






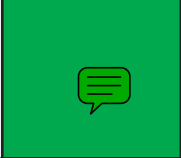





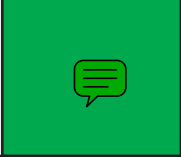
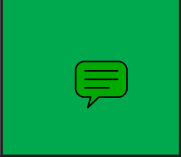
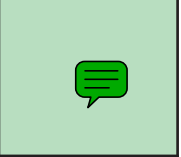
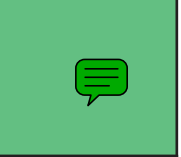
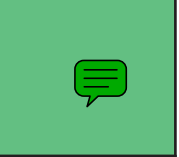

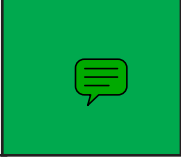
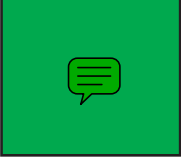
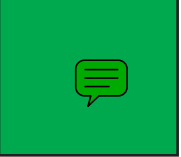
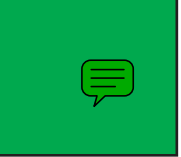
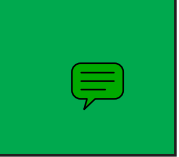




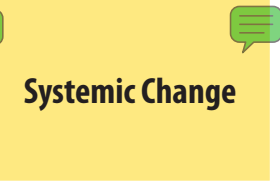


A Framework for the Education of Career Practitioners in Canada

This framework identifies and defines the main functions of the field and illustrates the ideal educational background required to perform each one; its long-term purpose is to provide an educational guide for individuals and institutions to enhance professional practice.

Place your mouse over the  each section for a description. For space considerations, full definitions have not been given.

Core Functions					
Reflect the principal activities of career practitioners working directly with clients in one-to-one or group settings; the degree of shading indicates to what extent each level of education prepares a career practitioner to perform each of the core functions.					
Education	Career Advising 	Career Educating 	Career Counselling 	Career Coaching 	Career Consulting 
Level 1  College or University Certificate* (without diploma or degree)					
Level 2  Diploma or Undergraduate Degree plus College or University Certificate* Undergraduate Degree* (offered only in Quebec)					
Level 3  Masters Degree* Post-Masters Certificate* Ph.D.*					

Leadership Functions				
Serve to support, inform, and advance the field of career development.				
 Innovation	 Education	 Supervision of Practice	 Management	 Systemic Change

* Career development specific

Important notes:

- Practitioners working within any one or combination of the core functions may specialize in one or several of the following:
 - addressing the distinct service delivery needs of specific populations (e.g., vocational rehabilitation of individuals with disabilities, mentoring programs for internationally trained professionals);
 - focusing on employment- and/or career-related content domains; and
 - offering particular professional services (e.g., job development, psychometric assessment, and outplacement).
- None of the functions listed above are actual job titles. Any particular position in the field might be comprised of multiple functions.
- Core competencies (e.g., diversity, advocacy, ethics, research and evaluation, needs assessment) are assumed components of all functions. Comprehensive, vetted lists of core competencies for career practitioners have been outlined elsewhere.
- This framework depicts the ideal even as it recognizes that many current practitioners work in the field without completing career development specific education.
- There are many non-formal training programs within the field of career development. These could be connected to formal educational programs through equivalency mechanisms such as PLAR.