



CAMPBELL
UNIVERSITY

School of Education

**COUNSELOR EDUCATION
PROGRAMS**

OVERVIEW

The Campbell University School of Education and Human Sciences (SEHS) was formally established in December of 1985 and continues to function as an integral part of the larger university community. Fully consistent with the mission of the University, programs within the School of Education blend theoretical, professional and practical concepts to help students develop expertise both in academic understanding and practical services delivery. The SEHS is home to the graduate program in Clinical Mental Health Counseling (CMHC).

The CMHC graduate program is focused on teaching student clinicians how to meaningfully connect theory and research to current professional practices, trends, and issues. Additionally, the core courses in theoretical foundations, research, ethics, curriculum, and sociocultural contexts undergird the CMHC specialization. Above all else, the Counseling Programs at Campbell are designed to help create *self-reflective practitioners* that understand how the “person of the therapist” directly influences the course and success of therapy.

Academic projects are utilized alongside structured field experiences to allow graduate students to identify, utilize and refine existing strengths, skills and competencies. Timely feedback - both formative (in the moment) and summative (cumulative) - is utilized to help address opportunities for growth and development throughout the program. Upon completion of the program, student clinicians are expected to be able to integrate information gained from various courses and experiences, and practically apply that knowledge ethically and effectively in a clinical setting.

a. ACCREDITATION

The counseling program at Campbell University offers a graduate degree Clinical Mental Health Counseling (CMHC) and this program is currently accredited through 2026 by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

For additional information regarding Campbell University accreditations, please visit: www.campbell.edu/accreditation

COUNSELING PROGRAM MISSION AND OBJECTIVES

PROGRAM MISSION

The mission of the Counseling Programs is to serve a diverse population of students representing a variety of sociocultural dimensions, lifestyles, and capabilities. The priority of the Counseling Programs faculty is to train competent, ethical, and self-reflective practitioners in the area of Clinical Mental Health Counseling.

PROGRAM OBJECTIVES

The Counseling Programs faculty are committed to offering quality instruction for students in order to help them best serve their future clinical clients, regardless of the setting. With a strong belief in the inherent human dignity of the individual, program faculty provide students the opportunity to grow and develop to their fullest potential and to promote this idea as the basis for clinical service to clients. The notion of inherent dignity and belief in the ability for individuals to grow and change as they see fit is a core principle for ethical and effective counseling.

The complexity of contemporary life requires that helpers be both generally trained while also receiving specialized training. This program acts on the assumption that skills and competencies of counseling can be taught and critically reviewed. In addition to teaching counseling skills, the program faculty assumes responsibility to create opportunities for personal growth and development for students enrolled in the CMHC program of study. Through careful attention to ethical standards and professional acculturation, we work to effectively model and facilitate the conceptualization of a professional counselor role for program graduates. Finally, the program encourages students to develop attitudes, values, and beliefs that enhance their abilities to work with others in the helping process.

The specific objectives identified by the Program in Counselor Education are to:

1. Recruit and select qualified graduate students, with attention given to the inclusion of candidates from culturally diverse and underrepresented populations;
2. Offer a graduate curriculum of didactic courses, experiential exercises, and practicum and internship experiences which reflect the preparation standards of the profession;

3. Teach graduate level counselors, supervisors, and educators the knowledge, skills, practices, attitudes, and philosophical orientation to facilitate their working effectively in a pluralistic society and with culturally diverse populations;
4. Use outcomes-based standards across program areas, with an overall comprehensive assessment plan in place to assess student learning;
5. Provide specialized programs for the preparation of professional counselors for a wide variety of public and private educational and human service settings;
6. Collaborate with service agencies in the planning, evaluating, and providing of experiential opportunities for counseling students;
7. Provide students with research skills commensurate with their level of training and instill a commitment to the pursuit of scholarly research;
8. Provide students with a framework for understanding and addressing professional, ethical, and legal issues, and using appropriate decision-making processes;
9. Promote students' knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth;
10. Assist graduates and employers in the identification of appropriate career placement opportunities;
11. Gauge the mission of the program by developing and implementing planned procedures for the systematic evaluation of program outcomes, and program evaluation;
12. Require the use of technology to assist in counseling, program delivery, and critically examine the impact that technology has on the counseling profession;
13. Employ an overall comprehensive assessment plan for the master's degree;
14. Infuse current knowledge and skills for highly competent counseling practice in a multicultural and pluralistic society;

15. Use measurable outcomes to evaluate work with clients and to evaluate counseling services and programs;
16. Promote knowledge and skills for working with individuals experiencing crises and traumatic events and circumstances;
17. Provide common core curricular experiences and demonstrate knowledge in all eight CACREP common core curricular areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation; and

COUNSELOR LICENSURE:

Students entering the CMHC program need to understand the North Carolina statutes as they apply to the field of counseling.

Professional Counselor Licensure. To become a Licensed Clinical Mental Health Counselor (LCMHC) in North Carolina the student must complete a Master's degree in counseling, (b) obtain a satisfactory score on the National Counseling Examination (NCE), (c) the North Carolina Jurisprudence Exam is required for licensure application and must be taken within six months prior to application to the Board; (d) submit application to become an LCMHC-A in order to complete the additional 3,000 required supervised hours. Please be aware that currently, each state has its own specific requirements for licensure.

Students should contact the State Licensing Board in the State in which they plan to seek licensure after graduation for specific details. Information about pursuing the LCMHC in North Carolina can be found at <http://www.ncblpc.org>.

Campbell CMHC students are offered the opportunity to take the National Counselor Examination for Licensure and Certification (NCE). Most states use the NCE as part of their credentialing or licensure process. NCE results are used as criteria for evaluating counselors who desire to become National Certified Counselors (NCCs).

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and become active in professional organizations and/or associations. Professional organizations and associations help keep seasoned professionals, early career counselors, and graduate students current within the profession in a number of ways (such as presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership). There are many benefits derived from membership in a professional organization, including that students:

1. Receive access to peer-reviewed and other counseling-focused publications.
2. Are entitled to reduced membership rates and registration rates for professional meetings/workshops.
3. Are eligible for membership services such as professional liability insurance, legal defense funds, library resource use, etc.
4. Have direct involvement with activities and issues pertinent to the profession.
5. Become affiliated with other professionals with similar interests and areas of expertise.
6. Have a way to stay up-to-date in the knowledge, practices, and research findings in the field.

American Counseling Association (ACA)

The American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. A discounted due rate is available to graduate students enrolled half-time or more in a counseling program. Information on membership is available at www.counseling.org.

North Carolina Counseling Association (NCCA)

The North Carolina Counseling Association (NCCA) represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees. The fundamental purposes of the North Carolina Counseling Association shall be: (1) To provide a united organization through which all persons engaged or interested in any phase of the counseling profession can exchange ideas, seek solutions to common problems, and stimulate their professional growth; (2) To promote professional standards and advocacy for the counseling profession; (3) To conduct professional, educational, and scientific meetings and conferences for counselors; and (4) To become an effective voice for professional counseling by disseminating information on, and promoting legislation affecting counseling. Student memberships are available at a very reasonable rate. Information on membership is available at <https://nccounselingassociation.org>.

ADMISSIONS PROCESS

1. A completed application form, honor code, graduate bulletin acknowledgement, and the nonrefundable \$55.00 application fee must be submitted to the School of Education Graduate Admissions Office, P.O. Box 369, Buies Creek, NC 27506. Applications are located on the website at <https://education.campbell.edu/apply/graduate-admissions>. (Graduate application fee is waived for Campbell Alumni and currently enrolled students.)
2. A bachelor's degree with a minimum 3.0 cumulative grade point average.
 - The applicant must request that official transcripts of all college work be sent to the Graduate Admissions Office. Transcripts that have been issued to the student will not be accepted. International applicants must have their undergraduate and any relevant graduate credentials evaluated by World Education Services (WES) as a part of the admissions process to any of the School of Education's graduate programs.
3. Professional Recommendations
 - Recommendations are to be completed electronically. They should be distributed to three (3) professional persons who have been directly involved in the applicant's academic or professional work.
4. Personal Goals Statement

- This brief essay of no more than four (4) typewritten, double-spaced pages is designed to help the admissions committee understand what is drawing you to the graduate Counseling Programs at Campbell University. Please make sure to include reflections of relevant personal experiences, professional aspirations, and the factors that make Campbell University the ideal place for you to complete your clinical training.

5. Professional Resume

6. An interview with the appropriate program coordinator or designee.
- Applicants must have an interview with the appropriate program coordinator as part of the admissions process. After all admission documents are received in the Graduate Admissions office, the program coordinator will contact the applicant to set up the interview. After the interview is completed, the applicant's admission file is presented to the Graduate Committee and the Dean of the School of Education for consideration.

MASTER OF ARTS (M.A.) CLINICAL MENTAL HEALTH COUNSELING

Student Learning Outcomes:

SLO 1: Clinical Mental Health Counseling students will demonstrate an understanding and application of counseling theories.

SLO 2: Clinical Mental Health Counseling students will demonstrate an understanding and application of individual and small group counseling, including the use of assessments in the counseling process.

SLO 3: Clinical Mental Health Counseling students will demonstrate ethical principles and promote professional dispositions.

SLO 4: Clinical Mental Health Counseling students will exhibit an understanding of the needs of individuals at all developmental levels and demonstrate cultural competency.

SLO 5: Clinical Mental Health Counseling students will demonstrate an understanding of the roles, setting, and delivery modalities within the mental health continuum of care.

Candidates for the Master of Arts (M.A.) degree in Clinical Mental Health Counseling must complete the following core courses (60 semester hours) for this program, which are designed to allow students to meet current CACREP standards as well as educational training and supervised clinical field experience training required for a licensed associate clinical mental health counselor as determined by the North Carolina Board of Licensed Clinical Mental Health Counselors. (NCBLCMHC) **Note:** The NCBLCMHC may have additional requirements that are the responsibility of an applicant to fulfill separate and apart from this degree program requirements.

CACREP Core Course Requirements

CEDU 623: Research Design and Methodology in the Counseling Profession	3 cr
CEDU 624: Counseling Theories and Techniques	3 cr
CEDU 626: Professional Orientation and Ethics in Counseling	3 cr
CEDU 641: Life-span Development	3 cr
CEDU 644: Career Counseling	3 cr
CEDU 645: Counseling Skills	3 cr
CEDU 646: Group Counseling	3 cr
CEDU 685: Multicultural Counseling	<u>3 cr</u>
	24 cr

CACREP Clinical Mental Health Counseling Course Requirements

CEDU 642: Clinical Mental Health Counseling	3 cr
CEDU 684: Crisis Counseling	3 cr
CEDU 683: Substance Abuse for Professional Counselors	3 cr
CEDU 544: Family Therapy	3 cr
CEDU 639: Diagnosis & Assessment	3 cr

CEDU 701: Tele-health Practice & Ethics for Professional Counselors	<u>3 cr</u> 18 cr
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Elective Options (choose any 3 credits required)

CEDU 677: Cognitive Behavior Therapy	3 cr
CEDU 687: Introduction to Clinical Supervision	3 cr
CEDU 703: Human Sexuality in Counseling	3 cr
CEDU 705: Spirituality in Counseling	<u>3 cr</u> 3 cr

Clinical Mental Health Counseling Clinical Supervised Experience

CEDU 690: Practicum in Counseling (100 hours)	3 cr
CEDU 695: Internship in Counseling 1 (300 hours)	6 cr
CEDU 696: Internship in Counseling 2 (300 hours)	<u>6 cr</u> 15 cr

TOTAL: 60 credit hours

Note 1: Students should take CEDU 626, 642, 624 and 641 as the first courses in the program. If this cannot be arranged, these courses should be taken as early as possible.

Note 2: Prerequisites for CEDU 690: CEDU 624, CEDU 626, CEDU 639, CEDU 645, and CEDU 646. CEDU 690 is a prerequisite for CEDU 695 and CEDU 696.

Note 3: Students planning for a practicum or internship placement **MUST** consult with the Campbell University Clinical Fieldwork Coordinator before investigating a practicum or internship placement.

Note 4: All students must complete a successful Candidacy Interview prior to beginning Practicum activities. (See process outline below.)

Note 5: Counselor education students may apply for practicum or internship only **AFTER** attending a Practicum/Internship Orientation. Students are required to find their own practicum or internship placement, which must be approved by the Campbell supervisor to whom they are assigned. Applications should state the proposed site of the practicum or internship, the proposed field supervisor at the site, and the proposed dates of involvement in the experience.

Note 5: Practicum and internship students are required to have professional liability insurance **BEFORE** beginning practicum and internship fieldwork.

Note 6: All students will be required to complete an “Exit Survey” during their final semester of coursework prior to submission of graduation registration.

Note 7: All students seeking LCMHC licensure must take and pass the National Counselors Exam (NCE).

CANDIDACY EVALUATION PROCESS

Successful completion of CEDU 645: Counseling Skills with an earned grade of “B” or higher is required to advance to Candidacy. Within the Campbell University Counseling Programs, Candidacy interviews must be completed prior to beginning Practicum during the Summer semester of a student’s third year. **Individual student Candidacy interviews are held during the final class meeting for CEDU 645: Counseling Skills.** These interviews will include the student, CEDU 645 course instructor, the student’s academic advisor, and any other faculty / administrator that can knowledgeably speak about the student’s ability to move forward in the program. The following factors are considered when determining a student’s fitness to proceed to Practicum:

2. Overall earned grade for CEDU 645: Counseling Skills
3. Scores and feedback on the Counselor Competencies Scale - Revised (CSS-R)
4. Overall GPA within the academic program
5. Any documented disciplinary issues that resulted in a Notice of Professional Concern (NOC)
6. Student assessment of their own readiness and ability to successfully move forward to and complete Practicum and Internship requirements

At the conclusion of the Candidacy interview, a decision will be rendered regarding the student’s progress in the program. These recommendations will fall into one of the following categories:

WITHOUT RESERVATIONS: The student is recommended to move forward, with no additional conditions to be met.

PROVISIONAL, ACTIVE ENTRY: The student is recommended to move forward with Practicum activities, but with additional conditions to be met, as determined by the Candidacy committee. These additional conditions are outlined in a formal remediation plan and discussed with the student. If the student accepts these recommendations as a condition for continuing to Practicum, the student will sign the remediation plan and make a good faith effort to fulfill the tasks set forth. Timely fulfillment of the remediation plan will be overseen by a designated member of the Candidacy Committee.

PROVISIONAL, DELAYED ENTRY: The student is recommended to continue, but will be delayed from beginning any and all Practicum activities until all recommendations outlined in the remediation plan are completed. Once all conditions have been met, the Candidacy Committee member designated to oversee the timely fulfillment of the remediation plan will organize another formal Candidacy interview to determine whether the student will be allowed to begin Practicum activities.

DENIED: In cases of unethical behavior and/or professional disposition issues, students might be denied the opportunity to complete Practicum and Internship activities.

Documentation outlining what factors led to the student being denied entry to Practicum will be provided and discussed during the Candidacy interview. Students who demonstrate behaviors meriting a recommendation of “denied” may not receive an opportunity for remediation, especially in those instances where the Candidacy Committee believes that the student poses a threat to the health, safety, and welfare of themselves and/or potential future clinical clients.

CANDIDACY DECISION APPEALS: If the student refuses to accept the recommendation made by the Candidacy Committee, they have five (5) days to formally appeal the decision in writing to the Chair of the Graduate Programs for the School of Education and Human Sciences. **NOTE:** Students who are actively engaged in an appeals process may not seek, interview, accept, or work in a Practicum or Internship setting.

COMPREHENSIVE EXAMINATION

Candidates completing a degree program in Clinical Mental Health Counseling and School Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) during the semester before their graduation semester. Candidates should consult with their academic advisor early in their program regarding application and other process issues specific to the comprehensive examination. Importantly, candidates taking comprehensive examinations must be prepared to respond to questions based on all courses in their specific programs. **Annual dates Comprehensive Examinations are administered on the first Friday of October and the first Friday of March.**

ADDITIONAL PROGRAM REQUIREMENTS

To align with national CACREP standards as well as state licensing requirements for clinical mental health counseling, students in this M.A. degree program will also meet the following programmatic requirements in addition to the course requirements described above. Academic Advising facilitated by a core faculty member within the Counseling Program will be responsible for gatekeeping and oversight of these additional program requirements.

- Admissions are fulfilled with all required elements included and documented as a part of the application package including a completed interview with at least one core counseling faculty member
- Successful passing score is earned on the CPCE to serve as the comprehensive exam requirement for the master’s degree
- All 60-graduate course credits are fulfilled with a final cumulative GPA of 3.0 or better
- An earned grade of “B” or better in all experiential courses (Counseling Skills, Group Counseling, Diagnosis & Assessment, Practicum, Internship I & II)
- All other university requirements for graduate students are fulfilled

Successful completion of this degree program aligns with all educational and training requirements outlined in the 2016 CACREP national accreditation standards.

Successful completion of this program does not guarantee licensure as a clinical mental health counselor in North Carolina as issued by the North Carolina Board of Licensed Clinical Mental Health Counselors.

Successful completion of this program does not guarantee licensure as a clinical mental health counselor in another state in the continental United States.

DUAL M.A./M.Div. PROGRAM

Prospective students may apply for the joint M.A. in Clinical Mental Health Counseling and Master of Divinity degree (M.A./M.Div.). The student must be formally accepted into both the Graduate School in Education and Campbell University's Divinity School. Completion of both degree tracks allows for the awarding of both the M.A in Clinical Mental Health Counseling and Master of Divinity degrees.

Selected "cross-listed" courses taken within the Counseling Program are eligible for transfer credit towards the M. Div. degree, as well. However, students must request that these courses be transferred to their M.Div. Program, or the courses will not show on their transcript. Any grade of "C" will not transfer. Students cannot receive more than two "C's" in any courses that are required for the M.A. in Mental Health Counseling.



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COURSE DESCRIPTIONS

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NOTE: After each course title is the number of semester hours the course carries. When possible, the term or terms in which the course is offered is noted at the end of the course description; please be advised, however, that this information is subject to change. Courses at the 500-level are open to both graduate students and advanced undergraduate students.

Counselor Education

Counselor Education 544 - Family Therapy (3)

The Family Therapy course addresses the issue of individuals in a social/familial context. It is predicated upon the assumption that an individual's functioning is influenced by, and in turn influences the family system to which they belong. The course is designed to be both didactic and experiential, theoretical and applied.

Counselor Education 623 - Research Design and Methodology in the Counseling Profession (3)

An introductory research course for those in the field of counseling (school counseling and clinical mental health counseling). The course will emphasize research methods, problems, and procedures. The ability to read and critically evaluate the literature in one's professional field will be an expected outcome of the course.

Counselor Education 624 - Counseling Theories and Techniques (3)

A study of the psychological foundations of personality development, with emphasis on implications for counseling theory.

Counselor Education 626 - Professional Orientation and Ethics in Counseling (3)

A broad overview of the counseling profession, providing study of the fundamental subject matter of counseling for the school and community environments; counselor/client relationships; current issues and trends confronting the profession; and counseling approaches. Multicultural, ethical, and legal issues are also addressed.

Counselor Education, 639 – Diagnosis and Assessment in Counseling (3)

A course designed to acquaint students with categories of abnormal behavior and research in the area. Specific focus is placed on understanding abnormality as defined by the DSM 5 TR. Students will also become knowledgeable on the use of assessment in counseling, including instruments used by professional counselors in assessing intelligence, achievement, personality, and mental/emotional states. Case conceptualization and treatment planning will be covered, including the use of drug treatment and counseling interventions.

Counselor Education 641 - Lifespan Development (3)

This course introduces the graduate student to human development across the lifespan with a focus on social, emotional, cognitive, biological, and cultural theories and research. Attention will be given to normal and atypical development, developmental

transitions, and wellness at each stage of development. Focus is placed on mental health counseling approaches and strategies to help children, adolescents, and adults address the developmental challenges they face across the lifespan.

Counselor Education, 642 – Clinical Mental Health Counseling (3)

Designed to help students in the graduate level counseling program to further explore the history, philosophy, and theoretical foundation for the Clinical Mental Health Counseling profession. The scope of practice, credentialing, management of services, legal and ethical issues within the profession will be addressed. Other topics include current controversial and professional issues.

Counselor Education 644 - Career Counseling (3)

An exploration of occupational information, theories of career development, and techniques of job and occupational analysis. Trends in the American world of work are examined.

Counselor Education 645 - Counseling Skills (3)

A course designed to combine a study of the theory, philosophy, and techniques of individual counseling, with practice on videotape and in the counseling lab.

Counselor Education 646 - Group Counseling (3)

A course designed to help counselors, teachers, administrators, and others who work with groups or who are responsible for group activities to understand the theory, and principles of effective group work, to develop skill in using specific techniques, and to plan activities for selected groups. Group counseling is a participation course.

Counselor Education 677 – Cognitive-Behavioral Therapy (3)

This course is designed to familiarize students with the theoretical basis, processes, and case conceptualizations utilizing cognitive-behavioral therapy. Case studies and practical application exercises will be used to deepen understanding of how CBT practitioners understand diagnosis, treatment planning, and employ interventions. Critical identification and discussion of ethical and multicultural issues related to CBT will be included as part of the course curriculum.

Counselor Education 679 – Counseling Children, Adolescents, and Families (3)

A course designed to provide the foundation for understanding typical and abnormal child and adolescent psychology from a developmental perspective. Emphasis is placed on normal development, maladaptive behaviors, factors that influence development and treatment interventions. The course will also address the issue of individuals in a social/familial context, understanding the process and considerations of family therapy.

Counselor Education 683 - Substance Abuse Seminar / Professional Counselors (3)

An exploration of the nature of chemical abuse and dependency. Implications for education, prevention, treatment, and recovery are also considered.

Counselor Education 684 – Crisis Counseling (3)

A seminar designed to familiarize master's level students to the types of client/student crises that can occur in the community or school. Crisis intervention theory and selected specific crises that may be encountered are the focus of attention, as well as grief, loss, and coping following a crisis event.

Counselor Education 685 - Multicultural Counseling (3)

Designed to help students in the graduate level counseling program develop multicultural counseling competencies. This course promotes awareness and understanding of multicultural issues in counseling and explores the complexities of culture and its influence on the client/counselor relationship. Topics include age, race, ethnicity, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are addressed.

Counselor Education 687 – Introduction to Clinical Supervision (3)

Designed to assist counseling students in developing the skills necessary for effective clinical supervision. This includes cultivating the skills to encourage supervisee growth and development, protecting the welfare of clinical clients, and monitoring supervisee performance. Special attention will be paid to teaching and mentoring relationships, as well.

Counselor Education 690 - Practicum in Counseling (3)

A course designed solely for counseling majors. Provision is made for practical application of counseling skills in settings that approximate a student's employment expectations. Requirements are met through a combination of laboratory and field-based experiences. A minimum of 100 hours is required in a field setting, with 40 hours direct service hours required. Weekly group supervision and individual conferences are also required. Applications must be made before March 15 for fall placement or October 15 for spring placement. Counseling faculty members should be consulted for specific clock-hour requirements. Prerequisites for CEDU 690 for all students: CEDU 624, CEDU 626, CEDU 639, CEDU 645, and CEDU 646. School counseling students must also successfully complete CEDU 636 prior to receiving approval for Practicum.

Counselor Education 695 - Internship in Counseling 1 (6)

Part 1 of a two-part internship. An internship designed solely for counseling majors. Included are practical applications of counseling skills and techniques in a setting which approximates employment expectations, under the joint supervision of a Campbell University counselor education faculty member and an appropriately credentialed site supervisor. Weekly seminars and a minimum of 300 total hours (180 indirect, 120 direct) in the field are required (600 total required for graduation). Approval prior to enrollment is required. Course prerequisite is successful completion of CEDU 690 - Practicum in Counseling with a grade of "B" or higher.

Counselor Education 696 - Internship in Counseling 2 (6)

Part 2 of a two-part internship. An internship designed solely for counseling majors. Included are practical applications of counseling skills and techniques in a setting which approximates employment expectations, under the joint supervision of a Campbell University counselor education faculty member and an appropriately credentialed site supervisor. Weekly seminars and a minimum of 300 hours (180 indirect, 120 direct) in the field are required (600 total required for graduation, with a minimum of 240 direct service across Internship 1 & 2). Approval prior to enrollment is required. Course prerequisite is CEDU 690 Practicum in Counseling and CEDU 695 Internship 1, both with a grade of "B" or higher.

Counselor Education 701 – Telehealth Practice & Ethics for Professional Counselors

This course is designed to help students be able to identify the potential benefits, drawbacks, and ethical issues that occur when utilizing telehealth as a delivery mode for clinical mental health treatment. Students will also demonstrate basic competencies and effectiveness when using technology to facilitate mental health treatment in a simulated training environment to cultivate a deep understanding of the current research regarding best practices when using telehealth as a delivery method.

Counselor Education 703 – Human Sexuality in Counseling

This course is designed to assist students in understanding how heritage, attitudes, values, beliefs, and acculturative experiences impact how individuals view and understand issues related to sex, sexuality, and gender. Students will gain practical experience working with therapeutic principles, models, and documentation alongside biopsychosocial case conceptualizations. Students will then identify clinical practices that support ethical and culturally relevant strategies for promoting resiliency, optimum development, and sexual wellness for clients across the lifespan.

Counselor Education 705 – Spirituality in Counseling

A course designed to explore the intersection of spirituality and clinical mental health counseling. Students will have the opportunity to practically demonstrate techniques commonly utilized to integrate spirituality ethically and safely into the counseling process. Special care will be given to helping develop increased counselor self-awareness of personal thoughts and feelings related to spirituality and religion, and how counselor experiences impact perceptions of clients and influence clinical decision-making.