUNITY SERVICES (DISABILITY)

#### **Preamble:**

*This course was initiated by 4 NGOs namely, Bethany Home, Kiwanis Down's Syndrome Foundation, Spastics Children's Association of Selangor & FT, and Malaysian Care. The course is conducted by resource persons from Christchurch College of Education, New Zealand. At the end of each module students will be awarded a certificate of participation by the Consultative Committee of the sponsoring NGOs and these certificates will be accredited by Christchurch College of Education. The Advance Certificate in Community Services (Disability) will be awarded at the end of the course of study.*

#### **Course Aims:**

*The general aim of the course is to prepare primary caregivers and service providers with the knowledge, skills and competencies needed to function effectively within the range of services required by children, youth and adults with learning difficulties. The ultimate aim is for staff to possess skills which enable them to meet the needs of disabled people in a changing society.*

#### **Entry Requirements:**

*One year relevant working experience with SPM certificate in the English Language. Applicant should be a staff member and sponsored by the organization.*

#### **Course Schedule:**

*This course is a part-time program covering a period of 2 years. A total of 8 modules will be conducted during the school holidays. The first course began in 1993 – 1995.*

#### **Course Structure:**

##### **Course 1: Learning Principles and Practice**

*Unit 1: Basic Definitions*

*Unit 2: Basic processes*

*Unit 3: Application*

##### **Course 2: Developing a Community Referenced Teaching Programme**

*Unit 1: Discrete Trial Training*

*Unit 2: Data Collection and Analysis*

*Unit 3: Teaching Techniques*

##### **Course 3: Working in a Caring Team**

*Unit 1: Early Intervention*

*Unit 2: Functional Academics*  
*Unit 3: Effective Communication*

**Course 5: Life Style Planning**

*Unit 1: Individual Education Plans*  
*Unit 2: Conferencing*  
*Unit 3: Curriculum Development and Goal Setting*

**Course 6: Service Agencies and Service Delivery**

*Unit 1: Service Agencies in Malaysia*  
*Unit 2: Routine and Emergency Procedures*  
*Unit 3: Vocational Preparations*

**Course 7: Community Referenced Curriculum A**

*Unit 1: Functional Communication and Language*  
*Unit 2: Social Skills*  
*Unit 3: Domestic and Community Living Skills*

**Course 8: Community Referenced Curriculum B**

*Unit 1: Teaching Students with Physical and Sensory Disabilities*  
*Unit 2: Self Care Skills*  
*Unit 3: Recreation and Leisure*

**Comments:**

This course is no longer offered.

Source: *Advanced Certificate in Community Services (Disability)*. Sunrise Services, Christchurch College of Education.

## APPENDIX 4–2

**UNIVERSITY UTARA MALAYSIA**  
***Bachelor of Social Work Management***  
**(Course in Disability)**

One course is currently being offered by University Utara Malaysia through the Bachelor of Social Work Management Program. This is not a core course but an optional one which is under the 'Rehabilitation' specialization course. The course description is as follows:

**SWA3213 INTEGRATED SERVICES FOR DISABLED PEOPLE**  
**Pre-requisite: SWA1053: Basic Social Work Practice**

This course will focus on the observation and understanding of the effects of disability on human development, building self-concept and integration of self-worth. It also deals with the impact of attitudinal issues, structure, legislation and social institutions on disabled people. Focus on the methods and approaches to alleviate impairment will be dealt with in detail with the introduction of group work practice and integrated services with particular reference to this group.

Source: University brochure

## APPENDIX 4–3

### INSTITUTE SOCIAL MALAYSIA (Courses on Disability)

#### **Introduction:**

Institute Social Malaysia (ISM) is an agency of the Ministry of Women, Family and Community Development. It commenced operations in 2002 with the view of becoming one of the most renowned centre of excellence in the field of social policy and social development. As a training centre for civil servants and other social practitioners, the institute conducts training courses, seminars, workshops and forums as well as organizes conferences in social development.

#### **Vision:**

To become a centre of excellence in the field of social policy and social development.

#### **Mission:**

To promote sharing of knowledge and ideas, quality training, research and enhance the concept of lifelong learning in the areas of social policy and social development.

#### **Training Courses:**

ISM has now taken over the functions of the former Institut Latihan Kebajikan (Welfare Training Institute) with effect from 2002. The training courses conducted were essentially for staff of the Department of Social Welfare in the following areas:

- Basic Social Work Education Courses for all newly appointed staff and reinforced by field level supervisors.
- Specialized Courses such as courses in legislation relating to children and care centers, and promoting integration of disabled people in society with particular reference to Community based Rehabilitation.
- Training for staff working in institutional care with regard to upgrading the quality of care in the institutions.

These courses are conducted by trainers, both local and from overseas.

Two courses are currently offered specifically in relation to disability issues. One deals with services for disabled people and the other on CBR. The course objectives of both courses are as follows:

## **Services for Disabled Persons**

1. To upgrade the basic knowledge of different types of disability and needs of disabled people.
2. To upgrade skills with regard to care and management of disabled people.
3. To upgrade knowledge and understanding of the role and functions of institutions serving disabled people under the jurisdiction of the Department of Social Welfare.
4. To ensure the ability to carry out services for disabled people effectively.

## **Management of Community Based Rehabilitation**

1. To clarify with regard to service available for the rehabilitation of disabled people.
2. To explain the process in the registration of disabled people and application for assistive devices.
3. To clarify admission criteria to welfare institutions for disabled people.
4. To clarify concepts in Community Based Rehabilitation (CBR), organization and management of CBR.

Sources: Wan Ismail, 1998; ISM brochure and website

## APPENDIX 4–4

### SULTAN IDRIS SHAH FOUNDATION FOR THE DISABLED (Community Based Rehabilitation Course)

#### CBR Course in 1997

##### Objective of the Course:

The aim of this course is to create a team of rehabilitation workers at the Foundation capable of understanding the needs of the community, identifying resources to meet them and sharing skills and knowledge with colleagues and associates and to enable them to manage a CBR program.

##### Course Content:

- People with disabilities – their perspectives and resources
- Community participation – what it is and how to promote it
- How to become the CBR team:
  - sharing information, skills and knowledge – listening to and training CBR workers
  - using the CBR Manual “Disabled Village Children”
  - thereby practicing medical, pedagogical and social components of rehabilitation as well as the production of assistive devices.

#### Rehabilitation Support Team (REST)

CBR work is cross-professional and requires specific, goal oriented education and training. With this perspective, 4 professionals with experience in CBR planning, management and education/training joined REST to provide the course: An Occupational Therapist, a Special Educator/Lecturer, a Physiotherapist/Lecturer, and an Architect (UNESCO Consultant)

The team provided only one training course and due to the huge costs involved a locally assembled program and trainers were subsequently established.

#### Subsequent Courses in CBR

**Objective of this Course:** To promote the continuing improvement of Community Based Rehabilitation skills inherent in all caregivers committed to the welfare of people with disabilities.

**Course Content:** This 4-month course is offered based on a ‘Distance Learning’ model where 1 week is spent ‘on campus’ learning the skills hands-on under supervision and 3 weeks ‘off campus’ applying the skills in the candidate’s area of practiced as an assignment. The course focuses on skills in Interpersonal Relationship, Basic therapy skills; speech, occupational therapy and physiotherapy, and disability management skills with children, elderly and those with physical disabilities.

## APPENDIX 4–5

### NATIONAL COUNCIL OF WELFARE & SOCIAL DEVELOPMENT MALAYSIA (Course on Disability for Caregivers and NGO staff)

#### **Background:**

In 1946 a Central Welfare Council was established which served as a coordinating body for all voluntary welfare organizations in Malaysia. Its main function was to provide assistance to the needy and displaced persons due to World War II and to other victims of social problems. In 1966 the National Council of Social Welfare replaced the Central Welfare Council and began to play a larger role to represent the country at the international level and to network with other international agencies in related fields. In response to the need for greater involvement in social development, the National Council of Welfare and Social Development Malaysia was established.

#### **Vision:**

- To enhance the well-being of the people of Malaysia, especially the disadvantaged segment of the population.
- To promote a harmonious and caring environment where every individual lives a healthy, productive and independent life, consistent with his/her rights and responsibilities.

#### **Mission:**

- To mobilize and promote growth of non-government organizations (NGOs) in Malaysia to address issues on social development.
- To achieve excellence in social work through coherent social policies, planning, education, training and exemplary service delivery.
- To work in partnership with public and private sector and the community.

#### **Capacity Building of NGOs:**

One of its more significant activities is to provide training courses to staff and volunteers from the various voluntary organizations. Of the 11 major areas covered in these courses, one focuses on issues related to care of disabled children. Four specific courses are currently being offered:

1. Care and Guidance of Disabled Children  
(Kursus Penjagaan dan Bimbingan Kanak-kanak Kurang Upaya)

##### **Course Content:**

- Growth and development of children ages 0 – 18 years
- Food and nutrition of disabled children
- Health and safety
- Department of Social Welfare: Registration and services for disabled children



- Special education
- Physiotherapy
- Occupational Therapy
- Speech Therapy
- Role and function of caregivers
- Planning and delivery of activities

2. Education and Care of Children with Learning Disability  
(Kursus Jagaan dan Pendidikan Kanak-kanak Cacat Akal)

**Course Content:**

- Principles of Special Education
- Curriculum for children with learning disabilities (trainable)
- Handicapping conditions
- Music and movement therapy
- Role of Speech Therapist
- First Aid and Safety
- Mathematics
- Writing
- Social Education
- Physical Education

3. Early Intervention of Disabled Children  
(Kursus Intervensi Awal Kanak-kanak Kurang Upaya)

**Course Content:**

- Module 1: Disabilities Issues – *WHO Classification and Definition, CBR Issues*
- Module 2: Bio Mechanical – *Ergonomics and Positioning; Simple Assistive Device*
- Module 3: Treatment Modalities – *Techniques, Therapeutic Activities, Motivation, Action Plans*
- Module 4: Occupational Performance – *Daily Living Skills in Self Management and Environmental Management, Functional language, Functional Mathematics, Fine Motor and Fine Gross Motor Skills, Modifications and Adaptations, Social and Recreational Skills*
- Module 5: Enhancement – *Caregivers Self Empowerment through Enhancing Skills, Personal Skills*

4. Basic Course on Managing Special Children  
(Kursus Asas Pengurusan Kanak-kanak Istimewa)

**Course Content:**

- Normal Child Development
- Types of disabilities – Down Syndrome, Cerebral Palsy, Autism, Learning Disability and other disabilities
- Referral to Specialists
- Managing Physiotherapy

- Managing Occupational Therapy
- Speech and Language Rehabilitation
- Pre-School Education
- Early Intervention – 0 to 3 years
- Pre-skills for reading, arithmetic, writing and self care skills
- Skills in reading, arithmetic and writing

Source: *National Council of Welfare and Social Development Malaysia Brochure, Course Schedule for 2006 and Course Application Forms.*

## APPENDIX 5–1

### NATIONAL COMPETENCY STANDARDS FOR BEGINNING SOCIAL WORK PRACTICE IN MALAYSIA – A SUMMARY

#### PREAMBLE

There are ten competency standards for beginning social work practice in Malaysia. Six of the competencies are generic and act as the foundational competencies upon which the professional competencies are based. Four of the competencies are professional and relate to the distinguishing approach to, and implementation of, social work practice as a specific discipline within the professional delivery of services within the human services.

#### FOUNDATIONAL (GENERIC) COMPETENCIES

| Competency  | Components  |
|---|---|
| <i>Ethical Conduct</i>                            | Capacity to be aware of and consider the moral standing of ‘others’<br>Knowledge and understanding of a professional Code of Ethics<br>Ability to apply a Code of Ethics in own practice  |
| <i>Interpersonal Communication</i>                | Capacity to interact with others in a purposeful and respectful way<br>Ability to recognize the role and contribution of others in a communication interaction<br>Ability to utilize professional spoken and written communication strategies   |
| <i>Cognitive Reflection and Creative Thinking</i> | Ability to utilize cognitive conceptual skills<br>Capacity to consider abstract ideas<br>Capacity to move from the abstract to concrete, visa versa<br>Capacity to consider and integrate diverse conceptual ideas<br>Ability to develop and articulate a logical and reasoned argument<br>Capacity to consider competing ideas and arrive at a logical conclusion  |
| <i>Problem Solving</i>                            | Capacity to identify and label appropriate experiences as problematic or of significant issue<br>Capacity to identify the component parts of the problem experience and the causal relationship between parts of the problem<br>Capacity to identify and consider possible problem solutions strategies<br>Capacity to implement solutions<br>Capacity to review problem solving assessment and intervention strategies<br>Ability to utilize knowledge to inform problem solving assessment and intervention |
| <i>Task Management</i>                            | Ability to identify tasks arising from a work application<br>Ability to identify task prioritization<br>Capacity to design task intervention strategies   |

|                            |   |
|----------------------------|---|
|                            | Capacity to implement task application strategies<br>Ability to review and learn from task design and implement approaches  |
| <i>Leadership Capacity</i> | Understanding of the leadership role in delivery of human services<br>Ability to initiate leadership roles as required by practice needs<br>Willingness to work with others in a collaborative and respectful leadership role<br>Capacity to facilitate others in a leadership role |

## PROFESSIONAL COMPETENCIES

Four professional competencies have been identified as being essential requirements for competent social work practice and are closely linked to the attainment of the six generic competencies. Each competency standards has several components: *objectives* (process objectives & outcome objectives), *performance indicators* (process indicator & outcome indicator) and the *Application Medium* (values, knowledge & skills). The four professional competencies of the national Standards for beginning social work practice in Malaysia are:

- Working with individuals, families and communities utilizing professional social work intervention knowledge and skills
- Working in an ethical professional social work manner
- Working in a professional manner within an organizational setting
- Capacity to undertake reflective professional practice

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Source: Malaysian Association of Social Workers (2005)