

# Career Counselling in Québec

## Its Evolution and Future Outlook

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### Introduction and Learning Objectives

The profession of vocational and guidance counsellors has been practiced in Québec for over 70 years. Professional counsellors constantly support youth and adults in their efforts towards educational and professional (re)insertion, rehabilitation, and career (re)development in the sectors of education, employability, community, health and social services, and private and institutional practice. To date, only a few studies (Duval, 1995; Mellouki & Beauchemin, 1994a, 1994b) have recorded Québec's history of the profession. This chapter aims at a better understanding of the social and historical evolution of the vocational and guidance counselling profession in Québec.

The specific learning objectives for this chapter are to:

1. Recognize key defining moments and turning points in the profession of vocational and guidance counsellors in Québec.
2. Understand the scope of practice and regulation of the profession in Québec.
3. Identify change in the profession through different periods of educational and social reform.

### Québec Today

Québec is the only province in Canada, and one of the few jurisdictions in the world, to regulate the title and various professional activities of vocational and guidance counsellors (Turcotte, 2004). The **Ordre des conseillers et des conseillères**

**d'orientation du Québec (OCCOQ)** works with universities offering undergraduate, graduate, or postgraduate specialized programs in vocational and guidance counselling, such as the Université Laval, Université Sherbrooke, McGill University, and Université du Québec (à Montréal). It also oversees entry into the profession and the competency of its members. According to Cuerrier and Locas (2004), there are approximately 2,500 vocational and guidance counsellors in Québec spread across several sectors of practice: education (45%), employment (20%), consulting firms (12%), public and semipublic organizations (4%), companies (2%), rehabilitation centres (2%), hospitals (1%), and in miscellaneous sectors (18%). Regardless of their area, counsellors' roles consist of:

Assessing psychological functioning, personal resources and local conditions; working on identity issues and developing and maintaining active coping strategies for personal and professional choices throughout life; restoring social and professional independence and achieving career plans for human beings in interaction with their environment. (Government of Québec, 2009, p. 4).

In addition to the above, their role involves providing information services, health promotion, and prevention of suicide, disease, and accidents, as well as addressing social problems among individuals, families, and communities. Since the adoption of **Bill 21**, vocational and guidance counsellors may practice various regulated activities in terms of assessments conducted among clientele deemed most vulnerable with respect to school and professional integration (Government of Québec, 2009). In this regard, vocational and guidance counsellors are now among those professionals recognized for their competency in managing the risk of harm and the autonomy and complexity of their practices. The responsibility that accompanies such recognition leads to some questioning of the practices and vision of vocational and guidance counsellors (Landry, 2004). Legault (2008) points out that adopting a new direction in a profession where activities are very diverse requires a period of constructing a common identity.

## A Century of Vocational Counselling

### 1900–1920: Search for Suitability of Skills

Frank Parsons, considered the father of vocational and guidance counselling, proposed that counselling skills should involve:

- (a) facilitation of self-understanding in terms of skills, abilities, interests, resources, and limitations;

- (b) knowledge of the requirements and conditions for success, advantages and disadvantages of career options, working conditions, and employment prospects of various lines of work; and
- (c) connection between self-awareness and knowledge of the labour market. (Zunker, 2002)

In the years following the publication of Parsons' *Choosing a Vocation*, vocational and guidance counsellors began showing up in Europe and the United States. These early counsellors were influenced by recent discoveries in differential psychology that involved measurements of individual capacities. In Canada, Manitoba took the first steps in 1912 to provide career information to graduates with liberal arts degrees (Mellouki & Beauchemin, 1994a).

In Québec from 1900 to 1920, the concept of career options was virtually non-existent among French Canadians, who were primarily destined for work in industrial settings or on the farm. The State entrusted the Church with providing education, and health and social services to the population (Lacoursière, Provencher, & Vaugeois, 2001). The situation was quite different, however, for the British anglophone minority that controlled the Québec economy.

### 1920–1940: The Embryonic Phase

In the aftermath of World War II, productivity-management systems associated with **Fordism** and **Taylorism** led some manufacturers to become interested in psychometric measurement of individual characteristics and abilities in order to improve worker performance in, and assignment to, various jobs (Anastasi, 1994; Guichard & Huteau, 2006). In Québec, vocational and guidance counsellors remained at the embryonic stage. Only a small fringe group in the “medical-pedagogical” field at the University of Montréal were interested in assessing skills and intelligence for the purpose of evaluating school or work potential (Mellouki & Beauchemin, 1994a).

During the Great Depression, lack of a genuine social safety net, or measures to promote employment or schooling for the working class, mobilized certain influential members of the French-Canadian upper-middle class, including professionals, and the clergy (Lacoursière et al., 2001). It was then that Fr. Wilfrid Éthier and Fr. Paul-Émile Farley quietly laid the first foundations for vocational and guidance counsellors in Québec, with the avowed purpose of improving economic prospects for the francophone majority (Mellouki & Beauchemin, 1994a).

### 1940–1960: Building the Foundations

During World War II, Canada and several other countries invested heavily in the production of psychometric instruments for the purposes of assigning various

positions according to measures of intelligence and abilities. Meanwhile, Wilfrid Éthier continued his “guidance” mission by successively creating the first three institutes for training and practice in educational and vocational counselling. This first occurred in 1941 at L’institut canadien d’orientation scolaire et professionnelle (ICOP) in Montréal (Mellouki & Beauchemin, 1994a), where the first cohort of counsellors was trained in the latest knowledge in differential psychology, the use of psychometric tools, and the features of the labour market. A year later, in Québec City, Éthier founded a similar institute in collaboration with the leaders of Catholic Action and an insurance company (Mellouki & Beauchemin, 1994a). However, the Québec Institute was focused more on the different branches of psychology: experimental, childhood and adolescent, educational, commercial and industrial, pathological, and performance.

In 1943, the University of Ottawa opened the Centre d’Orientation scolaire et professionnelle. As noted in a speech by the director of the Montréal ICOP at the time, career guidance was clearly a tool for the national assertion of French Canadians: “Do we wish not to waste our talent and instead to work on making the most of our energies? Organize career guidance. That is what will greatly enable us to achieve economic conquest” (Mellouki & Beauchemin, 1994a, p. 221).

The first Association of Vocational and Guidance Counsellors in the province of Québec was launched in 1944 and immediately proposed a definition of the scope of its members’ practice: “To guide individuals in choosing a profession and preparatory studies, so that a choice can be made on the basis of a systematic analysis and objective assessment of their abilities and interests” (Landry, 2004, p. 8).

Following World War II, the business, health, and education sectors began to rely on psychometrics developed by the armed forces (Savickas, 2000). Although the business world was to benefit from the services provided by educational institutions and counselling practices in Montréal and Québec City, the beginnings of counselling in the health sector were still challenging. In veterans hospitals, counsellors were faced with the medical model and the dilemma of trying to help patients on a professional level without being able to intervene in other spheres of the individual’s life (Lecomte & Guillon, 2000). In the education sector, several activities staged throughout Québec illustrated the dynamism of counsellors: an annual counselling week, teacher training in counselling principles and methods, and specialist counselling in schools and communities (Mellouki & Beauchemin, 1994a). During the 1950s, psychological concepts evolved rapidly. Carl Rogers gained recognition for his innovative approach focused on the individual (Lecomte & Guillon, 2000). The schools of humanistic, cognitive, and developmental psychology all challenged behaviourist and psychoanalytical models.

Despite all this activity, Québec still invested little in education, creating a significant obstacle for its citizens. Québec was below the Canadian average for investment in education, and last in terms of graduation rates and attendance

at all educational levels. It employed undereducated teachers, mismanaged the imminent arrival of thousands of teenage baby boomers in college, and lacked succession planning at the teacher level (Mellouki & Beauchemin, 1994a). Under pressure from influential members of the francophone community and the clergy, a subcommittee was formed in 1952 to review the education system. The objectives were to increase skilled labour training rates in higher education and in scientific, economic, and social career fields, and to assist educational decision makers to select the best candidates to successfully complete a classical, liberal education program (Mellouki & Beauchemin, 1994a). The importance of counselling was now more recognized than ever.

### 1960–1970: Opening Up to New Experiences

During the 1960s, the world was in a state of turmoil with conflicts, revolutions, and dreams. In Québec, the election of Jean Lesage with the slogan of *Maîtres chez nous!* unleashed nationalist passions in a French-Canadian population impatient for major reform (Lacoursière et al., 2001). In Western societies, developmental psychology appeared at this time. Its influences on intellectual development (e.g., Jean Piaget), psychosocial development (e.g., Erik Erickson), and the social and historical theories of Vygotski changed the dominant paradigms of differential psychology. Counselling became more receptive to understanding the learning process and the influence of an individual's social, cultural, and educational development (Patton & McMahon, 1999). Characteristics of stages or steps were seen as universal (Cournoyer, 2008; PaVie, 2003), and human potential was recalibrated in the light of social, economic, cultural, and historical conditions determining individual life paths (Evans & Furlong, 2000; Savickas, 2000). The works of two major theorists of vocational and guidance counselling, Donald E. Super and John L. Holland, were just beginning to have an impact (Bujold & Gingras, 2000).

The 1960s were marked by the publication of the *Parent Report* (Royal Commission of Inquiry in Education in Québec/Commission royale d'enquête sur l'enseignement dans la province de Québec, 1964), which proposed a major overhaul of the Québec education system and provided an important gateway for vocational and guidance counsellors. Elementary, secondary, and college levels now had to consider the student's evolution, development of skills, interests, and diverse life experiences, and to help students make informed choices by offering a clear assessment of their strengths and limitations. The responsibilities of vocational and guidance counsellors now extended to conducting assessments and screening students who were gifted or who had learning disabilities. Other responsibilities included: consulting with teachers and proposing or testing new teaching methods; establishing workshops for students requiring early graduation; participating in committees for training the labour force; retraining and accelerated training of specialists in new employment

fields; assisting married women who were returning to work; hiring the elderly; and categorizing students with special needs. Vocational and guidance counsellors were now required to possess a four-year undergraduate degree.

The arrival of these new, more highly qualified experts threatened the teaching and other professional staff, who found their roles reduced (Mellouki & Beauchemin, 1994b). The general public still tended to see the vocational and guidance counsellor as a type of “fortune teller,” someone who tells others what path to take towards the future, a view invariably accompanied by negative criticism about the lack of such powers.

### 1970–1980: Becoming Aware of Possibilities

The 1970s was the period when women made a massive entry into the labour market; when school boards and CEGEPs (Collèges d’enseignement général et professionnel or junior colleges) hired new vocational and guidance counsellors throughout the province; and when the economy of the province permitted individuals to envisage a personal career “plan.” The international phenomenon of the youth counterculture influenced concepts of human development and career life. Self-actualization, creative potential, a focus on relationships, experimentation, and personal growth became important goals for many approaches in psychology (Lebourgeois, 1999) and consequently for vocational and guidance counsellors as well. Humanistic, existentialist, and gestalt approaches dominated Québec universities and psychotherapy training centres. Meanwhile, new research in the neurosciences was emerging, but would not be applied to counselling practices for several more years.

In Québec, a theoretical model known as *activation du développement vocationnel et personnel (ADVP)*, was developed (Pelletier, Noiseux, & Bujold, 1974). This cognitive and developmental model was to have a large influence following its implementation within career education courses in high school. Although perfectly in line with the intentions of the *Parent Report*, its implementation was too often assigned to non-specialist teachers looking to fill out their workload. In a very short time, students lost all interest, followed in turn by parents and the general public (Mellouki & Beauchemin, 1994b).

During this same period, psychosocial approaches and sociological perspectives in career development were adding to the knowledge base of vocational and guidance counsellors. These new concepts of counselling would find their place in the first “legal” field of practice for counsellors. Counsellors were tasked with helping individuals become aware of personal and community resources so that individuals could make informed and increasingly independent choices in regards to their education and career lives.

In fact, the government adopted a professional code (*code des professions*) in 1973 to ensure legislative and regulatory consistency in the exercise of professions related to risk of physical and psychological harm or to patrimonial integrity (Office des

professions du Québec, n.d.). This meant the end of the concept of an association to protect the interests of vocational and guidance counsellors and introduced the idea of membership in a corporation (now a **Regulatory College**) authorized by legislation (Mellouki & Beauchemin, 1994b).

### 1980–1990: Adapting to Change

The economic crisis of 1982 resulted in massive layoffs of less educated, lower qualified workers. It became hard to find a job after the age of 45, just as it became difficult to integrate into the workforce if under the age of 25 and lacking experience. Employability development became a fruitful source of work for vocational and guidance counsellors. Practitioners were no longer working exclusively with the young, but also with adults seeking employment, workplace and highway accident victims, workers on employee assistance programs, as well as ever-increasing numbers of unemployed workers and welfare recipients. Vocational and guidance counsellors sought to improve the relationship that existed between themselves, their clients, and third-party funders. As a corollary, the community organizations sector focused on feminist and social justice approaches, while insurance companies and various agencies subsidizing vocational rehabilitation services entered the scene. Private counselling firms also increased in number, although most of the growth did not start until the mid-1990s. In the secondary education sector, Mellouki and Beauchemin (1994b) reported that, following the failure of the career education course and a series of education reforms that gave more power to teachers, the role of vocational and guidance counsellors in institutions diminished.

The era of health care management emerged in the United States and influenced governments and public institutions in Canada. From that point forward, the crucial question to deciding social policies in health, education, and employment would be “How can we do more with less?” Within this new paradigm of economic efficiency, humanist and gestalt systems lost much ground to short-term cognitive and behavioural models (Lebourgeois, 1999). This spirit of efficacy was evident in the new field of practice adopted by la Corporation des conseillers d’orientation professionnelle du Québec in 1982, which defined a professional as someone “who by means of appropriate methods and techniques, guides an individual in their career development, that is to say, personally and professionally... and ...to establish and maintain a harmonious relationship between the individual and the world of work” (CPCOQ as cited in Landry, 2004, p. 8).

With the 1980s came the emergence of new conceptual models that were focused more on life transitions in adulthood, and based on Levinson’s (1978) adult career development model and Schlossberg’s (1981) life transitions model. In Québec, Riverin-Simard (1984) published a work on the different stages of work life. In addition, Spain and Bédard (1986) provided new insights into motivation and the

decision process among Québec women. Lastly, Limoges (1987) proposed his lucky clover model, which explored different interdependent dimensions in employability development for job seekers. That same year, the first professional code of ethics was adopted, a master's degree became the minimum standard for admission to the profession, and the name of the Corporation was modified to include the feminine form for female counsellors (Matte, 2008).

### 1990–2000: Keeping Pace With Change

In the early 1990s, unemployment in Québec hovered between 10% and 15%. Social expenditures were rising while the population was aging, which meant that immigration and training the unemployed were seen as solutions for Québec's economic recovery. Two major events, the Estates-General on Education in 1995 and the Sommet du Québec et de la Jeunesse [Québec youth summit] in 1998, identified the need for more informational services for youth, as well as more educational, vocational, and guidance counsellors. This call to politicians resulted in the **Réseau des carrefours jeunesse-emploi (CJE)** [youth employment network], which included over one hundred organizations for youth aged 16 to 35 and was located in all regions of Québec. During this same time period, the Ministry of Education, Sports, and Leisure implemented a new approach to guidance, the Guidance Oriented Approach to Learning (GOAL). At the end of this decade, employment-related services were transferred from the federal government to the provinces.

This shift is associated with a decrease in counselling services provided by the government whose professional employees were covered by collective agreements, and an increase in outsourcing to community organizations, youth employment marketplaces, and private companies. New vocational and guidance counsellors entering the job market found their salaries and working conditions more insecure, and clientele that were mostly poor, unstable, and vulnerable in terms of economic, educational, and psychological well-being. In 1993, vocational and guidance counsellors were accredited for family mediation and in 1994, the term "Corporation" was replaced by that of "ordre professionnel" (Matte, 2008).

The 1990s also saw an explosion of conceptual approaches to educational, vocational, and guidance counsellors. Although not entirely abandoned, positivist and objectivist approaches and trends gave way to more interpretive and postmodern perspectives (Savickas, 2000). Lecomte and Guillon (2000) note the emergence of non-linear, dynamic models. Introduction to "social" existence was accomplished through interactionist approaches (Patton & McMahon, 1999; Vondracek & Reitzle, 1998; Young, Valach, & Collin, 1996). Several studies were conducted on common indicators of effectiveness in counselling (Drapeau & Koerner, 2003), which influenced an emerging integration of concepts and tools from different approaches into one single model. In Québec, Bégin's (1990) psychogenic perspective challenged

the many models of educational counselling taught and practiced by vocational and guidance counsellors. Cognitivist in approach and centred on identity development, Bégoin proposed that intervention be focused on how individuals cognitively process different information resources.

### 2000–2010: Participating in Change

Between 1984 and 2003, the number of vocational and guidance counsellors who were members of the professional order increased from 1,255 to 2,235 (Cuerrier & Locas, 2004). The profile of members was completely transformed: Two thirds of members were now women; the education sector no longer comprised the majority of members; and clients increasingly consisted of under-educated adults with social and mental health problems. During the 2000s, Québec institutions in the education and employment fields developed a wide range of new programs and measures for the public and education sectors, including a guidance oriented approach to learning, personal career plans, skill assessments, government return-to-work support programs, and measures targeting adult education (Courmoyer, 2008). Hence, counselling is no longer just a matter of educational choice: It is more of a support system for career development throughout an individual's life (Cuerrier & Locas, 2004).

Two committees, le Groupe de travail ministériel sur les professions de la santé et des relations humaines [Ministerial Task Force on Health Professions and Human Relations] and the Comité d'experts—Modernisation de la pratique professionnelle en santé mentale et en relations humaines [Expert Committee — Modernization of professional practice in mental health and human relations] (2002), studied the modernization of human relations and mental health professions in order to better respond to growing public concern regarding the quality of services in these areas. This paved the way for the adoption of Bill 21 in 2009, which granted new reserved activities for vocational and guidance counsellors, as well as privileged access to qualifications for the practice of psychotherapy and the title of psychotherapist. This again remodeled the scope of practice to include:

Assessing psychological functioning, individual resources and personal situation; intervening in issues of identity and developing and maintaining active coping strategies for personal and professional decisions throughout life; restoring social and professional independence and implementing career plans for individuals in interaction with their environment. Information, health promotion, prevention of illness and social problems, including suicide, are also part of professional practice among individuals, families and communities. (Government of Québec, 2009, p. 4)

These changes concur with Dubar and Tripier's (2003) understanding that "being a professional is much more than completing a program of academic training; it means being initiated into a role, embracing a vision both of the world and oneself in order to practice this role, being saturated in the culture, which implies a separation and a transformation of identity" (p. 101).

## Summary

The profession of vocational and guidance counselling is over 70 years old. At its birth, it was linked to discoveries made in differential psychology in the early 20th century, especially in psychometric measurement. As it grew, a small group of Jesuits, with the backing of some of the French-Canadian élite, thought it important to develop training institutions and professional counselling practices to enhance the future prospects of the francophone community. As the counselling field matured, similar to Québec society, the profession became more confrontational in its demands for a social and political revolution within Québec institutions, leading to the **Quiet Revolution**.

Institutionally, and then legally after a few years, educational and professional counselling had the tools to assert itself and demonstrate its social relevance. Now established with professional status, vocational and guidance counsellors suddenly came up against a crisis that swamped the profession at the economic level in the form of economic recession and mass layoffs and in the sociopolitical sphere with the aftermath of the 1981 referendum and labour disputes between government and public sector employees. This transformed the structure and climate of operations in the employment and education sectors where most counsellors worked. The profession, therefore, had to rapidly adapt to the rise of **neo-liberalism** that had attacked its gains, requiring it to seek new areas of operation and concepts of intervention procedures.

As the years passed, life sped up, and with new technologies and new economic realities, professions intermingled and competed for the same types of services. More than ever, competency had to be both demonstrated and publicized to policy makers, employers, and the media. Amid the turmoil of these changes, Bill 21 arrived to reserve professional activities that vocational and guidance counsellors shared with a small group of professionals. Nevertheless, vocational and guidance counsellors were still seeking an identity. Even within the profession, they shared increasingly different systems of practice. Today, the focus is on defining and demonstrating the common, societal relevance of the profession.

## Challenges to the Profession

### The Challenge of Positioning

Given that counsellors are working more than ever in different employment sectors where they perform different practices and must deal with varied organizational standards and missions, it is important to consider commonalities. The scope of practice of the profession as stated by the Ordres des conseillers et conseillères d'orientation includes the assessment of psychological functioning, personal resources, and environmental conditions; identity development; the development and maintenance of active coping strategies in order to allow personal and professional choices throughout the lifespan; the restoration of socioprofessional autonomy; and the ability to make career plans.

How similar are the current practices of counsellors? Beyond ethical and legal obligations, to what or to whom do vocational and guidance counsellors owe their true allegiance — to their profession and professional order, or to their position within an organization? In other words, is the identity of the vocational and guidance counsellor today more functional than professional? Is it based on ethics or on the standards of the workplace?

### The Challenge of Definition

The assessment of mental disorders is now a reserved act involving many different professions. Bill 21 reserves the title of psychotherapist and the practice of psychotherapy to authorized professionals such as psychologists, medical doctors, and psychotherapists who are permit holders. Bill 21 demands rigorous, specific, and comprehensive work on the part of vocational and guidance counsellors. How will guidance counsellors define their roles under the Bill? What are the acts which are reserved for or excluded from guidance counsellors? How will professionals and the public know the scopes of practice of each professional? Will Bill 21 move the profession of guidance counselling from a strengths-based, hope-based perspective to a deficit, medical model? Some individuals in the profession are concerned that educational counselling is destined to disappear or be overshadowed by remedial or rehabilitation counselling.

Cournoyer (2010) suggests that counsellors may take different perspectives: determinism (focusing on the factors, causes, and effects relating to the subjective and intersubjective experience of clients); phenomenological (focusing on the reality constructed by clients, consisting of themselves and their interactions with their environment); and interactionism (focusing on the cross-influences of transactions between individuals and their environment). According to Cournoyer, the approaches

adopted by counsellors can bring different shades to their conceptions of their role and that of their clients during the counselling process.

### The Challenge of Self-Assertion: “Social-Relationship Marketing”

Until 1973, the goal of career counselling associations was to establish the profession as one of the crucial steps for developing the educational and human potential of Québécois. In 1973, taking advantage of the status conferred in the aftermath of the *Parent Report*, the profession transitioned from advocating an “**associative model**” to an “**institutionalized model**” in which the government institutionalized the counsellors’ professional activity through regulation. In an integrated or associative system, the development of the profession depended on the ability to manage change through periods of educational and social reform, economic growth and decline, budget provisions and cuts.

Vocational and guidance counsellors have worked mainly in public or semi-public companies where their job descriptions have been set by government policy. As the government was unable to sustain the funding of earlier years and when social needs are determined by the priorities of various health, social, and education services, counsellors moved to work in the private sector. The private sector is a marketplace of competing products and services, and is based on public demand and the ability of service providers to respond. Is this, therefore, the advent of a third development model for vocational and guidance counsellors, a type of sociorelational marketing?

Today, the market for professional services in education, employment, and mental health has become a business in which new competencies, ethical considerations, and business talent are required. Effective marketing and good relationships with various stakeholders are as important as the actual delivery of these services. Vocational and guidance counsellors have always managed to adapt in the face of societal change. How will counsellors meet the challenge of social-relationship marketing?

Moments of major progress recorded by the profession have mostly occurred when counsellors worked together and had confidence in their competencies. In a world of constantly escalating needs and opportunities, vocational and guidance counsellors are required to maintain a culture of continuous, lifelong learning through a variety of ways, such as special training, mentoring, peer counselling, group sharing of expertise, and clinical supervision. The history of vocational and guidance counsellors also demonstrates that major advances are possible when the profession embraces a culture of bottom-up change, in which its members (at the bottom) take up, maintain, and defend their interests even at the risk of disrupting institutions (at the upper level), including the government and even their own professional order. Asserting their social relevance in the workplace and in the community is an indisputable part of the counsellor’s role.

As noted by Villeneuve (2005), it is also vital that counsellors grasp opportunities to play a counselling role in the community and in their immediate circle. They may do this by joining working committees and decision-making bodies; showing interest in working on urgent projects; seeking discussions with influential people on issues relating to counselling; taking part in round tables; mobilizing other actors around shared issues; providing policy opinions; and seeking an audience with different bodies and points of view. Practitioners should aim to demystify their role at the same time.

Counsellors must not only assert themselves where they are currently working, but must also look for opportunities and consider where their services would be relevant. Counsellors today may work with specialized mental health assessment, socioprofessional integration, recognition of prior learning, psychological health in the workplace, and psychoeducation via radio, television, print, and electronic media. They will also assist with second careers, coaching and training on-site, web-based vocational and guidance counselling, intercultural counselling, social justice, and advocacy. Seventy years after the founding of the profession, and nearly 40 years after its recognition as a regulated profession, it is time that the initial training of future vocational and guidance counsellors be provided by counsellors with several years of practice, in order to pass on their knowledge and experience and to ensure ethical and quality service.

## Conclusion

The history of the profession of vocational and guidance counsellors in Québec is strongly linked to that of Québec society, and also to the history of French Canadians in general. For nearly half a century, the growth of the profession required transformative individuals, such as Father Wilfrid Éthier, who saw counselling as a tool to serve an entire people. During the years of great social change in the Quiet Revolution, vocational and guidance counsellors established themselves wherever individual, organizational, and social needs existed, and put themselves in proximity to the levers of power in society. Subsequently, counselling became institutionalized, which gave the profession a sheltered space to act, create, and maintain its gains. Today, vocational and guidance counsellors must seek inspiration in their past and draw lessons from their history in order to better define their future.

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## Glossary

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**Associative model** refers to the functional structures of relations between ideas, persons, and manners determined by members of a group and based on shared goals.

**Bill 21** is the short name for An Act to amend the Professional Code and other legislative provisions in the field of mental health and human relations. Passed in 2009 in Québec and in force since June 2012, this law restricts the practice of professions in the field of mental health and human relations to members of professional orders. Guidance counselors (conseillers d'orientation) were among the professionals affected by this law, as were psychologists, nurses, social workers, marriage and family therapists, and psychoeducators.

**Fordism** and **Taylorism** are two related management theories of production efficiency. Fordism refers to increased productivity through the use of assembly lines and is named after Henry Ford who used it most famously for manufacturing cars. Taylorism is the factory management system developed by Frank W. Taylor's system for breaking a production process into small, repetitive tasks for greater labour efficiency.

**Institutionalized model** refers to the functional structures of relations between ideas, persons, and manners determined by a public and official bodies based on law.

**Neo-liberalism** involves the dominance of individualism and the marginalization of collectivism in society. Neo-liberalism can involve the loss of provincial and federal jurisdiction over institutions, which in turn can increase market competition with limited regulations in place to safeguard individuals.

**L'Ordre des conseillers et conseillères d'orientation du Québec** (a.k.a. the Order) or the College of Guidance Counselors in Québec (OCCOQ) protects the public in the quality of guidance services offered by its members by providing legal remedies. The College ensures the competence of those who join the Association and oversees the support of its members in maintaining and developing their professional skills. The Order decides on issues of public concern and offers a space for exchange, allowing members to improve their practice and participate in the development of their profession. The OCCOQ website is found at <<http://www.orientation.qc.ca/>>.

**Quiet Revolution** began in the 1960s and involved several series of changes regarding political, ideological, cultural, and social aspects of life for the French-speaking population of Québec that resulted in an intense and renewed nationalism.

**Regulatory Colleges** establish and administer a quality assurance program to promote

high practice standards for a specific profession or discipline. The mandate of the college is to develop standards and procedures to regulate the practices of the professionals who are its members, with the overall goal of serving and protecting the public. Québec has four regulatory colleges that relate to counselling, one of which is the Ordre des conseillers et conseillères d'orientation du Québec.

**Réseau des Carrefours jeunesse-emploi (CJE) or Youth Employment Marketplaces** have the mission to inform, orient, counsel, and encourage youth in their search for a job. CJE tries to integrate youth into the marketplace; improve their living and working conditions; and help them look for a job, go back to school, or start a small business.

### Discussion and Activities

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#### *Discussion*

1. What are the key events in the history of vocational counselling in Québec?
2. What are the main issues regarding the future of the career counselling profession in Québec?

#### *Activity*

Compare the development of the profession in Québec to the rest of Canada. What are the similarities and differences?