

CHAPTER 3

Career Service Provision in Canada: Deep Roots and Diverse Practices

José F. Domene

University of New Brunswick

Jessica Isenor

University of Ottawa

In Canada, individuals, community and government organizations, and religious institutions have been involved in assisting people with employment related needs for over a century. This history begins prior to the 20th century, with efforts by groups such as the Salvation Army and the YMCA to provide support for unemployed men (Van Norman, Shepard, & Mani, 2014). It also features the work of social activists such as Etta St. John Wileman, who lobbied for government action to create employment bureaus across Canada at the beginning of the 20th century (Counseling Foundation of Canada, 2002), and Wilfid Éthier and Paul-Émile Farley, who laid the groundwork for establishing the profession of vocational guidance in Quebec during the 1930s (Cournoyer, 2014). From these deep roots, career service provision has grown and diversified in Canada, to the point where many educational institutions, public agencies and private organizations are involved in service delivery and several different professions define career development work as being within their scope of practice.

The diversity that characterizes career service provision in 21st century Canada is also a reflection of the social, political, and geographic context of the country. Some knowledge of this context is necessary to understand the status of career services in Canada. Gazzola (2016) describes three aspects of Canada's geopolitical context that are important to consider in understanding the professional identity of counselors in Canada, which are equally applicable to career service provision: It's size (territory and population), multicultural nature, and linguistic duality. Canada's territory spans 10 million square kilometers, making it the second largest country in the world by geographic size. In contrast, its population is relatively small, with

approximately 36.3 million inhabitants spread across 10 provinces and three territories, but concentrated in the provinces of Ontario (38.5% of the total population) and Quebec (22.9% of the total population) (Statistics Canada, 2016). Canada's large geographic size, combined with the uneven spread of the population across the country, contributes to a situation where social services, including career services, are fragmented and diversified across the country. In addition, as Gazzola (2016) explains, Canada defines itself as an officially multicultural society, with government policies, immigration practices, and the Charter of Rights and Freedoms all reflecting the concept of multiculturalism. This multiculturalism is also evident in the country's demographics, with approximately 20% of population being foreign-born, approximately 4% identifying themselves as Aboriginal, and a large influx of new immigrants originating from around the world arriving in the country every year. The multicultural nature of Canadian society contributes to the diversification and specialization of career services in Canada. Finally, Canada has two official languages, French and English, which are a legacy of its colonial history. This linguistic duality is unevenly spread across the country, with French speakers making up most the population of Quebec, but only a small minority of the population in the other provinces and territories. The distinct language and history of Quebec are evident in the provision of career services in Canada, where multiple aspects of the profession are different in that province than in the rest of the country. Considering these three contexts, it is evident that there can be no "one size fits all" approach to the regulation and provision of career services, or to the education and credentialing of career service providers in Canada.

Given the diversity that characterizes the field, it is challenging to definitively identify the total number of career service professionals in Canada. This challenge is exacerbated by the fact that career services in Canada are provided by individuals from numerous different professions, who affiliate with a range of distinct professional associations. Nonetheless, the Canadian Education and Research Institute for Counselling (CERIC) conducts a survey of career service professionals across the country, every four years. Their most recent survey of 1004 professionals reported that the field has a higher ratio of females (82%) compared to males (18%) and that this disparity was projected to increase, as 38 percent of females were in the 25 to 44-year-old age group as compared to only six percent of males (CERIC, 2015). In terms of work setting, 30% of survey respondents were employed in the post-secondary sector, 35% in a non-profit organization, 20% in private organizations, and 13% in the government sector. None of the survey respondents reported working in the K-12 school system, possibly because career guidance in schools is mostly provided by school counselors rather than career development specialists. Regarding education level, CERIC's survey revealed that approximately 33% of career service professionals hold a bachelor's degree as their highest degree, while 41% percent hold a master's degree. Importantly, only 20% of respondents reported that their education had a specific focus in counselling or educational psychology.

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

Additional data from a report from the Organization for Economic Co-operation and Development (OECD), estimated the Canadian career services field to include over 100,000 workers, although this estimate may be low if you factor in the diversity and breadth of work-settings and the inter-disciplinary nature of some of the work in the career services field (OECD, 2009, p. 21). The OECD estimate included approximately 90 university-level institutions, over 200 community colleges, over 10,000 community-based organizations, approximately 489 school boards in Canada, private sector agencies and independent practices, and private companies developing career information, products and publications.

In the remainder of this chapter, we elaborate on the current state of career service provision in Canada, focusing on the nature of career services in three specific settings: K-12 schools, post-secondary institutions, and adult career service settings. We then discuss the training and credentialing of career service providers and conclude the chapter by identifying key future directions for the field in Canada.

Career Services in K-12 Schools

In Canada, education is legislated to be a provincial rather than a federal responsibility, with the result that provincial and territorial governments set the policies related to school-based career and guidance services. Therefore, there is considerable variation across the country in terms of the types of career services provided, and the qualifications of the service providers. Not only do school-based career services vary from province to province, but there can also be considerable variation from school district to school district, with a wider range of services typically being offered in more populous areas of the country than in rural and northern regions. Nonetheless, there are some characteristics of career services within the K-12 system in Canada that are common across multiple settings. In Canada, provincial ministries of education policies typically require that career education be provided within the educational curriculum. This integration takes a variety of different forms across the provinces. For example, some provinces have units on career exploration in the elementary school curriculum and/or a year-long course in career and life planning at some point in high school (Shepard & Mani, 2014). In contrast, the province of Quebec has adopted the *Guidance-Oriented Approach to Learning*, in which school counselors work with teachers from all subject areas to infuse career development across the entire high school curriculum.

In addition to career education within the K-12 curriculum, Canadian schools also provide individual and group career counseling services, which is typically the responsibility of school counselors and related guidance personnel (Shepard & Mani, 2014). Although schools in Canada normally have positions for school counselors or equivalent guidance personnel within

their teaching staff, this does not provide an accurate estimate of the number of career services provided within the K-12 system. Counselor positions are dependent upon the size of the school: large high schools may have several school counselors on staff, while smaller schools, especially at the elementary level, may only have access to a school counselor on a part-time basis. Moreover, the responsibilities of school counselors extend well beyond the provision of career services, to encompass crisis response, mental health concerns, social-emotional development, and problem behavior (Walker, 2015). This responsibility, combined with the fact that school counselors in Canada often have high caseloads, means that the amount of time that school counselors can spend on promoting students' career development varies widely from school to school.

The provision of career services within the K-12 school system in Canada has been enhanced by the development and implementation of numerous innovative strategies and tools, that are described in some detail by Shepard and Mani (2014). These include Canada's *Take our Kids to Work Day*, an event for ninth grade students from across the country in which 200,000 students and 75,000 employers take part annually. Haché, Redekopp, and Jarvis' (2000) *Blueprint for Life/Work Designs* provides career-related learning outcomes and classroom activities that can be used to develop school-based career education programs. A career development intervention that has been widely adopted by school districts across the country is "Career Cruising," an online career development website that contains a wide range of tools grounded in a person-environment correspondence approach to career. Another online tool is "ChatterHigh" (chatterhigh.com), a Canadian online resource designed to engage high school students in exploring future career and education options, and labor market information. The *Real Game* series, also frames career development as a game. In this case, it is a series of facilitator-led workshops to promote participants' career development, with different versions designed for students from eight years old through to adulthood. Finally, two freely downloadable online resources designed to facilitate parents' involvement in their children's career development are *The Decade After High School: A Parent's Guide* (Campbell, Ungar, & Dutton, 2008), made available by the CERIC, and *A Career Development Resource for Parents: Helping Parents Explore the Role of Parents as Coaches and Allies* (Canada Career Information Partnership, 2006), made available by the Canadian Career Development Foundation (CCDF). Finally, it must be noted that individual provinces and school districts in Canada also develop programs and resources that are relevant to their students' specific circumstances.

Career Services in Post-Secondary Settings

With over 300 public and private post-secondary institutions across Canada (OECD, 2009), universities and colleges typically provide a wide range of career services to their students Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

(Browne & Russell, 2014). Some of these services are offered in the form of intra-curricular (or co-curricular) learning experiences that are offered to students, while other services provided are through dedicated career services offices at the school. Intra-curricular learning experiences include focusing on industry-relevant education within academic coursework, offering co-op programs where students alternate between semesters on campus and placements in degree-related work settings, and organizing practicum, internship or other degree-related volunteer experiences to prepare students for practice in their field of study (Elias & Drea, 2013). Some academic units may also include degree-specific career and employment assistance within their academic advising. There is considerable variation across provinces and individual universities, in terms of the degree to which career services are integrated into the curriculum. For example, many post-secondary institutions in that province have integrated a focus on careers into their educational programming (Cournoyer, 2014). In contrast, universities in English Canada tend to offer opportunities for career-related inter-curricular learning on a voluntary basis (Elias & Drea, 2013), meaning that students need to become aware of and seek out these opportunities.

In addition to the services provided within academic units, post-secondary institutions in Canada also offer students a wide range of career services within their student services divisions, through campus career centers and student counseling offices. Although the precise array of services varies from institution to institution, Canadian universities and colleges typically provide vocational assessments, self and career exploration, information about occupations and the labor market, and advice about tasks required to obtain employment, such as job interviewing, job search, networking, and resume writing (Browne & Russell, 2014; Shea, 2010). Browne and Russell further report that many career centers on Canadian campuses provide similar services for alumni as for students, and provide some services to employers, such as maintaining a bank of job postings, facilitating student/employer networking events, and organizing career fairs. Furthermore, career centers at Canadian universities are increasingly adapting and tailoring their services to meet the specific career development needs of special student populations, including first generation students, indigenous students (i.e., students from First Nations, Inuit, and Métis backgrounds), international students, LGBTQ students, and students with disabilities, (Browne & Russell, 2014; Caverley, Stewart, & Shepard, 2014).

Another important consideration in understanding career services in post-secondary settings is the issue of professional affiliation. Possibly due to the wide range of educational backgrounds and credentials that staff members at career centers may hold, career service providers at Canadian universities and community colleges choose to affiliate with numerous different professional associations (Browne & Russell, 2014; Shea, 2010). Career counselors may be members of the Canadian Counseling and Psychotherapy Association (CCPA) or the counseling association or regulatory body for their province (e.g., British Columbia Association

of Clinical Counselors; Nova Scotia Association of Counseling Therapists). In many provinces, there are also professional associations focused on career development practice that campus-based career service providers may choose to join (e.g., Career Development Association of Alberta, New Brunswick Career Development Action Group). In addition, service providers who identify primarily as career educators may hold membership in the Canadian Association of Career Educators and Employers, or the Canadian Association for Co-operative Education. Finally, service providers may also choose to affiliate with the Canadian Association of College and University Services. These diverse professional associations provide career service professionals at Canadian universities with networking and professional development opportunities through newsletters, conferences, and other educational opportunities such as webinars. Some associations also provide opportunities for certification or credentialing. However, outside of the province of Quebec, it is possible to work as a career service provider at Canadian universities without affiliating with any of these professional associations.

Career Services for Employed and Unemployed Adults

In Canada, there are many stakeholders involved in the provision of career services for employed and unemployed adults, including federal and provincial governments, municipalities, community agencies, and private organizations. The services that are available to any given adult in Canada vary according to his or her presenting issue, life circumstance, geographic location, and the mandate and theoretical framework of his or her service provider (Borgen, Becker, & Butterfield, 2016). Nonetheless, Borgen et al. (2016) have identified several common elements that Canadian career service professionals typically include in their work with adult clients: Developing an effective working relationship, setting goals, enhancing clients' self-knowledge; facilitating client access to relevant information and resources; developing clients' skills and competencies; addressing the specific barriers that a client is confronted with; and, motivating and assisting the client to take action to achieve their goals.

Notwithstanding these common elements, the last 20 years have witnessed a devolution of career services away from federal programs and towards services delivered by provinces, municipalities, and community agencies (Bezanson, Hopkins, & Neault, 2016). Current federal services are mostly provided through “Service Canada” (www.servicecanada.gc.ca), and include maintaining a nation-wide job bank and Canada's national employment insurance program (i.e., funding for individuals who become unemployed), and processing requests for unemployment support and education funding. Recently, however, the Forum of Labour Market Ministers (FLMM) has announced that they plan to renew their emphasis on improving the labor market information system in Canada, which may signal a renewed focus on more proactive labor market involvement across provincial and federal levels of government (Bezanson et al., 2016). Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

The services provided by provincial employment centres vary from province to province, but usually focus on job placement, facilitating access to information and funding for education and retraining, and sometimes career assessment (Bezanson et al., 2016). In addition to traditional, face-to-face services, some provinces are moving to an online support model. For example, the province of Alberta maintains the Alberta Learning Information Service (ALIS, 2016) website, which can be used to gain access to provincial-specific labor market information, education and training supports, and a guided online career exploration program. There is a section of the ALIS website also designed to support career service providers in their work with adult clients.

Community groups, such as the YMCA and Goodwill, as well as other organizations, offer a variety of programs and services depending upon their location, mandate, and funding (Bezanson, Hopkins, & O'Reilly, 2014). They offer job search information workshops, one-on-one support with resumes and cover letters, and some offer comprehensive career assessment packages for a fee. Community agencies with mandates to assist special populations such as First Nations, newcomers to Canada, or persons with disabilities typically offer more focused supports to meet the individual's needs.

Career services to unemployed and employed adults in Canada are also provided by for-profit organizations and individuals in private practice (Bezanson et al., 2014). These organizations often have staff who have a variety of education or training backgrounds, although Human Resources training is prevalent. These organizations tend to specialize in corporately contracted outplacement counselling, and helping executive level professionals make targeted career changes. Some master's-level counselors and psychologists in private practice offer career counseling support and testing as one-aspect of their services. Lastly in the private sector, the coaching movement has found a home in Canada with people offering career or life coaching services to the public.

Credentialing and Regulation

Credentialing and regulation of career service providers in Canada varies widely, depending on the provider's discipline and the province in which they practice. For counseling psychologists, whose practice includes a focus on clients' career development, their profession is regulated by provincial colleges of psychology, which are responsible for establishing the credentialing requirements of these service providers (Borgen et al., 2016). It must be noted, however, that career service provision has historically been viewed as being at the fringes of the scope of practice of counseling psychologists in Canada (Bezanson et al., 2016).

For master's-level counselors who focus on career and guidance work, the credentialing process depends on the province in which they are located. Career and guidance counseling is a regulated profession in Quebec, with *conseillers et conseillères d'orientation* [guidance counselors] needing to demonstrate numerous specific career counseling competencies as part of the credentialing process. General counseling and psychotherapy (which career counselors outside of Quebec may identify with as their home discipline) is regulated in Ontario and Nova Scotia. However, regulators in these two provinces include no statement about career counseling competencies in their credentialing requirements. Several other provinces are currently pursuing legislation to regulate general counseling practice, with varying degrees of progress. In addition to government regulation, there are professional associations at the provincial and national levels that provide opportunities for voluntary credentialing of master-level counselors. These credentials are not protected by law, but they are often recognized in the field and by potential employers. For example, career counselors can voluntarily acquire a Canadian Certified Counselor designation from the CCPA, although this credential includes coursework in career service provision as an option rather than a mandatory requirement of certification (Canadian Counseling and Psychotherapy Association, 2016).

For service providers who identify as career development practitioners but not as counselors or psychologists, there is no government regulation of practice. However, voluntary credentialing exists in Alberta, British Columbia, New Brunswick, Nova Scotia, and Ontario. These provinces are currently working with the Canadian Council for Career Development (CCCD) to establish a voluntary national certification for career development practitioners (Canadian Council for Career Development, 2015, 2016). The CCCD National Certification working group liaised with leaders of provincial career development associations that had provincial level certifications to identify common certification components to facilitate professional mobility between provinces. Key components of certification include education and training, work experience (current or recent practice in the field of career development), and, as outlined in the Canadian Standards and Guidelines for Career Development Practitioners, demonstration of the core competencies, adherence to the code of ethics, and commitment to the use of the ethical decision making model (Canadian Council for Career Development, 2016). The exact criteria (number of training and practice hours) has yet to be ratified but the draft of the criteria that is to be submitted to stakeholders in 2017 is provided in Table 3.1.

Table 3.1

Draft Criteria for the CCCD National Certification Standard

| Certification Category | Certification Criteria | Additional Information |
|-------------------------------|---|--|
| | Formal career development or related education at various levels <u>combined</u> with | *Nova Scotia has no mandatory requirement for formal educational |

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

| | | | |
|--|--|---|---|
| Formal Education and Experience | years of experience in career development or a related field. | credentials, but these are included in the weighting of a candidate's experience against the competencies. Its Recognition of Prior Learning (RPL) competency-based model requires 3 years of full time employment in a career development role in the last 5 years (approximately 5400 hours). | |
| | Education | | Experience |
| | Master's degree | | 1600 hours experience within the past 2 years |
| | Bachelor's degree | | 3200 hours experience within the past 4 years |
| | Diploma | | 4800 hours experience within the past 6 years |
| | Certificate | | 6400 hours experience within the past 8 years |
| | OR | | |
| Employment Pathway | Experience | | |
| Work experience in career development or a related field | 8000 hours experience within the past 10 years | | |
| Demonstration of Core Competencies | <p>In addition to the formal education and work experience requirements practitioners must be able to demonstrate their competency in each of the four core competency areas as outlined in the Canadian Standards and Guidelines for Career Development Practitioners (http://career-dev-guidelines.org/career_dev/wp-content/uploads/2015/06/Core-Competencies.pdf).</p> <p>In Nova Scotia, the Canadian Standards and Guidelines have been operationalized into the "Nova Scotia Career Development Practitioners Core Competency Profile." This document forms the basis of Nova Scotia's certification program.</p> <p>Demonstrated competencies in Career Development Theories and Career Development (or related) Ethics are requirements for each of the education pathways and for the employment pathway.</p> | <p>*Nova Scotia has an 80 question multiple choice general CDP knowledge exam, an in-depth structured phone interview with a Nova Scotia Career Development Association (NSCDA) assessor, and a documented collection of applicable prior learning activities / credentials to support the application. Career Development Practitioners applying for certification in Nova Scotia will refer to the Nova Scotia Career Development Practitioners Core Competency Profile (http://www2.nscda.ca/images/pdf/05_Dec_2013_NS_Core_Competency_Profile_Final_for_distribution.pdf).</p> <p>*Some provinces may require competency demonstration in the Areas of Specialization, as outlined in the Canadian Standards and Guidelines for Career Development Practitioners.</p> | |

| | | |
|---|--|---|
| | Ethics training must include an ethical decision making model. | |
| | Core competencies can be developed and demonstrated through formal education or training (with an evaluative and facilitated learning component) or through an RPL competency-based model. | |
| Ethical Practice | Candidates must agree to abide by the “Code of Ethics” as outlined in the Canadian Standards and Guidelines for Career Development Practitioners. | |
| Employment in Career Development | Currently or recently employed in the Career Development field. | *Each province defines its own terms for current or recent employment. |
| References / Resume | All provinces, with the exception of New Brunswick, require references; most provinces also require a resume. | *Ontario requires one reference to sign off on the application saying that they support the practitioner’s application and agree with the information presented |
| Membership in a Professional Association | All provinces, with the exception of Nova Scotia, require membership in the provincial career development association in order to be eligible and apply for the CCDP designation. | |

Note. Reproduced with permission from Canadian Counsel for Career Development.

The credentialing and regulation of career service providers in the k-12 school system is distinct from service providers in other settings, and must be considered separately. The minimum requirements vary from province to province, and ranges from completion of a bachelor's degree and additional professional education in Saskatchewan to a master's degree in *orientation* [guidance counseling] and professional licensure with *l'ordre des conseillers et conseillères d'orientation du Québec* [the Quebec Order of Guidance Counselors] (Canadian Counselling and Psychotherapy Association, 2012a, 2012b). The remaining provinces all require a bachelor of education degree and either a master's degree in a counseling-related field or post-bachelor's coursework. For example, in the province of New Brunswick, guidance counselors have bachelor of education degrees and counseling-related master's degrees, while guidance teachers have bachelor of education degrees and additional post-bachelor's counseling-related coursework (approximately half of the coursework required in a master's degree). Furthermore, outside of Quebec, there is no requirement for guidance personnel in the K-12 school system to be licensed or certified as counselors or career development practitioners (Shepard & Mani, 2014).

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

Training Providers

Canada was the first country to formally articulate and publish the competencies (knowledge, skills, and attitudes) that career development practitioners need to practice effectively and ethically (Bezanson et al., 2016). The Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) were initiated in 1996, with an extensive consultative process with the Canadian career development community (Bezanson et al., 2014). The S&Gs were launched in 2001, and have been revised in 2004 and 2011 so as to reflect the current practice of career development in Canada (Canadian Career Development Foundation & Canadian Council for Career Development, 2011). They have become the basis for career development training programs in Canada (Bezanson et al., 2016), and are also the foundation for the international competency framework underpinning the training and certification process of the International Association for Educational and Vocational Guidance (Van Norman et al., 2014).

The province of Quebec has historically been Canada's leader in career development. Their first educational and vocational counseling training programs were launched in 1941 at *l'institut canadien d'orientation scolaire et professionnelle* [Canadian Institute of Educational and Vocational Guidance] in Montreal (Mellouki & Beauchemin, 1994). Today, many Quebec universities offer degrees in *orientation* [guidance] and *careerologie* [career development] at the bachelor and graduate level, as well as graduate degrees in guidance counseling (Bezanson et al., 2014; Canadian Counselling and Psychotherapy Association & Canadian Career Development Foundation, 2014). For career services professionals to call themselves a guidance counselor in Quebec, they must have a minimum of 12 credit hours of graduate level coursework in career development (e.g., educational and vocational information, professional ethics, psychometrics and assessment, vocational development) in addition to other course requirements and 2300 hours of supervised practicum and internship experience (Canadian Counselling and Psychotherapy Association, 2012a). This training, along with the regulation of career development practice in the province, allows career counseling to remain a focal point of counselor education and counseling practice in Quebec.

At the turn of the 21st century, specialized training at the certificate or diploma level began to be delivered English-language postsecondary institutions in some provinces to meet the demand for skilled career practitioners in community-based settings. The earliest programs were established in Ontario (at Sir Sanford Fleming College), Alberta (Centre for Career Development at Concordia University College), and British Columbia (Douglas College). However, it was not until 2004 that the launch of the fully online Career Management Professional Program by Life Strategies, originally partnering with ACCESS Employment Services and now in partnership with Yorkville University, made such training accessible to career practitioners nationwide (Bezanson et al., 2016). As of 2010, there were 27 post-secondary institutions in Canada that

offer a diploma or certificate in career development (Burwell & Kalbfleisch, 2011). These institutions include both community colleges (e.g., Conestoga College) and universities (e.g., Simon Fraser University) from across English Canada. Their programs typically include coursework in areas such as assessment, career development theory, employment/workplace trends, ethics, as well as skills courses in coaching, group and individual career facilitations. In addition, some of these certificate and diploma programs include a practicum or internship component, while others do not.

University-based, graduate degree counselor education programs in English Canada are predominantly housed within faculties of education and focus primarily on counseling for social-emotional problems. These programs are offered at the master's level and typically require a bachelor's degree in psychology, social work or education to gain admission. They vary widely in length (e.g., 48 credit hours at Acadia University, 36 credit hours at Athabasca University) and include a supervised practicum or internship experience (although these also vary in length from program to program). Also, many programs allow, but do not require, their students to complete a master's thesis. However, in many cases, these programs only offer one course in career counseling, which is an elective rather than a requirement of the program. Furthermore, none of the programs require their students to complete their practicum in a career counseling setting. Thus, many graduates of master degree counseling programs in English Canada have little or no training in career development practice, unless they choose to focus on that in their degree, or seek additional, post-master's training (Canadian Counseling and Psychotherapy Association & Canadian Career Development Foundation, 2014).

In terms of training programs offered outside of academic institutions in English Canada, in 2007, the New Brunswick Department of Post-Secondary Education, Training, and Labour conducted a training needs assessment for service providers working in provincial government career centres, using the S&Gs framework. In collaboration with the Canadian Career Development Foundation (CCDF), they subsequently established a province-wide training strategy, offering training to their employees consisting of courses addressing career development theory, practice, common delivery challenges, ethics, assessment, labor market information, facilitating learning, and work search (Bezanson et al., 2014). By 2015, training in this non-degree program was opened to third party community-based providers and private practitioners. The program's curriculum has subsequently been adapted and tailored for training career and employment service providers by governments in the provinces of Alberta, Manitoba, Newfoundland and Labrador, Quebec, and Saskatchewan, as well as the territories of Nunavut, and the Yukon (Bezanson et al., 2014). It has also been customized and delivered to service providers working in First Nations and Inuit communities. Another non-degree training program for career development practitioners has been developed by the Life-Role Development Group.

The Life-Role Development Group was contracted in 2013 by Aboriginal Affairs and Northern Development Canada to “customize and expand career practitioner training for First Nations’ Social Development departments within the province of Alberta” (Bezanson et al., 2016, p. 229). This training is being expanded to other First Nations communities across the country. The components of this training are tailored to the specific needs and requests of the agencies and communities seeking training (Life-Role Development Group, 2017) and, therefore, vary according to whom it is provided. Despite this variability in the nature of the training opportunities provided outside of academic institutions in English Canada, one commonality is that they typically consist of seminars and content-based courses; they do not include a formal practicum. Furthermore, given the total number of individuals who have completed this kind of training in career development practice is not known.

Future Directions and Conclusion

The regulatory environment for career services in Canada is currently undergoing extensive growth, with various initiatives to standardize and professionalize. A major step in the standardization of career services was development of the S&Gs. Building on this work, one future direction for the profession in Canada is to continue promoting the adoption of the S&Gs across the country. Due to the voluntary nature of these standards, their uptake by the field has varied widely (Bezanson et al., 2014). One specific area in which the S&Gs could be used to provide additional direction and guidance is in standardizing the requirements for employment in the career services field: As Bezanson et al. (2014) point out, outside of Quebec, there is currently little consistency in the competencies, credentials, and job titles for career service providers in Canada.

An additional way of increasing standardization of career practice is to promote common venues through which service providers can learn about new developments in the field and share ideas with each other. In Canada, existing venues for knowledge dissemination include (a) several practice-oriented conferences that are held on an annual basis at the national and provincial levels (e.g., Cannexus); (b) the *Canadian Journal of Career Development*, a bilingual publication venue for research on career development and career counseling; and (c) professional magazines for career service providers in Canada such as, *Careering* and *l'orientation* [guidance]. Although these venues exist, the degree to which the information presented in them is being taken up by practitioners is unclear. Therefore, a key future direction for the field is to promote service providers' engagement with innovations in research and practice that are emerging in Canada (Domene, Buchanan, Hiebert, & Buhr, 2015).

Finally, there are important future directions to consider in relation to professional identity, scope of practice, and credentialing of career services in Canada. Historically,

responsibility for the provision of career services in Canada has been shared by multiple, overlapping disciplines: Counseling psychology, career and guidance counseling, and career development practice (Van Norman et al., 2014). This overlap can create confusion in the minds of potential clients, government agencies, and even service providers themselves. As such, there is a pressing need to develop clearer professional identities while at the same time promoting a spirit of inter-professional collaboration so that scholars and practitioners who locate themselves in these various professions can continue to work together to serve the public.

In conclusion, rooted in the unique geopolitical landscape of this country, there has been a long history of career service provision by Canadian governments, social service agencies, religious organizations and, more recently, individual practitioners (Cournoyer, 2014; Van Norman et al., 2014). In the 21st Century, Canadians may receive career services in a diverse range of different settings across their lifespan, provided by a variety of different service providers. Services also vary from province to province and between urban and rural areas of the country. Nonetheless, there have been substantial advancements in the professionalization of career services in Canada. These advancements include the establishment of national competency standards for practitioners, the existence of multiple venues for sharing knowledge and best practices in the field, the creation of innovative methods for generating evidence about the effectiveness of career services and for exploring career development processes, and ongoing work related to the training and credentialing of service providers who work in disciplines and/or jurisdictions where the profession is not regulated. Although there is room to improvement and advancement, overall, career services and career professionals are well positioned in Canada.

References

- Alberta Learning Information Service (ALIS). (2016). E-products and training. Retrieved from <https://alis.alberta.ca/ep/eproducts.html>
- Bezanson, L., Hopkins, S., & Neault, R. A. (2016). Career guidance and counseling in Canada: Still changing after all these years. *Canadian Journal of Counselling and Psychotherapy, 50*, 219-239. Retrieved from: <http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc>
- Bezanson, L., Hopkins, S., & O'Reilly, E. (2014). The professionalism of career development in Canada in the 21st century. In B. C. Shepard & P. S. Mani (Eds.). *Career development practice in Canada: Perspectives, principles, and professionalism* (pp. 531–554). Toronto, ON: Canadian Education and Research Institute for Counseling.
- Browne, J., & Russell, L. (2014). The practice of postsecondary career development. In B. C. Shepard & P. S. Mani (Eds.). *Career development practice in Canada: Perspectives, principles, and professionalism* (pp. 361-382). Toronto, ON: Canadian Education and Research Institute for Counseling.
- Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (Eds.). (2018). *International practices of career services, credentials, and training*. Broken Arrow, OK: National Career Development Association.

- Borgen, W. A., Becker, E. S., & Butterfield, L. D. (2016). Career counseling in Canada. In N. Gazzola, M. Buchanan, O. Sutherland, & S. Nuttgens (Eds.). *Handbook of counselling and psychotherapy in Canada* (pp. 203-226). Ottawa, ON: Canadian Counseling and Psychotherapy Association.
- Burwell, R., & Kalbfleisch, S. (2011). *Directory of career education programs in Canada*. Toronto, ON: Canadian Counseling and Psychotherapy Association. Retrieved from: <http://ceric.ca/resource/directory-of-career-development-education-programs-in-canada/>
- Campbell, C., Ungar, M., & Dutton, P. (2008). *The decade after high school: A parent's guide*. Toronto, ON: Canadian Counseling and Psychotherapy Association. Retrieved from: <http://ceric.ca/resource/the-decade-after-high-school-a-parents-guide/#>
- Canada Career Information Partnership. (2006). *A career development resource for parents: Helping parents explore the role of parents as coaches and allies*. Retrieved from http://www.ccdf.ca/ccdf/wp-content/uploads/2010/12/a_career_development_resource_for_parents_e.pdf
- Canadian Career Development Foundation & Canadian Council for Career Development. (2011). *The Canadian standards and guidelines for career development practitioners*. Retrieved from http://career-dev-guidelines.org/career_dev
- Canadian Council for Career Development. (2015). Certification. Retrieved from <http://cccda.org/cccda/index.php/certification>
- Canadian Council for Career Development. (2016). Canadian Council for Career Development certification foundations sub-committee of the certification working group national certification standard draft. Manuscript in preparation.
- Canadian Counseling and Psychotherapy Association. (2012a). Quebec regulation. Retrieved from <https://www.ccpa-accp.ca/quebec-regulation/>
- Canadian Counseling and Psychotherapy Association (2012b). *Regulation for school counselors by province*. Retrieved from: http://www.ccpa-accp.ca/wp-content/uploads/2014/10/RegulationSchoolCounsellors_en.pdf
- Canadian Counseling and Psychotherapy Association. (2016). Certification guide. Retrieved from https://www.ccpa-accp.ca/wp-content/uploads/2015/08/CertificationGuide_EN.pdf
- Canadian Counseling and Psychotherapy Association & Canadian Career Development Foundation. (2014). Report on Canadian career counseling programs. Unpublished manuscript.
- Canadian Education and Research Institute for Counseling. (2015). CERIC 2015 survey of career service professionals, highlights report. Retrieved from <http://ceric.ca/2015-survey-of-career-service-professionals/>

- Canadian Standards and Guidelines for Career Development Practitioners. (2016). *The standards and guidelines*. Retrieved from http://career-dev-guidelines.org/career_dev/index.php/the-standards-guidelines/understanding-the-sgs
- Counseling Foundation of Canada. (2002). *A coming of age: Counselling Canadians for work in the twentieth century*. Toronto, ON: Author.
- Caverley, N., Stewart, S., & Shepard, B. C. (2014). Through an Aboriginal lens: Exploring career development and planning in Canada. In B. C. Shepard & P. S. Mani (Eds.). *Career development practice in Canada: Perspectives, principles, and professionalism* (pp. 297-330). Toronto, ON: Canadian Counseling and Psychotherapy Association.
- Cournoyer, L. (2014). Career counselling in Quebec: Its evolution and future outlook. In B. C. Shepard & P. S. Mani (Eds.). *Career development practice in Canada: Perspectives, principles, and professionalism* (pp. 333-359). Toronto, ON: Canadian Counseling and Psychotherapy Association.
- Domene, J. F., Buchanan, M. J., Hiebert, B., & Buhr, E. (2015). Counseling and counseling psychology research practices in Canada: A call to action. In A. L. Sinacore & F. Ginsberg (Eds.). *Canadian counselling and counselling psychology in the 21st century* (pp. 15 – 41). Montreal, QC: McGill Queens University Press.
- Elias, K., & Drea, C. (2013). The co-curricular record: Enhancing a postsecondary education. *College Quarterly*, 16(1). Retrieved from <http://collegequarterly.ca/2013-vol16-num01-winter/elias-drea.html>
- Gazzola, N. (2016). Is there a unique professional identity of counselling in Canada? In N. Gazzola, M. Buchanan, O. Sutherland, & S. Nuttgens (Eds.). *Handbook of counseling and psychotherapy in Canada* (pp. 1-12). Ottawa, ON: Canadian Counselling and Psychotherapy Association.
- Haché, L., Redekopp, D. E., & Jarvis, P. S. (2000) *Blueprint for Life/Work Designs*. New Brunswick, Canada: National Lifework Center.
- Life-Role Development Group. (2017). Career development practitioner training. Retrieved from <http://www.life-role.com/careerDevelopment.htm#practitioner>
- Mellouki, M., & Beauchemin, M. (1994). L'orientation scolaire et professionnelle au Québec. Émergence d'une profession, 1030-1960. *Revue D'histoire de L'Amérique Française*, 48, 213-240.
- Organization for Economic Co-operation and Development. (2009). *OECD review of career guidance policies: Canada*. Retrieved from <http://www.oecd.org/canada/1963039.pdf>
- Shea, R. (2010). Career and employment services. In D. Hardy-Cox & C. Strange (Eds.). *Achieving student success: Effective student services in Canadian higher education* (pp. 141-152). Montreal, QC: McGill-Queens University Press.

- Shepard, B. C., & Mani, P. S. (2014). Career development for students: Elementary to high school. In B. C. Shepard & P. S. Mani (Eds.). *Career development practice in Canada: Perspectives, principles, and professionalism* (pp. 35-51). Toronto, ON: Canadian Counseling and Psychotherapy Association.
- Statistics Canada. (2016). Annual demographic estimates: Canada, provinces, and territories. Retrieved from <http://www.statcan.gc.ca/pub/91-215-x/91-215-x2016000-eng.htm>
- Van Norman, M., Shepard, B. C., & Mani, P. (2014). Historical snapshots: The emergence of career development in Canada. In B. C. Shepard & P. S. Mani (Eds.). *Career development practice in Canada: Perspectives, principles, and professionalism* (pp. 11-34). Toronto, ON: Canadian Counseling and Psychotherapy Association.
- Walker, K. (2015). Improving the effectiveness of school counselling: Consensus, collaboration, and clinical supervision. *Canadian Journal of Counselling and Psychotherapy*, 49, 275-295. Retrieved from <http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/view/27>

Author Bios

Jessica Isenor, M.Ed., CCC, works as a university career counsellor and teaches sessional graduate courses in counseling. Jessica also sits on the executive of the Career Counsellors Chapter of the Canadian Counselling & Psychotherapy Association. Her research interests are in career counselling and professional identity development. Correspondence to jjisen010@uottawa.ca

José F Domene, Ph.D., L.Psych., R.C.T., is a Professor and the Canada Research Chair in School to Work Transition at the University of New Brunswick in Canada. He teaches in the counselling program within the Faculty of Education. His areas of research interest include (a) relational contexts of career development, (b) the intersection of mental health and work, and (c) professional issues in counselling and counselling psychology in Canada. He is also a Fellow of the Canadian Psychological Association and serves on the Board of the Asia Pacific Career Development Association. Correspondence to jfdomene@unb.ca