



Counseling Center 63rd Annual Report 2021-2022



UNIVERSITY OF
MARYLAND

DIVISION OF STUDENT AFFAIRS
COUNSELING CENTER

This is the 63rd Annual Report of the University of Maryland Counseling Center. Directed by Dr. Chetan Joshi, the Counseling Center provides comprehensive support services that promote the mental health, personal, social, and academic development and success of University of Maryland students. The 2021-2022 academic year marked 83 years of service to the University of Maryland community.



Mission Statement

The Counseling Center supports the University's mission "to foster the education, critical thinking, and intellectual growth of its students, the creation and application of new knowledge, the economic development of the State, and effective engagement of its students, faculty and staff with the surrounding world."

To advance the University's mission, the primary focus of the University of Maryland Counseling Center is to provide comprehensive and effective psychological, career, academic, testing, and disability services to meet the personal, developmental, mental health, and educational needs of its diverse student body. We strive to uphold the highest standards of the University, the Division of Student Affairs and our profession for ethical and responsible service delivery.

Our dedicated professionals support the academic mission of the University through consultation, outreach, and partnerships with faculty, staff, administrators, parents and other key stakeholders. The Counseling Center staff value and are engaged in on-going educational activities and experiences to enhance their knowledge-base and multicultural capacities. We provide services and programs that are inclusive, and give voice to the varied experiences of students by providing a safe place to be heard, appreciated, and accepted.

The Counseling Center promotes the values of the university and the profession, through research, teaching, and supervised training opportunities for emerging professionals.

Contents

Key Accomplishments and Notable Events **4**

Summary of Help-Seeker Contacts **4**

Who Seeks Services? **5**

Counseling Center Highlights **6**

 Counseling Service **6**

 Accessibility and Disability Service **10**

 Research Unit **12**

 Testing Office **15**

Scholarly Activities **17**

Training Programs **18**

Challenges and Opportunities **19**

Staff **20**

Key Accomplishments and Notable Events

Accessibility and Disability Service

1. Hiring of Ms. Tessa Cahill as the inaugural Director of ADS
2. Successful initiation and completion of a thorough program evaluation of ADS by the Association for Higher Education and Disability (AHEAD).
3. Initial implementation of some of the recommendations included in the AHEAD report (e.g., eleven staff were hired into new positions and two assistant director positions created to assist in the management of ADS).
4. The management of accommodated housing requests was transitioned from Residential Life to ADS.

Counseling Service

1. Contract with UWill assisted the CS in absorbing 32% increase in demand for services with very low wait times for ongoing therapy throughout the academic year.
2. Successfully implemented a hybrid model of clinical services that made treatment accessible to a greater number of students.
3. Developed a mental health transport proposal that would allow for better management of students experiencing mental health crises on our campus.
4. Supported the Student Government Association in their advancement of a Counseling Center fee to support the proposed expansion of the clinical services provided.

Research Unit

1. The RU staff coded five years of University New Student Census (UNSC) qualitative data related to the pandemic's impact, campus climate, and included portions of the quantitative/qualitative data in the multiple research reports that were produced.
2. In total, the office published 2 articles in refereed journals, completed 9 research presentations at professional conferences and to the UMD community, and completed 16 research reports with recommendations for student services and the University's record system.
3. Using the Campus Care Grant from the NACAS Foundation that the RU received last year, the UMD Dining Services set up the Terp Resource Room in the Campus Pantry for students to meet with counselors/advisors virtually while picking up emergency food. The RU also designed and conducted a pilot study to examine any changes in food insecure students' experiences, barriers facing students in seeking food assistance, and students' awareness/use of the new Campus Pantry.

Testing

1. Continuation of testing services to the greatest degree possible despite numerous challenges.

Summary of Help-Seeker Contacts

Division	2021-22	Prior 3-yr Avg.	Change from 3-yr Avg.
Counseling Service Intake Appointments	2,427	2,514	-3%
Accessibility and Disability Service	2,782	2,224	+25%
Total Help Seekers*	5,209	4,738	+10%
Proctored, Standardized, and Psychological Tests	1,142	17,822	-94%
UMD Student Enrollment (Undergrad + Grad)	41,272	—	—

Who seeks services?

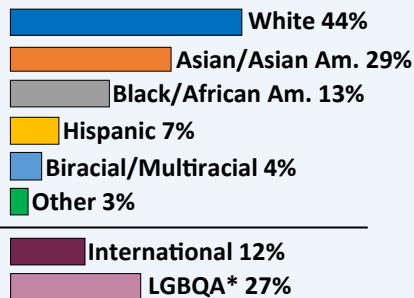
The Counseling Center is committed to providing culturally sensitive services and inclusive programs that facilitates validation and acceptance. Our help-seekers reflect the University's diverse student population in terms of academic status, race and ethnicity, gender, and country of origin.

Race/Ethnicity

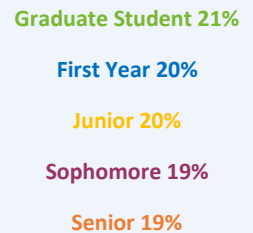
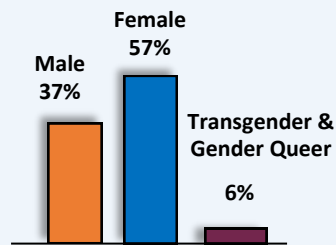
Gender

Academic Status

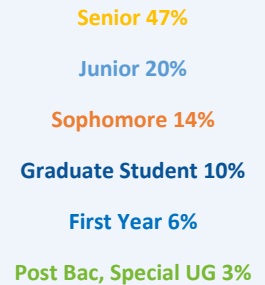
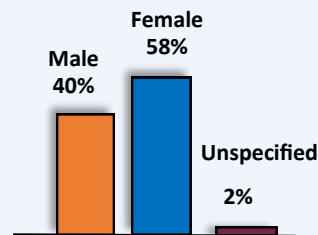
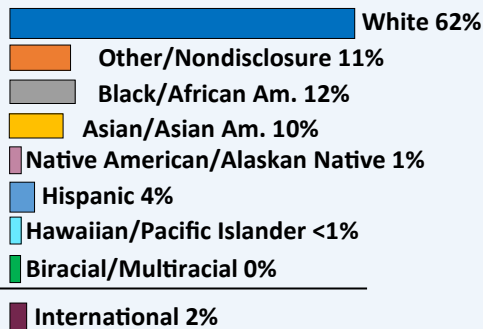
Counseling Service



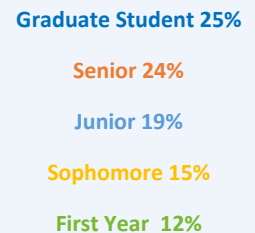
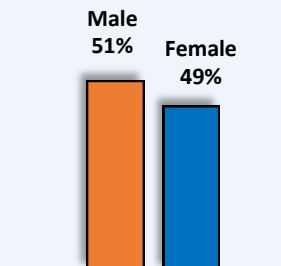
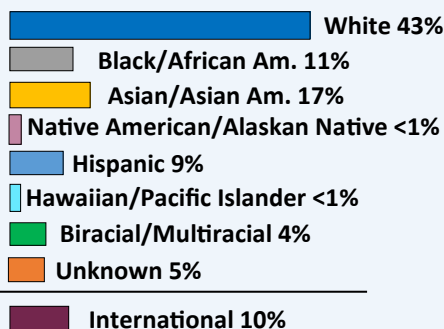
* Lesbian, Gay, Bisexual, Queer, Questioning, Asexual



Accessibility and Disability Service



UMD Student Population (Undergrad + Grad)



Counseling Service

The Counseling Service in the Counseling Center is the primary campus provider of free and confidential therapy to help UMD students manage mental health, personal, career, and academic challenges. Staffed primarily by licensed psychologists, the Counseling Service also conducts campus outreach presentations, provides emergency response services, and assists with referrals to off-campus mental health providers.

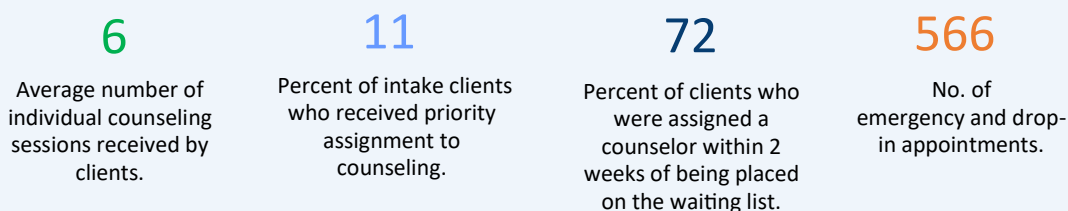
2021-2022 Appointments

	2020-2021	2021-2022	% Change
All intake assessments ¹	2,041	2,427	19%
Total client contacts ²	10,955	9,229	-16%
Unique clients ³	2,020	2,630	30%

¹ "All intake assessments" counts all attended intakes for the reporting year, including unscheduled appointments such as emergency and drop-in appointments. This number will count an individual each time they had an intake.

² "Total client contacts" counts all client appointments in the Counseling Service for the reporting year.

³ "Unique clients" counts each student seen at the Counseling Service once regardless of the number or type of appointments.

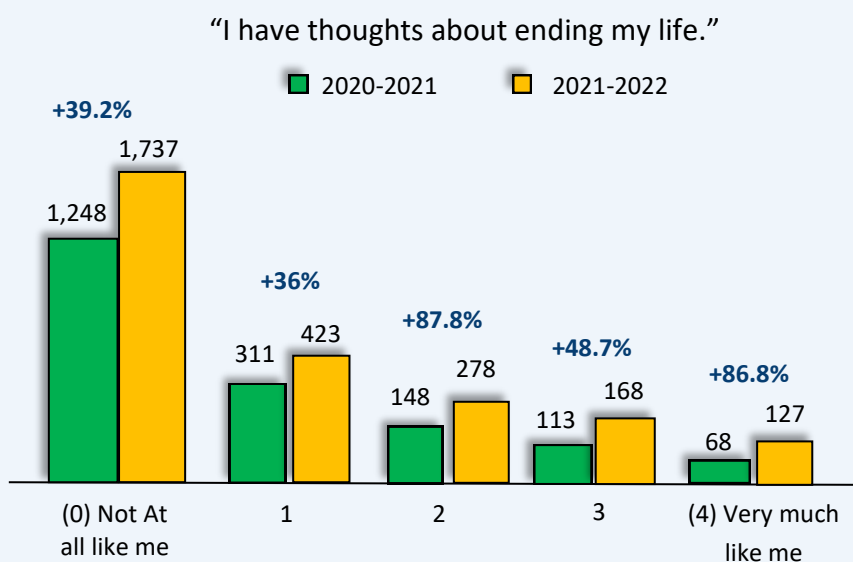


Top Concerns on the Symptom Scale

1. My thoughts are racing
2. I am not able to concentrate as well as usual
3. I feel tense
4. It's hard to stay motivated for my classes
5. I feel disconnected from myself
6. I feel isolated and alone
7. I am concerned other people do not like me
8. I feel self-conscious around others
9. I become anxious when I have to speak in front of others
10. I have sleep difficulties

Client Suicide Risk at Intake

At intake, Counseling Service clients completed the several surveys, which include questions regarding current and past suicidality. Clients responding with a 3 or 4 about having suicidal thoughts are considered higher risk and are further assessed using the Collaborative Assessment and Management of Suicidality (CAMS).

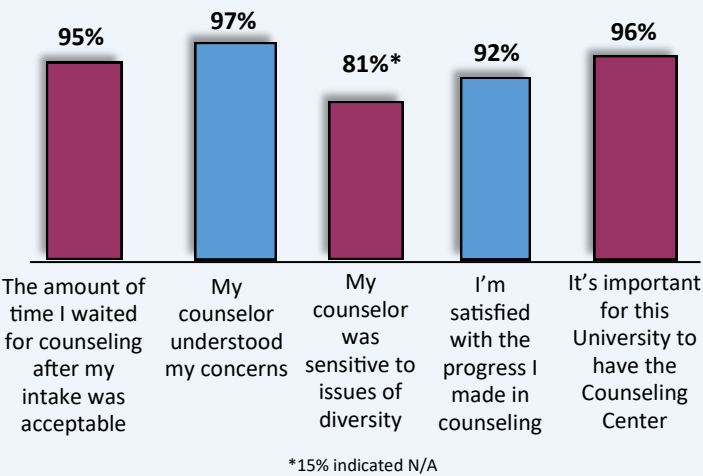


10.7%
Of students were considered higher risk.

3.4%
Of students considered suicide in the past two weeks.

6.7%
Of students have made a suicide attempt in their lifetime.

Student Satisfaction with Counseling

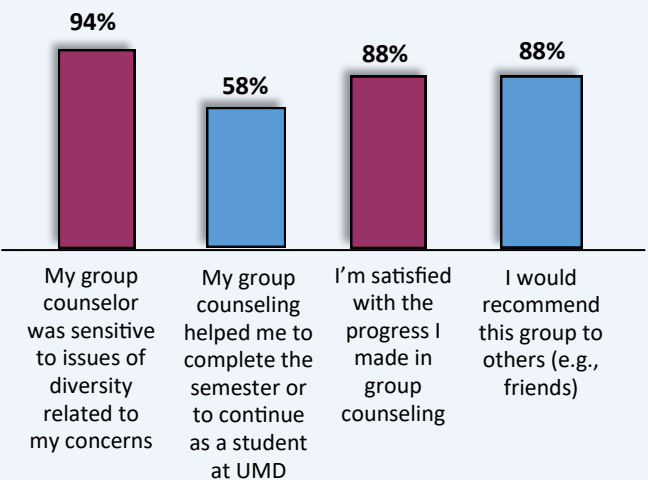


My counselor allows you to question yourself, allowing you to become the judge of your own actions.

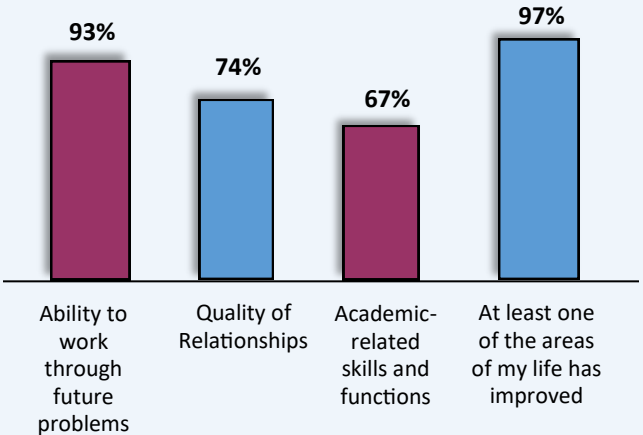
She gave me the space to decompress years of discrimination/racism/microaggressions and it helped me immensely as I navigated a challenging academic semester.

Amazing therapist who is a great listener.

I appreciated being able to see the other group members, as my school experience this semester was entirely virtual.



Improvement as a Result of Counseling



I enjoyed hearing about others' experiences and stories, and being able to work through different problems in my life with my peers and our group leaders. I also liked sharing a space with people who have similar identities to my own, I felt comfortable and not judged.

She was always listening to my issues and helped me understand what I was feeling and helped me arrive at possible solutions or ways to handle my personal problems.

Was everything I expected a therapist to be. He was patient, attentive, and respectful. I feel that anyone who is seeking counseling services could benefit from time spent with him.

I liked the people. The leaders and the other students were great at facilitating a welcoming and open environment.

Group Therapy

Group sessions decreased by 10% over last academic year.

Following are the Counseling Center's most attended groups:

- Graduate Student General Therapy Groups
- Women's Graduate Support Group
- LGBTQIA Support Group
- General Therapy Groups
- Dissertation Support Group
- Entre Nosotrxs Latinx Support Group
- Creating Confidence
- Circle of Sisters

587

Group and Workshop sessions were conducted

Workshops

The Counseling Service offered two distinct three-session workshops that utilized empirically-supported cognitive-behavioral approaches.

Anxiety Toolbox helped students gain more understanding about anxiety and taught strategies for managing symptoms of anxiety and stress.

Getting Unstuck helped students understand depression and its symptoms, as well as learn strategies to manage these symptoms.

165

Clients participated in Anxiety Toolbox

69

Clients participated in Getting Unstuck

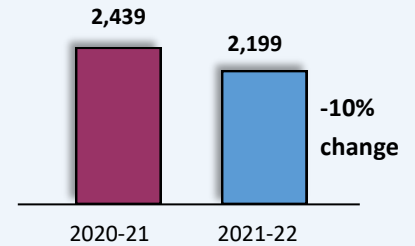
183

Sessions offered during 2021-22

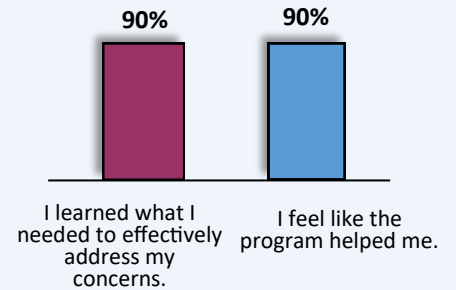
9%

Decrease in sessions offered

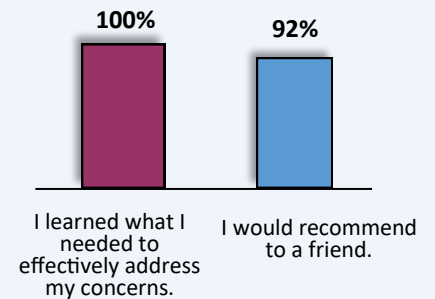
Total Group & Workshop Appointments



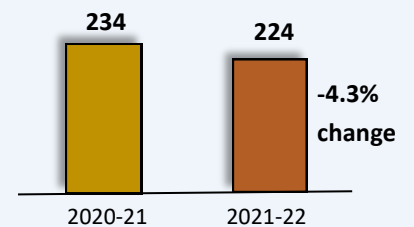
Anxiety Toolbox



Getting Unstuck



After-Hours Crisis Consultations



After-Hours Crisis Consultations

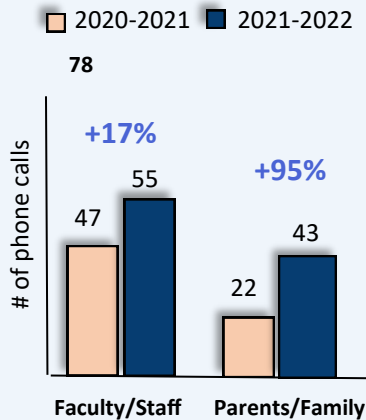
The Counseling Service continued to offer after-hours phone crisis counseling via ProtoCall. A record of each call was retained in our confidential records and followed-up by the Counseling Service's Care Manager or Triage Counselor when indicated.

Drop-In Hours for Historically Underrepresented Students

Recognizing that stigma about seeking counseling and unfamiliarity about the counseling process prevents some students from getting the help they need, the Counseling Service offered free unscheduled appointments with a counselor. These "drop-in" sessions were available during the 3p.m. hour each weekday for students of color, LGBTQ students, and international students.

Students of Color	Rainbow	International Students	Veteran Students
Students: 13	Students: 12	Students: 3	Students: 1
Visits: 14	Visits: 14	Visits: 4	Visits: 1

Summary of 'Warmline' Phone Consultations with the Counseling Service



Top Caller Concerns	Faculty/Staff	Parents/Family
Clinical	42%	44%
Learning/Academic	40%	33%
Psychosocial Stressors	18%	26%
Adjustment	15%	35%

Counseling Service Outreach Highlights

Center-Initiated Programming

This year **Mental Health Awareness Week**, our annual weeklong program of events focused on mental health, reached close to 2,500 students. By collaborating to re-envision the *Terps Take Care Fair* to make it a more robust celebration of self-care and by including new popular events like *Community Canvas: Painting to Heal from Injustice* and *Planting Healthy Roots*, we were able to engage even more students in reducing stigma and improving the culture of mental health.

The virtual **Wellness Workshops** continued this year as the university transitioned to hybrid service-delivery. With two new topics (*Managing Imposter Syndrome* and *#NoFilter: Social Media and Me*) added to the roster, we had over 900 attendees throughout the year and over 1,800 views of our workshop recordings since they were made available in Spring 2021.

This year the Counseling Center developed **Press Paws for Self-Care**, a program to help students pause and manage their stress leading up to final exams. Around 350 students joined us to explore their stress, engage in self-care by coloring or playing with therapy dogs, and learn about Counseling Center services.

Promotion as Prevention

In order to increase access to a number of primary interventions, the Counseling Center utilized large-scale strategic marketing to encourage use of our prevention-oriented offerings, such as free rentals of Muse© biofeedback headbands to enhance the meditation experience and the weekend-long SKY Happiness Retreat focused on healing, resiliency, and wellness. Not only did this type of broad distribution provide better accessibility of mental health resources, but it also allowed us to strengthen our partnerships with other departments across campus.

256

Programs Provided

10,588

Participants Reached

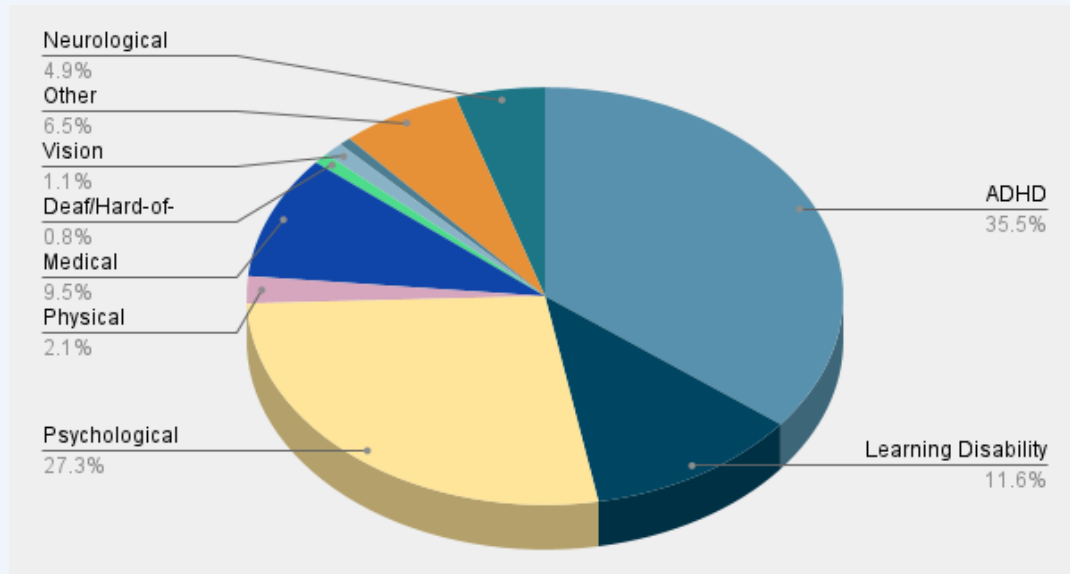
The Counseling Center also created its own page on the University of Maryland app, thereby making information about our services more accessible to the campus community.

T.E.R.P.S. (Training to Evaluate, Respond to, and Prevent Suicide) for Terps

Working with stakeholders on campus to bring a comprehensive, low-threshold suicide prevention gatekeeper training program to the University of Maryland, the Counseling Center purchased the nationally-recognized Campus Connect® program and rebranded to T.E.R.P.S. for Terps. Over the year, we developed best practices for implementing the training, tailored the program to our campus community, and trained 40 individuals on implementing the program.

Accessibility and Disability Service

The Accessibility and Disability Service (ADS) provides reasonable accommodations to qualified individuals to ensure that they have equal access to the services and programs at the University of Maryland. The professionals in the ADS office are available to assist, consult, support, and advocate on behalf of students to ensure that their educational, accommodation, and accessibility needs are met.



Four-Year Population Comparison

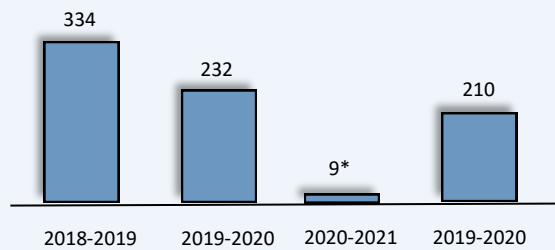
DISABILITY	2018 - 2019	2019 - 2020	2020-2021	2021-2022
ADHD	673	696	842	988
Learning Disability	304	330	335	323
Psychological	661	667	694	760
Physical	32	36	25	58
Medical	207	225	229	265
Deaf/Hard-of-Hearing	29	25	25	23
Vision	26	26	22	30
Brain Injury	29	19	20	18
Other	127	24	39	182
Neurological	89	108	109	135
TOTAL	2,177	2,156	2,340	2,782

	2020-2021	2021-2022	Percent
Registrations	1,214	1,099	-9.47%
Contacts	911	707	-22.39%
Consultations	56	29	-48.21%
Total	2,181	1,835	-15.86%

Accommodated Exams

	2020-2021*	2021-2022	% Change	3-year Average	% 3-yr Change
Test Takers	11	1,475	>100%	1,098	34.3%
Exams Administered	15	10,055	>100%	6,924	45.2%
Testing Hours	39	20,341	>100%	14,793	37.5%

Technology-Assisted Exam Proctoring



*Due to the campus shutdown and the transition to online teaching, ADS ceased to routinely administer classroom exams. ADS only scheduled exam administration in extenuating circumstances and only when accommodation options have been considered and determined to be ineffective or impractical.

Deaf and Hard-of-Hearing Services

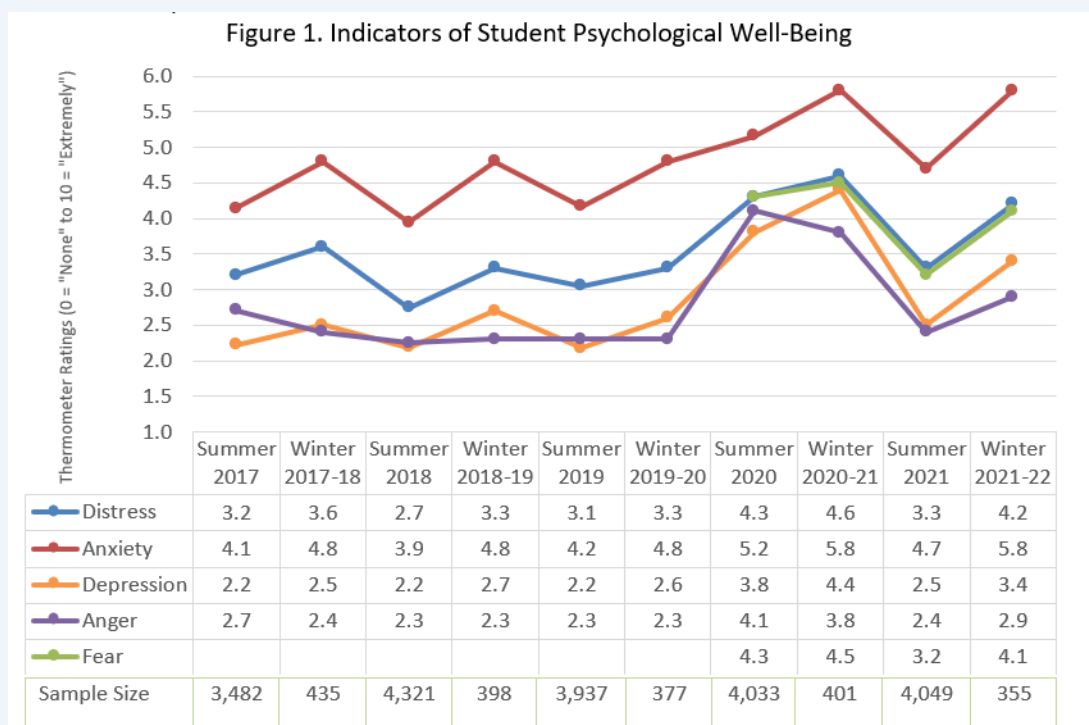
	2018 - 2019	2019 - 2020	2020-2021	2021-2022
Number of Requests	348	696	2,858	1,324
Billable Hours	163	197	1,108	566
Cost	\$18,746.72	\$21,982.55	\$106,110.00	\$48,353.94

Research Unit

The Research Unit (RU) is responsible for generating new ideas and conducting research studies that support the interests of the Counseling Center, Division of Student Affairs, and the University community. Research topics include student development and basic needs, retention, clinical service delivery, multiculturalism, and social justice, as well as the impacts of the COVID-19 pandemic. The office produces a variety of research briefs, publishes articles in professional journals, and presents study findings at conferences and to the campus community. The design, implementation, and analyses of the bi-annual University New Student Census and Withdrawal Survey are the RU's primary responsibilities.

University New Student Census (UNSC): Students' Well-Being Changes Across Time and COVID-19 Pandemic Impacts

In total, 4,404 incoming students completed the 2021 Summer or 2021-2022 Winter UNSC (response rate: 53% and 38%, respectively). About 88% of the Summer and 98% of the Winter respondents experienced adverse COVID-19 pandemic impacts. Figure 1 illustrates how incoming students—who responded to the UNSCs from 2017-2022—reported their psychological well-being on five emotion thermometers over the last five years: **anxiety, distress, depression, anger, and fear** (the “fear” thermometer was only in the 2020-21 and 2021-22 UNSCs).



Please note that there are several **differences between the Summer and Winter incoming student groups**: First, the Winter cohorts were much smaller compared to the Summer cohorts, as the majority of incoming students matriculated at the University in the Fall semester. In addition, the Summer and Winter cohorts tend to differ in some of their demographic backgrounds. For example, during the 2021-22 academic year, those who matriculated in January, as opposed to August, were more likely to be older, parents, transfer students, racial/ethnic minorities, non-U.S. citizens, sexual minorities, and first-generation college students; to come from a lower socioeconomic background; to have some immigration backgrounds (i.e., being born in another country or having at least one parent who was born in another country); to identify as having at least one disability; or to have experienced foster care at any time since the age of 13.

University New Student Census (UNSC): Students' Well-Being Changes Across Time and COVID-19 Pandemic Impacts, cont'd.

The overall trend suggests that the Winter cohorts reported higher levels of anxiety, distress, depression, and fear than did the Summer cohorts, with the only exception being the 2020 Summer cohort: this cohort reported considerably higher levels of thermometer ratings than did the previous Winter cohort (the COVID-19 pandemic began in spring 2020). Additionally, before the pandemic started, the Summer and Winter cohorts reported similar levels of anger. However, the 2020 Summer cohort experienced considerably higher levels of anger than did the previous Winter cohort. Finally, although the 2021 Summer cohort's thermometer ratings were lower than the levels reported by the 2020 Summer cohort, their self-reported anxiety, distress, and depression levels remained higher relative to pre-pandemic ratings. A similar trend was observed for the last two Winter cohorts.

In addition, our data suggested that several subgroups of students reported significantly different experiences, as captured by the well-being indicators as well as COVID-19 impact measures¹. Compared to their counterparts, considerably higher thermometer ratings (i.e., poorer well-being) were reported by those with the following demographic backgrounds:

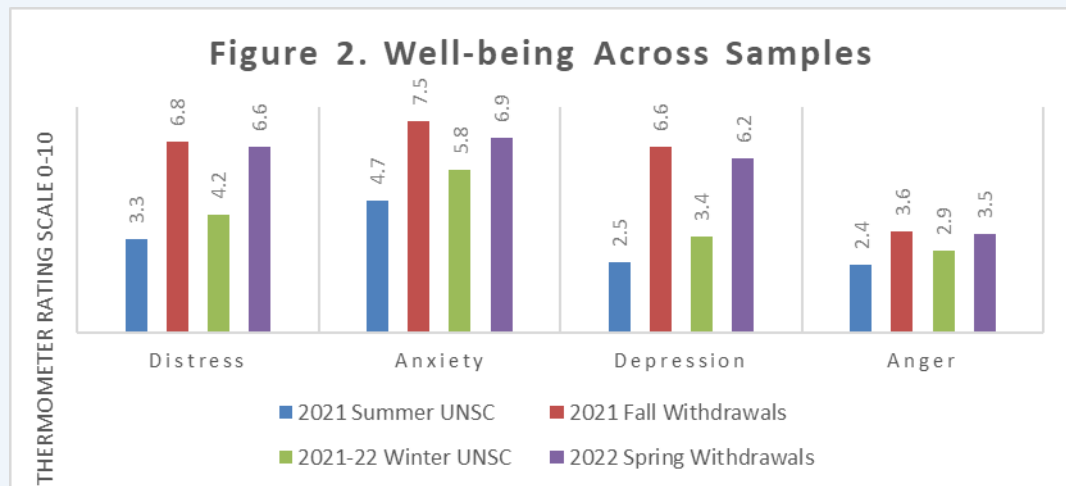
- ◇ Transfer students
- ◇ Those coming from a lower socioeconomic background
- ◇ Women
- ◇ Gender minorities
- ◇ Sexual minorities
- ◇ Students with a disability/disabilities
- ◇ Racial/ethnic minorities
- ◇ First-generation college students
- ◇ Those born outside of the United States
- ◇ Non-U.S. citizens (including international and undocumented students)
- ◇ Non-traditional college students (age 24 years and older)

Relative to their counterparts, these groups reported experiencing significantly higher levels of adverse impacts from the COVID-19 pandemic with respect to their academic life, health (i.e., one's own physical, mental, and social health, as well as health of loved ones), and access to resources/experiences of unique burdens (e.g., facing discrimination). Many of these group differences also emerged in the 2020/21 Summer and Winter data. However, there were more significant differences in the 2021/22 data, suggesting widening disparities in students' well-being and pandemic impacts as the COVID-19 outbreak continued at a global scale.

¹ For analyses on well-being indicators and pandemic impacts based on demographic backgrounds, we used a subset of the data that only included students who answered two attention-check items correctly ($n = 3,253$).

Who Withdrew from the University? The Withdrawal Survey

The RU collected 414 Withdrawal Surveys during the 2021-22 academic year. The top three primary reasons why students discontinued their enrollment were related to: "Mental health" (47% and 50%), "Physical health" (10% and 11%), and "Financial obligations" (7%)/"Pursuit of another opportunity" (8%) in Fall '21 and Spring '22, respectively. Down from the previous year (5-7%), only 1% of the respondents who withdrew in the fall and none in the spring indicated that the primary reason for their withdrawals was related to the COVID-19 pandemic. Finally, those who were withdrawing in Fall '21 and Spring '22 reported higher levels of distress, anxiety, depression, and anger than did the incoming students who responded to the 2021 Summer and 2021-22 Winter UNSCs (see Figure 2).



Food Insecurity & Student Well-Being

Using the Campus Care Grant from the NACAS Foundation, the UMD Dining Services set up the Terp Resource Room in the Campus Pantry for students to meet with counselors/advisors virtually while picking up emergency food. The RU designed and conducted a mixed-methods study with eight students who completed the Food Access & Well-being Survey in Fall '17. The purposes of this pilot study were to examine any changes in students' experiences and seek their feedback on the new survey regarding barriers (e.g., stigma) facing students in seeking food assistance, awareness/use of the new Pantry, and the impacts of food insecurity on student well-being and future career development. We aim to conduct the new survey during the 2022-23 academic year.

Testing Office

Testing Office operations this year were extremely limited due to the continued challenges of the pandemic, staffing, small unrenovated space, departure of a staff member, and other circumstances. Ultimately, an administrative decision was made to close the Testing Office, effective May 31 2022. This report reflects the final year of operation.

	2020-2021 (FY2021)	2021-2022 (FY2022)	% change 2020-2021 to 2021- 2022
Grand total for all testing registrations	352	1142	+224%
Large-scale testing program	0	30	N/A
ETS computer-based testing	89	687	+672%
Proctored testing	205	348	+70%
Counseling Service clients	58	77	+33%

Testing Office Highlights

Large scale paper based (30 tests)

COVID forced suspension of most of our large-scale testing operation because it brings large numbers of people to classrooms and could not be done with COVID restrictions in place. In addition, many of the major testing companies (such as ETS and the Law School Admissions Council) launched online options to address pandemic restrictions. As examples, LSAC has moved all of its testing online for the foreseeable future. TOEFL (an ETS computer-based test) is now available on individual desktops. The data reported for this year reflects extremely limited operation due to pandemic restrictions and these actions by testing vendors with whom we had previously partnered.

ETS computer-based (687 tests)

The pandemic, our existing small space, and limited staffing continued to hamper our computer-based testing though some testing was possible. In the academic year now concluded, we opened in the Fall for testing within COVID restrictions until the end of December, thus showing some recovery in providing 687 tests.

During that time, we also began the transition to a different type of CBT operation, as mandated by ETS. That transition required us to close for several months after December to ready our operation for the transition. Ultimately after UMD Legal review of the contract, successful negotiation of a new contract, extensive work to secure the needed staff, installation of new equipment, and completion of technical verification checks, the decision was made not to continue our computer-based area of testing. The data reported reflects our limited operation.

Proctored testing (348 tests)

**2020-2021 proctored testing count revised to coincide with counting method for 2021-2022*

Proctored testing included UMD student test takers as well as test takers from across the DMV region. Tests offered within this area of operation included the Miller Analogies Test (MAT), College Level Examination Program (CLEP), ParaPro, and a wide range of other testing that can include tests for online courses, determining level of skills held by applicants for various jobs, and certification exams. Two areas bear special note as shown below.

Remote proctoring: The Testing Office continued to offer remote proctoring in a manner that avoided the need to contract with an external provider. This area of service continued from last year's inaugural development of that service.

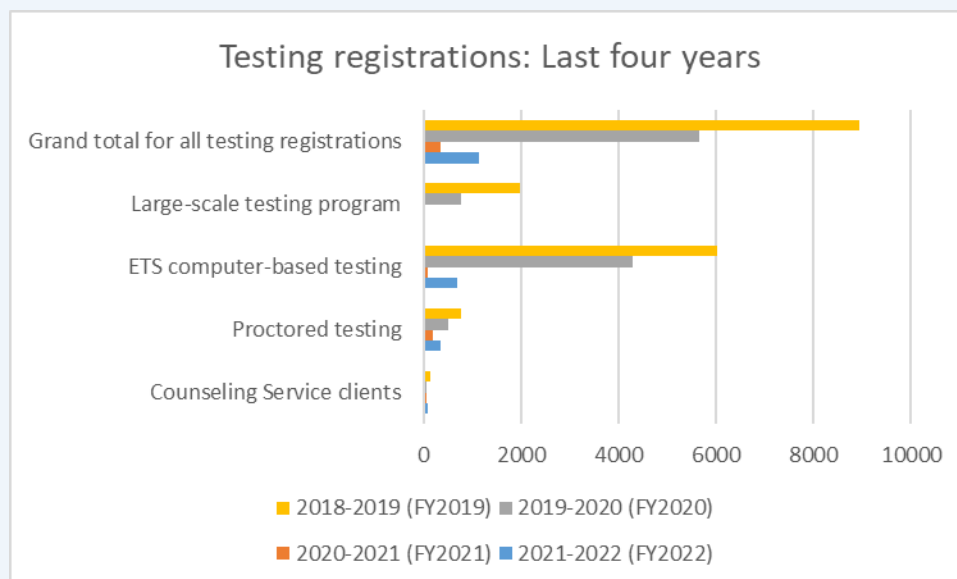
ParaPro as social justice: We continued to provide critical support for Para educators seeking the credentials needed to advance professionally. These Para educators often come from marginalized groups. Our social justice commitment and strategic use of limited resources during COVID allowed us to support ParaPro test completion.

Counseling Service clients (77 tests)

Counseling Service use of assessment instruments was limited during COVID but the Testing Office supported those needs as they emerged. MBTI – Career Report and Strong Interest Inventory were the most heavily used instruments. All other instruments were phased out in a collaborative review of Counseling Service needs with the Associate Director.

Testing Office (cont.)

Impact of COVID on testing operations



	2018-2019 (FY2019)	2019-2020 (FY2020)	2020-2021 (FY2021)	2021-2022 (FY2022)
Counseling Service clients	138	67	58	77
Proctored testing	776	504	205	348
ETS computer-based testing	6032	4301	89	687
Large-scale testing program	1987	780	0	30
Grand total for all testing registrations	8933	5652	352	1142

Four years of data show the impact of COVID on testing operations. All areas of testing experienced significant declines in registration. FY2019 shows pre-COVID testing levels; in March 2020, COVID restrictions resulted in a significant decline in testing for FY2020. While some recovery was evident by FY 2022, testing demand had not yet reached pre-COVID levels and vendors had made many changes, including appreciable migration to online administrations.

Scholarly Activities

The Research Committee

The research committee accomplished two projects during the academic year of 2021-2022.

1. Developed a list of factors contributing to off-campus referrals that intake and triage counselors used to indicate factors contributing to their recommendations for off-campus referrals. This project intended to ensure and/or increase the consistency of language, criteria, and rationales for off-campus referral among the referring clinicians. And with further analysis, we could examine general patterns in the referral process across staff and gain a general picture of the demographic background of the clients (e.g., race/ethnicity, SES, citizenship status, age, academic year, gender identity, sexual orientation) referred off-campus.
2. Examined the self-reported suicidal risk levels and depression at intake among our clients (May 2018 to Feb 2022) across academic status, gender identity, international student status, race/ethnicity, and sexual orientation. The preliminary data analysis result was shared with the Counseling Service staff in a staff meeting.

Presentations and Publications by Counseling Center Staff

18

articles and reports
published and/or in
press

9

presentations at professional
conferences and meetings

Training Programs

Training is a key component of the mission of the Counseling Center. Several training programs in the Counseling Service offer supervised training to psychology graduate students who are preparing for careers as psychologists, teachers, and researchers.

4	1	21
No. of Doctoral Interns	No. of Doctoral Externs	Number of Practicum Trainees

Doctoral Psychology Internship

The Counseling Center’s doctoral psychology internship, accredited by the American Psychological Association, provides training in the professional activities of university-based psychologists. The Counseling Center trains four interns who complete a 2,000-hour program that runs each academic year from July 1 to June 30. Based in the Counseling Service, the internship provides generalist training in individual counseling, group counseling, consultation and outreach, research, and supervision.

		2018-2019	2019-2020	2020-2021	2021-2022
Summary of Internship Applications	No. applicants	105	85	117	93
	Male	32%	32%	23%	76%
	Female	68%	66%	72%	19%
	Nonbinary/ other gender	Did not track	2%	5%	4%
	International Students	16%	7%	12%	15%

Psychology Externship

The part-time psychology externship provides counseling training to two advanced psychology graduate students. Externs carry a weekly client caseload of six to eight students and receive two hours per week of individual clinical supervision from a senior Counseling Service therapist. Externs also attend weekly senior staff case conference. Optional training experiences include co-leading therapy groups and co-presenting outreach programs.

Practicum Trainees

The Counseling Center is the primary clinical training site for doctoral students in the UMD Counseling Psychology program and master’s students in Counseling, Higher Education and Special Education. Practicum students carry a weekly client caseload of one to three students and receive one hour per week of individual clinical supervision from either doctoral interns or senior Counseling Service therapists.

Challenges and Opportunities

Accessibility and Disability Service

1. Continued process of separating ADS from the Counseling Center to make it a free-standing department within the Division of Student Affairs
2. Navigating the 2021-2022 year with a large number of new staff in ADS and flat reporting structure in a hybrid learning environment.
3. Managing the space needs of a growing office.
4. Continued fine tuning of the accommodated housing process and possible incorporation of dining accommodations to the ADS portfolio of responsibilities.

Counseling Service

1. Virtual groups were challenging to fill as clients seemed less interested in virtual groups modalities.
2. Hiring of clinical staff to populate the new clinical system being developed.
3. Maintaining staff morale in the face of the on-going pandemic.
4. Facilitating off campus referrals with the student insurance plan shifting to Aetna.

Research Unit

1. The Research Unit has been conducting more large-scale studies and providing more presentations and research consultation to the UMD campus and nationally, compared to the past several decades. Additional staffing is necessary to manage this volume of research work.

Testing Office

1. Challenges of the pandemic included temporary closure of testing when social distancing for test takers and for staff could not be maintained in small space, departure of a staff member, and significantly reduced testing registrations that did not return to pre-pandemic levels.

Staff

The Counseling Center has four divisions: Counseling Service, Accessibility and Disability Service, Testing Office, and Research Unit, and one program, Guided Study Sessions. Day-to-day operations are managed by the Administrative Group.

Administrative Group

Chetan Joshi, PhD
Director

Mira An
Graduate Assistant

Maria Berbery, PhD
Training Director, Counseling Service

Tessa DiPerri, MA
Director
Accessibility and Disability Service

Yi-Jiun Lin, PhD
Assistant Director, Counseling Service

Theodore Pickett, Jr., PhD
Associate Director, Counseling Service

Yu-Wei Wang, PhD
Research Director, Assistant Director, & Clinical Associate Professor

Kathleen Wilcox (PT)
Interim Assistant to the Director

Kim Tran
Business Manager

Non-Exempt Staff

Eleanor Anderson
Donna Crooks
Margaret Gibbs
Margaret Kuhn
Shannon Quarles
Kayla Young

Accessibility and Disability Service

Sun Young An MS, CRC (C-1)
Joanna Balz, MS
Makeda Edwards, BS
Laura Finger, BS
Akiba Hunter, MS, LDTC
Brianna Kitts, BS (C-1)
Cassandra Lytle, MBA
Marnie Marsh, MS
Robyn Nesmith, MA (C-1)
William Dan Newsome, Med
Jessica "Jessi" Puryear, BS (C-1)
Kathryn "Katie" Smyth, MA
Francy Stilwell, MLS
Kristin Townes, MA
Sandra Waldrop, BA
Kimberly Williams, MPA
Hannah Witschey, MA

Counseling Service

Alex Agiliga, PhD
Allison Asarch, PsyD
Shealyn Blanchard, PhD
Kimberly Campbell, PhD

Noah Collins, PhD
Nehal El Guindy, MS
Michelle Farrell, PhD
Kayi Hui-Spears, PhD
Lauren Levine, MSW
Kevin McGann, PhD
Erica Merson, PhD
David Petersen, PhD
Pepper Phillips, PhD
CJ Polihronakis, PhD
Meghan Rock, MS
Chandni Shah, PhD
Tessa Wimberley, PhD

Doctoral Interns

Rachel Chickerella
Urvi Paralkar
Mehrit Tekeste
Stephanie Yee

Doctoral Externs

Thomas Le

Testing Office

Alice Mitchell, PhD
Jeremy Lightner, MS

Research Unit

Tiana Cruz, MA

Undergraduate Research

Assistant

Carl Wachowski

Graduate Assistants

Israel Abebe
Priya Bansal
Enwongo Ekah
Kaitlyn Haller
Margaret "Maggie" Hosrtkamp
Janisa Hui
Atharva Junagade
Bhanu Priya Moturu
Mary Sarro
Jasmine "Jas" Strong
Kathryn Sullivan
NaYeon Yang
Hayley Weinberg

2021-2022 Departures:

Sun Young An, MS, CRC
Marvyn Arevalo, Intern
Caitlin Clark
Noah Collins, PhD
Carolina Ethridge
Kaitlyn Haller
Margaret "Maggie" Hosrtkamp
Janisa Hui
Atharva Junagade
Jo Ann Hutchinson, PhD
Kevin McGann, PhD

Victoria McNeil, Intern
Robyn Nesmith, MA
Jasmine "Jas" Strong
Francy Stilwell, MLS
Kathryn Sullivan
Collin Vernay, Intern
Tessa Wimberley, PhD
NaYeon Yang
Nelson Zounlome, Intern