



COUNSELING  
CENTER

# REPORT ANNUAL

2024 - 2025

This is the 66th Annual Report of the University of Maryland Counseling Center. Directed by Dr. Chetan Joshi, The Counseling Center provides comprehensive services that promote the mental health, personal, social, and academic development and success of the University of Maryland students. The 2024-2025 academic year marked 86 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, and assessment 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.

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## Key Accomplishments and Notable Events: Counseling Center

1. Implemented the MHEART program, which now has 3 clinicians who respond to mental health emergencies and emergencies requiring mental health support with the police.
2. Implemented the Embedded Services program with three clinicians embedded in four host schools (School of Engineering, College of Information Studies, College of Journalism, and School of Public Policy).
3. Completed a 1.6 million dollar renovation of the upper floor of the Shoemaker Building and successfully transitioned the Initial Access Team back from multiple days a week remote work to one day a week remote work schedule, which is in line with the rest of the Center's staff.
4. Initiated and will soon successfully complete the process of transitioning UHC mental health clinicians over to the Counseling Center.
5. Transitioned Dr. Israel Abebe from her data scientist position in the Research Unit to the new data scientist position in the Counseling Center to aid in the development of the Center's outcomes and assessment program.
6. Reorganized and strengthened the leadership and organizational structure of the Counseling Center
7. The strategic changes to the clinical system that have been implemented so far have had the following positive impacts
  - Average wait time for initial brief assessment never exceeded 48 hours over the last academic year.
  - The Center's assignment list at the end of fall and spring semesters used to have 120-140 students on it. The assignment list never had more than 45 people maximum during the fall and spring semesters.
  - 203 single session appointments were offered to 152 unique clients last year and only 25 of those clients received ongoing services at the conclusion of single sessions.

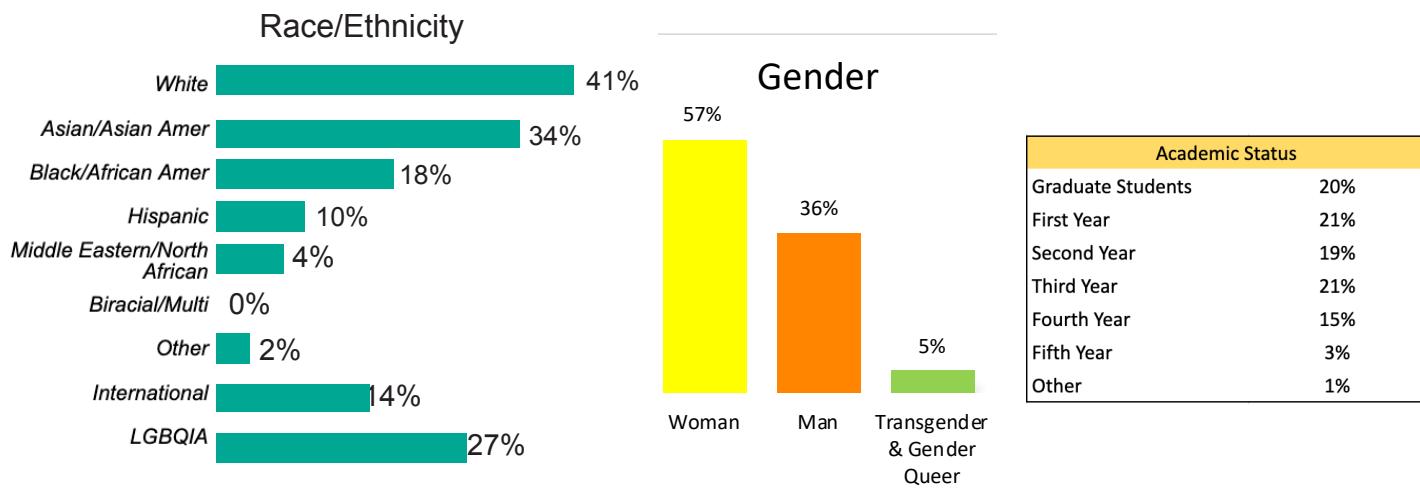
## Key Accomplishments and Notable Events: Research Unit

1. The RU staff continued designing and implementing our biannual University New Student Census (UNSC) and Withdrawal Survey. In total, 4,077 incoming students enrolled in the 2025 UNSC study. In Spring 2025, we conducted a follow-up study with the students who completed the 2021 UNSC (N = 150)—this cohort began their enrollment at UMD during the COVID-19 pandemic. The data from the follow-up study provide us with great insights into the long-term pandemic impacts on our students' well-being and academic experiences. Part of the research findings will be presented at the 2025 Annual Convention of the American Psychological Association (APA). Furthermore, we have partnered with the College of Behavioral & Social Sciences and the A. James Clark School of Engineering to design and implement the 2025 UNSC and follow-up study about student success.
2. We successfully renewed the Maryland Hunger-Free Campus Grant and were selected to receive the 2025 Do Good Impact Interns Program fund. These grants allow us to continue our research efforts to fight campus hunger. In Fall 2024, we conducted the third campus-wide survey about students' food insecurity, academic success, and well-being (N = 7,391) and presented our research findings at the 2024 Regional College Hunger Conference.
3. During this academic year, the RU produced six research reports on students' food/housing security, academic success, and well-being using the data from the 2023 and 2024 Food Access & Student Well-being Study surveys. These reports highlighted our quantitative and qualitative findings across time. Additionally, we made 11 research presentations to distribute our research findings to campus stakeholders, professional communities, and the general public. We also contributed to the Presidential Initiative Webinar on food insecurity sponsored by the APA Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race. Finally, we created a podcast episode about our research paper—entitled "College students' coping profiles, resilience, well-being, academic performance, and attitudes toward seeking help during the COVID-19 pandemic"—published in *The Counseling Psychologist*.
4. The Research and Assistant Director—Dr. Yu-Wei Wang—was named a Fellow by the Society of Psychological Study of Culture, Ethnicity and Race. She was also promoted to the rank of Clinical Professional in the Department of Counseling, Higher Education, and Special Education at the College of Education.

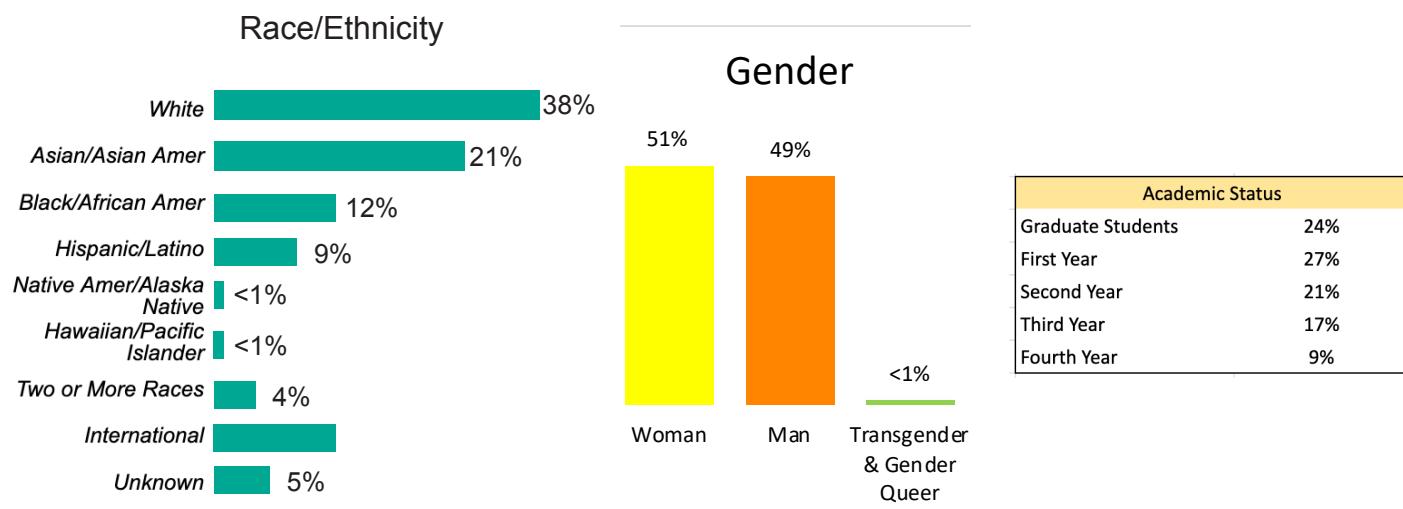
## Who seeks services?

The Counseling Center is committed to providing culturally sensitive services and inclusive programs that facilitate validations 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.

### Counseling Center Client Demographics



### UMD Student Population Demographics



## Counseling Center

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 professional counselors, psychologists, and social workers, the Counseling Center also conducts campus outreach presentations, provides emergency response services, and assists with referrals to off-campus mental health providers.

2023-2025 Appointments					
	2023-2024	2024-2025	% Change	Prior 3-yr Avg.	Change from 3-yr Avg.
All intake assessments	2,335	2662	14.0%	2,302	15.64%
Total client contacts	9,532	10726	12.5%	9,898	8.37%
Unique clients	2233	2609	16.8%	2,400	8.70%

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 Center for the reporting year.

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

6

9

93

444

Average number of individual counseling sessions received by

Percent of intake clients who received priority assignment

Percent of clients who were assigned a counselor within 2 weeks of being placed on the assignment list

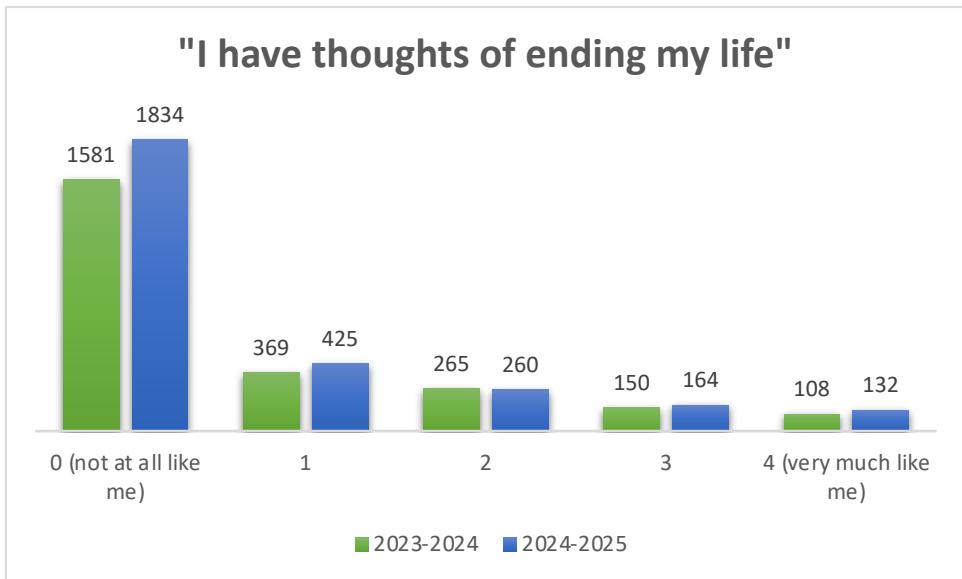
Number of urgent appointments.

### 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 am concerned other people do not like me.
7. I have sleep difficulties.
8. I feel isolated and alone.
9. I feel self-conscious around others.
10. I have unwanted thoughts I can't control.

## Client Suicide Risk at Intake

At intake, Counseling Center clients completed the several surveys, which include questions regarding current and past suicidality. Clients responding with a 3 or 4 on the CCAPS-62 about having suicidal thoughts are considered higher risk and are further assessed using the Collaborative Assessment and Management of Suicidality (CAMS).

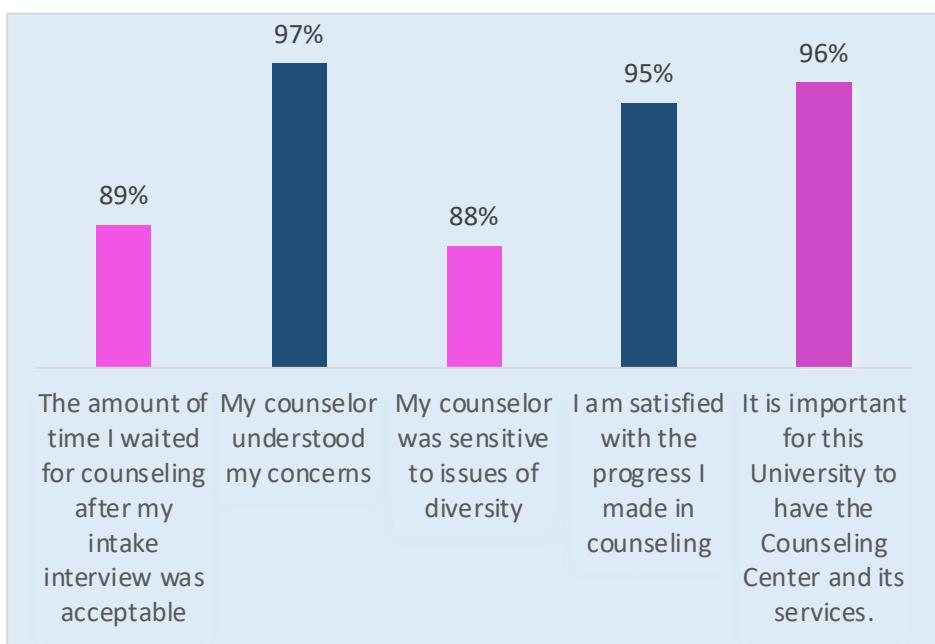


**10.5%**  
of students were considered high-risk.

**4.0%**  
of students considered suicide in the past two weeks.

**7.0%**  
of students have made a suicide attempt in their lifetime.

## Student Satisfaction with Counseling

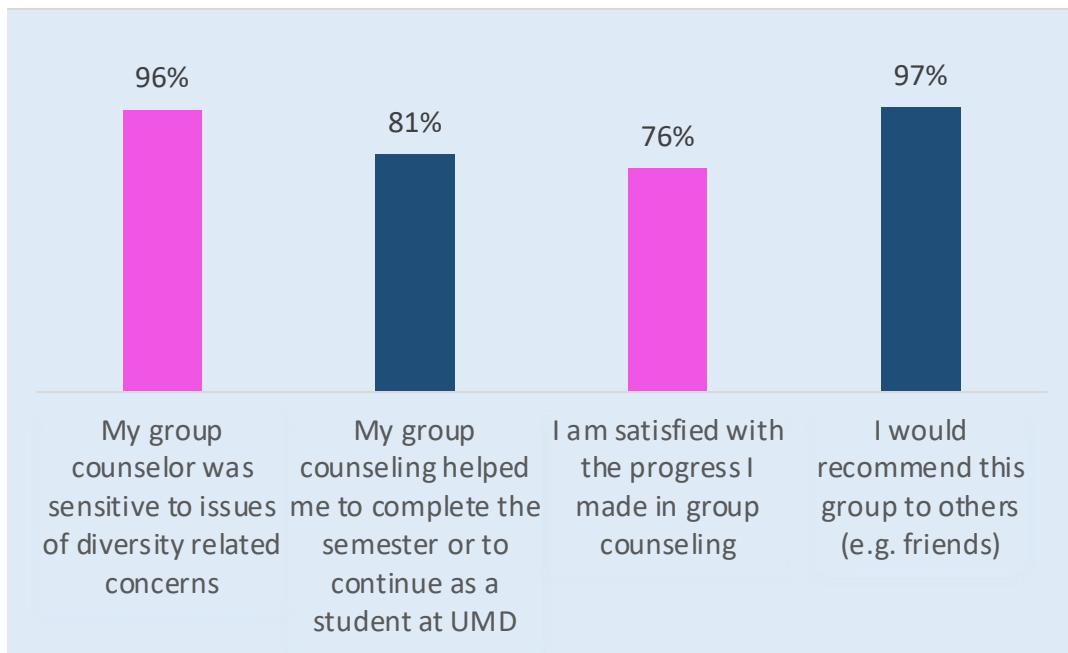


"She validated my concerns and helped me work through them them."

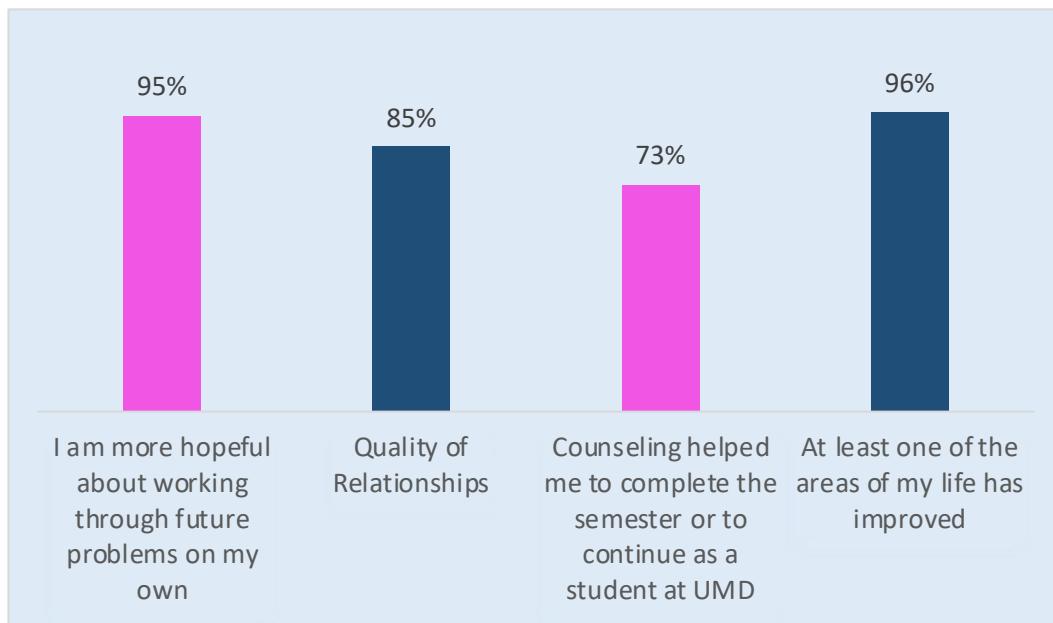
"She is a good listener and created a safe space where I felt heard and understood. She helped me recognize"

"It was very insightful and got to the reason behind my concerns."

"I had an amazing experience here and I feel like my counselor really understood me and my concerns."



## Improvement as a Result of Counseling



"Great place to discuss issues, hardships, feelings with people with similar experiences"

"This was one of the most impactful things I might have ever done for myself. It hasn't just helped me progress with acknowledging my emotions, but it's helped me build some bridges with my family."

"Hearing everyone else, made me feel less alone and helped with my healing journey."

## Group Therapy

Group Sessions decreased by 36% over the last academic year.

General Therapy Group

- Memory Circle Group
- Hope and Healing
- The Art of Processing
- International Student Support
- Creating Confidence
- Circle of Sisters
- Entre Nosotr<sup>x</sup>
- Queerating Art

**326**

Group and Workshop sessions were conducted

## Workshops

The Counseling Center 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.

**117**

Sessions offered during 2024-2025

**73**

Clients participated in Anxiety Toolbox

**44**

Clients participated in Getting Unstuck

**22%**

Increase in sessions offered

## Referral Services

**697**

Total appointments

**673**

Unique clients seen

**39%**

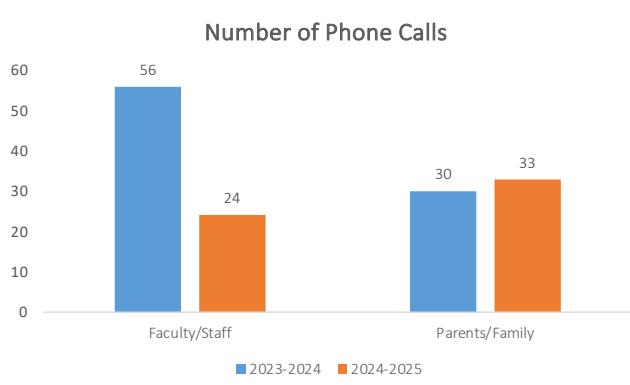
Confirmed that they started treatment

## MHEART Response

**57%**

Post Higher Level of Care

**56%**



Top Caller Concerns	Faculty/Staff	Parents/Family
Clinical	42%	42%
Learning/Academic	38%	—
Psychosocial Stressors	29%	18%
Adjustment	—	42%
Resource Request	—	24%
Other	25%	18%

## Counseling Center Outreach Highlights

### What's New in Outreach

#### Real Talk for Terps Podcast

- The Counseling Center developed and recorded a brand new podcast series called Real Talk for Terps, focusing on student mental health. Each episode of the pilot season brought together mental health professionals and UMD students to chat about topics like loneliness, sleep, social media, finding joy and more.

#### Finals Recharge Zone

- The Counseling Center developed and recorded a brand new podcast series called Real Talk for Terps, focusing on student mental health. Each episode of the pilot season brought together mental health professionals and UMD students to chat about topics like loneliness, sleep, social media, finding joy and more. Recognizing student stress during finals week, the Counseling Center camped outside of prominent campus libraries, offering students educational materials and giveaways related to nutrition, stress management, and sleep

#### Taking Outreach to the Schools

- The new Embedded Services Program saw our counselors reaching out to Engineering, Journalism, Public Policy, and INFO students in a whole new way, developing programming unique to their schools, while taking a cohesive approach to promoting the Embedded Program and its services.

#### Wellness Series

- Our virtual, drop-in skills sessions on 16 different mental health topics held twice each in the fall and spring semesters, reached 280 attendees.
- Participant data showed that the overwhelming majority of attendees said they gained knowledge and skills in the session that will directly improve their mental health, and developed more self-awareness as a result of the session.

#### Developing a Community of Care

- In service to our students, this year we continued to focus on strengthening our relationships with the faculty and staff across campus who are often the first to learn of student concerns.
- Through our 2024 Faculty/Staff Open house and our robust dyad and liaison partnership program, we work together to help grow our community of care and ensure that faculty and staff have the resources needed to support students.
- We continue our tradition of training the campus community in best practices for identifying and assisting students with mental health concerns.
  - Terps for Terps suicide prevention training - 165 faculty trained
  - Helping Students in Distress virtual workshops - 162 faculty trained
  - Residnet Assistnat Training on Mental Health - 290 RAs trained

## Outreach by the Numbers

This year we provided 353 unique outreach programs to 13,825 attendees, including:

- Over 150 psychoeducational presentations and programs on a myriad of mental health focused topics to students, faculty, staff, and parents
- Engaging 1,500 students at our events during Mental Health Awareness Week
- Connecting with 3,525 students at tabling events during campus-wide orientations and new student activities this year

## Training Programs

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

4

No. of Doctoral Interns

1

No. of Doctoral Externs

12

No. 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. The internship provides generalist training in individual counseling, group counseling, consultation and outreach, research, and supervision.

### Reaccreditation of the Doctoral Internship

The APA Commission on Accreditation (CoA) accredits doctoral psychology programs, psychology internship programs in health service psychology, and postdoctoral programs. The University of Maryland Counseling Center has hosted a doctoral internship in Health Service Psychology for more than 5 decades, beginning in 1969. Our program was first accredited by the American Psychological Association in 1985, and has been reaccredited every 5-7 years since then. Accreditation is a quality assurance process during which we examine our program's structure, evaluate its effectiveness at teaching the 9 profession-wide competencies, and identify program strengths and areas of growth, to ensure that quality training is being provided that aligns with national standards for the profession of psychology.

## Training Programs (Cont.)

There are two major parts to this reaccreditation process: the Self-Study (a written document created by the program to demonstrate continued adherence to APA's accreditation Standards of Accreditation (SOA)), and the Site Visit process. In the Site Visit, two site visitors trained by the APA Commission on Accreditation (CoA) come to the site to interview many stakeholders related to the program, review documents, and observe if policies and procedures align with what was written in the Self-Study.

The site visitors then write a summary report which is sent to the Commission on Accreditation, which reviews the reports and makes a decision regarding a program's status. Our most recent Self-Study was submitted in June 2023, and we held our Site Visit in March 2025. We are currently awaiting news from the Commission of Accreditation regarding the next time span of our program accreditation.

### Summary of Internship Applicants

Application Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Applicants	117	93	93	90	118
% International Student	11%	13%	14%	11%	20%
Degree – PhD	76%	62%	69%	76%	71%
Degree – PsyD	24%	38%	31%	24%	29%
Degree – Counseling Psychology	59%	49%	54%	52%	55%
Degree – Clinical Psychology	39%	46%	44%	45%	41%
Degree – Combined	2%	5%	2%	3%	4%

### Psychology Externship

The part-time psychology externship provides counseling training to one or 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 Center 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 four students and receive one hour per week of individual clinical supervision from either doctoral interns or senior Counseling Center therapists.

## 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 RU 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 (UNSC), Withdrawal Survey, and the Food Access & Student Well-Being Study are the RU's primary responsibilities.

Students were asked to rate the level of emotional upset they experienced during the week prior to completing the UNSC on a 11-point Likert-type scale (0 = None; 10 = Extreme). On average, Winter 2024-25 UNSC students reported higher levels of distress, anxiety, and depression ( $M = 3.9, 5.3$ , and  $2.6$ , respectively) than did the Summer 2024 cohort ( $M = 3.3, 4.6$ , and  $2.2$ , respectively). The top three sources of help during a stressful period endorsed by incoming students were friends (78%), themselves (e.g., problem solving, exercise, meditation, writing, or listening to music, or playing video games; 76%), and family (74%). It should be noted that approximately 15% of respondents chose mental health professionals as a source of help during a stressful period.

Incoming students were also asked to indicate the importance of various reasons why they chose to attend UMD (1 = Not important; 3 = Very important). The following five reasons were consistently ranked as the most important ones for both cohorts: (a) UMD has a very good academic reputation ( $M = 2.81$ ); (b) UMD graduates get good jobs ( $M = 2.66$ ); (c) UMD has a good reputation for its social and extracurricular activities ( $M = 2.45$ ); (d) The cost of attending UMD ( $M = 2.42$ ); and (e) UMD graduates gain admission to top graduate/professional schools ( $M = 2.36$ ).

Finally, students were asked to rate how likely they may discontinue their enrollment at UMD. Those who endorsed any chance of discontinuing their enrollment ( $n = 890$ ; 22%) were asked about the reasons for their withdrawals. The top three reasons were: pursuit of another opportunity (e.g., transferring to a different institution; 43%), financial concerns (40%), and unsure about major or career plan (24%).

### The 2021 UNSC Follow-Up Study

In Spring 2025, we conducted a follow-up study with the students who completed the 2021 UNSC as incoming students ( $N = 150$ ; response rate: 18%). This cohort faced the sudden disruptions of the COVID-19 pandemic, and many of them had to engage in remote learning before attending UMD. The 2021 UNSC cohort reported significantly higher levels of distress, anxiety, depression, and anger at follow-up ( $M = 5.02, 5.94, 3.69$ , and  $3.25$ , respectively) than they did three to three and a half years ago ( $M = 3.30, 5.12, 2.85$ , and  $2.65$ , respectively).

Students were also asked to check the sources of help they turned to during a stressful period when responding to the initial and follow-up surveys. The following top three sources of help in both surveys were: themselves (e.g., problem solving, exercise, meditation, writing, or listening to music, or playing video games; 78% at initial and follow-up), friends (74%-80%), and family (58%-68%). It should be noted that there was an increase from 20% of respondents who chose mental health professionals as a source of help when they completed the initial census survey in Summer of 2021/Winter of 2021-22 to 32% in the follow-up survey during the Spring '25 semester.

Furthermore, we showed students a list of stressors modeled after the 2024 American Psychological Association Stress in America Survey. Students were asked to rate the significance of a stress in their lives using a 4-point Likert-type scale (1 = Not at all significant; 4 = Very significant). Table 1 shows the top stressors endorsed by students during the Spring '25 semester and significant group differences for each stressor.

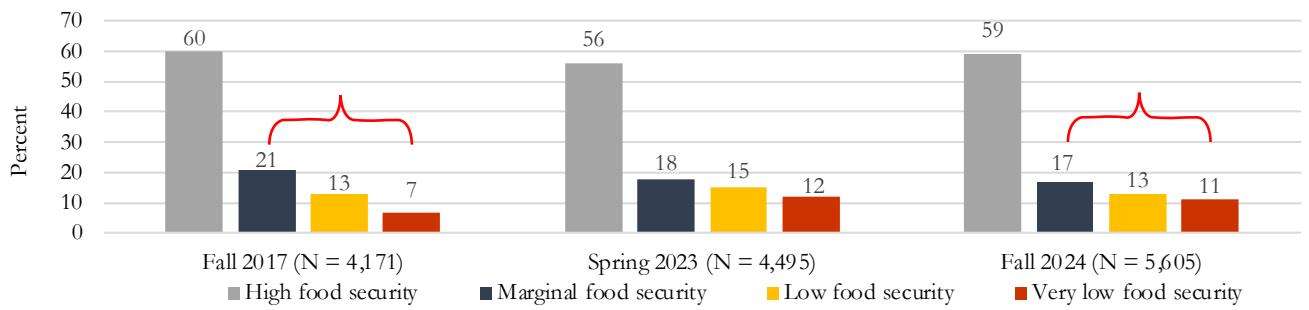
Table 1. *Top Stressors and Group Differences*

Top Stressors	Those Who Reported Experiencing Significantly Higher Levels of Stress, Compared to Their Counterparts
Future of this country ( $M = 3.42$ )	Women; Gender minority; Sexual minority
Job stability or outlook ( $M = 3.39$ )	Students of Color; Those from lower SES backgrounds
U.S. politics ( $M = 3.28$ )	Women; Gender minority; Sexual minority
Social divisiveness in this country ( $M = 3.26$ )	Women; Gender minority; Sexual minority
Money ( $M = 3.26$ )	Those from lower SES background
Environment ( $M = 3.26$ )	Those from lower SES background
Spread of false news ( $M = 3.17$ )	Sexual minority
Global tension/conflict ( $M = 3.14$ )	N/A (no significant group differences)
My mental health ( $M = 3.14$ )	Women; Gender minority; Those from lower SES background
Education ( $M = 3.05$ )	Those from lower SES background
Healthcare ( $M = 3.03$ )	Students of Color; Those from lower SES backgrounds

## Food Access and Student Well-being Survey

This Study aims to assess the level of food insecurity (i.e., having “limited or uncertain access to adequate food;” USDA Economic Research Service, 2025) among students at UMD (see Figure 1); its impacts on student well-being, academic success, and future career development; as well as the barriers that prevented students from accessing the Campus Pantry. In general, food insecure students reported more psychological symptoms (e.g., distress, anxiety, depression, and anger), greater loneliness, poorer evaluation of own health, more perceived career constraints, and feeling less connected to the campus than did their counterparts (see <https://studentaffairs.umd.edu/food-access-student-well-being-study>).

Figure 1. *Levels of Food Insecurity Among Survey Respondents in Fall 2017, Spring 2023, and Fall 2024*



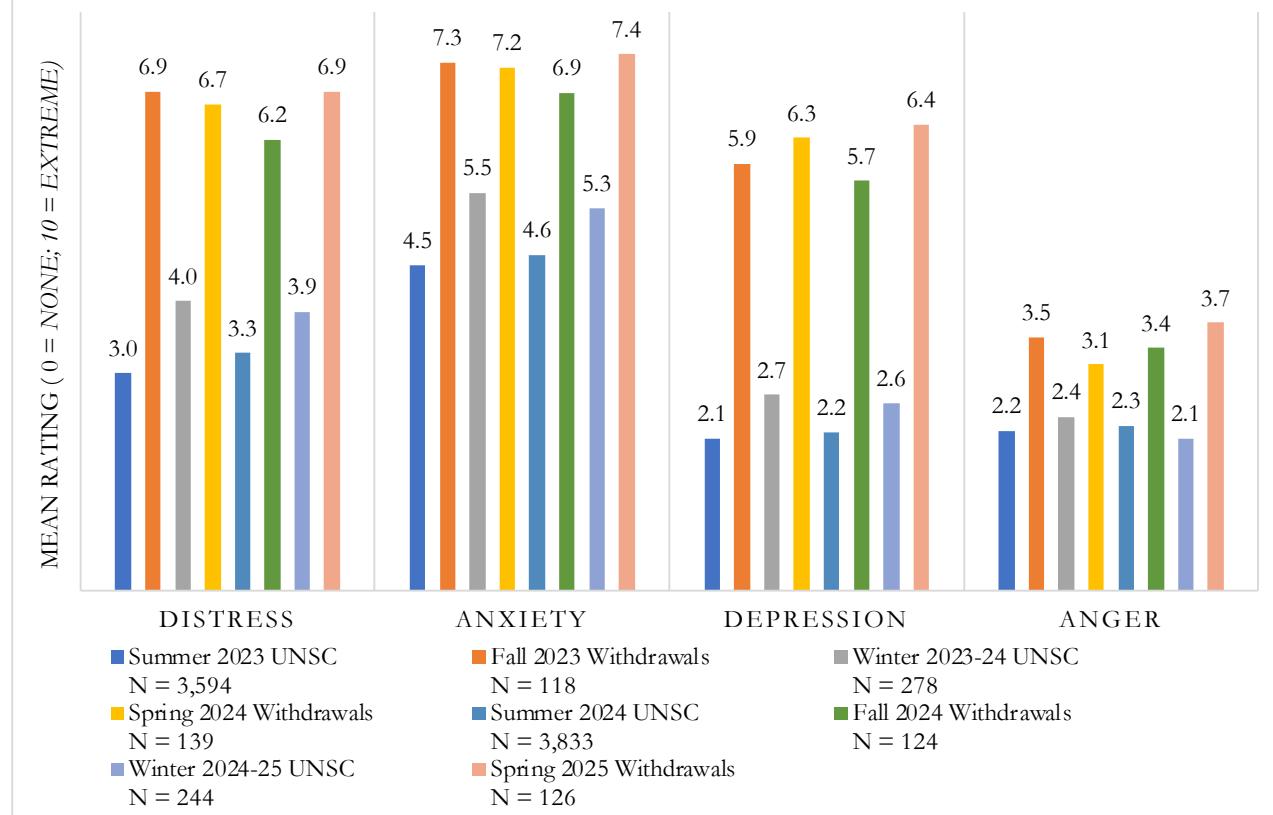
## The Fall 2023-Spring 2025 Withdrawal Surveys

The Withdrawal Survey is collected through a partnership between the University of Maryland Counseling Center Research Unit and the Office of the Registrar. During the Fall and Spring semesters, students who left the University without a degree were invited to complete the survey at the time of their withdrawals. Withdrawing students, on average, reported higher levels of distress, anxiety, depression, and anger than did the incoming students who completed the UNSCs (see Figure 2).

We asked students to share with us their primary reason for withdrawing from the University. Mental health was consistently the most cited reason for students leaving during the semester, with about half of the students (46%-56%) withdrawing primarily due to mental health concerns (e.g., stress, burnout, anxiety, or depression) during the 2023 and 2024 academic years. Concerns related to physical health were the second most endorsed primary reason for withdrawing during the 2024 academic year (33%-37%). The third most reported reason differed by semester where students who withdrew in Fall 2024 cited family obligations/concerns (32%) and those who left in Spring 2025 named concerns related to grades received or anticipated (36%) as the primary reason why they left the University without a degree.

The top five reasons that had influenced the 2024-25 withdrawing students' decision to come to UMD were the institution's academic reputation ( $M = 2.61$ ), the prospect of graduates getting good jobs ( $M = 2.30$ ), the cost of attendance ( $M = 2.30$ ), the desire to live near home ( $M = 2.13$ ), and UMD's good reputation for social and extracurricular activities ( $M = 2.05$ ). Compared to the top five reasons why the 2025 Fall cohort chose to attend UMD, "the desire to live near home" was one of the top reasons for withdrawing students in lieu of "UMD graduates gain admission to top graduate/professional schools."

Figure 2. *Well-being Across Samples*



## Scholarly Activities

The research committee conducted two research projects this year: one focused on the treatment efficacy of short-term individual counseling provided at the Counseling and the other one focused on clinician's perceived group referral barriers. The first project examined whether clients experienced meaningful changes in outcomes. Specifically, we looked at data across 3 academic years (2021-2024) and participants who completed at least three sessions of individual therapy within this time window ( $n = 635$  for t-tests,  $n = 2136$  for means). The outcome variables included the eight CCAPS 34 subscales (depression, generalized anxiety, social anxiety, academic distress, eating concerns, frustration/anger, alcohol use, and the distress index). We compared mean scores on outcome variables between our center and the national average and found that our participants entered therapy with CCAPS 34 subscale scores equal to or higher than the national average and ended therapy with levels of distress below the national average. Using our center data, we conducted paired samples t-tests with effect sizes (i.e., Hedges' correction of Cohen's  $d$ ) to examine differences in CCAPS 34 subscale scores across the participants. Preliminary results indicate that scores on each CCAPS 34 subscale were significantly lower ( $p < .001$ ) after completing at least three individual therapy sessions. This means that clients who received at least 3 individual counseling sessions endorsed significantly reduced distress and symptoms across all 8 subscales. Effect sizes for the different subscales ranged from .39 to .75, meaning that the degrees of symptom and distress reduction were moderate to large across the different subscales.

Due to difficulties filling up various psychotherapy and theme-based groups in recent years (after COVID-19), the second project looked at intake clinicians' perceived group referral barriers endorsed by clients. Consulting with the literature as well as Center clinicians' experiences, a list of group referral barriers was developed and embedded into the Brief Assessment Disposition Data Form. This list was activated from 1/27/2025 to 3/21/2025. A total of 619 Data Forms were included in this analysis. The report shows that the majority of the data forms did show that the majority of the data forms did not have a response to this question (74.5%). The top 3 group referral barriers identified by the intake clinicians were: Desires for individual attention (8.7%), Time conflict (4.7%), and Discomfort/Concerns about being in a group setting (3.7%). Based on the results, the committee recommended additional attention and efforts paid to demystify group counseling and educate around group effectiveness/benefits through different marketing venues (e.g., video, podcast, social media platforms, flyers) and to consider offering groups at later time slots to reduce students' time conflict.

### Publications and Presentations by Counseling Center Staff

7

articles and reports  
published and/or in  
press

14

presentations  
at professional  
conferences and  
meetings

## Staff

The Counseling Center has two divisions: Counseling Center and Research Unit. Day-to-day operations are managed by the Administrative Group.

<b>Counseling Center Leadership</b>	<b>Non-Exempt Staff</b>	<b>Doctoral Extern</b>
Chetan Joshi, PhD Director	Donna Crooks Margret Gibbs Yolonda Lawrence	Robert Head
Maria Berbery, PhD Training Director, Counseling Center		<b>Research Unit</b>
		Israel Abebe, PhD Christine Yu, PhD
Shealyn Blanchard, PhD Assistant Director, Counseling Center	<b>Counseling Center Clinicians</b>	<b>Research Unit Graduate Assistant</b>
	Alex Agiliga, PhD Allison Asarch, PsyD Stephanie Bowen, LCSW-C AnTaniqe Buckley, LCSW-C Stephanie Burrows, PhD Nehal El Guindy, LCPC Christina Escobar, LCSW-C Michelle Farrell, PhD Kara Frome, LCSW-C Kassandra Getfield, LCPC Lauren Gonzalez, LCSW-C Christopher Harlen, LCSW-C Jihee Hong, PhD Amani Johnson, PhD Amy Johnson, LCSW-C Evan Klein, LCPC Susan Lee, LCPC Kristin Lilly, LCSW-C Monique McIntyre, LCSW-C Grace-Ellen Mahoney, PhD Asia Malik, LCPC Rubi Mancilla, LCPC Erica Merson, PhD Urvi Paralkar, PhD David Petersen, PhD Pepper Phillips, PhD CJ Polihronakis, PhD	Nathan Quimpo, BA
Yi-Jiun Lin, PhD Assistant Director, Counseling Center		<b>Research Interns</b>
		Annabel Li, MA Siddhesh Mishra, MS
Theodore Pickett, Jr., PhD Associate Director, Counseling Center		<b>Research Assistant</b>
		Carl Wachowski, BS
Yu-Wei Wang, PhD Research Director, Assistant Director, & Clinical Associate Professor		<b>Undergraduate Research Assistants</b>
		Reima Mannan Michael Monahan Ketki Shah
Jeremy Lightner, MS Office Manager		
Shannon Quarles Assistant to the Director		
Kristin Townes, MA Business Manager		
Sangida Akter, MA Graduate Assistant		
Amber Pasha, MA Graduate Assistant		
	<b>Doctoral Interns</b>	
	Michael Burrows, MA Negan Heardt, BA Tatyana Smith, MA Yuxaun Zhao, MEd	

### 2023-2024 Departures:

Mira An, MA  
Shereen Ashai, MA  
Chandni Shah, PhD  
Lex Pulice-Farrow, MA  
Seoyeong Lim, MA, MSEd  
NaYeon Yang, MEd



## COUNSELING CENTER

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