2026

Code of Ethics for Career Development Professionals



The Code of Ethics (2026) was developed and updated from the Canadian Standards and Guidelines for Career Development Professionals Code of Ethics (2004) in combination with the Pan-Canadian Competency Framework for Career Development Professionals (2021).

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Preamble

Career Development Professionals (CDPs) are engaged in a wide spectrum of activities in many fields. They work in a broad range of organizational settings and provide a span of **services** and programs to diverse populations. Services in a career development context include work performed for a client, an employer, or an organization. This Code of Ethics is intended as a platform for the Canadian Competencies for Career Development Professionals. It is designed to reflect the breadth and depth of the field as an essential component of the national core competencies (2026). It is important to note that this Code of Ethics includes elements of practice standards and does not supersede legislation and regulations that practitioners are required to follow according to the jurisdiction in which they work and the services they provide, nor the jurisdiction in which their clients may work and live.

The purpose of this Code of Ethics is to provide professional boundaries and practical directives for professional behaviour and practice for those who offer services in career development. The Code of Ethics also informs the public of the standards of ethical conduct that Career Development Professionals (CDPs) are responsible to uphold and for which they are held accountable. Ethical principles are essential standards of professional practice for CDPs to make mindful, considered decisions in their practice and to resolve ethical dilemmas.

The seven sections and 60 articles in the Code of Ethics are intended to be combined with each other to address the multiple diverse and contextualized situations that CDPs face in their daily delivery of **career development services**. Of particular importance, despite each section holding meaning individually and collectively, they are not intended to be used in isolation. Instead, the Code is structured to encourage integrated use, with each section adding depth and breadth to related principles and to the ethical practice of career development. Cross-referencing to other pertinent sections of the Code and to articles in the Canadian Competencies for Career Development are presented to assist in navigating and understanding the interconnectedness of each concept. The Code of Ethics, combined with the Canadian Competencies for Career Development and its associated certification process, is designed to support the protection of the consumer and the public when receiving the services of Career Development Professionals.

Violations of this Code do not automatically imply legal liability. Such a determination can only be made by legal and judicial proceedings. A Complaints Procedure for Certified Career Development Professionals exists to enable a governing body to advise and to discipline its members in response to substantiated complaints originating either with professional peers or the public.

Ethical Decision-Making

In addition to the articles within this Code of Ethics, Career Development Professionals must engage actively in the process of ethical decision-making. To assist professionals in this activity, a series of ethical decision-making models are provided below.

Ethical Decision-Making Model [1]

This model of ethical decision-making provides a process with cues, such as emotional and intuitive reactions, which may assist in making better ethical decisions and resolving ethical dilemmas. It recognizes that CDPs engage in consultation throughout the ethical decision-making process.

1. Recognize that an ethical dilemma exists. An emotional or intuitive response is often a cue to the need for an ethical decision, such as feeling uneasy about a situation, questioning oneself or the actions of a client/group, or feeling blocked or uncomfortable in a situation with a client, colleague, supervisor, group, or community.
2. Identify the relevant ethical issues, all parties involved or potentially affected, and the corresponding pertinent ethical articles from the Code of Ethics. Internalized thoughts and feelings influence effective decision-making. Check for feelings of discomfort. Consider potential personal biases, stressors or self-serving thoughts. The feelings of the client or a third party involved in the dilemma could also be explored. In some situations, following one of the articles of the Codes of Ethics will offer enough guidance to resolve the situation. In situations where more than one article of the Code is relevant or there is more than one course of action, the Career Development Professional will need to proceed further with this model.
3. Consider principle-based decision-making. The expectations for ethical conduct are based on the following fundamental principles (CCPA 2020). The formal term for each principle is in parentheses. (Note: The questions below focus on a single client; however, there may be situations in which a couple, family, group, colleagues/co-workers, community, or other stakeholders may be affected by the decision.)

    a. Are you proactively promoting the best interests of clients [**Beneficence**]?

    b. Are you honouring commitments to clients and maintaining integrity in your working relationships [**Fidelity**]?

[1] abridged and adapted from: CCPA, 2020; CPA, 2000; CCDF, 2004; Hill, M., Glaser, K. & Harden, J., 1998.

c. Are you avoiding actions that risk harm and are not willfully harming clients [**Nonmaleficence**]?

d. Are you respecting the rights of clients to agency and self-determination [**Autonomy**]?

e. Are you respecting the dignity of all persons and honouring their right to equitable and fair treatment [**Justice**]?

f. Are you upholding responsibility to act in the best interests of society [**Societal Interest**]?

4. Identify potential solutions/alternatives and actions that could be taken to resolve the dilemma, while reflecting on the issues and considering the fundamental principles above.

5. Examine the risks and benefits of each potential solution/alternative action. Consider the potential consequences of your selection. Some questions to ask might be:
   a. How can my values best show care for the client's wellbeing?
   b. How will my decision affect other relevant individuals in this ethical dilemma?
   c. How might others view this alternative?
   d. What decision would I feel best about publicizing?
   e. Did I consider intercultural factors when working with this client?
   f. What decision would best reflect who I am as a person and practitioner within intercultural contexts?

6. Consider whether more than one article of the Code of Ethics is relevant, or conflicting and alternative courses of action are mandated by the Code of Ethics. In many situations, gathering additional information and consulting with a trusted colleague is highly recommended to generate a broader scope of alternatives and consequences. Throughout consultation, examine short-term, ongoing and long-term consequences for each person involved, including the CDP. The CDP can check their own emotional reactions to each solution and those of others involved in the decision. The CDP also needs to determine if they have allowed enough time for contemplation of the situation. Projecting the various solutions into the future and envisioning the possible scenarios as each decision is enacted can be helpful.

7. Choose the plan of action that seems most helpful. Take action. The CDP needs to act with commitment to a plan of action, checking that the solution continues to feel the best that can be done in the situation, for all involved. If the action no longer feels right, proves to be incorrect, or the client or persons involved are not engaging or responding, the CDP must stop and re-engage with the previous steps, reconsidering and possibly combining actions. When ready to resume, proceed with caution, ensuring that diligence continues to ensure the most ethical outcome.

8. Evaluate the results. Some questions to consider:
    - **a.** Does the client feel the outcome was appropriate and reasonable?
    - **b.** Do you feel the outcome was appropriate and reasonable
    - **c.** Are you happy with the outcome?
    - **d.** Will a third-party (internal and/or external) feel that the outcome was appropriate and reasonable?

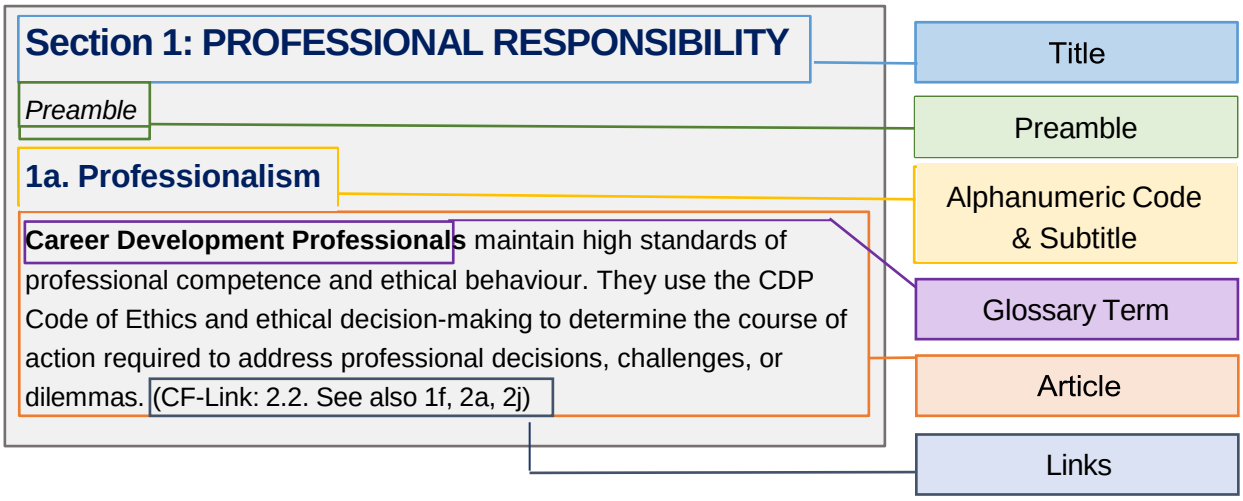
The Career Development professional needs to assume responsibility for the consequences of the decision and correct for any negative consequences that might occur as a result of the action(s) taken. If the outcome doesn't feel right, and the ethical dilemma remains unresolved, re-engage through consultation in the decision-making process.

TAKE A QUICK CHECK

1. Would I want this ethical decision announced publicly (on the front page of a major newspaper, going viral on social media etc.)? [**Publicity**]
2. Would I make the same decision for everyone, given the circumstances involved / identified /? If every CDP made this decision, given those contexts would it be a good thing? [**Universality**]
3. Is everyone being treated fairly by my decision? [**Justice**]

Navigating the Code of Ethics

There are seven sections in the 2026 Code of Ethics. Each section begins with a left-justified title, followed by a preamble describing the purpose of the respective section. Each subtitle is based on an ethics-based topic and has an alphanumeric code. After each article, in parentheses, are linkages to the CDP Competency Framework (CF-Link) and related articles within the 2026 Code of Ethics. Words that are highlighted in bold are defined in the glossary at the end of the document. To assist readers in navigating the Code of Ethics, the diagram below indicates component parts.



Section 1: PROFESSIONAL RESPONSIBILITY

Career Development Professionals have a responsibility to themselves, to their clients, and to the field of career development. This section focuses on the responsibilities of Career Development Professionals in terms of adherence to legal and regulatory requirements, and commitment to personal accountability. It includes an examination of issues related to personal and professional conduct as well as issues pertaining to integrity including appropriate relationships, and the maintenance of profession-related skills and abilities.

1a. Professionalism

Career Development Professionals maintain high standards of professional competence and ethical behaviour. They use the Code of Ethics and ethical decision-making to determine the course of action required to address professional decisions, challenges, or dilemmas. (CF-Link: 2.2. See also 1f, 1m, 2a, 2c, 2e, 2j, 2q)

1b. Current Career Development and Labour Market Knowledge

Career Development Professionals use traditional and emerging career development theories, models, frameworks, tools, and approaches in case conceptualizations. They ensure their services are aligned to relevant career development knowledge and skills as well as current labour market information at a national, provincial/territorial, regional, and local community level. (CF-Link: 10.1, 10.2, 14.2. See also 2p, 4a, 7e)

1c. Lifelong Learning

Career Development Professionals regularly appraise their competency with traditional and emerging career development theories, models, frameworks, approaches, tools, and AI enabled instruments. They recognize the need for continuing education and personal care and engage in continuous learning, including the creation of individualized training plans to maintain high standards of professional knowledge, skills, and expertise. (CF-Link: 6.2. See also 1d)

1d. Self-Improvement

Career Development Professionals integrate professional practice with personal insight to deliver ethical, legal, competent, and culturally safe services. They plan and organize work activities and self care, involving others as required and considering resources available, to maintain wellness and achieve individual, community, and/or organization goals. Practitioners examine and acknowledge their worldviews, biases, values and beliefs, and their impact on service provision. (CF-Link: 7.1, 7.2, 7.3, 7.4. See also 1c, 4a)

1e. Boundaries of Competence

Career Development Professionals provide services within the boundaries of their competence and scope of practice. They only provide services for which they are qualified – by training and/or supervised experience – and which are consistent with requirements for provincial/territorial and national credentials. When using AI supported tools or instruments, CDPs ensure they have the training and competence to understand their appropriate use, limitations and implications for client outcomes. Career Development Professionals are knowledgeable of and arrange for appropriate consultations, supervision, and referrals based on the best interests of their clients. (CF-Link: 1.1, 1.2, 1.5, 15.2. See also 1a, 1o, 5a, 6a)

1f. Referrals and Network of Referral Services

Career Development Professionals assess their ability to be of professional assistance to clients on an ongoing basis. Assessment includes, but is not restricted to, professional reflection and analysis, research, consultation, and/or supervision focused on the specific context of the client and the CDP. Based on their assessment, CDPs avoid initiating or continuing services where their services do not meet their client's needs and/or goals. Career Development Professionals suggest appropriate alternatives, including making a referral and/or additional resources. Career Development Professionals develop and maintain a verified, reputable, and current network of service providers and agencies that meet the diverse needs of clients. Should clients decline the suggested referral, CDPs are not obligated to continue the provision of services. (CF-Link: 6.3, 16.1, 16.2. See also 1e, 1k)

1g. Representation of Qualifications

Career Development Professionals claim or imply only professional qualifications or professional affiliations that they currently possess. They are responsible for correcting any known statement or implication of inaccurate expertise and/or endorsement, including misunderstandings about their qualifications. (CF-Link: 1.5. See also 1i, and 1h)

1h. Marketing

Career Development Professionals maintain high standards of integrity and accuracy in all forms of advertising, communications, and solicitation, and conduct business in a manner that enhances the field. Career Development Professionals belonging to a statutory regulatory college and/or professional association additionally adhere to the specific advertisement requirements as mandated by statute and/or Regulatory College or Association bylaw and practice guidelines. (CF-Link: 1.5, 2.1. See also 1g and 1i)

1i. Relations with Institutions and Organizations

Career Development Professionals demonstrate ethical conduct, integrity, and professionalism in interactions with institutions or organizations to provide the highest calibre of professional service by adhering to this Code of Ethics. Career Development Professionals encourage organizations, institutions, and employers to operate in a manner that allows them to provide service in accordance with the Code of Ethics. (CF-Link: 6.1, 20.1, 20.2, 22.1, 22.2, 22.3. See also 1a, 1g, 1h, 2e, 2q, 7b)

1j. Communication

Career Development Professionals clearly and effectively communicate with peers, clients, and other professionals. They select the mode and level of communication, including those generated through AI systems, based on the needs of the audience. (CF-Link: 8.2, 8.3, 8.4, 8.6. See also 1p, 3d)

1k. Respect for Persons

Career Development Professionals respect and advocate for the individual rights and personal dignity of all clients. They promote inclusion, equality of opportunity, and provide non-discriminatory, **anti-oppressive service**. As **reflective practitioners**, Career Development Professionals continually seek to enhance their diversity awareness, sensitivity, responsiveness, and competence with respect to their own self-identities and those of their clients. When clients fall outside the mandate of an organization or outside the CDP's area of competence, they must be referred to appropriate services. (CF-Link: 6.2, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 16.1, 16.2. See also 1f, 3a, 3b, 3c, 3d)

1l. Sexual Harassment and Sexual Contact

Career Development Professionals do not condone, ignore, or engage in sexual harassment in the workplace, with colleagues, clients, or others. These encounters may be verbal, pictorial, written comments (including but not exclusive of texting, messaging, taking photos, making posts and comments on websites, Twitter, or other platforms), gestures, unwanted sexual images, or physical contacts of a sexual nature.

Career Development Professionals avoid any type of sexual contact with clients, and they avoid providing services to individuals with whom they have/had a sexual or intimate relationship. Career Development Professionals clearly bear the burden to ensure that no exploitative influence occurs and obtain documented consultation for an objective determination of the client's ability to freely enter a relationship or have sexual contact without impediment after CDP services have ended. The consultation must be with a professional with no conflict of interest with the client or the CDP. This prohibition also applies to electronic interactions and relationships. (CF-Link: 7.2. See also 1m, 2i)

1m. Abide by Code of Ethics, Human Rights, and Provincial/Territorial and Federal Laws

Career Development Professionals demonstrate respect and civility in their interactions with others. They promote safe and healthy workplaces free of harassment and discrimination. Career Development Professionals abide by the articles outlined in this Code of Ethics and furthermore comply with all relevant human rights, provincial/territorial and federal legislation, and regulations.

Career Development Professionals inform others (such as colleagues, clients, students, employers, and third-party sources) about the Code of Ethics and relevant laws and rights as appropriate and any mechanisms available (including CDP Complaints Procedure) if violations of the Code of Ethics, laws, or rights are perceived to have taken place.

Career Development Professionals take appropriate action to rectify a situation when ethical, moral, or legal violations are perceived to have taken place. This requirement is true, whether or not the violation is by a CDP. (CF-Link: 2.1, 7.2. See also 1a, 1k, 1l, 2c, 2g, 6a)

1n. Caseload Management and Performance Monitoring

Career Development Professionals manage a caseload of clients in a manner that supports optimal outcomes for each client and includes progress monitoring from intake interview to case closure. They use performance monitoring tools, systems-approaches including those AI generated, and other related strategies to document and analyze data to improve caseload outcomes. (CF-Link: 5.1, 5.2, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6. See also 1a, 2e, 2h)

1o. Risk Management

Career Development Professionals manage risk on an ongoing basis to ensure effective and efficient delivery of services. Career Development Professionals reduce potential loss and liability by identifying risk factors, including those raised by use of technology , and implementing appropriate risk management strategies. (CF-Link: 25.5. See also 1p, 2h, 2i, 2o, 2p)

1p. Proactive Collaboration with Employers

Career Development Professionals proactively support employers in the development of workforce practices including: use of AI generated systems and tools, fair and effective recruitment and selection; maintenance strategies to support employee success and mobility; and, addressing challenges. Career Development Professionals collaborate to plan and carry out staff terminations in a manner that minimizes the risk of legal action, mitigates negative impacts, helps affected employees find new work, and maintains engagement of remaining employees. (CF-Link: 21.1, 21.2, 22.1, 22.2, 23.1, 23.2, 23.3, 25.5. See also 1o, 2f, 2p, 3e, 7b)

Section 2: CLIENT-PRACTITIONER RESPONSIBILITIES

Career Development Professionals take a reflective approach to their relationship with and their responsibilities to their client. This section focuses on the relationship and responsibilities of the Career Development Professional when working with and for clients and/or the client's representative. It includes the limits of confidentiality, obtaining consent, the duty to warn, handling and release of client records, multiple relationships, professional boundaries, and the parameters of group work.

2a. Integrity/Honesty/Objectivity

Career Development Professionals promote the welfare of clients by providing accurate, current, and relevant information. They assist clients to realize their potential and readiness for change. They respect clients' rights to autonomy and to make their own informed and responsible decisions. Career Development Professionals are aware of their own personal values and issues and avoid bringing and/or imposing these on their clients. They work collaboratively with clients to devise plans consistent with the needs, abilities, circumstances, values, cultural, or contextual background of clients. (CF-Link: 3.1, 3.2, 4.1, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 12.1, 12.2, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8. See also 1a, 2e, 4f)

2b. Informed Consent

When services are initiated, and throughout the process as necessary, CDPs inform clients (or their legally authorized representative) about the limits to confidentiality, legal obligations, the right to consult with other professionals, and fees as applicable. They also inform clients (or their legally authorized representative) of the purposes, goals, tools (including use of AI enabled tools and systems), techniques, procedures, limitations, potential risks, and benefits of services to be performed.

Career Development Professionals ensure that clients understand the implications of record-keeping, limits of confidentiality, and fees and fee collection arrangements, before seeking their agreement (**consent**). They recognize the rights of clients to seek a second opinion or consultation, to refuse any recommended services, and to be advised of the consequences of such refusal. (CF-Link 1.3, 2.1. See also 2a, 3b, 4e, 6a, 6b)

2c. Duty to Warn

When CDPs become aware of the intention or potential of clients to place themselves or others in clear and imminent danger, they use professional judgment, and Ethical Decision-making model (p.6) to determine whether and how to disclose information appropriately, including the potential need for informing authorities to take action as needed. (CF Link: 1.3, 2.1, 2.2, 3.6. See also Ethical Decision-making Model p. 7, and 1m)

2d. Confidentiality

Career Development Professionals respect the privacy of the individual or third-party referral source and maintain confidentiality of information as is appropriate for the type of relationship and service offered. Career Development Professionals inform clients of the limits of confidentiality.

Career Development Professionals offering services in a group, family, classroom, or open setting (such as a Career Resource Centre) take all reasonable measures to respect privacy. Issues of confidentiality also apply to the use of information and communication technology, (e.g., voicemail, video/teleconferencing, e-mail, instant messaging, AI tools and systems, online content/posts). Career Development Professionals maintain confidentiality in accordance with municipal, provincial/territorial, and federal law. In addition, Career Development Professionals maintain confidentiality in accordance with ethical requirements of professional associations and statutory regulatory colleges to which they may belong. (CF-Link: 1.3, 1.4, 2.1. See also 1m, 2m, 3f, 5c, 6a, 6b)

2e. Protection of Information and Maintenance of Records

Career Development Professionals regularly maintain records in a timely manner. These records must have sufficient detail and clarity to track the nature and sequence of professional services rendered. They ensure that the content and style are consistent with local, municipal, provincial/territorial, and federal legal, regulatory, agency, and/or institutional requirements. Career Development Professionals secure the safety of such records and create, maintain, transfer, and dispose of them in a manner compliant with the requirements of confidentiality and the other articles of this Code of Ethics. (CF-Link: 1.4, 5.3. See also 1n, 2r, 3f, 6a, 6c)

2f. Release of Private Information

When CDPs are required or expected to share information with third parties, they ensure that details are discussed and documented with clients as part of the initial and ongoing informed consent, including the nature of information to be shared, with whom it will be shared, how it will be shared, and when the sharing will occur. Risks and benefits of the release of information are part of ongoing informed consent. Career Development Professionals determine whether a formal, signed consent for release of information form is warranted. In cases in which there is a potential for harm, the client refuses release, or there is a legal prohibition for the release of information, CDPs consult with another qualified professional and/or seek legal advice. (CF-Link: 1.4. See also 2g, 3b, 3f)

2g. Access to Records

Career Development Professionals understand that clients have a right of access to their records, and that disclosure to others of information from these records occurs with the explicit, documented **consent** of the client (or a legally authorized representative) and/or when required by law. (C-F Link: 1.3, 5.3. See also 2f, 3b, 3f)

2h. Multiple Relationships

Multiple relationships are avoided unless justified by the nature of the activity, limited by time and context, and entered into with the informed consent of the parties involved after assessment of the rationale, risks, benefits, and alternative options.

Career Development Professionals make every effort to avoid or address and carefully manage multiple relationships with clients that could impair objectivity and professional judgment and increase the risk of exploitation or harm. When multiple relationships cannot be avoided, CDPs take appropriate professional precautions such as role clarification, ongoing informed **consent**, consultation and/or supervision, and thorough documentation. The consultation must be with a qualified professional with no conflict of interest with the client, the CDP, or contextual features of the relationship. (CF-Link: 1.2, 3.6, 4.3, 6.3. See also 1e, 1l, 2b, 2f)

2i. Conflict of Interest

Career Development Professionals avoid and/or disclose any conflicts of interest which might influence their professional decisions or behaviours. Career Development Professionals do not exploit any relationship to further their personal, social, professional, political, or financial gains at the expense of their clients, especially if the situation would impair the CDP's objectivity.

Career Development Professionals create a plan that addresses and mitigates inherent risks when a potential conflict of interest cannot be avoided. Career Development Professionals resolve any conflicts of interest with all parties involved by giving priority to the best interests of the client. (CF-Link: 1.2. See also 1j, 1k, 1l, 7b)

2j. Supporting Clients When Ethical Concerns Arise

When CDPs have reasonable grounds to believe that a client has an ethical concern or complaint about the conduct of a CDP (including oneself) or members of another professional body, they inform the client of their rights and options with respect to addressing the concern. When the concern regards an individual certified by the provincial and/or national certifying body for CDPs, the CDP informs the client of the certifying body's procedures for processing complaints of ethical violations and how to access these

procedures. When the individual is licensed by a statutory regulatory body or certified by another certifying body, the CDP supports the client in locating complaints-based information. (CF Link: 2.1, 2.2. See also 1k, 1m)

2k. Concerns About the Ethical Conduct of Another Professional

Career Development Professionals have a responsibility to clients and to fellow service providers. When a complaint is voiced about other service providers, or inappropriate behaviour is observed, the CDP follows the appropriate channels to address the concerns. Career Development Professionals have an obligation to respectfully address the concern and seek an informal resolution with the other professional, when feasible and appropriate. Career Development Professionals follow the Ethical Decision-making Model (p. 6) when the duty to warn is not a factor. Following a failed attempt at informal resolution with the other professional, consultation with an appropriately qualified professional (e.g., immediate supervisor or consultant) should occur. The consultation must be with a qualified professional with no conflict of interest with the client, the CDP, or the contextual situation. When an informal resolution is not appropriate, legal, or feasible, or is unsuccessful, CDPs report their concerns to the relevant professional body. (CF Link: 2.1, 2.2. See also Ethical Decision-making Model, p. 7, 1m, 2j, compendium document(s))

2l. Professional Boundaries

Career Development Professionals maintain professional boundaries to ensure the protection of clients, CDPs, employers, and the profession. Professional boundaries extend beyond the client relationship, such as when CDPs assume supervisory responsibilities and have influence over workplace colleagues. (CF-Link: 1.2. See also 1a, 1e, 1m, 1o, 2h, 2i, 6d)

2m. Consultation

Career Development Professionals reserve the right to consult with other professionally competent persons ensuring the confidentiality of the client is protected. The consultation must be with a professional with no conflict of interest with the client, the CDP, or the contextual situation.

Career Development Professionals seek regular consultation with an appropriately qualified professional (e.g., immediate supervisor, appropriate colleague) across the career span to support and enrich their ongoing professional development. (C-F Link: 2.2, 6.1, 6.2, 6.3. See also 2d)

2n Conflict, Resistance, and Reluctance

Career Development Professionals respect the integrity and autonomy of clients and promote their wellbeing by acknowledging any barriers, conflicts, resistance and/or reluctance that may arise. They constructively and collaboratively address these factors with the client in order to plan appropriate interventions that increase agency and engagement. (CF-Link: 3.1, 3.2, 3.3, 3.4, 3.5. See also 2o, 3f)

2o. Advocacy

Career Development Professionals advocate on behalf of clients to ensure accessibility to services and programs, including those beyond the scope of career development. Such examples include but are not limited to access to social, education, health, and housing programs. (CF-Link: 4.3. See also 3e, 4f, 7c)

2p. Resource Sharing and Duplication of Service

Career Development Professionals best serve the needs of the client by making full use of any available career development-related professional, technical, or administrative resources. Career Development Professionals maintain and share current career resources and are attentive to copyright restrictions. They respect the unique contributions of other related professionals, collaborate effectively, and avoid duplicating the services of others. (CF-Link: 6.1, 7.2, 9.1, 14.1. See also 1b, 4d)

2q. Undiminished Responsibility and Liability

Career Development Professionals who work in agencies or private practice, whether incorporated or not, must ensure that there is no diminishing of their **individual professional responsibility** to act in accordance with the Code of Ethics, or in their liability for any failure to do so. (CF-Link: 1.5, 4.3. See also 1a)

2r. Group Work

Career Development Professionals use a screening process to identify prospective group members and engage them in an informed consent process prior to the first group session. Informed consent must be revisited throughout the duration of the group. This responsibility is especially important when group goals focus on self-understanding and growth through self-disclosure. Career Development Professionals inform clients of group member rights and responsibilities, issues of **confidentiality**, and group techniques typically used. They engage the group in collaborative norm-setting and take reasonable precautions to address potential physical and/or psychological harm resulting from interaction within the group, both during and following the group experience. (CF-Link: 1.3, 1.4, 3.4, 3.6, 17.1, 17.2. See also 1a, 2b, 2e, 3f)

Section 3: DIVERSITY

Career Development Professionals work with clients from multiple different contexts and worldviews. This section focuses on the importance and the role of diversity in providing effective career development services. Recognizing and addressing diversity issues in service delivery shows respect for clients who hold their own values and beliefs that may not always align with those of the CDP with whom they are working. Career Development Professionals must acknowledge and address their own biases and ensure all initiatives promote inclusion, equality of opportunity, and that they provide non-discriminatory and anti-oppressive service.

3a. Working with Diverse Clients

Career Development Professionals recognize that values and beliefs held by a client (or a client's representative) may be aligned with, or different from, their own. They reflect on their own values, beliefs, and biases and check for potential unexamined (unconscious) biases while seeking to understand those of their clients. They challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of the intervention.

Career Development Professionals understand diversity and inclusion principles as they impact the client populations they serve. They promote inclusion, equality of opportunity, and provide non-discriminatory, **anti-oppressive service**. They collaboratively develop and facilitate the implementation of individualized plans to meet client needs. (CF- Link: 4.1, 4.2, 4.3, 11.3, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7,13.8. See also 1k, 3c, 3d)

3b. Working with Children, Youth, and Clients with Diminished Capacity

When working with children, youth, and/or persons with diminished **capacity**, CDPs seek an informed ***assent*** from the client to the proposed services or involvement, proportionate with the client's capacity to do so. The informed ***consent*** with those who are legally entitled to offer consent on the client's behalf, typically parents or others appointed as legal guardians, must also be obtained. Career Development Professionals understand that the parental or guardian right to consent correspondingly diminishes or increases with the client's growing or lessening capacity to provide informed consent. These dual processes of obtaining parental/guardian informed consent and client assent apply to all CDP programs and services. (CF-Link: 13.4, 13.8. See also 2b, 4e)

3c. Respecting Inclusivity, Diversity, Difference, and Intersectionality

Career Development Professionals actively invest in the continued development and refinement of their awareness, sensitivity, and competence with respect to diversity (between groups) and

difference (within groups). They acknowledge the complexity of **intersectionality** and engage in inclusive practices. (CF-Link: 4.1, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8. See also 3a, 3d, 3e)

3d. Contextualized Inclusivity Practices

Career Development Professionals seek awareness and understanding of client identities, identification, abilities, historical and current contexts and their intersectionality in relation to the career development process. Career Development Professionals gather information on barriers and challenges the client may be experiencing and identify relevant resources to build a successful intervention. They use such contextual information to address their impact on the client's work, education, and training expectations. Career Development Professionals demonstrate respect for client diversity and difference and do not condone or engage in discrimination. (CF-Link: 4.1, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8. See also 3a, 3c)

3e. Diversity and Inclusivity Promotion

Career Development Professionals lead by example. They proactively engage in anti-oppressive practices and denounce oppressive policies and practices. They use an educative and **business case** approach to engage with employers and agencies to promote an accessible and inclusive workforce and workplace. (CF-Link: 4.2. See also 1p, 2o)

3f. Mandated Clients and Systems Approaches

Career Development Professionals recognize the heightened **fiduciary duty** when working with mandated clients and in systems of care contexts. They understand that, in most cases, there is a requirement to share information and/or session notes with authorized third parties. Career Development Professionals therefore seek to proactively identify systemic expectations surrounding such information sharing. Throughout the processes of the CDP service delivery, clients (and their legal representative) must be fully informed and educated regarding this eventuality including potential consequences. (CF-Link: 1.3, 1.4, 13.4, 13.7, 13.8. See also 2d, 2e, 2n, 2r)

Section 4: RESEARCH AND PROFESSIONAL DEVELOPMENT

Career Development Professionals have a responsibility to engage in professional development and to contribute to the advancement of the field. This section focuses on the ways in which CDPs gather information and develop interventions or work with community and educational partners. They provide services that are supported by up-to-date, evidence-informed research which aligns with the current labour market information, realities and trends.

4a. Staying Current with Labour Market Information

Career Development Professionals gather information and plan, conduct, and report on research relevant to their practice to inform their work. They ensure the guidance provided to clients, organizations, partners and use of AI is mindful of current information related to the labour market. (C-F Link: 14.2. See also 1b, 1c, 7e)

4b. Experiential Learning Opportunities

Career Development Professionals work collaboratively with community and business partners to develop experiential learning opportunities such as information interviews, mentoring, job shadowing, co-operative education, and apprenticeships. (CF-Link: 20.3, 20.4, 20.5. See also 1b, 1p, 2p)

4c. Evidence-Based Practice

Career Development Professionals develop evidence-based interventions and use research outcomes to inform and guide decisions. They are well-informed of research presenting empirical evidence of career development-related interventions, particularly that which addresses unique barriers, diversity influences, and meaningful employment. When using emerging technologies to support practice, Career Development Professionals critically evaluate their effectiveness, validity, and potential limitations using the best available evidence.(CF-Link: 5.1. See also 1b, 1c, 1p, 2p)

4d. Researcher Responsibility

When engaging in research, the CDP conducts investigations in a manner consistent with relevant ethical principles[2], federal and provincial/territorial laws, institutional regulations, cultural norms, and, when applicable, standards governing research with human participants. (CF-Link: 2.1, 18.1, 18.2, 18.3. See also 1m, 2d, 2e, 2i)

[2] (https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html)

4e. Career Guidance in the Educational System

When CDPs design, deliver or integrate career information throughout the educational curriculum to support informed career planning, they attend to institutional requirements and standards, the welfare and protection of minors, cognitive/social/developmental attributes of learners, cross-curricular materials, and activities. (CF-Link: 20.1, 20.2, 20.3, 20.4, 20.5. See also 3b)

4f. Extension of Ethical Responsibilities in Research and Presentation

Career development-related services and products provided by CDPs are based in current research and literature. Whether presented through classroom instruction, public lectures, demonstrations, meetings, publications, radio and television broadcasts, computer technology, and other media they must meet the appropriate ethical standards consistent with this Code of Ethics. (C-F Link: 8.5, 17.1, 17.2. See also 1a, 1m, 2a)

Section 5: ASSESSMENT AND EVALUATION

Career Development Professionals actively engage their clients in the process of assessment and evaluation for the purposes of description and validation. This section is focused on the use of psychometric and informal instruments, including self-directed tools and other AI enabled instruments. When engaging in assessment and evaluation, CDPs must consider client contexts, diversity issues, and histories including, but not limited to: trauma; intergenerational trauma; mental health; familial structure. Career Development Professionals maintain and share current career resources and are attentive to copyright laws and trademark restrictions.

5a. Assessment and Evaluation Competence and Methodology

Career Development Professionals use only assessment and evaluation instruments, including AI-supported instruments, that are reliable, fair, valid, and appropriate for the purposes and populations with which they will be used. They consider inclusion, equality of opportunity, and utilize non-discriminatory, anti-oppressive instruments. They administer only those assessment and evaluation measures and strategies for which they are qualified, and which address the specific and contextualized needs of the client. CDPs are responsible for verifying the accuracy and validity of any AI-generated assessments or reports before sharing them, and for ensuring that such results are interpreted and communicated transparently. They follow administration procedures specified by test publishers. They ensure the administrative conditions and procedures for fair, valid, and reliable assessment have been met, including any factors which may influence the instrument's use or evaluation process. The potential need for **proctoring** during administration of assessments when the client is at a distance from the CDP must also be considered. Before administering any assessment or evaluation measure, the CDP informs the client about the purpose, risks, and benefits of the measure in sufficient detail to obtain informed consent. (CF-Link: 11.3, 19.1, 19.2, 19.5. See also 1e)

5b. Assessment and/or Evaluation Results Interpretation

Career Development Professionals take care when evaluating results of assessments and/or evaluation processes, including those generated or supported by AI enabled tools. Prior to engaging in formal or informal review, CDPs must keep the client's contexts at the forefront. They note any departure from standardized conditions and any irregularities that may affect the interpretation of results. Assessment and/or evaluation results are communicated in a manner that ensures client understanding of the meaning and interpretation of results. They engage clients in a reflective process and encourage self-assessment. They also advise clients on the benefits and limitations of assessments and/or evaluations, including considerations unique to AI-supported instruments, and how these results can support career decisions. (CF-Link 19.3, 19.4, 19.5. See also 2f, 5a, 5b)

5c. Assessment and/or Evaluation Results Reporting

Career Development Professionals are accountable for how assessment and/or evaluation results, including those generated, processed, or stored through AI enable systems, are documented used and shared for the protection of client rights. Career Development Professionals ensure client's full understanding of the risks, benefits and potential consequences of releasing assessments and/or evaluation results.

Results are only released with the consent of the client (or the client's legal representative) to persons qualified to interpret the data, ensuring that copyright law or trademark restrictions are adhered to. (CF-Link 19.4, 19.5. See also 2e, 5e)

5d. Use of Technology in Assessment and Evaluation

Career Development Professionals select and use only reputable technology, including AI enabled technologies, in the selection, administration, scoring, and interpretation of assessment and evaluation results. The technology must also adhere to professional and ethical principles of privacy confidentiality and maintains copyright and trademark privileges throughout the assessment and evaluation process. They critically evaluate AI supported outputs for accuracy, validity and potential bias before using them to inform client guidance. Career Development Professionals remain professionally responsible for decisions and services provided, regardless of the technology used to support their work. (CF-Link: 19.5. See also 2d)

5e. Self-Directed Assessment

Career Development Professionals use ethical decision-making to determine where self-directed assessment is appropriate for the client based on the evaluation of client needs. If a self-directed assessment is chosen, CDPs provide the maximum amount of autonomy for the client when guiding them in the use of the selected assessment instrument, including any digital or AI supported tools. (CF-Link: 14.3. See also 5c)

Section 6: ELECTRONIC AND OTHER TECHNOLOGIES

Career Development Professionals use electronic, digital, AI enabled, and other technologies in their service delivery, research, communications, and storage of personal, professional, and client data. This section focuses on the use of technology in the day-to-day work of CDPs. International, federal and provincial/territorial privacy laws must be taken into consideration when selecting and using a technological tool. It is the responsibility of the CDP to understand how these technologies, are used as tools that ensure protection of the rights of the client, the CDP, and third parties including researchers, intellectual property owners, and artists.

6a. Technology-Based Service Delivery

When technology-based applications are incorporated as a component of programs and services, CDPs ensure that:

i. they have demonstrated and documented competency through appropriate and adequate education and training;

ii. necessary digital security measures are in place to protect client privacy and confidentiality;

iii. technology applications are tailored or matched to unique client contexts;

iv. research evidence supports the efficacy of the technology for the particular purpose identified;

v. decisions to implement new and emerging technologies, that are not yet supported by a solid research foundation are based on sound professional judgement, and the rationale for their selection is documented.

vi. client preparedness to use the specific technology-based application is assessed and education and training are offered as warranted; and,

vii. informed consent is tailored to the unique features of the technology-based application being used.

viii. CDPs are also responsible for verifying the accuracy and validity of any assessments, evaluations, or reports generated or enhanced by AI tools before these are reviewed or shared with clients.

In all cases, the use of technology does not diminish the responsibility of the CDP to act in accordance with the Code of Ethics and, in particular, to ensure adherence to the principles of confidentiality, informed consent, and safeguarding against harmful effects. (CF-Link: 14.4. See also 1a, 1e, 1m, 2b, 2d, 2e)

6b. Digital Technology

When CDPs use digital technologies to store and share information, and deliver services, they are responsible for informing clients of such digital records. They ensure that digital security measures necessary to protect client confidentiality and privacy are in place (e.g., encryption, firewall software). When AI enabled systems are used to process, store, or analyze client data, CDPs must also explain the implications of such use as part of the informed consent process. This information must be included as part of informed consent. (CF-Link: 9.1. See also 2b, 2d)

6c. Respond to Cybersecurity Breaches

Career Development Professionals must report all security breaches of personal information in compliance with any legal and/or workplace policies and all data breach regulations. Affected individuals must be informed of the situation as soon as possible. Career Development Professionals also advise affected individuals of the steps being taken to reduce the risk of harm, mitigate possible future breaches, and how to reduce their personal privacy risks. If AI enabled systems are involved in the breach, CDPs must disclose this to clients and ensure that any corrective actions address vulnerabilities unique to AI technologies. (CF-Link: 9.2. See also 1m)

6d. Personal Use of Technology

Career Development Professionals monitor the style and content of their communication in their personal use of social media and related technology for ethical congruity and professionalism. They attend to privacy/security features, continue to honour client confidentiality, demonstrate respect for and valuing of all individuals, and represent themselves and the profession with integrity in accordance with the Code of Ethics. CDP. CDPs are accountable for any content they produce or share. (CF are Link: accountable 1.2, 9.1, 9.2, for any See also content they produce Ethical Decision-making model.

Section 7: OUTREACH AND LEADERSHIP

Career Development Professionals may be engaged in outreach and leadership as part of their practice. This section focuses on gathering and using data, including information generated or supported by digital and Ai supported tools, to inform leadership, organizations, and community partners in policy development, change management, advocacy, labour market action-planning and decision making.

7a. Performance Reports

Career Development Professionals in leadership positions create performance metrics and monitor evidence-informed performance indicators. Using these metrics, they prepared reports to track organizational progress. They ensure these performance reports contain sufficient information for Informed decision-making. Career Development Professionals critically evaluate the accuracy, Validity, and potential bias of data used in performance reporting and communicate findings Transparently to support informed organizational decision (CF-Link: 25.4. See also 4c, 5b, 5c)

7b. Lead Change

Based on the performance metrics, CDPs have a responsibility to articulate evidence-based needs for organizational and/or business changes. They collaboratively work to build strategic plans and change management strategies that engage people within the organization to ensure opportunities for successful implementation. (CF-Link: 25.1, 26.1, 26.2. See also 2o, 3e, 7a)

7c. Stakeholder Partnerships

Career Development Professionals establish strategic partnerships with community-based organizations, third-party provides, and agencies to support the career development needs of the clients and/or their respective organizations or agencies. Career Development Professionals ensure partnerships are with reputable entities with the capacity to effectively address challenges and gaps. (CF-Link: 25.2. See also 1p, 7b)

7d. Contribute to Public Policy Development

Career Development Professional collaborate with stakeholders and influencers to develop Public policies that guide decisions and achieve better outcomes for clients.
Career Development Professionals use their career development knowledge in relation to changing economic, social, cultural, political, and diversity-related factors to identify impacts and inform public policy decisions. When AI supported tools are used to generate or analyze data for policy development, CDPs critically evaluate the outputs for validity and bias, and implications for affected populations, and communicate findings transparently to guide evidence-informed policy decisions. (CF-Link: 24.1, 25.2. See also 3e, 7a, 7b)

7e. Public Awareness and Advocacy

Career Development Professionals raise public awareness of and advocate for the role CDPs play in helping individuals navigate learning and employment transitions across the lifespan. They collaboratively advocate for policy-based solutions that promote positive dimensions of wellness, inclusion, access to opportunities and services, and other social, cultural, economic, and diversity-related outcomes. (CF-Link: 24.2, 24.3, 24.4. See also 2o)

7f. Labour Market Action Plans

Career Development Professionals collaborate with community and employment stakeholders. They leverage partnerships to assess and support the successful implementation and evaluation of labour market action plans and enhance economic development. (CF-Link: 23.1, 23.2, 23.3, 23.4. See also 7a, 7b)

Section 8: RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE IN CAREER DEVELOPMENT

With the rapid adoption of Artificial Intelligence (AI) across industries, it is essential to examine its benefits, limitations, and risks in the context of Career Development.
Users may include Career Development Professionals (CDPs), their clients, community partners, employers seeking career services, and organizations that employ CDPs.
This section outlines guiding principles supporting AI Ethical Literacy for the ethical and effective use of AI, grounded in the values of beneficence, non-malfeasance, justice, equity, autonomy, fidelity, and societal interest. It addresses key considerations such as responsibility, accountability, transparency, equitable access, privacy, and security.
Career Development Professionals use AI responsibly to enhance professional discernment, not replace it. AI may assist with information, analysis, or efficiency, but the Career Development Professional's ethical duty, critical thinking and human connection remain central to the working alliance in every client interaction.

8.a Professional Responsibility

Competence

Career Development Professionals ensure they have the training, knowledge, and competency necessary to use AI responsibly in their practice. They are responsible for being aware of the best practices, statutes, laws, and terms of service for AI tools. Career Development Professionals recognize that avoiding or overreliance on artificial intelligence may limit and/or compromise service quality, access, and innovation. AI can be a support to effective practice when used appropriately and responsibly and avoiding its use can limit quality and scope of service.

Career Development Professionals must balance AI usage with professional discernment and be mindful about overreliance because AI lacks context, empathy, and cultural nuance.

Overreliance on AI occurs when practitioners abdicate critical, contextual, or ethical judgment to automated systems, rather than using AI as a support for professional expertise. Overreliance can erode the trust, empathy, and authenticity that define effective practice.

AI insights must never override human judgment, contextual understanding, or client agency.

CF: 1.1, 1.3, 1.4, 2.1, 2.2, 9.1,14.1,14.2,14.3,13,15 See also 1b,1e,1n,1o, 2a, 2m, 4c, 5d, 6a

Continuous Learning

AI is changing rapidly requiring Career Development Professionals to stay informed about the capabilities and limitations of AI. Career Development Professionals recognize that responsible use requires ongoing awareness and adaptation. They commit to ongoing learning and skill development to remain current with AI development and application.

See also 1c,1d

8.b Accountability and Due Diligence

Career Development Professionals are accountable for their decisions regarding when and how to use AI. In using or suggesting the use of AI with clients, they provide clients with clear explanations of how AI will be used, why it is being used, and what outcomes can be expected. This includes outlining risks and potential consequences associated with AI. CDPs receive consent from the client to use AI under these conditions. Regardless of the AI tools used, Career Development Professionals remain fully accountable to the client for all aspects of service delivery. AI tools may enhance service; however, all AI outputs require expert review and the professional discernment of the Career Development Professional.

Career Development Professionals review and adhere to their employers' organizational policies related to AI. If the Career Development Professional deems that the policies and/or tools put security of data and clients' information at risk or may exclude or reflect bias toward clients, they have a duty to report those ethical concerns with employers or other stakeholders.

Accountability further requires the ongoing assessment of risks, unintended consequences, and potential biases related to AI use. Best practices in the use of AI include regular reviews, case conferencing to share usage examples, and when appropriate, participation in formal impact assessments to evaluate the fairness and safety of AI tools, especially regarding vulnerable or marginalized clients.

CF-Link: 1.3,5.1,9.2, 11.4,14,3,14.4,13,15 See also 1j, 1n, 1o, 2b, 2m, 4c, 6a, 6b

8.c Accessibility and Equity

Access to technology is uneven across Canada. Where possible Career Development Professionals ensure that the use of AI tools and platforms in their practice is inclusive and accessible to clients. When AI tools are not accessible or appropriate for the client's needs, the Career Development Practitioner is responsible for finding alternatives or accommodation.

Career Development Professionals promote equitable access, informed use, **and digital literacy** to ensure clients can benefit from AI technologies safely and effectively.

They consider whether the client can access AI, understand and have sufficient familiarity with how to use it, are aware of its potential limitations, and realize risks to their personal data. If the client does not have sufficient information and competency or adequate tools to choose or use AI, then the Career Development Professional suggests resources and/or training for the client.

Career Development Professionals also raise concerns with their employers, and those that they partner with on behalf of clients, about potential inequities or biases in AI tools that may disadvantage specific populations. CF-Link 4.1, 13 See also 1j,1o, 3a, 3d, 4c, 7b

8.d Security

Career Development Professionals only use AI tools and platforms that have been approved by their employers or in the case of private practice that they have personally vetted for ethical use, data security, and client confidentiality. They do not engage with unapproved or unverified AI systems without due diligence to ensure the protection of organizational, employer, and client information.

When Career Development Professionals have concerns about the ethical or secure use of AI within their organization, they raise these concerns with their employers or relevant authorities to promote responsible and transparent use of emerging technologies.
CF-Link: 1.4 See also 2e, 2o, 6a, 6b, 6c, 6d

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Glossary

ANTI-OPPRESSIVE SERVICE

Anti-oppressive service, in the context of career development is an intersectional approach that confronts formal and informal roles of power between a CDP, their client, and socio-economic structures and systems.

ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI), in the context of career development services, refers to computer-based systems designed to perform tasks that typically require human intelligence. These tasks may include analyzing information, identifying patterns, generating content, making predictions, or supporting decision-making. AI tools may be used to assist with assessment, labour market analysis, communication, document preparation, or other aspects of service delivery. AI does not replace the professional discernment or ethical responsibility of the Career Development Professional.

ASSENT

Assent, in the context of career development services, refers to an agreement by a client to participate in an activity. It can be given either verbally or in writing. It is specifically made between the client and the CDP in cases in which the client has not yet reached the legal age of consent or who, for a variety of reasons may be unable to understand the potential consequences of an agreement to participate or not be competent provide legal consent (e.g., persons with a cognitive disability or serious mental illness, young children).

AUTONOMY

The capacity of an individual to make informed, uncoerced decisions based on their values or interests.

BENEFICENCE

The principle and action of doing or producing good for the benefit of others. In the context of career development, beneficence takes a client-centred, culturally informed approach to service delivery.

BUSINESS CASE

A business case, in the context of career development services, is a document created by the CDP that clearly explains the value of a project, strategy or plan. It evaluates both the projected benefits and the cost or risk, providing a clear rationale for employers.

CAREER DEVELOPMENT PROFESSIONAL (CDP)

Career Development Professional (CDP) is an overarching term that refers to multiple practitioners in the career development field who provide direct services to the public. (adapted from https://ceric.ca/glossary-of-career-development/) They work in a broad range of organizational settings and provide a span of services and programs to diverse populations.

Career Development Professionals provide services that support personal and professional growth, and help individuals navigate learning and employment transitions across the lifespan. Career Development Professionals also collaborate with employers, education and training providers, community-based services, and other private and public institutions.

CAREER DEVELOPMENT SERVICES

Career Development services are dependent on several things including, scope of practice, level of training, and workplace requirements. Career Development services include collaborating with individuals, employers, education and training providers, community-based services, and other private and public institutions to promote positive health, and the social and economic outcomes of individuals, institutions, and communities.

CLIENT(S)

The term client refers broadly and specifically to those whom the CDP provides services. This may include individuals, groups, classes, organizations, employers, and others.

CONFIDENTIALITY

Confidentiality is the commitment a CDP makes to a client (person or organization) to keep the details of their work together private. It is an integral part of building and maintaining a trusting relationship. Confidentiality and its exclusions (i.e., awareness of harm to a child/ren, self or others; as required by a court of law; if the client agrees to release information) are included in the Informed Consent.

CONSENT

Consent is the expressed agreement that a client (person or organization) gives to begin working with a CDP. Consent must be indisputable and can be conveyed in multiple ways, including verbal, or written, or both, with the latter preferable. Consent must be given voluntarily, free from coercion and undue pressure. Consent is a process which must be revisited throughout the career development process to ensure that the client continues to agree with the activities in which they are engaged.

CAPACITY

"Capacity" means the ability, with or without support, and free from coercion or undue pressure from others, to

1. understand information relevant to making a decision,
2. appreciate the reasonably foreseeable consequences of making or not making a decision including, for greater certainty, the reasonably for foreseeable consequences of the decision to be made; (Adapted from https://novascotia.ca/just/pto/adult-capacity-decision.asp)

Capacity is not static. It is fluid, and therefore it must be assessed throughout the entire career development process. Care must be taken to collaborate with all parties involved and to afford as much autonomy as possible to the client.

DIGITAL LITERACY

Digital literacy, in the context of career development services, refers to the ability to access, understand, evaluate, and use digital tools and technologies effectively, safely, and responsibly.

DUE DILIGENCE

Due diligence, in the context of career development services, refers to the reasonable and proportionate steps taken by a Career Development Professional to assess the ethical implications, data security, reliability, accuracy, and appropriateness of a tool, platform, or practice prior to and during its use. Due diligence includes ongoing monitoring to ensure continued alignment with this Code of Ethics, applicable laws, and the best interests of clients.

FIDELITY

In the context of career development services, fidelity refers to the principle of faithfulness, keeping one's promises, honouring commitments, building and maintaining integrity in relationships that others can rely on. It includes following rules such as confidentiality, conflict of interest and the principle of beneficence.

FIDUCIARY DUTY

In the context of career development, fiduciary duty refers to the requirement of CDPs to act honestly and in good faith to the best interest of the others. (Adapted from https://irwinlaw.com).

It also means that once a CDP has begun working with a client, they must continue to act in the best interests of the client even if the client chooses not to engage or the CDP is seeking to cease their activity with the client. This may require the CDP to assist the client to seek the appropriate resources (e.g., counselling; treatment; etc.) to address issues that may be impeding the career development process.

INDIVIDUAL PROFESSIONAL RESPONSIBILITY

In the context of career development, individual professional responsibility refers to the individual conduct and practices of a CDP as detailed in this Code of Ethics, the Competency Framework for Career Development Professionals, and compendium documents.

INFORMED CONSENT

Informed consent, in the context of career development services, refers to an agreement by a client (or their legal representative) to participate in an activity. It is specifically made between the client (or their legal representative) and the CDP. Informed consent is an ongoing process that ensures the client understands and agrees to the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other such pertinent information that is reasonably possible given the type of service offered.

INTERSECTIONALITY

In career development, intersectionality requires a CDP to understand and address the ways and reasons an individual's unique identities and contexts form conditions for potential discrimination and/or privilege. CDP's must remember to inquire with the client as to the salience of each of the intersections as these sometimes differ in certain circumstances.

JUSTICE

In the context of career development services, justice refers to the principle or quality of being impartial and fair. It refers to equity versus equality and in the context of a CDP, it is a requirement to treat all people with fairness, strive for equity, and employ a social justice lens recognizing that some clients face more barriers than others.

LABOUR MARKET ACTION PLANS

In the context of career development services, a labour market action plan is a document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs

NONMALEFICENCE

The principle and action of doing no harm to befall others. In the context of career development, nonmaleficence is part of a client-centred and diversity-informed approach.

OVERRELIANCE ON ARTIFICIAL INTELLIGENCE (AI)

Overreliance on Artificial Intelligence (AI), in the context of career development services, occurs when a CDP defers critical, contextual, or ethical decision-making to AI systems in a manner that diminishes professional responsibility, reduces client-centered practice, or compromises informed consent, equity, or confidentiality. Overreliance may result in diminished trust, weakened working alliances, or unintended harm to clients.

PERFORMANCE METRICS

In the context of career development services, performance metrics refers to data and/or assumed standards that can be analyzed to make decisions about service outcomes.

PERSONS WITH DIMINISHED CAPACITY

A person with diminished capacity, regardless of age has limits to their “ability, with or without support to understand information relevant to making a decision [and appreciating] the reasonably foreseeable consequences of making or not making a decision”. (Adapted from the Adult Capacity and Decision-making Act, 2019). These individuals may be vulnerable to coercion or undue pressure from others. Care must be taken to collaborate with all parties involved and to afford as much autonomy as possible to the client. Individuals may have a diminished capacity for decision-making in some but not all aspects of daily life or in the career development process.

PROCTORING

The term, proctoring, is used to describe the actions of an individual monitoring an assessment, test, or examination. The purpose of proctoring is to provide accountability. A proctor ensures test administration occurs according to established rules and that test-takers do not deviate from the process. In some instances, the proctor provides guidelines for the specific test and any other details to ensure test-takers are aware of the assessment boundaries.

PROFESSIONAL DISCERNMENT

Professional discernment, in the context of career development services, refers to the thoughtful and ethically informed application of a Career Development Professional’s training, experience, critical reflection, and contextual awareness in determining appropriate actions or responses in client care and service delivery. Professional discernment requires the integration of relevant information, consideration of potential risks and benefits, and alignment with this Code of Ethics and the Competency Framework. Professional discernment cannot be delegated to automated systems or technological tools.

PUBLICITY

In the context of a CDP, publicity refers to information of a service or product for promotional purposes. It may also refer to the public recognition of themselves or another for their service, work, or achievements.

REFLECTIVE PRACTITIONERS

Using a reflective process, a reflective practitioner thinks critically about an action, thought, emotion, or experience to better inform future actions, thoughts, or experiences and increase their own self-awareness. Through a commitment to lifelong learning, a reflective CDP self-evaluates as new knowledge or contexts inform their work, and the field of career development.

SOCIETAL INTEREST

In the context of career development services, societal interest occurs when decisions made by the CDP benefit the whole of society. In the context of career development services, universality is a principle for decision making that centres on inclusivity and consistent replication. A decision made by a CDP with the principle of universality at the centre would be one that any other qualified CDP facing the same decision would come to.

UNIVERSALITY

In the context of career development services, universality is a principle for decision making that centres on inclusivity and consistent replication. A decision made by a CDP with the principle of universality at the centre would be one that any other qualified CDP facing the same decision would come to.