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TRANSFORMING SOCIAL WORK FIELD EDUCATION: NEW INSIGHTS FROM PRACTICE RESEARCH AND SCHOLARSHIP

Edited by Julie L. Drolet, Grant Charles, Sheri M. McConnell, and Marion Bogo

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Morgan Banister is a 37-year-old autistic adult and is part of the Ottawa Adult Autism Initiative group, as well as two autistic adult social support groups in Ottawa. She is also an active volunteer for music festivals, Ottawa Humane Society, and has also been involved with Autism Ontario's Ottawa Chapter. Morgan has a wide range of interests in artwork, glass paper weights, pottery, tea pots, mugs, yarn, books, jigsaw puzzles, and blankets.

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Julie L. Drolet, PhD, RSW, is a professor in the Faculty of Social Work at the University of Calgary and the director of the Transforming the Field Education Landscape (TFEL) project funded by a SSHRC partnership grant. She leads an international social work research program to advance knowledge in the fields of social work and social development. She is an internationally recognized expert in international social work, and her research focuses on field education, disaster social work, social development and sustainable development, social protection, and immigrant settlement and integration. She is the author of nine scholarly books and edited collections. She has been recognized through numerous awards by the University of Calgary, the Killam Foundation, the Royal Society of Canada's College of New Scholars, and the Canadian Foundation for Innovation. She is a registered social worker with the Alberta College of Social Workers (ACSW).

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Christine Jenkins has been an advocate for many years and most recently around issues related to late female diagnosis, gender bias, and autistic aging. Currently a community research associate at Carleton University, she is a co-author of the anthology *Spectrum Women: Walking to the Beat of Autism* (2018) and has presented in Canada and internationally. Jenkins has been a peer reviewer for the journal *Autism in Adulthood* and edits other books and articles. As she states, "Our aim is to help include autistic voices at every stage in true co-production of research." Jenkins recently started a business, the Christine Jenkins AUsome Consulting, at www.cjAUsome.ca.

Vibha Kaushik, PhD, RSW, is a registered social worker in Alberta and a postdoctoral associate in the Faculty of Social Work at the University of Calgary currently working on two partnership projects: (1) Transforming the Field Education Landscape and (2) Aging in the Right Place. In addition, she teaches undergraduate and graduate courses in the Faculty of Social Work at the University of Calgary. Her current research interests include social work with newcomers, newcomer settlement and integration, homelessness and housing insecurity among older immigrants, and mixed-methods research. She has several peer-reviewed publications as first

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Edward King is an adult who is autistic. He was diagnosed at the age of 3 and had trouble speaking. At that time, doctors said that Edward had a 50% chance of never speaking, but he overcame that challenge. After graduating from Algonquin College, he has had two jobs: working for the City of Ottawa as a custodian and weight room attendee, and at a fitness gym as a custodian. At times, he assists adults who have special needs and physical disabilities at summer camps and social nights through the City of Ottawa. Since 2011, Edward has gone to schools — from grade two to high school — and attended adult audiences at workshops to talk about overcoming challenges, bullying, and autism. Today, Edward volunteers with OAAI and is willing to help out individuals to have better futures. He enjoys biking, running, walking, listening to music, and hanging out with friends.

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Karen Lok Yi Wong, MA, MSW, RSW, was trained in social policy for a Master of Arts at University of York, in the UK, and in social work for Master of Social Work at the University of British Columbia, Vancouver. She has conducted research, including analyzing policies, on older adults and healthcare with a focus on palliative care, long-term care, and family caregiving. She has also published and presented widely to academic and professional audiences. She has been an invited reviewer for academic and professional journal articles, conference presentation abstracts, and project proposals. She is currently the research scholar of Simon Fraser University Science and Technology for Aging Research (STAR) Institute. Karen is a registered social worker in British Columbia and has been practicing in diverse settings related to older adults such as community senior services centre and long-term care. She is currently practicing social work at Mount St Joseph Hospital of Providence Healthcare, Vancouver. She serves as the clinical advisor at 411 Seniors Centre Society, Vancouver. She also serves in the BC Association of Social Workers Multicultural and Anti-racist Committee, Seniors Community of Practice, and Richmond, Delta, and Burnaby Branch. She is a long-term volunteer for Alzheimer's Society BC.

Index

A

abductions, 150
ability, 14, 50, 53, 55, 62, 87, 113, 121–122, 134, 157, 159, 165, 169, 183, 199, 254, 259, 264, 266, 268, 277, 329, 334, 338–339, 366; ableism, 53, 228, 245, 277, 286, 291; inaccessibility, 52–53, 266; norms, 21, 23, 105, 112, 247, 275
abuse, 122, 197, 251, 252, 253–254, 257, 259, 261–263, 266–268, 307; abuser, 261; assault, 261; bruising, 159, 262; harassment, 25, 101, 135; harm, 23–24, 123, 133, 148, 150, 214, 260, 263, 267, 290, 300, 304, 308, 323, 336, 348; rape, 205
access, iv, 2, 4, 5, 6, 8, 10, 14, 37, 40, 42, 48, 55, 63–64, 112, 121, 125, 129, 139, 144, 147–148, 150, 152, 160–161, 204, 225, 231, 232, 236, 241, 244, 251–254, 257–259, 260, 265, 267–268, 282, 284–286, 290–291, 347, 359, 363–364, 384; accessibility, vii, 5, 7–8, 10, 47, 49, 51–53, 55, 57–59, 61, 63–67, 232, 235, 238–240, 242, 260, 360–361, 368–369, 379, 384; accommodation, 53, 58, 61, 63, 201, 236, 239, 242, 258, 379; braille, 138–139, 142; captioning, 242; subtitles, 242
accountability, 89, 127, 131, 225, 276, 316, 377
accreditation, 32, 89, 112, 114, 130, 182, 206, 291, 315–316, 343, 378
activism, 32, 53, 105, 135, 183, 369; abortion, 295; antiracist, 67, 115–116; inclusiveness, 7, 31, 51, 66, 185, 191, 208, 223, 225, 229–230, 232, 234–235, 238, 240, 244, 246, 249, 293, 298, 321, 369, 371; injustice, 49, 101, 204–205, 360; 2SLGBTQIA+, 7, 14, 48–51, 53–54, 56, 57, 59–61, 65, 114, 136, 170, 251, 258, 295, 308, 361, 375; reconciliation, 378
adapt, 79, 325, 344; adaptability, 286, 323, 339; adaptable, 86; adaptation, 181, 223–224, 336, 349; adapted, 286, 324; adapting, 30, 286; adaptive, 153, 379
addiction, 295, 320
administration, 125, 130–132, 138, 143, 178, 194, 201, 222, 262, 314, 328, 337, 343, 348, 377
administrators, 29–30, 82, 151, 341
admission, 2, 45, 52, 107, 144, 147, 149, 179, 266, 301, 318
adults, ix, 13, 32, 105, 125, 227–235, 238, 240–245, 247–248, 280, 286, 297, 302, 309, 316, 321, 341, 354, 361, 372, 376–379, 384
advance, 11, 51, 65–67, 123, 136, 152, 155, 159, 167, 169, 206, 354, 366, 374; advancement, 49; advancing, viii, 13, 47, 93, 136, 161, 163, 209, 211, 213, 215, 217, 219, 221, 223, 225, 369, 384
advantage, 36, 220, 329, 332, 350
adversity, 177, 290, 295, 297, 305, 336, 348, 368
advisory, 54, 290, 375
advocacy, viii–ix, 4, 11, 13, 28, 30, 66, 73, 77, 79, 155, 160, 173, 183, 185, 189, 227–233, 235, 237, 239, 241–245, 247, 249, 258, 270, 280, 285, 287, 301, 361–362, 363–364, 368, 375, 384; advocates, 14, 28, 73, 107, 175, 194, 204, 227, 246, 256–258, 264–265, 283, 315, 364, 376, 379; allies, 231, 233, 245, 378
aesthetic, 345, 347, 350
affairs, 122, 149, 371
Africa, vii, xii, 5, 8–9, 69–97, 178, 194–195, 201, 206–208, 364, 374, 384; Africans, 72–73, 82
Afrocentric, 8, 69–70, 94, 96, 364
Afrocentricity, 96
ageing, 6, 38–42.
agency, 2, 5–7, 10, 12, 14–15, 22, 25, 27–30, 36–40, 42, 49, 58–59, 78, 84, 87, 89, 117–119, 123–129, 144, 166–168, 184, 186–187, 196–198, 200–205, 210–211, 213–216, 220–221, 240, 251–261, 263–268, 276–283, 287, 290, 303, 327–328, 337, 341–342, 351, 359–363, 365, 367
ages, 124, 135, 257
agriculture, 94, 97, 144, 213, 222, 225
AI (artificial intelligence), 301, 316, 326–327
aid, 8, 33, 72, 81, 83, 94, 163, 169, 197, 205, 217, 318, 364, 375
Alaskan, 117
Albany, 131

Alberta, iv, 273, 279–280, 282–284, 288, 290, 374, 376, 384
alienation, 24, 144, 318
align, 22, 69, 159, 165, 211; aligned, 73, 216; aligning, 96, 289; alignment, 127
alleviation, 23, 36, 81, 89
ambiguity, 309, 347
Americans, 93
Amhara, 146
Amharic, 137, 144
amplify, 333, 350
analysis, 10, 16, 58, 71, 74, 94, 120, 129–131, 136, 138, 148, 157, 169, 187, 190, 219–222, 224, 226, 248, 255, 257, 269–270, 309, 316–317, 338, 352–353, 361; analyze, 102, 112, 196, 255, 257; analyzed, 5, 38, 41, 47, 77, 138, 160, 362; analyzing, 104, 220, 331, 379
anatomy, 191, 339
ancestors, 336
anger, 304–305, 311, 313
anthropology, 212, 224, 354, 357
antidepressant, 310, 356
anxiety, 44–45, 102, 133, 277, 291, 304–305, 308, 310, 316, 318, 322, 335, 341, 354, 357
Aotearoa, 321
application, 70, 79, 83, 87, 90, 115–116, 158, 160, 170, 196, 205, 219, 223, 261–263, 350; applicability, 11, 54, 87, 104, 205; applicants, 178; applied, 1, 3, 16, 51, 90, 221, 223–224, 233, 238, 282, 285; applies, 261; applying, 115, 127, 230, 253, 331, 365, 373
appreciation, 79, 82, 90, 121, 285, 299, 308, 314, 343
approaches, ix, 2, 5–6, 8, 15, 31, 36, 54, 69–70, 73–74, 78–79, 82, 85, 90, 94, 123, 153, 181, 195, 207, 209, 224, 268, 271, 274, 278–279, 303, 314–315, 354–355, 360, 365, 369, 373, 384
apps, 222, 247
aquatic, 146
archaeology, 378
architecture, 222, 338, 351
Arctic, 378
arrest, 260–261, 269
arsenic, 214, 225
Ashley-Binge, 323, 351
Asia, 178, 224
Asians, 269
Asperger, 231–232, 245. See also autism
assembly, 153
assess, 62–63, 74, 76, 79, 120–122, 152, 162, 167, 314, 336; assessing, 30, 92, 120, 122, 126, 198, 222, 231, 319, 341; assessment, 9, 13, 79, 88–89, 120–121, 125, 130, 137, 148, 153–154, 165, 171, 176, 203, 210, 215–217, 219–220, 222–226, 232, 258–259, 279, 299, 301, 310, 314, 319, 341–342, 354, 356, 363
asset, 22, 154, 222, 245, 290
association, 1, 3, 17, 23, 27, 32, 55, 67, 112, 114, 122–123, 129, 139, 148, 181–182, 186, 188, 196, 200, 206, 224, 226, 245, 267, 269, 273, 291, 317, 375, 377, 379
assumption, 11, 37, 73, 82, 102, 108, 112, 143, 157, 160, 162, 163, 171, 185, 203, 229, 298, 341, 348, 366
asylum, 145, 149, 177, 182, 189–190
Athabasca, 377
audiovisual, 353
auditory, 332
austerity, 66, 246
Austin, 22, 28, 31–32, 375–376
Australia, 86, 191, 226, 279; Australian, 32, 196, 206, 293
authentic, 79, 92, 113, 169, 310, 313, 317
authorities, 143, 216, 253, 261, 321
autism, ix, 13, 227–235, 238, 240–249, 335, 353, 357, 361, 372, 376–379, 384
autoethnography, 9, 102
autonomy, 78, 229, 238, 241, 245; autonomic, 337
awareness, 15, 42, 120–123, 127–128, 168, 175, 186, 217, 230, 279, 283, 296, 300, 312, 314–315, 329, 331, 337, 339, 345, 347, 349, 365

B

banking, 233
barrier, 5–6, 10, 14, 29–30, 61, 64, 135, 150, 206, 218, 226, 235, 252, 254–255, 257, 260, 263–264, 266, 268, 270, 287, 320, 360, 363, 365; barred, 266; bars, 262
baseline, 216–217
behaviour, 46, 57, 79, 121, 164–165, 171, 199, 254, 286, 311–312, 325, 332–333, 336, 339, 346, 349, 355, 378; behavioural, 118, 154, 294, 321, 326, 328, 334, 349, 357, 376–377
Beijing, 153–154
Belgium, 147
beliefs, 60, 66, 79, 120, 143–145, 160, 203, 284, 285, 298–299, 301–302, 307, 309, 311, 314, 339, 348, 352, 365
belonging, 51, 53, 57, 165–167, 185, 299
benefits, 6–7, 27–28, 36, 41, 45, 89, 121, 123, 153, 178, 281, 311, 334, 361–362; beneficial, 2, 23, 28, 48, 59, 126–127, 233, 287–288; benefited, xiii, 135; benefiting, 289; benefitting, 24; betterment, 146

biases, 114, 119, 120, 122–123, 129, 135, 160, 166, 168, 185, 254, 281, 302, 376; prejudice, 52, 55, 62, 103, 118, 121, 164–165, 171, 185
bills, 26, 220; billing, 160, 170–171, 220, 281, 291
binary, 103, 164
biology, 146–147, 354; allostasis, 356; amygdala, 335; anatomical, 328; axons, 338; biobehavioral, 353, 355, 357; biochemistry, 145; biodiversity, 225; bioethics, 378; biological, 124, 145, 161, 306, 340, 352–353, 357; biologically, 326; biomarker, 344–345; biomedical, 336, 349; biopsychosocial, 70–72, 137, 154; biosocial, 345; BioSocieties, 248, 356; biotechnology, 353; brainstem, 337; cerebellum, 355; cognitive, 281, 291, 294, 326, 331, 338, 341, 351, 353, 357; cogitation, 303, 315; cogitative, 296; cognition, 357; cognitively, 166; colliculus, 331–332, 355, 357; cortex, 329, 337–339, 352; frontoposterior, 339; gene, 336; hippocampus, 335, 341–342, 354, 356; hormones, 356; midbrain, 332; myelin, 338; myelination, 338–339, 353; neural, 332, 338, 350, 354–355, 358; neurobiologically, 358; neurobiology, 351, 353, 378; neurodiversity, 241; neurogenesis, 341–342, 346, 349, 354; neurolinguistics, 353; neurological, 357; neuron, 337, 341, 352, 356–357; neuronal, 326; neurophysiological, 357; neuropsychoanalysis, 353; neuroscience, 352–357; neuroscientific, 323, 327; neurotypical, 247; prefrontal, 329, 338–339, 357; sensorimotor, 326, 341, 351; thalamus, 335
BIPOC, 11, 157–158, 161–163, 166–168, 361; Blackness, 162; Blacks, 122; Chicana, 171; Chicano, 171; Chicanx, 372; Hispanic, 33, 122, 269; Latina, 171, 269–270; Latino, 117; Latinx, 165–166, 268, 372
blindness, 105
bodies, 8, 73, 85, 89–90, 158, 181, 198–199, 275, 284, 326, 335, 366
books, 67, 76, 86, 90, 139, 190, 347, 351, 357, 372, 374, 376
boredom, 338, 341, 354
Botswana, 75, 95–96
boundary, 33, 199, 277, 312
boys, 134, 376
brain, ix, 16, 189, 323–325, 327, 329, 331–333, 335, 337–347, 349, 351, 353–357, 384
Brazil, 96
broadcasting, 101, 194, 206
budgets, 25, 28–29, 211
built, 3, 41, 123, 211, 222, 340
bullying, 232, 310, 377
burden, 9, 53, 71, 90, 110, 135, 149–150
bureau, 118–119, 129–130
bureaucratic, 178, 266
Burnaby, 379
businesses, 181
bylaws, 293

C

Calgary, iv, xiii–xiv, 4, 190, 280, 286–288, 291, 317, 371, 373–377, 384
California, 14, 122, 153, 169, 252, 261, 268, 270, 372
campaign, 85, 217, 224, 287
Canada, iv, 2–4, 11–13, 16–17, 40–41, 47, 50, 65, 67, 102, 107, 115–116, 145, 154, 175–184, 186–191, 206, 227, 230, 246–248, 273–274, 276, 279, 289–292, 299, 320, 322, 354–355, 367, 371, 374, 376–377, 384; Canadian, 1, 4, 12, 17, 32, 45, 49, 55, 66–67, 101, 112, 114, 116, 175–180, 182–183, 186, 188–191, 208, 231, 236, 245–246, 273–274, 276, 278, 290–291, 298, 302–303, 317–320, 322, 373–374, 379
candidate, 178, 259–260, 267, 371–372, 374, 377
capacity, 12–13, 35, 40, 93, 107, 124, 146, 158, 181–182, 188, 205–206, 210–211, 215–216, 218–219, 222, 233, 259, 282, 308, 324, 327, 329, 332, 339, 363, 371
capitalism, 246, 328, 353, 378
caregivers, 41, 120, 124, 130, 245, 288, 337; caregiving, 10, 24, 379
cases, 87, 122, 137–138, 151, 202, 217–218, 261, 270, 273, 279, 292
casework, 26, 69, 73, 87, 185, 364; caseworkers, 119, 125
castes, 216–217
category, 11, 77–78, 104, 136, 160–162, 164–167, 176, 275, 326, 346; categorical, 164, 166; categorically, 338; categorization, 11, 160–162, 164–167, 170, 185, 327; categorize, 128, 161–162, 164–166; categorized, 76, 90; categorizing, 327, 350; characterising, 355; characteristics, 161, 255, 344, 346; characterized, 80, 148; classification, iv, 164, 384; classify, 327; classifying, 327
Caucasian, 66
caucus, 7, 51, 56, 372
celebrating, 126, 207
censor, 110
census, 118, 153, 299, 322
centricity, 353
ceremony, 147
certificate, 134, 211–212, 378
charting, 76, 248, 318
Chicago, 324, 378

children, 10, 92, 117–125, 127–132, 138–139, 146–147, 149, 152, 171, 175, 189, 197, 209, 230–231, 246–248, 262, 280, 288–289, 294–295, 298, 302, 307–308, 316–321, 338–339, 352, 357, 368, 373–374; adolescents, 295, 296, 307, 312, 319–320, 352, 368, 376; childhood, 132, 143, 318; grandchildren, 175; infancy, 231; infant, 105; juvenile, 122, 124, 376; kindergarten, 146; youth, 105, 120, 124–125, 129–131, 178, 218, 233, 299, 312–313, 316–317, 373–376;
childcare, 287, 376
China, 147, 200, 207
cisgender, 160, 234
citizenship, 11, 179, 189–190, 261, 270; citizens, 40, 71, 101, 151, 178, 224–225, 246, 253, 262, 267; noncitizens, 253, 262
classism, 254
clients, 14–15, 22, 26, 49, 89, 121, 125, 157, 166, 169, 184–186, 203, 252, 254, 258–269, 276–277, 280, 282, 284–287, 290, 295–298, 300, 302–306, 308–309, 311, 314–315, 317, 320–324, 326–327, 329, 331, 333, 340, 343, 347, 350, 366; clientele, 185, 260, 268
climate, 110, 126, 152, 171, 177, 209, 213, 221–224, 275, 360
clinical, 10, 17, 55, 65–66, 70–73, 85, 92–93, 115–116, 122, 129, 169–171, 188–190, 206–207, 292–293, 301, 312, 316–321, 326, 349, 352, 355, 357, 362, 375, 378–379; clinic, 256–257; clinician, 280, 300; diagnosis, 275, 376; diagnosed, 232, 376; disorder, 231, 245–248, 335–336, 353–356, 378–379; dialectical, 224; doctors, 376; DSM, 352; healthcare, 6, 41, 121, 129–130, 254, 357, 379; hospitals, 48, 55, 89, 197, 216; immunization, 224; intervention, xi, 70, 87, 93, 121, 123, 126–128, 182, 193, 202–203, 210, 218, 220, 246, 248, 259, 269, 279, 302, 306–307, 319–321, 325, 344–346, 349, 351, 355, 357, 365, 368, 372, 378; outpatient, 375; pediatrics, 373; pharmacist, 144; physician, 189; psych, 352, 357; psychiatric, 312; psychiatrist, 310; psychiatry, 129, 131, 319, 353, 355, 357; psychologist, 94, 164, 352, 354, 356; psychology, 131, 154, 164–165, 169–171, 269, 316–318, 320–322, 351–353, 355–357, 371, 374, 376, 378; psychopathology, 320; psychosocial, 89, 305, 316, 324, 335, 355; psychotherapist, 233; psychotherapy, 317, 319, 321; schizophrenia, 335, 357; therapy, 41, 246, 317, 352, 375; therapeutic, 185, 258, 307, 312, 317, 348, 355, 372; therapist, 125, 373
code, 23, 32, 65, 112, 186, 199, 255, 257, 267, 269, 317; codified, 25; coding, 257, 329
collaborate, 41–42, 64, 127, 365; collaborated, 10, 39, 41, 287; collaborating, 41, 43, 299; collaboration, 4, 6, 13, 30, 38–39, 41–43, 90, 125, 136, 197, 200, 220–221, 232–234, 278, 287, 299, 344, 363, 369; collaborative, 16, 222, 229, 240, 300; collaboratively, 15, 181, 198, 234, 295; collaborators, 278, 324; convene, 123; cooperation, 177, 190, 203, 215, 261, 326
collective, 204, 220, 329; collectively, 5; communal, 153, 363; communities, 1, 4–5, 7–8, 12–13, 21–22, 30, 40, 48, 50, 54–56, 58–59, 69, 72, 79–80, 91, 119, 154, 161–162, 167, 179–180, 185–186, 202, 211–215, 217–219, 222, 225, 227, 269–270, 273, 284, 290, 295, 300, 347, 361, 363, 368, 371
colonialism, 93, 112, 335; coloniality, 91, 106, 109, 112, 114, 366; colonization, 320; colonized, 194; colonizing, 233
colourblindness, 160–163, 168
colouring, 359, 362
Columbia, 4, 38, 40, 186, 190, 319, 373, 379
Commission, 378; commissioner, 378
commitment, xiii, 30, 54, 90, 119, 133, 136, 183, 199, 204, 242, 275, 280–281, 361, 369, 378
committees, 372
commodity, 220
commonalities, 326–328, 348–349
Commonwealth, 178
communication, 7, 15, 37, 39, 42–43, 45, 52, 55, 92, 158–159, 200, 219, 229, 235–236, 243, 248–249, 254, 274, 274, 278–279, 287, 291, 326, 329, 335, 342, 347, 350, 353–354, 357, 362, 372; communicating, 43, 329, 349
compensation, 5, 22, 25, 30, 255
competition, 48, 49, 52, 72, 212, 326; competing, 6, 24, 143; competitiveness, 246
competence, 2, 114, 119–120, 129–130, 132, 169–170, 186–187, 199, 279–280, 295, 299–300, 302, 313, 318, 352, 365, 367; competency, ix, xi, 15, 70, 72, 77–85, 87–90, 103, 116, 127–128, 146, 153, 196, 254, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313–315, 317, 319, 321, 334–335, 343, 384
computer, 76, 201, 242, 282, 289, 354, 379
confidentiality, 137, 236, 239–240, 244
conflict, 10, 102, 121, 164, 169, 177, 217–218, 245, 285, 295, 304–305
conform, 134, 340
confront, 73, 77, 182, 251, 254, 303, 309, 315, 345, 364; confronting, ix, 31, 251, 360, 372, 384
Congregational, 322; congregations, 319
Congress, 182, 185, 189
connection, 8, 47, 54–56, 103, 124–125, 145, 185, 233, 303, 311–312, 332–333, 339–340, 342, 355; connected, 39–41, 54, 58, 122, 125, 215, 220, 299, 365; connectedness, 106,

298, 318; connecting, 9, 102, 123, 125, 313; connectivity, 355, 377; connects, 11, 231
consent, 137, 229, 255
conservation, 218, 225
consortium, 131
consulting, 227–228, 239, 241–243, 376; consultancy, 371; consultants, 333; consultation, ix, 13–14, 63, 217, 227–228, 230, 232–245, 361, 384; consulted, 38, 63, 230, 232, 237, 241
continent, 8, 70–74, 82, 87, 91
continuum, 118, 325–328, 330–331, 348–349, 353
contribute, 2, 11, 14, 29, 35, 39, 47, 118, 152, 163, 167, 179, 202, 233, 237, 239, 241–243, 266, 274, 324, 336, 341, 345, 351; contributed, 7, 17, 43, 122, 144–145, 149–150, 152, 195, 209, 219–220, 240, 297, 373; contributing, xiii, 4, 9–10, 12, 29, 118, 200, 309, 375; contribution, xiv, 4, 8, 11, 13, 16, 30, 56, 65, 126, 146, 184, 200, 243, 352; contributor, ix, xiii, 1, 4, 16–17, 120, 146, 359, 368–369, 371, 384
controversy, 300, 354
convention, 318
coordinator, 6, 38–39, 42–43, 48, 64–65, 84, 123, 198, 200–202, 205–206, 213, 282, 291, 333, 343, 362, 368, 373–374, 377, 379; coordinate, 198, 280; coordinated, 182; coordinating, xiii, 193, 202, 212; coordination, 13, 65, 201, 212, 290
coping, 150, 228, 235, 281, 284, 295, 304, 306, 309, 312–313, 316, 325, 356
COVID, ix, 2–6, 8, 14–15, 17, 21, 29, 31, 35, 37, 58, 72, 91–93, 96, 101, 115, 204, 273–279, 281–285, 287, 289–294, 360, 362, 365, 368, 384; pandemic, 2–6, 8, 14–15, 21, 29, 31, 35, 37–38, 58, 72, 91–92, 204, 273–274, 277–281, 284–288, 290, 293–294, 360, 362, 365, 368–369
corporation, 132, 194, 206
corruption, 71, 90, 96, 335
cosmology, 79, 96
councils, 181
counselling, 41, 85, 122, 170, 185, 198, 294, 302, 308, 317; counselled, 367; counsellors, 94, 125, 294, 308
counternarrative, 161–163
counties, 28, 122, 131, 268, 270
countries, 1, 13, 27, 69, 71, 81, 86–87, 89–90, 92, 133, 151, 177–178, 194, 209, 211, 213, 216, 283, 299, 363
courthouse, 261–262, 269
courts, 197, 261–263
creativity, 30, 294, 301, 323, 331, 338, 353, 356, 378; arts, iv, 134, 153, 371, 374–375, 378–379, 384; artwork, 372; crafts, 153, 360; created, 2–3, 6–7, 13, 15, 23–24, 40, 210, 228, 231, 235, 244, 278, 280, 289, 312, 328, 335; creates, 29, 164, 169, 252, 262, 329, 363; creating, 2–4, 7–8, 29–30, 37, 89, 124, 126, 230, 232, 235, 240, 243, 277, 285, 289, 308, 317, 329, 331, 339–340, 352; creation, 54, 161, 236, 240, 310, 314, 329–331, 341
crisis, 2, 13, 17, 21, 47, 65, 67, 94, 206, 210, 213, 225, 276–277, 280, 291, 293, 295, 304, 309, 353, 368
critique, 70, 104–105, 125, 147, 160, 170, 228, 275, 277
culture, viii, 9–10, 79, 86, 95, 117, 118–131, 136, 148, 166, 168, 176, 181, 183, 185, 187, 212, 225, 246, 252, 254, 269, 299–300, 316, 322, 326, 329, 357, 365, 377, 384; intercultural, 45; multicultural, 132, 169–170, 189, 379; multiculturalism, 103; transcultural, 129
customs, 160, 261
cutbacks, 282
cuts, 47, 276

D

dance, 342–343
daughters, 150
deans, 190, 274
debt, 24, 48
decentralization, 222
declaration, 153, 203
decolonizing, 94, 116, 207; decolonial, 113; decoloniality, 96; decolonization, 94–95, 205, 375, 378
democracy, 190, 229; democratic, 134, 152–154
demographics, xii, 97, 178, 183, 187, 251, 255–257, 266, 268, 367
depoliticize, 276
deportation, 14, 252–253, 257, 260–262, 264, 266–267
deposit, 229, 233
depression, 133, 304–305, 310, 316, 318, 322, 341, 354, 356
desegregation, 61
developmental, vii, xi, 8–9, 12, 69–71, 73–93, 95–97, 245–246, 248, 307, 326, 338, 356–357, 364, 385
digital, iv, 41, 356, 385
dilemma, ix, 26, 114, 130, 169, 189, 251, 253, 255, 257, 259, 261, 263–265, 267, 269, 280–281, 372, 385
director, 25–26, 39, 54, 65, 148, 190, 274, 333, 343, 374–375, 378

disability, ix, 7, 15, 50–51, 53, 56, 59–61, 63, 65–66, 119–120, 141, 149, 152, 154, 231, 236, 246–249, 258, 273–275, 277, 279–281, 283–294, 359–362, 371, 373, 377–379, 385; Alzheimer, 379; dementia, 341; diabetes, 141; impairment, 138–139, 140, 143, 148, 275, 283–284, 293, 335; nondisabled, 57; wheelchairs, 286
disadvantage, 114, 363, 367
disaster, 177, 223–225, 374
discipleship, 322
disclosure, 7, 62–64, 66, 110, 158, 168; to disclose, 60, 62–63, 236, 245
discourse, 93, 177, 183, 185, 224, 228, 277, 286, 319, 353–354
discrimination, 10, 14, 25, 48, 49, 53, 55, 57, 60, 61, 103–104, 135, 149, 152, 182, 186–187, 204–205, 268, 284, 307, 314, 323, 338, 341, 360, 367; microaggressions, 116, 171; stereotypes, 120, 121, 165, 185, 25
disease, 71–72, 80, 90, 94, 132, 209, 219, 356, 364
disproportionality, 9, 117–120, 122, 128–131, 365
distress, 15, 69, 190, 265, 295–297, 298, 304–306, 308–313, 315–316, 318, 368, 373
diversity, 6, 9, 14, 30, 32–33, 53, 86, 116, 119, 121, 123, 130, 132, 157, 159, 168, 171, 182–183, 185–188, 204, 269, 299, 303, 317–318, 327, 334, 363, 367, 371, 375; diversification, 120; diversified, 186
divorce, 141, 295, 375
doctrine, 160
dominance, 23, 87, 166, 168, 205; domination, 135, 150, 237, 329
donor, 214, 219, 282
drinking, viii, 12–13, 209–210, 213–214, 217, 222, 225, 369, 385
drug, 259, 267
duty, 148, 311
dystopia, 323

E

Earth, 223
Eastern, 82, 92, 96, 208, 303
ecology, 329, 352, 356, 372
economically, 22, 24, 27, 30, 267, 360, 363, 365
economics, 188, 200, 222
economies, 71
ecosystem, 225
Edmonton, 280, 374
education, i, iii–v, vii–ix, xii–17, 19, 21–33, 35–67, 69–97, 101–118, 120, 122, 124–128, 130–136, 138–155, 158, 160, 162, 164, 166–171, 175–191, 193–214, 216, 218, 220, 222, 224–226, 228–230, 232–234, 236, 238, 240, 242, 244–248, 252, 254–258, 260, 262, 264, 266–271, 273–360, 362–369, 371–378, 385; academia, 1, 3, 153, 296; academics, 3, 9–10, 40–41, 86, 135, 194, 296, 312, 345; academy, 129–130, 162, 231, 246, 356; baccalaureate, 66, 170, 208, 319; bachelor, 40, 145, 196, 232, 371–372, 374–375, 378; classmates, 10, 24, 138, 140, 143, 149; classroom, 11, 15, 31, 38, 66, 75, 78, 80, 103, 105, 112–113, 116, 157, 184, 196, 202, 279, 293, 303, 312, 324, 333, 350–351; colleges, 90; courses, xi, 24, 41, 58, 77–78, 83–85, 125, 132, 159, 171, 182, 193, 196, 212, 297, 376; coursework, 53; curricula, 103, 157, 182, 333; curricular, 87, 92, 320; curriculum, 8, 11, 23, 45, 73, 76–84, 86, 88, 90–91, 94, 96, 103–104, 106, 115, 129, 182, 194, 196, 201–202, 205, 210–212, 277, 293, 296–297, 302–303, 318, 320, 364–365, 367; degrees, 135, 142–143, 149, 151, 336–337, 347, 349, 372; diploma, 194, 211; doctoral, viii, 10, 13, 67, 133, 135–136, 142–143, 145–151, 153–155, 190, 193, 196, 215, 220, 225, 232, 247, 317, 385; doctorate, 135; educating, 376; educational, iv, 2, 10, 22, 24–25, 31, 69, 73, 77, 83, 91, 103–104, 112, 114, 118, 127, 130, 135–137, 139, 141, 148, 151–152, 154–155, 171, 179, 183, 198, 206, 218, 229, 259, 291, 302, 336, 340–341, 345–347, 354, 356, 359–360, 372, 385; educator, v, xi, 2–3, 9, 16–17, 32, 46, 66, 77–78, 81, 89, 92, 103–104, 106, 113, 130, 153, 197–200, 202, 204, 206–207, 213, 280, 283, 285, 292, 295–296, 302, 305, 309–310, 313–315, 318, 320, 326, 330, 333, 341, 348, 350, 363–364, 367–369, 385; enroll, 24, 194; enrolled, 2, 152, 196; enrollment, 47, 134, 152, 201, 276; faculty, xiii, 4, 6, 8, 10, 22, 40, 42–43, 48, 51–55, 58–59, 64, 82, 84, 103, 106, 140, 148–149, 151, 184, 197–198, 201–202, 205, 207, 216–217, 221, 273–274, 276, 278, 292, 294, 302, 329, 331, 333, 336, 340, 342, 356, 371, 373–377; grade, 134, 138–139, 144, 146–147, 377; graduate, 2–4, 6–7, 9, 17, 30, 40–41, 45, 49–50, 55–56, 62, 64–65, 67, 105–106, 114, 133–134, 139, 145, 149–151, 153, 164, 182, 196–197, 199, 211, 221, 232, 257, 320, 352–353, 356, 367, 376–378; graduated, 33, 66, 139, 145, 215, 374–375, 378; graduating, 376–377; graduation, 22, 24, 31, 38, 40, 47, 49, 66, 134, 139–140, 142, 147, 149; instruction, xii, 13, 32, 50, 56–58, 66, 80, 96, 129, 158, 170, 188, 206, 208, 228–229, 233–235, 237–241, 243–244, 293, 320, 341–342, 362, 369; instructional, 144, 292; instructor, 7–8, 10–12, 15, 25, 46, 49–53, 55–66, 80, 82, 84–85, 88, 96, 103, 110–111, 113, 140, 149, 158, 162–164, 166–169,

184–185, 197–198, 200, 205, 207–208, 281, 295–296, 302, 313–314, 319, 324, 327–328, 331, 333, 336–337, 340–345, 347–348, 351, 361, 366, 368, 371, 373, 378; learner, 56, 58–59, 229, 233, 326–328, 341–342; pedagogy, 1, 8, 13, 16, 21, 31, 65, 69–76, 78–80, 82, 85–87, 90–92, 103, 112, 115–116, 159, 196, 208, 228–230, 233, 246–247, 276–278, 290–294, 296, 314, 318–319, 324, 341–344, 346, 348, 351, 353, 358, 362, 364, 369, 375; pedagogic, 279; pedagogical, 115, 207, 218, 244, 352; postdoctoral, xiii, 3–4, 17, 50, 371–372, 376; postgraduate, 134–135, 151–152, 154; postsecondary, 292; preschool, 246, 248, 372; schools, 12, 27, 29, 50, 56–57, 83, 86, 88, 112, 124, 134, 195–199, 201–202, 205, 210–213, 215–216, 219–221, 232, 247, 273–274, 278, 296, 303, 315, 363, 375, 377; schoolwork, 312; teacher, 50, 67, 80, 92, 121, 138, 140, 143–144, 147–149, 233, 340, 342, 344; undergraduate, 2–3, 30, 50, 82, 134, 149, 171, 182, 196, 375–376; uneducated, 146; universities, 6, 8, 29–30, 70, 82, 85, 134, 141, 145, 149, 153–154, 195–196, 199, 205, 215, 284, 360, 363; university campus, 29, 171, 256–257, 372
Egyptian, 256–257
eligibility, 14, 28, 76, 231, 252–253, 257–258, 260, 266–267
embodiment, 119, 325, 311, 326–327, 335, 336, 353, 354
emergency, 224, 258, 264–267, 273
employment, 24, 28–29, 36, 48–49, 52, 55, 60, 62, 64, 105, 153, 176, 178, 191, 260, 263, 264–266; employability, 47–48, 64; employees, 23, 25, 27, 59, 119, 255, 267; employers, 27, 263, 265; occupation, 179, 194, 257; unemployment, 8, 71, 80, 364, 375
empowerment, 27, 50, 59, 71, 73, 79, 80, 107, 135–136, 152, 155, 170, 204, 209, 211, 222, 224, 225, 226, 229, 248, 299, 306, 309, 323, 331, 360, 364
enforcement, 121, 200, 253, 261
engagement, 9, 54–56, 64, 66, 85, 105–106, 113, 116, 119, 121, 124–125, 167, 197–199, 202, 211, 233, 236, 242, 244, 282, 300, 317, 331, 341–343, 351
engineering, 214–215, 224, 226, 246
England, 145, 294
environmental, 12–13, 71–72, 136–137, 145, 177, 189, 213, 220–221, 223, 225, 338, 353, 363, 369, 371; environments, 114, 124, 243–244, 336, 367
epidemic, 72, 138, 148, 150
epigenetics, 352, 357
epigenome, 336
epistemology, 170, 248, 316, 345, 347, 350
equality, 103, 135–136, 153, 207; equally, 368; equitable, 8, 23, 30, 203–204, 230, 232, 244; equitably, 55; equity, vii, xii, 5–8, 29–30, 32, 47–65, 67, 103, 130–131, 152, 159, 360, 368–369, 373, 375, 385; inequality, 5, 9, 22–23, 31, 105, 114, 153, 155, 203–204, 254, 336, 345, 354, 360; inequity, 23, 25, 221, 328, 347, 359; unequal, 117
essentialism, 161, 355
ethic, 16, 23, 32, 51, 92–93, 95, 112, 186, 223, 234, 239, 246, 255, 267, 269, 275, 292, 301, 303, 309, 315, 317, 345, 350, 373; ethically, 21
Ethiopia, 8, 10, 12, 16, 133–134, 136–138, 141, 143–145, 148, 150, 152–155, 193–202, 204–208, 360, 363–364, 371, 375; Ethiopian, viii, 10, 12, 133–137, 145–146, 148, 150–153, 155, 195, 202, 363, 385
ethnicity, 103, 115, 119–120, 136, 154, 170, 187, 254, 256, 269, 291, 355, 367
ethnocentrism, 121
etiology, 336
Eurocentrism, 8, 70, 73, 79, 364
evaluate, 58, 64, 80, 90, 142, 160, 165, 184, 198–199, 274; evaluating, 30, 76, 126, 166, 169, 198, 202, 291, 331, 371; evaluation, 8, 13, 64, 67, 80, 88, 131–132, 135, 155, 158, 165, 193, 197–198, 202, 210, 214–216, 219–221, 225, 308, 352, 363, 368, 377; evaluators, 142, 204
exclusion, 6, 14, 27, 76, 105, 166, 253, 266, 341
experiences, 1–2, 5, 7, 10–12, 14, 21, 24, 36, 47–52, 54–55, 57–62, 64–66, 78, 95, 103, 105–108, 112–113, 116, 131, 135–137, 147–149, 151, 154, 159–162, 169, 175–176, 183, 190, 193, 197, 202–203, 206, 210, 215, 217, 227, 230, 234, 236, 243, 246–248, 251, 253–255, 258, 260, 263, 266, 268–269, 279, 280, 284, 288–291, 293, 295, 297–298, 301–306, 307, 309–311, 313, 315, 321, 326, 333, 335–336, 340, 343, 351, 355, 359, 360, 362, 368, 373–374, 377; experiential, 85, 87, 184–185, 201, 308, 331, 351; experimental, 15, 147, 164, 279, 290, 321, 352, 362
expertise, 159, 181, 232–233, 247, 302, 332; experts, 13, 50, 227–229, 314
exploitation, 28, 71, 182, 263, 336

F

facilitate, 3, 7–8, 13, 15, 26, 48, 55, 59, 62, 64, 73–74, 158–159, 164–165, 168, 181, 183, 197, 201, 213, 215, 217, 219, 235, 242, 274, 280–281, 286, 306, 310, 326, 331, 338, 361; facilitated, 53, 176, 178, 195, 215, 238, 286–287, 313; facilitating, xiii, 8, 50–51, 56, 171, 179, 181, 235, 244, 280, 282; facilitation, 14, 240, 242, 244; facilitator, 39, 236–237, 243

Faisalabad, 223
families, 10, 13, 24–25, 29, 32, 48, 115, 118–121, 124–125, 127–128, 130, 132, 148, 170, 175, 177, 179, 182, 231–233, 262, 282, 288, 294–295, 298, 317, 362, 368, 374
feminist, 136, 170, 228, 269, 291–292, 294; feminisms, 322; patriarchy, 148, 205, 328
fieldwork, iv, ix, 16, 78, 87–89, 92, 185, 216, 323, 325, 327–329, 331, 333, 335, 337, 339, 341, 343, 345, 347–349, 351, 353–355, 357–358, 364, 385; fields, 27–28, 50, 197, 277, 351, 374
fisheries, 146
framework, ix, xi, 11, 13, 16, 37, 92, 102, 104–105, 114–115, 119, 136, 170–171, 198, 202, 211, 219, 223, 227, 229, 231–233, 235, 237, 239, 241, 243, 245, 247, 249, 275, 300, 306–308, 310–311, 314, 317, 319, 323–325, 327–329, 331–333, 335–336, 339, 341–351, 356, 364, 366, 369, 385
Francophone, 92
frontline, 125, 276
funding, xiv, 2, 6–7, 23, 29–30, 47, 54, 64, 65, 87, 127, 140, 184, 201, 219, 227, 231, 245, 247, 252, 259–260, 264, 267, 276, 288, 344, 371, 374; defunding, 101; funder, 282; fundraising, 30; funds, 11, 29–30, 133, 147, 179, 217, 264; grants, 259, 282

G

gender, 5, 10, 14, 56, 83, 119, 133–136, 148, 152–155, 161, 163–164, 205, 207, 212, 246, 251, 256, 258, 268–269, 295, 308, 322, 352, 359–360, 363, 371, 375–376; girls, 133–134, 150, 152; maleness, 157; males, 134, 155; pronouns, 37, 46, 375; sexism, 254; women, viii, 5, 10, 22–23, 28, 133–137, 149–155, 159, 169, 205, 209, 217–218, 224, 232, 246, 253–254, 256–257, 260–262, 269, 291, 308, 322, 356, 360, 371, 373, 375–378, 387
generalist, 197
generation, v, 2–3, 25, 31, 81, 116, 135, 176, 206, 217, 230, 289, 336, 341, 385
generational, 60
genital mutilation, 134, 150
geography, 16, 176, 200, 359, 374; geographer, 292
Georgetown, 120, 130
Georgia, 353
gerontology, 39; aging, 178, 295, 335–336, 353, 376, 379. See also ageing; grandmothers, 138, 143; grandparents, 175; seniors, 37, 41–42, 379
Ghana, 8, 75, 85
globalization, 94, 177, 186, 191, 223, 273
governance, 71, 94, 131, 214, 221, 224, 231
government, iv, 23, 28, 30, 48, 135, 139, 144, 149, 152, 179–181, 189–190, 195, 197, 203, 211–212, 214–217, 219–222, 224–225, 246, 253, 259, 263–264, 267, 273, 282–284, 289, 360, 385; governmental, 25, 81, 195, 199–200, 212, 223, 254; governmentality, 354; parliament, 189; president, 144, 148, 256–257, 261, 298, 372–373
grassroots, 13, 39, 227, 231, 244
grief, 16, 124, 295, 298, 301, 304–308, 311, 314–315, 317, 373
guidelines, 28, 30, 38, 74, 89, 129, 171, 178, 186, 228, 234, 240, 243–244, 274, 279–280, 283, 301, 307, 313
guilt, 311, 318

H

Hamilton, 7, 50, 65, 291, 341, 354
hardship, 6, 10, 24, 141, 147, 149, 151
Haudenosaunee, 50
healing, 313, 316, 320–321, 324–325, 331, 336–337, 339–340, 342, 345, 348–351, 357, 364
hearings, 261
hegemony, 230
helping, 26, 28, 104, 149, 169, 189, 210, 259, 281, 299, 316–317, 349; helped, 39, 42–44, 141, 144, 147, 150, 247, 279, 281, 284, 287, 290; helper, 108; helps, 36, 58, 122, 125, 137, 166, 186, 197, 217–218, 241, 245, 276, 306, 336, 348, 350
hierarchy, 165, 167, 340
historical, 12, 31, 128, 132, 170, 184, 190, 194, 275, 324, 335–336, 340, 348–349, 351–354, 360, 378; historians, 177; historic, 53, 230; historically, 22, 161, 168, 296, 315, 356, 367, 375; histories, 161–162, 309
HIV, 8, 72, 83, 94, 197, 205, 375
holistic, 136–137, 224, 280, 301, 303, 306, 308, 315–316, 373–374
holocaust, 164
homelessness, 80, 105, 197, 307 364, 376
homeostasis, 356
hotline, 121, 258
housing, 105, 231, 241, 256–259, 264–265, 267, 376, 379
humanist, 92, 314, 353
humanitarian, 177, 208, 270
humanity, xiv, 2, 101, 178, 246, 297, 310, 329, 337
humans, 164, 166, 246, 315, 323, 329, 331–332, 339, 349, 354, 357

I

immigrants, viii, xi, 11–12, 14, 107, 175–191, 251–255, 257, 260–263, 266–270, 322, 365, 367, 374–377, 385
immigration, 11, 14, 105, 161, 176–179, 181–191, 252–253, 260–263, 266–270, 367, 372; resettlement, 178–179, 182, 189, 191, 223, 377
India, 224; Indian, 66, 208, 222
Indigenous, viii, 4, 7–9, 11, 48–51, 53–54, 56, 61, 65, 81, 86–87, 95, 99, 157, 194, 278, 300, 316, 320, 335, 353, 355, 359, 361, 364, 369, 385; Aboriginal, 116
Indigenization, 73, 79, 86, 92, 94, 95, 97, 205–206, 364, 378; Indigisphere, 278
inflation, 6, 29, 32
infrastructure, 119, 220, 223
insecurity, 8, 72, 90, 93, 96, 152, 282, 364, 376
institute, xiii, 4, 6, 38–39, 51, 65, 246, 252, 270, 372, 379
institutionalization, 89; institutional, 14, 81, 119–120, 126, 129, 145, 204, 251–253, 255, 323, 333, 343, 345, 359, 365; institutionalize, 126; institutionalized, 14, 122–123, 161, 268, 299; institutionalizing, 126; institutionally, 104
intake, 175, 178–179, 258–259
integrity, xiii, 89, 106, 338, 342, 345, 349
interdisciplinary, 40, 43, 96, 181, 188, 221, 245, 275, 324, 340, 363
intergenerational, 56, 345–346
intergroup, 164–165, 171
interns, 25, 27–29, 33, 187–188, 329, 338–339, 347
interning, 29, 117
internship, 5, 12, 21–28, 31–33, 45, 210–215, 219, 221, 336, 352; placement, viii, xi–xii, 2–3, 5–8, 10, 12, 15, 22, 25, 29, 32, 35, 37–45, 47–58, 60–66, 78–79, 87–88, 90, 113, 128, 131, 184–185, 188, 193, 196–198, 200–202, 205–206, 209, 211–213, 215–217, 219, 221, 223, 225, 232, 244, 273–274, 276–280, 284–285, 287, 291, 293, 295–297, 303, 308–309, 318, 324, 327–328, 330, 333, 336–337, 340, 343, 345, 361–362, 367–369, 373, 386; practicum, vii, ix, 1–3, 5–7, 9–10, 12–13, 15, 21–25, 27–33, 46, 67, 72–73, 84, 87, 102, 107, 109–110, 116, 125–127, 130, 153, 158, 170, 196–199, 201, 204, 206, 210, 212–220, 227–235, 237, 239, 241, 243–245, 247, 249, 273–274, 276–285, 287, 289, 292, 294–295, 297, 308–309, 311, 315, 319, 331, 333, 360–363, 365, 377, 386
internationally, 3–4, 47, 133, 180, 276, 374, 376
interprofessional, 45, 373
interracial, 162
intersectionality, 9–10, 39, 91, 105, 114, 136, 154, 169, 190, 299, 322, 351, 359
Islamabad, 225
Italy, 186, 188, 194

J

Japan, 147
journaling, 280–281, 291, 294
justice, vii–viii, 4–7, 11–13, 21–22, 31–32, 39, 42, 49, 54, 67, 95, 101–103, 105, 109, 111, 113, 116, 122, 124, 130, 135–136, 157, 160, 162–163, 171, 173, 183–186, 189, 193–195, 197, 199, 201, 203–207, 213, 221, 229, 253, 269, 274–275, 277, 299–301, 313, 316, 320, 360, 363–364, 369, 371, 375; arrests, 101, 259; crimes, 158, 261, 270; incarcerated, 376; laws, 23, 135, 183, 189, 203, 223, 262; officers, 101, 178, 211, 254, 262, 357, 371, 379; prosecution, 260, 267

K

Kenya, 75, 95, 144; Kenyan, 144
kinesiology, 373
kinship, 124, 130, 132
knowledges, viii, 4, 9, 11, 79, 99, 157, 163, 230, 359, 364, 369, 375, 385

L

Labrador, 377
languages, 37, 119
leadership, 14, 51, 65, 131, 154, 178, 181, 198, 212, 215, 225, 239–241, 244, 281–283, 372; leaders, 72, 102, 107, 110, 138, 142, 216, 241–242, 299, 372
legislation, 89, 230
Lesotho, 8, 75, 85–86, 92–93
liberalism, 105, 116, 160–161
liberalist, 161–162
license, iv, 223, 385; licensed, 10, 375
linguistic, 254–255, 353–354
localization, 8, 82

M

mainstream, 55, 153, 229; mainstreamed, 82–83; mainstreaming, 31, 82, 90
maladapted, 340
malaria, 8, 72, 92
Malawi, 8, 75, 85, 89, 92–94, 96
Malaysia, 154
malnutrition, 94, 209
maltreatment, 121, 131
malpractices, 89

managerialism, 276, 282, 292, 294; managed, 139, 223; management, xiii, 17, 25–26, 57, 118, 130–132, 151, 215, 221–225, 277, 313, 319, 351, 362; managerial, 121, 226, 283, 314; managers, 294
marginalization, 5, 11, 21, 25, 49–50, 79, 81, 96, 106, 157, 160–161, 163, 165, 168, 181, 185, 200–201, 204–205, 218, 225, 253, 260, 267, 285, 300, 308, 363, 365, 371, 375; oppression, 5, 6, 14, 21–22, 23–25, 27, 30, 57, 67, 103, 104, 112, 116, 118, 161, 168, 171, 181–182, 186–187, 196, 203–205, 229, 233, 245–246, 253, 267, 275, 300, 335, 336–337, 340, 341, 345, 353, 359–360, 362, 364, 369, 375, 378; subjugation, 11, 134, 163, 375
marijuana, 259
marriage, 95, 134–135, 139, 146, 148, 150–151
Marxist, 195
mathematics, 356
media, iv, 108, 129, 153–154, 217, 224, 324, 347, 356, 372, 385
medicalizes, 70
medicine, 97, 293–294, 352, 373; medications, 310
memorandum, 197, 263, 270
memorial, 4, 377–378
Mendeley, 94
mentor, xiii, 50, 55–56, 59, 85, 185, 198, 299; mentoring, 67, 197, 321–322; mentorship, 3–4, 17, 41, 50, 56, 197, 278
meritocracy, 105, 160–162
merits, 185, 348, 364
metacognition, 330–331, 339
metaknowledge, 339–340, 350
metamemory, 339
metaphorically, 326
metaphysical, 307
methodology, viii, 4, 9, 50, 91, 94, 99, 105, 114, 153, 207, 233–234, 294, 324, 340, 348, 359, 364, 385; method, iv, 4, 8, 37, 71, 74, 76, 79–80, 83, 87, 90, 118, 137, 154–155, 190, 195, 200, 204–205, 211, 217, 224, 229, 234, 252, 255, 276, 319, 345, 355, 357, 376, 385
Mexican, 256–257, 269; Mexico, 16, 257, 268, 324, 378
mezzo, 70–71, 73, 167, 185
Michigan, 247, 294
micro, 49, 71, 163, 167, 185, 301, 345, 373, 375
migration, 10–11, 177, 185, 188–191, 269, 371; migrant, 14, 177, 183, 190, 269, 300, 318–319, 377; migrate, 177, 213
MIIT, ix, xi, 16, 323–325, 327–329, 331–333, 335–336, 339, 341–351, 364, 385
mindfulness, 301, 354
mindspirit, 373
ministerial, 178
ministry, 134, 139, 152, 154–155, 196, 231, 247
Minnesota, 131
minority, 65, 67, 101, 122, 154, 161, 254, 299, 307–308, 322, 371; minoritized, 162
Mississauga, 50
mobilization, 13, 50, 89, 102, 210, 215, 216, 217–218, 224–225, 363; mobilize, 217–219; mobilized, 148; mobilizing, vii, 47, 52, 58, 217, 385
modality, 124–125, 127, 242, 325, 331–332, 341–342, 349–350
mode, 87, 329, 340–342, 347, 351
model, xi, 2, 14, 28, 31, 50, 69–70, 73, 79, 81, 84, 95–96, 116, 123, 126–130, 137, 151, 171, 188, 196, 202, 205, 210, 214, 216, 222, 224–225, 233, 242, 244, 246, 275–276, 281, 293, 303, 314, 325, 340–341, 344, 352, 354, 356–357, 359–360, 362–364, 369
modernization, 210
morality, 309
mortality, 105, 305
mothers, 26, 153, 209, 248
Mozambique, 75
multidimensional, 96, 175, 221, 225
multidisciplinary, 6, 36, 94
multigenerational, 48
multilingualism, 354
multimodal, ix, xi, 16, 323–327, 329, 332, 334–335, 340–351, 354, 356, 364, 385; multimodality, xi, 325, 342–346, 349–350, 354
multinational, 91, 132
multisensory, 326–328, 332–333, 341–342, 349, 353, 356–358
municipalities, 28
murder, 110, 158
myth, 31, 67, 354–355

N

Namibia, 75
narrative, 4, 9, 11, 15, 33, 116, 154, 160–163, 168–169, 188–189, 229, 234, 303, 335, 339, 347, 353, 355
nationality, 136
nations, 50, 71, 135–136, 152–153, 155, 177, 191, 203, 208, 210–211, 221, 300, 371
neocolonial, 71
neoliberal, 7, 47, 54, 73, 275–276, 292
neoliberalism, 208, 230, 246, 292
nepotism, 71
Netherlands, 247
network, 56, 153, 180–181, 231, 326, 333, 338, 351, 358, 371

networking, 8, 41, 81, 181, 278
New Zealand, 123, 321
newcomer, 11–12, 175–176, 181–184, 186, 191, 376
Newfoundland, 377
Nigeria, 8, 75, 85, 92, 97, 195; Nigerian, 92
nonprofit, 191
nonverbal, 245, 248
Nunavut, 378
nursing, 41, 129, 291; nurses, 209

O

obligation, 31, 96, 108, 179, 336
Ohio, 31
Ontario, 52, 67, 231–232, 243, 245–248, 273, 372–373
Orange County (OC), California, 252, 255, 262, 268
orthodox, 139, 147–148
orthopsychiatry, 316
Ottawa, ix, 13, 227–233, 243–248, 290, 372, 377–378, 386
overrepresentation, 9, 117, 129; overrepresented, 117

P

Pacific, 224
Pakistan, viii, 12–13, 16, 209–217, 219, 221–226, 363, 371, 386; Pakistani, 210, 214
palliative, 379
paradigm, 69, 71, 93, 132, 247, 303, 309, 315, 343
peer, 3, 56, 124, 130, 276, 298, 313, 340, 376
Pennsylvania, 375
performance, 26, 57, 126–128, 131, 138–139, 149–151, 197–199, 202, 276, 323, 326, 328, 332–334, 350, 377; perform, 53, 139, 141; performed, 200
person-in-environment, 205
personality, 158, 170, 352, 354–355
phase, 14, 124–128, 215, 233–235, 238, 240, 243–244, 297, 362
PhD, 4, 10, 17, 51, 135–137, 140–143, 145–148, 151, 153–155, 233, 244, 246, 298, 360–362, 371–378
phenomena, 104, 339, 377
phenomenology, 248, 356
phenomenon, 117, 137, 275, 305, 329
phenotypes, 336
philanthropy, 200; philanthropists, 259
philosophy, 79, 90, 115, 135, 292, 294, 345
policies, 6, 14, 25, 27, 47, 71–72, 112, 114, 120, 134–135, 153, 175, 177–178, 183, 185–186, 189, 195, 203–204, 206, 223, 251–254, 266–268, 285, 313, 360, 365, 367, 379; policymakers, 135, 189
policing, 375
politicization, 54–55, 60, 62, 95; politically, 267, 365
pollution, 217, 223, 225, 226
Pomerville, 353
population, 9, 13–14, 23, 25, 29–30, 38, 71, 78–79, 81, 86, 117–119, 126–127, 129, 135, 137, 152, 155, 177–179, 181, 183, 185–186, 190, 204, 209, 211–213, 216, 221, 242, 252–254, 259, 268–269, 275, 290, 299, 308, 319, 322, 324, 336, 346, 354, 366
Portland, 375
positionality, 106, 115
positivism, 234
postcolonial, 275
poverty, 8, 27, 48, 71–72, 81, 83, 90, 92–93, 95–97, 105, 118, 207, 209, 212, 221–223, 280, 284, 307, 359, 364
practitioner, xii, 1, 5, 11, 29, 66–67, 73, 84–85, 95, 104, 112–114, 116, 122–123, 128, 153, 157–159, 163, 176, 181–185, 187–188, 194, 199, 204, 214, 291, 296, 298–303, 306–307, 309, 312, 316, 319, 321, 323, 363
praxis, 120, 153, 168, 361
precarity, 7, 48, 54–55, 61, 66
pregnancy, 295
prevention, 70, 223, 256–257, 269, 293, 304, 348; prevent, 140, 242, 254, 263, 267; preventative, 72, 122; preventing, 270, 341; preventive, 324, 342, 345, 348, 364
privacy, 236, 239–240, 244
privatization, 230
privilege, 79, 103, 112, 115, 160, 170, 194, 201, 203, 285, 299, 325, 333, 347, 351, 359
professionalism, 89; professionalization, 86, 188, 191
proportionality, 129
protection, 89, 123, 131, 179, 186, 189, 223, 253, 261–262, 264, 267, 374
protests, 107, 110
provider, ix, 14, 38, 40–41, 60, 78, 121, 125–126, 131, 181, 190–191, 228, 231, 251–257, 259–261, 263, 265–269, 285, 287, 365, 372, 377, 386; provision, 13, 38, 58, 152, 179, 194, 203, 212–213, 226, 230, 288, 365, 367
province, 38–40, 138, 141, 214–215, 273, 287–288; provincial, 28, 40, 177, 181, 211, 219, 230–231, 282
Punjab, 13, 210–211, 214, 221–222, 225

Q

quantitative, 76, 154, 332; quantitatively, 343
Québec, 28
Queensland, 279

R

race, viii, 9, 11, 14, 50, 56, 65, 101–106, 112–116, 118–120, 122, 129, 131, 136, 154, 157–163, 166–171, 251, 254–256, 258, 268–269, 275, 308, 322, 354–355, 361, 366, 375, 386; racial, 7, 9, 11, 54, 65, 101–102, 105, 114–120, 122–124, 128–131, 158, 160–163, 165–167, 169–171, 251, 268, 365, 376; racialization, 158; racialized, 7, 9, 11, 48–51, 53, 56–61, 65, 102–103, 105, 107–108, 111, 113, 116, 157, 160–161, 169, 269, 278, 290, 361, 366; racially, 101, 166, 168
racism, 7, 9, 50–51, 67, 101–116, 119–120, 122–123, 129, 131–132, 157, 160–162, 187, 190, 254, 328, 365–367, 375; racist, viii, 4, 9, 67, 99, 101–109, 111–116, 182, 279, 352, 359, 364–367, 369, 375, 379, 386
realism, 115
reflexivity, 6, 37, 45, 113, 115–116, 203, 207, 225, 299
reflect, 38, 42, 59, 101, 111, 299, 365; reflecting, 112, 189, 240, 246, 318; reflection, vii, 1, 4, 6, 9, 16, 37, 45, 47, 94–95, 103, 106, 109, 111–116, 121, 146, 169, 189, 207, 215, 217, 220, 229, 234, 244–245, 247, 274, 279, 281, 290–293, 296–297, 310, 313–314, 318, 333, 342, 353, 366, 386; reflective, 40, 43, 56, 113, 116, 277, 281, 291, 293–294, 308–309; reflectively, 326
refugee, 11, 81, 89, 107, 144, 149, 175–179, 181–183, 186, 188–191, 270, 300, 319, 322, 375, 377–378
regulatory, 8, 73, 85, 89–90, 181, 198–199, 206
rehabilitation, 145
religion, 119, 308, 314, 317, 319; angels, 223; atheism, 297, 310; Christianity, 148, 296, 303, 320; churches, 297; clergy, 299; evangelical, 296, 373; Islam, 209, 223; Protestant, 297
representation, 8, 21, 52, 55, 61, 111, 117–118, 326, 332, 347; represented, 57, 112, 117, 214, 218, 235, 334; representing, 16; represents, 120, 152, 325, 330, 336, 340, 343–346, 348–349; underrepresentation, 53, 128; underrepresented, 30, 117, 363
representatives, 212, 242
resilience, 224–225, 231, 288, 301, 355; resiliency, 335–336
resistance, 105, 126, 139, 171, 343, 348
resources, 2, 8, 12, 14, 40, 42, 51, 58, 72, 81, 85–86, 90, 103, 107, 118–119, 122–123, 127, 129–130, 133, 201, 203–204, 211, 218–219, 221–222, 225–226, 233, 241, 244, 251–253, 257–260, 265–266, 268–269, 287, 290, 299, 304, 314, 326, 328–329, 342–343, 345, 347, 369, 377
responsibility, 6, 10, 24, 26, 30, 44, 50, 54, 84, 123–125, 135, 149–152, 197, 202, 204, 220, 367, 369
rights, iv, 28–29, 32–33, 39, 42, 73, 93, 95, 105, 123, 130, 136, 154, 161, 177, 183, 185, 188, 203–204, 210, 236, 246, 253, 260, 269, 283, 294, 386
risk, 52, 57, 62, 118, 121–122, 137, 140, 214, 224–225, 241, 261, 264, 266, 277, 308–309, 325, 376
Russian, 337

S

sacred, 305, 317, 321
safety, 6, 21, 27–30, 60, 63, 89, 124, 212, 222, 231, 236, 258, 263, 265, 278, 287, 310, 361, 363, 378
Sahara, 72, 83; Saharan, 96
salary, 48–49, 55, 67, 105, 140
scarcity, 47, 58, 64, 103, 210, 213, 222, 224, 226, 268
schema, 326–327, 335, 338, 356
sciences, xiv, 2, 75, 92, 154, 212, 221, 223–224, 226, 231, 246, 294, 356, 372, 376, 378
scientific, 152, 155, 222, 290, 329, 335, 353
scientism, 234
seclusion, 317
sector, viii, xi, 1, 3, 11, 15, 47–48, 81, 119, 130, 135, 154, 175–177, 179–181, 183–185, 187–189, 191, 197, 210–213, 221, 224–226, 253–254, 274, 277, 284, 286, 290, 362, 373, 386
security, 14, 48, 72, 81, 144, 213, 216, 221, 224, 252–253, 257–258, 263, 266–267
semiotic, 329, 342–343, 349, 354
sensory, 246, 326, 332, 342
services, iv, 7, 10–11, 13–14, 33, 38–41, 43, 66–67, 75, 89, 91, 96, 114–121, 123–126, 128–132, 151, 170–171, 175, 179, 181, 183–184, 186–187, 191, 194, 198, 203, 208, 211–212, 214, 224, 227, 230–232, 243, 247–248, 251–268, 270, 280, 282–290, 292, 317–318, 320, 362, 365, 367, 372, 375–377, 379, 386
serving, viii, xi, 4, 11–12, 21, 78, 175–177, 179–181, 183–191, 199, 268, 367
settlement, 11, 175–176, 179–181, 184, 186–191, 374–376
settler, 114, 377
shelter, 80, 258–259, 264–267
socialist, 144, 194–195, 246
socialization, 42, 44, 134, 168
socio-structural issues, 70–71

sociology, 115, 145, 191, 200, 212, 219, 225, 247, 371–372, 376; sociological analysis, 221; sociologists, 215–216, 219
sociocultural, 163
socioeconomic, 69, 72–73, 83, 86, 122, 151, 183, 210, 219, 251, 254, 341, 354; socioeconomic status, 95, 341
somatosensory, 332
specialize, 135; specialist, 197, 233; specialization, 48–49, 65, 82–83, 212; specialized, 83, 90, 183; specializing, 39, 378; specialty, 29
species, 325–326, 329, 332, 348–349
spectrum, 13, 199, 231–232, 245–248, 327, 335, 353, 372, 376, 379
speech, 145, 233, 235, 238, 253, 329, 334, 372
spiritual, ix, 15–16, 137, 139, 145, 149–151, 154, 251, 295–322, 337, 357, 365, 368, 373, 386; faith, 297–298, 305, 309, 314, 318, 320–322; spirituality, 10, 15, 136, 150, 152, 155, 295–308, 310, 313–322, 365, 367–368, 373–375
stakeholder, 78, 81, 85, 90, 113, 183, 197–198, 202, 205, 277–279
standardized, 121
standards, 23, 25, 28, 32–33, 89, 93, 96, 112, 114, 130, 182, 184, 197, 200, 203, 206, 209, 291, 313–315, 343
standpoint, 120, 170
states, 10, 16, 23, 27, 33, 79, 101–102, 117, 120, 122, 129–130, 135, 157, 159–160, 166, 191, 195, 203, 252, 262, 299, 318, 323, 327, 336, 339, 341, 352, 376
statistics, 115, 154–155, 247, 299, 322, 352
status, 5, 14, 25, 56, 60, 70, 105, 120, 122, 132, 150, 160–161, 165, 182, 195–196, 210, 221, 251–254, 258–264, 266–270, 341, 354, 367
stigma, 60, 263, 283–284; stigmatized, 275, 283; stigmatization, 115, 212, 340
stipend, 6, 22, 28–30
stories, 107, 113, 161, 210, 217–220, 235, 288, 297, 306, 335
storying, 246
storytelling, 41, 162
strategies, xiii, 14, 58, 64, 80–81, 95, 122, 152, 193, 217, 221, 224, 235, 240, 242, 309, 311–312, 336, 343, 361, 369, 372
stress, xiii, 24–25, 29, 32, 138–139, 149–151, 290, 316, 319, 325, 333, 335, 339–340, 343, 354–357, 378; burnout, 304, 309; stressful, 277, 281, 294, 309, 337, 341, 355; stressor, 29, 277, 323; stress-related, 356
structural, 9, 14, 31, 70–73, 81, 105–106, 168, 204–205, 252, 254–255, 266, 339, 345, 361, 364–365; structures, 11, 55, 71, 104, 113–114, 118, 136, 160–161, 163, 167, 203, 211, 230, 240, 326, 332, 336–337, 341, 366
struggle, 15, 26, 62, 104, 157, 161, 166, 184, 282, 288, 295–297, 299, 304–310, 313, 314–318, 320, 322, 340, 368; struggling, 27, 282, 307, 312
subjects, iv, 87, 289, 386
substances, 259
Sudanese, 191
suicide, 312; suicidal, 307, 353; suicidality, 305, 318
supervise, 44, 50, 59, 87, 198, 281, 331; supervised, 3, 37, 40, 44, 84–85, 158, 233, 279, 362; supervisees, 50; supervising, 15, 43, 57, 84, 202, 274, 279, 283, 362, 373; supervision, 5, 7–8, 32–33, 36, 39–40, 43, 45, 50, 54, 56–59, 61–62, 84, 87–88, 91–92, 133, 158, 162, 166, 168, 170–171, 185, 188, 208, 216, 277, 281, 284, 292, 294–295, 303, 311, 313–314, 324, 333, 337, 340, 342, 347, 350–351, 358, 361; supervisor, vii, xii, 6–8, 12, 26, 35–45, 47, 64–66, 84, 88–89, 91, 126–127, 129, 147, 167–170, 187–188, 206, 216–217, 221, 233–234, 238, 274, 277, 280, 285–286, 289, 292, 296, 298, 302, 310–315, 331, 344, 361–362, 365, 377, 386; supervisory, 11, 158, 162–163, 166, 169, 213, 296
supremacy, 104, 114, 168, 366
survivor, 266, 268
sustainability, 17, 210, 216, 220–221, 223, 233, 363, 371
Sweden, 292
Syrian, 188–189
systems, viii, 14, 23, 28, 55, 69, 71, 73, 89, 94, 105–106, 114, 120, 122, 124–125, 128, 183–184, 193, 195, 197, 199, 201, 203, 205, 207, 253, 267–268, 273, 297, 323, 326–328, 336, 340, 356, 359–360, 364, 366, 375–376, 386; systematic, 74–75, 86, 94, 119–120, 213, 269, 353–354, 357; systematically, 5, 38, 336; systemic, 49, 103–105, 107–108, 112, 205, 264, 284–285, 359; systemically, 21, 104

T

Tanzania, 75, 89
taxonomy, 330–331, 339–340, 351, 353, 356
technocratic, 121
technology, 6, 15, 37–42, 90, 93, 219, 223, 236, 245, 274, 279, 282, 285, 287, 326, 329, 353–354, 362, 379; technological, 58, 71, 222, 236–237, 239
telehealth, 287
temporality, 116
territories, 50
terrorism, 177

Texas, 28, 375–376
theme, 16, 51, 58, 79, 82, 85, 96, 130, 138, 257, 267, 284, 359, 369
theory, vii, 4–5, 8–11, 15–16, 19, 22, 31, 37, 69–77, 79, 81, 83, 85–87, 89, 91–97, 102, 104–105, 114–116, 118, 125, 128, 136–137, 155, 158–159, 162–171, 189–190, 193, 196, 198, 202, 204–205, 224, 230, 247, 267, 269, 274–275, 279, 291–292, 294, 308–309, 314, 316, 319, 324, 326, 331–333, 340, 343, 347–348, 350–351, 353–354, 356–357, 361, 364–367, 386; theoretical, 1, 16, 72, 78, 104–105, 115, 136, 160, 184, 196, 202, 245, 275, 301, 307, 325, 343, 348, 356; theorists, 162, 165; theorizing, 304
Toronto, 4, 145, 247, 298, 352, 372
transdisciplinary, 159, 169, 324
transpersonal, 314
trauma, ix, xi, 15–16, 176, 181–182, 279, 292–293, 295–296, 298, 301, 304–309, 313–319, 321–325, 331, 335–337, 339–342, 345, 347–353, 355, 357, 364, 373, 378, 387; posttraumatic, 301, 317, 321–322, 355, 373; traumatic, 190, 306, 309–310, 313, 319, 335, 339–340, 348, 354, 356, 364; traumatized, 335; traumatizing, 328

U

Uganda, 75, 89
UK, 246–247, 293, 379
underserved, 30; underserving, 254
unethical, 89
unisensory, 353
unity, 326–327, 349
unpaid, vii, 5–6, 21–25, 30–32, 53, 336–337, 352, 363, 387
upskilling, 58
urbanization, 223
USA, 246–247, 317, 319, 354, 369
utilization, 97, 121, 377; utilize, 119, 123, 126–128, 218; utilized, 118–119, 122, 124, 168; utilizing, 81
utopia, 323, 348

V

Valenzuela, 191
values, 1, 10–11, 16, 22, 31, 42, 73, 79, 81, 86, 95, 119–120, 123, 125, 127, 136, 157, 159, 169, 184, 199, 203, 212, 282–283, 289, 295, 297, 299–300, 303, 308–309, 311, 345
Vancouver, 6, 38, 373, 379
victim, ix, 14, 251–255, 257–267, 270, 365, 367, 372, 387
Victoria, 373
Vietnamese, 256–257
viewed, 22, 151, 159, 162, 220, 254, 277, 307
violate, 203; violated, 32; violation, 177, 203
violence, ix, 14, 150, 176, 209, 247, 251, 254, 259–261, 263, 269–270, 307, 312, 316, 336, 355, 365, 367, 371–372, 387
virology, 93
voluntarily, 62, 137, 177, 260
volunteer, 13, 22, 25, 38, 231, 255–257, 286, 372, 377, 379
voted, 28
vulnerability, 150, 225, 260, 262, 284, 308, 336, 355; vulnerable, 21, 27, 72, 93, 127, 133, 181, 185, 202, 204–205, 209–211, 213, 253, 261, 266, 269, 284, 286, 292, 308, 315

W

wages, 6, 135, 263
Washington, 128–129, 377
welfare, viii, 9, 13, 29, 47, 55, 81, 92, 95, 105, 117–132, 189, 194, 206, 208, 211, 225, 230, 266, 311, 365, 377, 387
wellbeing, 32, 293, 378; wellness, 63, 154, 304, 373
Whipple, 300, 322
Whiteness, 11, 103–106, 112, 115, 157, 162, 169, 366
Whites, 161
workforce, 9, 93, 119–121, 130, 377
workload, 35, 49, 201
workplace, 25, 49, 56, 59, 64, 324, 378
worldview, 79, 295–297, 299–300, 303–306, 308–309, 315, 365
WWII, 164

Z

Zambia, 75, 89
Zimbabwe, 8, 75, 85–86, 93–95
Zoom, 3–4, 235–236, 245, 247–249, 280, 286
Zotero, 76, 94
Zulu, 215, 221

Social work field education in Canada is in crisis. New understanding and approaches are urgently needed. Innovative and sustainable models need to be explored and adopted. As professionals, social workers are expected to use research to inform their practice and to contribute to the production of research. Yet many social workers are reluctant to integrate research into their practice and into field education.

Transforming Social Work Field Education encourages the adoption of research and scholarship into the practice of social work. It offers current theoretical concepts and perspectives that shape social work field education and provides case studies of practice research grounded in the experiences of diverse communities and countries. Highlighting cutting-edge research and scholarship, each chapter addresses critical issues in social work practice and their implications for field education.

Bringing together scholars at various stages of their careers, this book fosters a meaningful dialogue on the dynamic, complex, and multi-faceted nature of social work practice, research, and innovation in the critical area of field education.

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