The purpose of this research was to explore how CACREP accredited Clinical Mental Health Counseling programs conceptualize self-care and integrate self-care education into counseling curriculum. Counselor educators in CACREP accredited Clinical Mental Health Counseling programs served as representatives to their programs and were invited to share how their counseling programs conceptualize self-care and integrate self-care education into the curriculum. In addition, the counselor educators identified a faculty member teaching a course in which the CACREP standard is met. This faculty member completed a questionnaire regarding their experiences teaching the course. The questions guiding the research were:

1. How do Clinical Mental Health Counseling programs accredited by CACREP conceptualize self-care?

2. How is self-care education integrated into counseling curriculum?

Participants included three counselor educators teaching in a Clinical Mental Health Counseling program accredited under the 2009 CACREP standards and two faculty members teaching a course in which the CACREP standard was met.
In response to the first question of how self-care is conceptualized in the program, two common themes emerged between the three individual cases: ambiguity of self-care conceptualization and an emphasis on prevention and early intervention. In response to question two which explored how the programs are integrating self-care education into the curriculum, two common themes emerged between the three cases: specific course integration and infusion throughout the program, and faculty involvement and demonstration of importance. The results and interpretations are explained; contributions to the current literature, implications, and limitations are discussed; and recommendations for future research are provided.