



Counseling Center 64th Annual Report 2022-2023



UNIVERSITY OF
MARYLAND

DIVISION OF STUDENT AFFAIRS
COUNSELING CENTER

This is the 64th 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 2022-2023 academic year marked 84 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 Service

1. Initial Access Team (IAT)
 - Funding was received from the President and through a newly developed student fee. Implementation has begun.
 - The new system will increase the number of initial assessments available to students, improving access to services.
 - The change will introduce a new treatment modality, single session treatment, to our system.
 - Reassignment of responsibilities away from the treatment team will allow for increased availability of therapy services.
 - We now have a team of six IAT clinicians. We are hoping to increase the staffing of this team to eight.
 - The new clinical system was implemented toward the end of May so we can use the summer to train and acclimate staff to the new system before fall begins.
2. Mental Health Emergency Assessment and Response Team (MHEART)
 - Funding was received from the President.
 - The primary goals of the program are to provide mobile response to mental health emergencies on campus by trained professionals and to decrease, as needed, police involvement in those situations.
 - Positions have been posted.
 - MOUs are in the process of being developed with area hospitals.
 - We have also worked with UMCP to begin procurement of vehicles that will allow for the transport of students without handcuffs.
 - New transport procedures are being finalized.
3. We were given the green light to move forward with renovations on the second floor of Shoemaker Building. The plans will allow for 10-11 offices to be used by full time clinicians and trainees.
4. Our wait times have continued to be low, averaging 6.34 business days from the time that they were placed on the assignment list (typically the day of initial assessment) and the day their assignment to a clinician was completed.
 - This is partly due to increased staffing, lower demand, and the continued use of UWill to support students with mild clinical needs.
5. We are in the process of piloting an embedded clinical model for three schools at the University.
6. A market salary analysis and adjustment is underway to improve salary competitiveness.

Research Unit

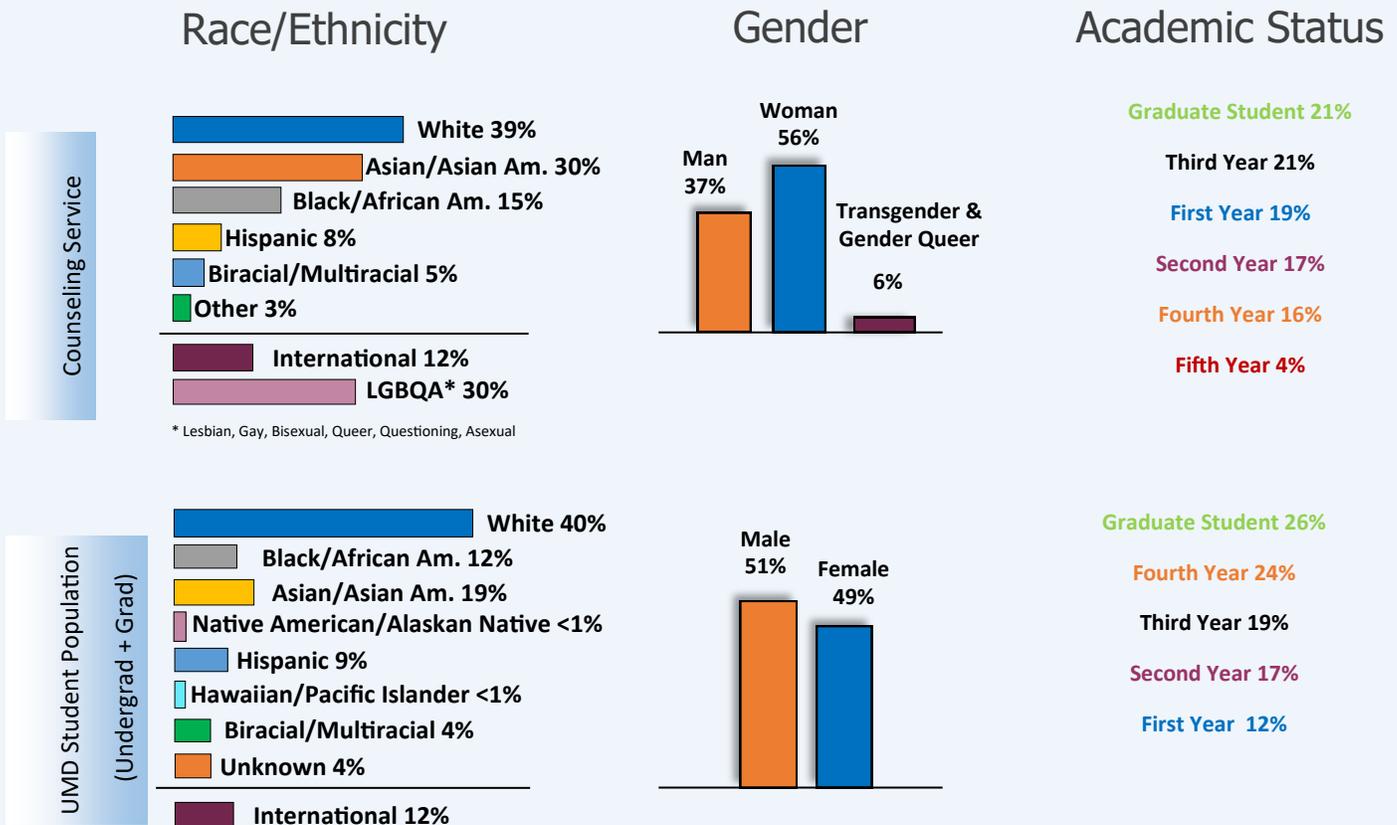
1. The RU staff continued to successfully design and implement our biannual University New Student Census (UNSC) and the Withdrawal Survey.
2. A total of four research reports were produced from the UNSC and the Withdrawal Survey studies with recommendations for student services.
 - Two of the reports highlighted the quantitative and qualitative findings of the 2022 Summer and 2022-23 Winter UNSCs.
 - The Unit also prepared a report on findings from the Withdrawal Survey data and a report on students' mental health help-seeking experiences, intentions, and barriers.
3. The RU contributed to the Steering Committee Report on First-generation Student Success at the University of Maryland.
4. Completed eight presentations at professional conferences and to the UMD community.

Key Accomplishments and Notable Events Continued

5. Published two papers on social media use and well-being in Current Psychology,
6. Several manuscripts are under review and in development, including one on pandemic impacts, coping, and resilience in a refereed journal. The commitment to communicate applied research findings and the practical implications to our campus stakeholders, professional communities, and the general public remains firm.
7. The Research Director, Dr. Yu-Wei Wang, testified for the Maryland “Hunger-Free Campus Grant Program” bill, which was passed by our state legislatures in 2021. Working with our Dining Services and the Office of Development and External Relations, our grant proposal was funded in 2022. As a result, our University became one of the first Maryland higher education institutions receiving such a grant.
 - In Spring 2023, we conducted a new campus-wide survey completed by nearly 6,000 graduate and undergraduate students (response rate = 16%), using the Hunger-Free Campus Grant, the Campus Care Grant from the NACAS Foundation, and funding from the Counseling Center.
 - This new study aimed to assess the current level of food insecurity among the student population at UMD, examine the impacts of food insecurity on student well-being and future career development, and determine the barriers that prevent students from accessing the new Campus Pantry.
8. The Research Director, Dr. Yu-Wei Wang, was selected to serve as a University Honors Faculty Fellow.
 - She developed a new course “Campus Well-being: Solving the Health Inequity Puzzle (HNUH288V)” for the Health Matters cluster, which will be taught in Spring ‘24 and ‘25

Who seeks services?

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



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.

2022-2023 Appointments

	2021-2022	2022-2023	% Change	Prior 3-yr Avg.	Change from 3-yr Avg.
All intake assessments ¹	2,427	2,145	-12%	2,352	-8%
Total client contacts ²	10,966	9,195	-16%	11,235	-18%
Unique clients ³	2,630	2,337	-11%	2,429	-4%

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.

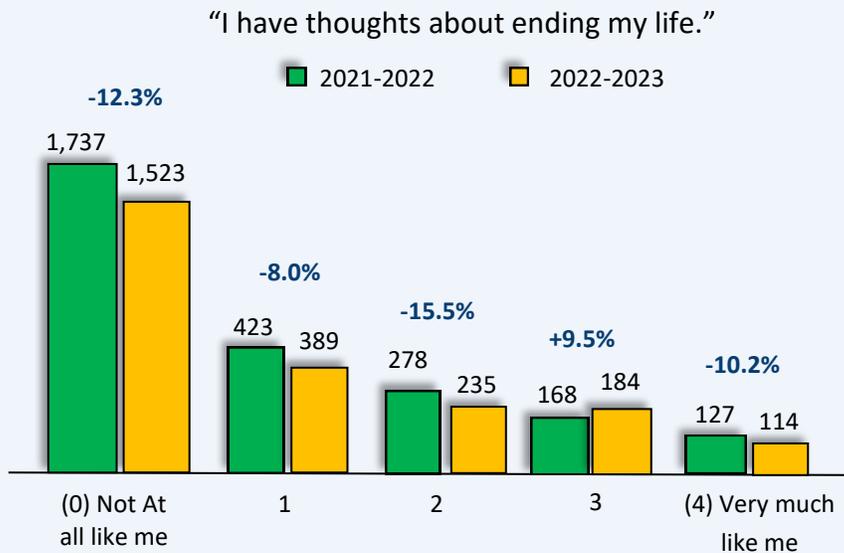
<p>6</p> <p>Average number of individual counseling sessions received by clients.</p>	<p>13</p> <p>Percent of intake clients who received priority assignment to counseling.</p>	<p>89</p> <p>Percent of clients who were assigned a counselor within 2 weeks of being placed on the waiting list.</p>	<p>470</p> <p>No. of emergency and drop-in appointments.</p>
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Top Concerns on the Symptom Scale

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

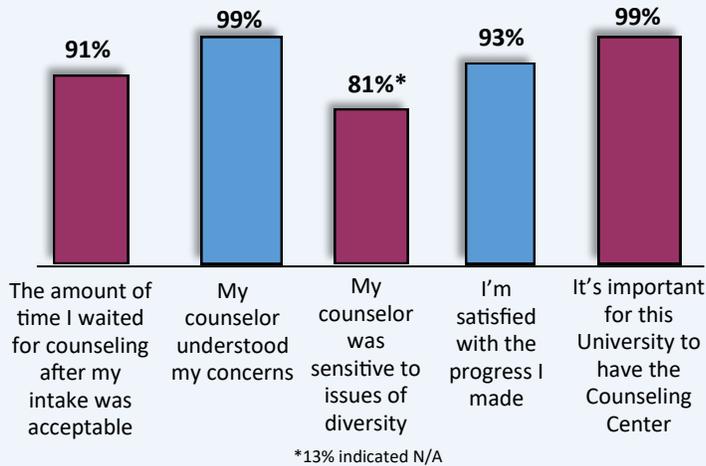
Client Suicide Risk at Intake

At intake, Counseling Service clients completed the several surveys, which include questions regarding current and past suicidality. Clients responding with a 3 or 4 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).



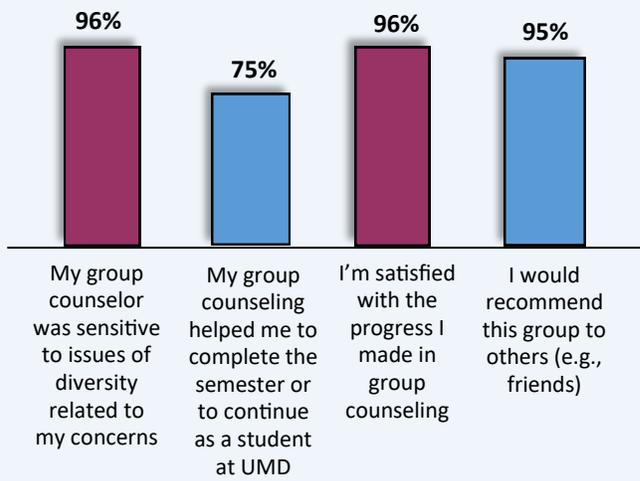
- 12.2%**
Of students were considered higher risk.
- 3.6%**
Of students considered suicide in the past two weeks.
- 7.4%**
Of students have made a suicide attempt in their lifetime.

Student Satisfaction with Counseling



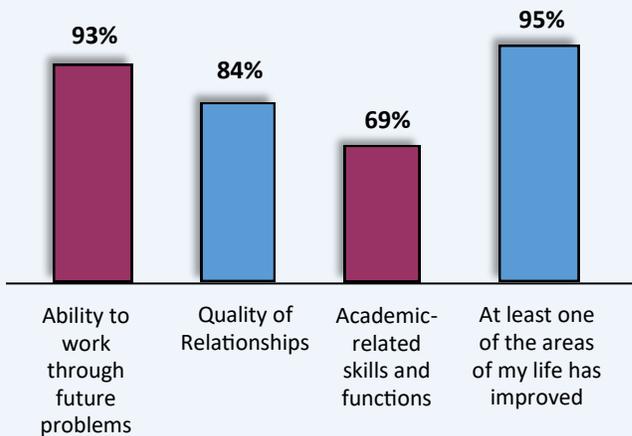
My counselor understood my concerns or issues I dealt with in life due to my racial background.

... was able to summarize and organize my thoughts and feelings into concise insights. She's also competent at making me feel safe when I'm emotionally vulnerable and helping me process that vulnerability.



I love that I found a safe space to talk to others who were genuine about their emotions.

Improvement as a Result of Counseling



I had a very positive experience with the counseling center. There was ample resources available to me and I truly feel like the counseling center has made a huge positive impact in my life.

It was a wholesome, welcoming space that was very inclusive and supportive of its members and I think that there are a great many people who would benefit from such a thing.

... was very understanding and always gave me things to reflect on after each session. I feel that my emotional, mental, and physical states have improved.

It has been extremely helpful and healing to have a weekly appointment for connecting with others deeply---both to discuss my own emotions/ experiences as well as others.

Group Therapy

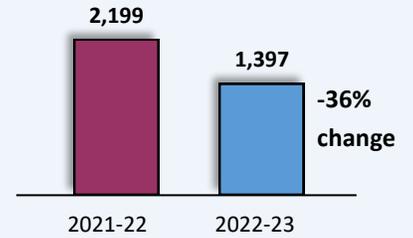
Group sessions decreased by 30% over last academic year.

The following are the Counseling Center’s most attended groups:

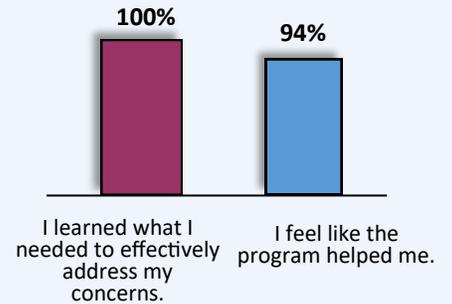
- Graduate Student General Therapy Groups
- General Therapy Groups
- APIDA Student Support Group
- Entre Nosotrxs Latinx Support Group
- Memory Circle
- My Body My Self
- LGBTQIA+ Support
- Dissertation Support Group

410
Group and Workshop sessions were conducted

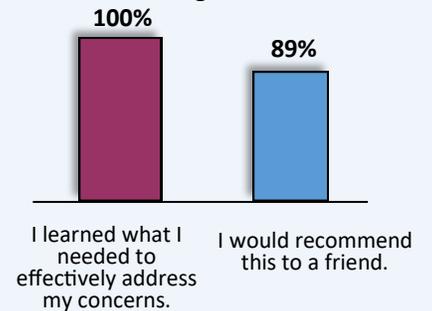
Total Group & Workshop Appointments



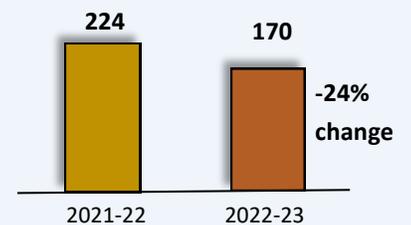
Anxiety Toolbox



Getting Unstuck



After-Hours Crisis Consultations



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.

127
Clients participated in Anxiety Toolbox

43
Clients participated in Getting Unstuck

156
Sessions offered during 2022-23

15%
Decrease in sessions offered

After-Hours Crisis Consultations

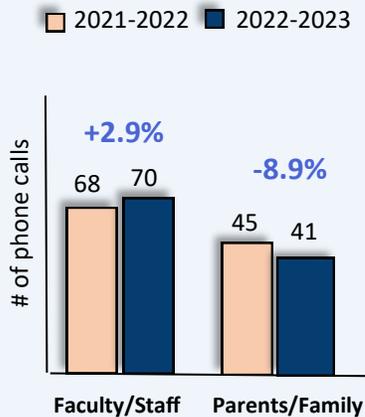
The Counseling Service continued to offer after-hours phone crisis counseling via ProtoCall. A record of each call was retained in our confidential records and followed-up by the Counseling Service’s Care Manager or Triage Counselor when indicated.

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: 3	Students: 13	Students: 0	Students: 0
Visits: 2	Visits: 13	Visits: 0	Visits: 0

Summary of 'Warmline' Phone Consultations with the Counseling Service



Top Caller Concerns	Faculty/Staff	Parents/Family
Clinical	51%	37%
Learning/Academic	31%	12%
Psychosocial Stressors	30%	37%
Adjustment	3%	49%
Resource Request	11%	15%
Other	17%	5%

Counseling Service Outreach Highlights

What's New in Outreach

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

- The Counseling Center launched our brand-new suicide prevention gatekeeper training this year, starting with training almost 300 resident assistants with the Department of Resident Life. T.E.R.P.S. for Terps offers the campus community a comprehensive, experiential, and interactive program to learn how to identify distress and suicidal thoughts in students and respond with empathy and appropriate referrals.

Faculty/Staff Open House

- The Counseling Center offered our first-ever campus-wide Faculty and Staff Open House! Faculty and Staff across departments and divisions joined the Counseling Center staff in our building to learn about the Counseling Center and connect over our shared commitment to UMD students.

Back-to-School social media campaign

- The Counseling Center welcomed students back to campus in Fall 2022 with a fun campaign introducing them to their Counseling Center staff, who shared about their excitement for the Fall and their favorite self-care tips.

Outreach by the Numbers

This year we provided 269 unique outreach programs to 11,657 attendees, including:

- 11 T.E.R.P.S. for Terps trainings to 451 attendees.
- 110 Wellness Workshops to 472 attendees on 16 different topics encompassing themes of coping, academic skills, relationships, and resilience-building.
- Over 100 psychoeducational presentations, panels, and discussions on topics including, but not limited to, Counseling Center services, stress management, helping students in distress, relationships and communication skills, identity, disordered eating and body image, and mental health signs and stigma.
- Engaging approximately 2,500 students at tabling events during campus-wide orientations and new student activities in early Fall 2022.

269
Programs Provided

11,657
Participants Reached

Outreach Spotlight

The Counseling Center transitioned our annual Mental Health Awareness Week (MHAW) program to the university's Mental Health Coalition, which remains co-led by Counseling Center staff. This transition allowed for more input and ownership of the program by students, faculty, and staff from various departments and organizations across campus.

- Highlights of MHAW 2022 included the Self-Care Fair, Healthy Roots plant-decorating, depression screenings, a Nurture with Nature hike, and the Maryland v. Michigan State mental health themed football game.
- Approximately 1,200 students participated in MHAW events.

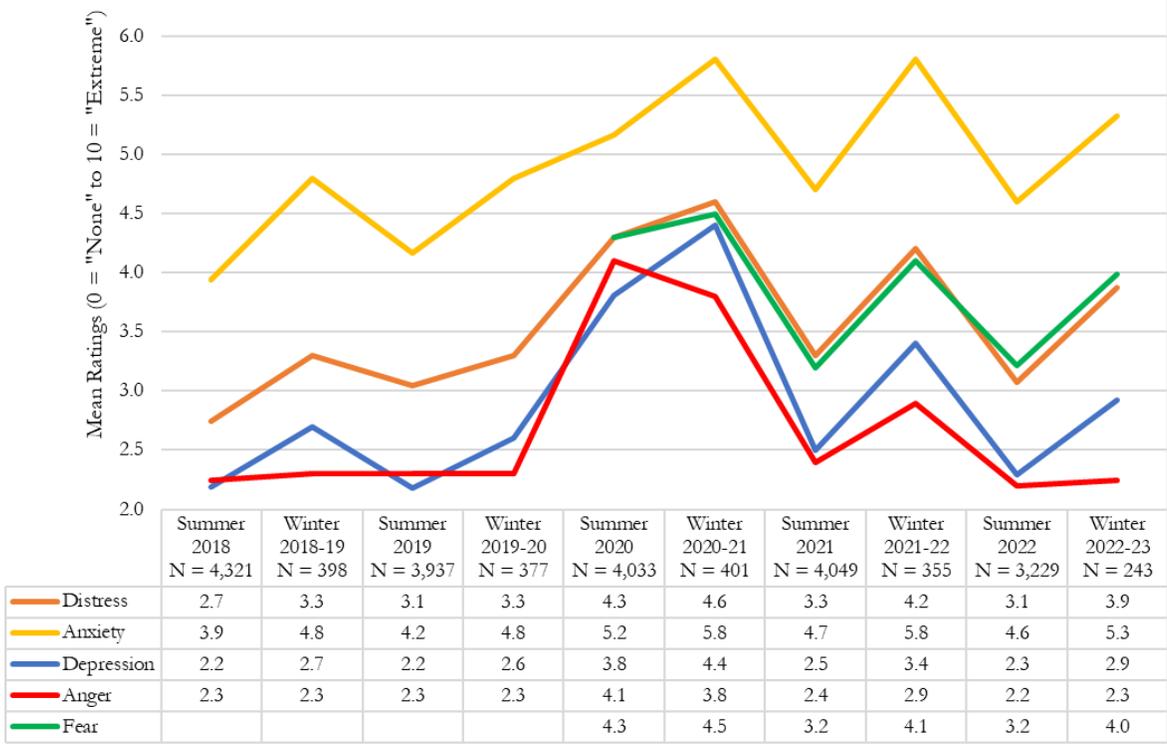
Research Unit

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) and Withdrawal Survey are the RU's primary responsibilities.

The 2018-2022 University New Student Census (UNSC): Pandemic Impacts, Well-being, & Help-seeking Experiences/Barriers

This report includes data from the Summer 2018 to Winter 2022-2023 UNSCs (completed by incoming undergraduate students). Overall, Summer UNSC respondents consisted largely of younger and first-time undergraduate students, while Winter UNSC respondents mostly consisted of older, racial/ethnic minority, and transfer students who, on average, came from lower socioeconomic backgrounds than did the Summer cohorts. Incoming students were asked to rate the level of emotional upset they experienced in the week prior to completing the UNSC (see Figure 1). The Winter students typically reported higher scores than did their Summer peers, except for the Summer 2020 cohort who reported higher scores than did the Winter 2019-20 cohort. It should be noted that the COVID-19 pandemic began in spring of 2020.

Figure 1
Changes in Students' Well-Being Across Time



Pandemic Impacts, Well-being, & Help-seeking Experiences/Barriers Continued

In the Summer 2022 and Winter 2022-23 UNSCs, we asked incoming students who reported experiencing negative mental health impacts from the COVID-19 pandemic, “You indicated that the COVID-19 pandemic has affected your mental health and well-being. Have you considered seeking mental health treatment or support in response to this?” In total, 26% and 33% of the Summer and Winter survey respondents, respectively, indicated experiencing pandemic impacts on their mental health and considered seeking help, but they had NOT followed through (Group 3; see Table 1). It is noteworthy that this group of students scored just as high on depression, anxiety, distress, anger, fear, and loneliness as the other groups that reported having received or sought mental health support (Group 1 & 2), and their average scores on depression, anxiety, and fear were significantly higher than those reported by students who didn’t believe they needed mental health support (Group 4).

Table 1

Mental Health Resource Utilization Among Students Who Experienced Negative Pandemic Impacts

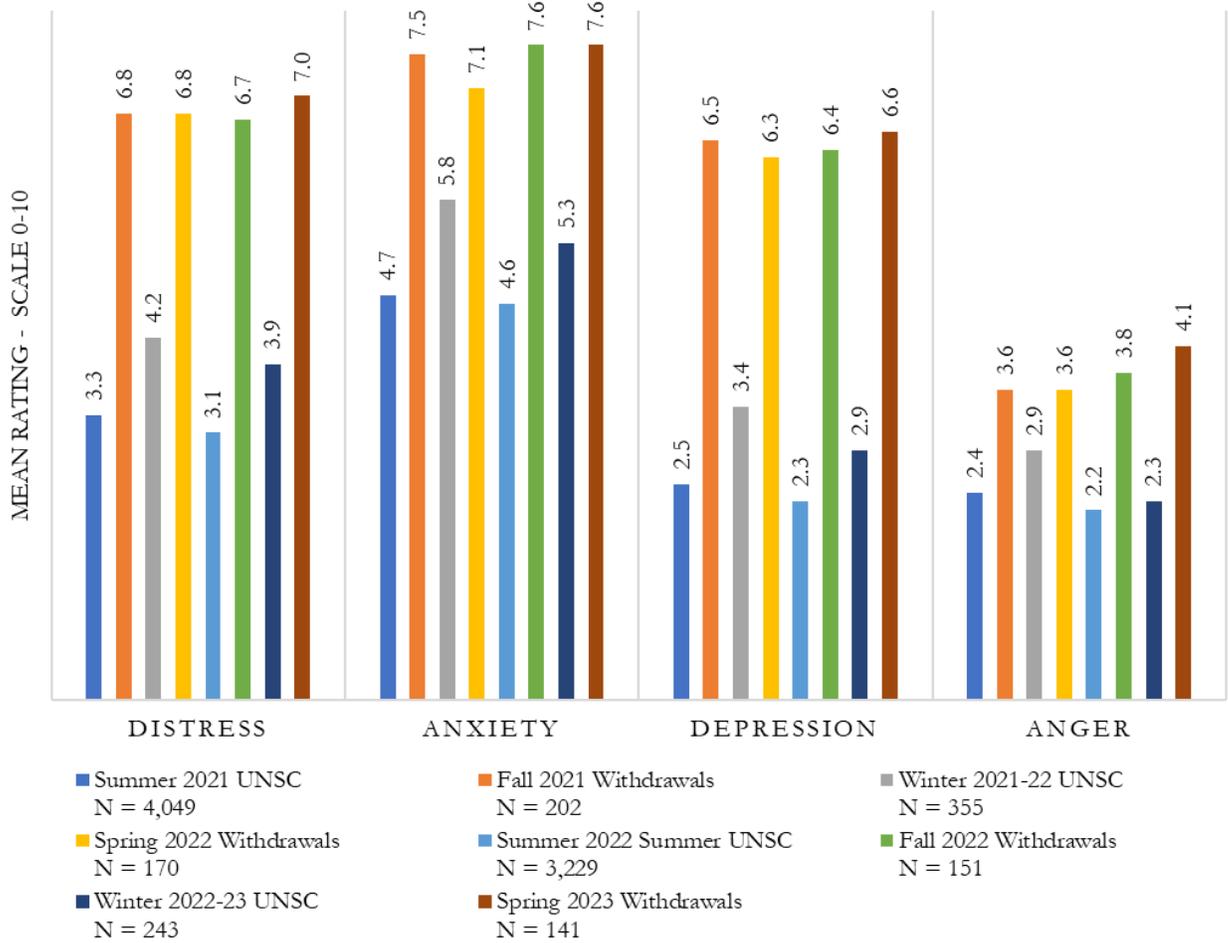
	Summer 2022		Winter 2022-23	
	<i>n</i>	%	<i>n</i>	%
Group 1: No, I was already receiving mental health support services or treatment before the pandemic.	200	9	17	10
Group 2: Yes, I started seeking mental health support services or treatment as a result of the COVID-19 pandemic.	331	16	21	13
Group 3: Yes, I have considered it, but I have not started seeking mental health support services or treatment.	564	26	54	33
Group 4: No, I do not need mental health support services or treatment.	1039	49	74	45

We further probed the students who considered seeking help but had not yet done so (Group 3) on the potential barriers to their help-seeking. Overall, a higher proportion of students in the Winter cohort than in the Summer cohort identified various help-seeking barriers. Among the Summer 2022 cohort, the most endorsed barriers were (1) mental health stigma, (2) too many non-academic/personal commitments, and (3) financial barriers. In contrast, among the Winter 2022-23 cohort, the top three barriers were related to (1) finances, (2) stigma, and (3) academic demands.

The Fall 2021–Spring 2023 Withdrawal Surveys: Students’ Well-Being and Reasons for Withdrawing

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 leave the University without a degree are invited to complete the Withdrawal Survey at the time of their withdrawal. 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 (47% - 54%) of the students withdrawing *primarily* due to mental health concerns (e.g., stress, burnout, anxiety, or depression). 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).

Figure 2
Well-being Across Samples



Food Insecurity & Student Well-Being

In 2017-2018, the RU conducted a large-scale, campus-wide survey to investigate food access among UMD students and its impacts on student well-being and academic success. In this survey that 4,901 students completed in Fall 2017, we learned that approximately 20% of UMD students experienced food insecurity, and students' well-being and academic experiences were affected by their food access. This campus-wide study helped the University raise funds to build a new Campus Pantry—a resource providing emergency food to the UMD community. More than five years later, we conducted the second campus-wide survey, which was completed by nearly 6,000 students (response rate = 16%), using funds from the State of Maryland Hunger-Free Campus Grant, the NACAS Foundation Campus Care Grant, and the Counseling Center. This new study aimed to assess the current level of food insecurity among the student population at UMD, examine the impacts of food insecurity on student well-being and future career development, and determine the barriers that prevent students from accessing the new Campus Pantry. Analyses on these data are currently in process, and a report on the survey findings is forthcoming.

Scholarly Activities

The Research Committee

This year, the research committee examined the clinical profile of clients endorsing thoughts of harming others (THO) on the Counseling Center Assessment of Psychological Symptoms (CCAPS). Data range is from 5/26/2021 to 5/25/2022. Below is a summary of the findings.

First of all, the result indicated that 36% of our local unique clients endorsing some level of Suicidal Ideation (SI), which is similar to the CCMH national average (37%). Approximately 2/3 of our local unique clients (64%) endorsed 0 on SI when they came in for their initial intake/triage/COD appointments; 1/4 of our local unique clients (25%) endorsed 1 or 2 on SI; and approximately 10% of the unique clients endorsed 3 or 4 on SI in the past two weeks.

In addition, 9% of our local unique clients (n = 228) endorsed some level of THO, similar to the CCMH national average. Approximately 91% of our unique clients endorsed 0 on THO; 8% endorsed 1 or 2 on THO; and 1% endorsed 3 or 4 on THO.

Secondly, out of 969 total clients seen by UMD Counseling Center, with at least 2 CCAPS Administrations during this period, 11% (n = 111) reported at least some THO at pre-treatment. Of those, 90% (n = 100) decreased their THO score at post treatment. Out of 969 total clients, 39% (n = 376) reported at least some SI at pre-treatment. The majority of clients presenting with THO or SI demonstrated some decrease in their THO or SI when seen at least twice.

Thirdly, among the 2490 unique clients, a small percentage, 3% (n = 76) endorsed both THO and SI at intake. In terms of disposition for clients endorsing THO at intake and triage (N = 136), 34% (n = 46) were terminated at intake, 36% (n = 48) were added to the assignment list, 19% (n = 26) were directly assigned.

Presentations and Publications by Counseling Center Staff

10 articles and reports
published and/or in
press

6 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	23
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.

Summary of Internship Applications

Application year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% International Student	16%	7%	11%	13%	14%
Degree – PhD	79%	76%	62%	69%	76%
Degree – PsyD	21%	24%	38%	31%	24%
Degree – Counseling Psychology	62%	59%	49%	54%	52%
Degree – Clinical Psychology	32%	39%	46%	44%	45%
Degree – Combined	6%	2%	5%	2%	3%

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 four students and receive one hour per week of individual clinical supervision from either doctoral interns or senior Counseling Service therapists.

Challenges and Opportunities

Counseling Service

1. The Counseling Services experienced an 8 percent decrease in unique clients seeking services. A similar trend has been found nationally (7-12 % decrease in utilization).
 - While this has contributed to reduced wait times for ongoing therapy, the reason for the decrease is not clear.
2. Hiring for all the new positions at the Counseling Center has been slow.
 - This is a national trend for hiring in the higher education mental health setting.
 - MHEART search has been very slow
 - Worried about embedded clinician search
3. Adapting to all the changes at the Counseling Center has been stressful and challenging.
 - While all the changes are definitely positive, the fact that they are all occurring in the same timeframe can be stressful to the system and the staff.
 - We are appreciative that our staff is handling it well but they are concerned about the impact increased staffing will have on staff cohesion and the Counseling Services culture.

Research Unit

1. The primary challenge the office faces remains the reality of short staffing with advanced research training and skills.
2. Due to the pandemic and survey fatigue, our survey response rates have suffered, which affected the generalizability of our research findings.

Staff

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

Counseling Center Leadership

Chetan Joshi, PhD
Director

Maria Berbery, PhD
Training Director, Counseling
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

Jeremy Lightner, MS
Office Manager

Shannon Quarles
Assistant to the Director

Kristin Townes, MA
Business Manager

Mira An, MA
Graduate Assistant

Priya Bansal, MA
Graduate Assistant

Non-Exempt Staff

Donna Crooks
Margaret Gibbs
Yolonda Lawrence

Counseling Service

Alex Agiliga, PhD
Allison Asarch, PsyD
Shealyn Blanchard, PhD
Nehal El Guindy, MS
Christina Escobar, LCSW-C
Michelle Farrell, PhD
Kara Frome, LCSW-C
Christopher Harlen, LCSW-C
Jihee Hong, PhD
Alexandra Huss, LCSW-C
Kristin Lilly, LCSW-C
Grace-Ellen Mahoney, PhD
Asia Malik, LCPC
Rubi Mancilla, LCPC
Kevin McGann, PhD (PT)
Erica Merson, PhD
Urvi Paralkar, PhD
David Petersen, PhD
Pepper Phillips, PhD
CJ Polihronakis, PhD
Meghan Rock, MS
Chandni Shah, PhD

Doctoral Interns

Aashna Aggarwal, MSED
Chloe Goldbach, MA
Iman Said, BS
Devon Washington, MS

Doctoral Externs

Mira An, MA

Research Unit

Israel Abebe, PhD
Tiana Cruz, MA

Research Unit Graduate

Assistant

Bhanu Priya Moturu, MSED

Research Intern

Annabel Li, MA

Undergraduate Research

Assistant

Carl Wachowski
Ketki Shah

2022-2023 Departures:

Eleanor Anderson
Kimberly Campbell, PhD
Rachel Chickerella
Kayi Hui-Spears, PhD
Lauren Levine, MSW
Alice Mitchell, PhD
Mehrit Tekeste
Kim Tran
Kathleen Wilcox (PT)
Stephanie Yee