This study aimed at understanding the adjustment experiences of Zimbabwean international students as they study in the United States and exploring their perception of United States mental health counseling. Qualitative inquiry (basic interpretive approach) was selected as the research method due to the explorative nature of the research questions. Nine participants were recruited using the snowball sampling method and the United States was the only foreign country in which they had been college or university students. The following research questions guided the study: (a) What are the adjustment experiences of Zimbabwean international students as they study in the United States? (b) What are the Zimbabwean international students’ perception of United States mental health counseling? Semi-structured interviews were used to collect data. NVivo, a Qualitative Data Analysis (QDA) computer software, was used to manage the data. Five overarching themes emerged from the data analysis: (a) limited resources, (b) navigating the United States’ academic environment, (c) socio-cultural barriers, (d) limited exposure to United States mental health counseling, and (e) self-reliance and informal supports leading to acclimation. These findings were comparable to results of previous studies and they have important implications for higher education, counselor educators, college
clinical mental health counselors, and Zimbabwean international students (both prospective and current).