



Review and Reintegration

Office of Student Conflict Resolution | University of Michigan
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Build Trust. Promote Justice. Teach Peace.

Review & Reintegration Resources

Review and Evaluation Prep / OSCR Intake Meeting.....	2
Process Overview.....	2
Preparatory Questions.....	3
Review & Evaluation Meeting Agenda.....	4
Discussion Questions.....	4
Review and Evaluation Determination Guide.....	6
Evaluation by Campus Partners.....	6
Determination by Campus Partners.....	7
Plan of Support and Accountability (PoSA).....	8
Well-being Toolkit.....	8
Identifying Obstacles.....	13
Responding to Obstacles.....	14
Campus Resources List.....	15
Reintegration and Plan of Support & Accountability Prep / OSCR Intake Meeting.....	16
Reintegration Agenda.....	18
Discussion Questions.....	19
Reintegration Follow-Up Meeting Agenda.....	21
Discussion Questions.....	21

Review and Evaluation Prep / OSCR Intake Meeting

1-2 meetings

Introductions

- Preferred Name, Role, Pronouns (as comfortable)

Introductory questions

- How is your day going?
- What do you like to do for fun?
- How do you relax when you are stressed?

Mindfulness Moment

(if applicable, it may be beneficial to do some grounding exercises with the client(s), people are coming in with their stress systems activated and may not be able to engage fully in the process because of this activation, it is our role as facilitators to help center the process in a way that feels meaningful to them, below are some suggestions of activities to use)

- Box breathing → If the student doesn't want this, consider saying, "Why don't we take a deep breath together"
- Naming things you can touch, see, taste, feel, and hear in the space
- Two-minute meditation
- Body scan (quick)

Process Overview

- Time and Logistics
 - Date & Time (set aside 2 hours min.)
 - Location (if virtual, include Respondent location):
- Who will participate
 - Respondent
 - Respondent selected Support (advisors, attorneys, support people, etc.), if applicable
 - OSCR Representative (Facilitator)
 - OSCR Representative (Facilitator & Note-taker)
 - ECRT Representative
 - STARRSA Representative (if applicable)
 - DOS/Respondent Support Representative
 - WW/Wellness Coaching Representative
 - CAPS Representative
 - SAPAC Representative
- Purpose of the Review and Evaluation Meeting:
 - To verify compliance with all aspects of these sanctions.
 - To review and discuss the period of suspension from the University.
 - To determine the appropriateness of ending the suspension.
- What is a Circle Process?
 - The Circle space is intended to:
 - Build community connections and trust
 - Set a positive tone for all those in the community together
 - Follow up on topics that come up and require further discussion
 - Support everyone in saying what is true for them
 - The Circle guidelines/group norms:

- Share what you feel comfortable sharing
 - You can pass at any time
 - Be mindful of the time
 - Stay muted when not talking
 - Speak from your own perspective
 - Respect the privacy of what is shared
 - *There will also be space to add our own guidelines/group norms*
 - Circle members will also be invited to share their hopes for the circle and one or more values they would like to be upheld in the circle
- Overview of Agenda
 - Introductions, Purpose, and Hopes
 - Sanction Verification
 - Reflection Questions
 - *The questions for the Respondent below will help the facilitator determine which questions to include*
 - Space for Additional Questions
 - Determination to end enrollment restrictions
 - Options
 - Ability to return to U-M with recommendations + Reintegration and Plan of Support & Accountability
 - Ability to return to U-M with requirements + Reintegration and Plan of Support & Accountability
 - Not able to return to U-M with recommendations + Review and Evaluation
 - *There is a possibility that a determination cannot be reached during the meeting due to time constraints*
 - The timeline for a final determination will be shared with the Respondent
 - Closing & Next Steps

Preparatory Questions

- What are your values and goals?
 - Do you intend to return to U-M for academics?
- What can be risky for you? *Consider risky thoughts (e.g., victim-blaming), feelings (e.g., jealousy), behaviors (e.g., binge-drinking), and risky situations (e.g., parties)*
 - How do you avoid or manage these?
- What practices and resources have served as sources of support and growth
 - What access do you have to these practices and resources?
- Who can help hold you accountable?
 - What do they need to know to help you?
- Who is a source of support for you?
- Do you intend to return to U-M for academics?

Time for Questions

Review & Evaluation Meeting Agenda

1 meeting

Participants

- Respondent:
- Respondent selected Support (advisors, attorneys, support people, etc.), if applicable:
- OSCR Representative (Facilitator):
- OSCR Representative (Facilitator & Note-taker):
- ECRT Representative:
- STARRSA Representative (if applicable):
- DOS/Respondent Support Representative:
- WW/Wellness Coaching Representative:
- CAPS Representative:
- SAPAC Representative:

Review and Evaluation

Near the end of the period of suspension, the Respondent is expected to schedule and attend a Review meeting with staff members from OSCR, the Equity, Civil Rights & Title IX (ECRT) Office, and other community members. The purpose of this meeting is threefold:

- To verify compliance with all aspects of these sanctions.
- To determine the appropriateness of ending the separation from the University. Students may be referred for additional time away from the University to continue their growth and reflection.
- To assess the need for additional recommendations and/or requirements upon return to the University, for students to continue their development.

Introductions and Hopes (Intention-Setting)

- Preferred Name, Role on campus and/or in this circle, Pronouns (as comfortable)
- Why are you participating in this circle?
- What are your hopes for the circle?

Creating Expectations for our Circle

- Please share one or more values you'd like to be upheld in the circle
- Please share any requests for the group or other things the group should know before we begin

Verification of Completion of Sanctions / Educational Interventions (Examples Provided)

- Transcript Notation
- STARRSA Active Psychoeducation Program
- Wellness Coaching for Alcohol & Other Drugs
- Reflective Project
- No Contact
- Removal from Scholarship Programs
- Notification to Future Schools and Employers
- Review & Evaluation Meeting
- Plan of Support and Accountability
- Reintegration Meeting

Discussion Questions

- What happened?

- Who was affected, and how were they affected?
- What can and/or has been done to repair the harm?
- What have you been doing since the suspension began, and what have you learned?
- What are your thoughts on and lessons learned from the sanctions assigned and completed?
- What is your current understanding of sexual misconduct?
- What is your current understanding of sexual behavior? How have you, or might you, apply this understanding to intimate relationships?
- How do you now approach a sexual encounter with another partner in light of what happened?
- How did your relationship with alcohol contribute to the harm caused? What is your relationship to alcohol now?
- How do you view the use of alcohol/other drugs (for you and possible partner/s) when having a sexual encounter? (where does it fit, not belong, considerations, etc)
- What are the signs that you would look for to know if a possible partner is not able to consent?
- How do you know that someone has given consent to engage in a sexual activity?
- Where are the gray areas in terms of consent? (situations where you think consent has been given, but are not completely sure). How might you make them clearer?
- What have you learned about appropriate engagement with others?
- What has your wellness journey been since you left U-M?
- How has your community and community support changed through this experience?
- How would you approach the U-M community, including peer groups, upon your return?
- *What other questions does the group have?*

Determination of the Appropriateness of Ending Respondent's Enrollment Restrictions

After group discussion on the questions listed above, U-M staff participants will meet privately to determine the ending of the Respondent's enrollment restrictions.

- Does the respondent intend to return to U-M for academics?
- If the respondent does intend to return, what behavioral adjustments would the respondent consider as a future U-M community member?
- If the respondent does not intend to return, what behavioral adjustments is the respondent considering in future relationships?

Sharing of Determination & Concluding Comments

Closing & Next Steps

- If the Respondent is determined as able to return to the University, the next steps will include participating in the Reintegration Process and creating a Plan of Support and Accountability

Review and Evaluation Determination Guide

Evaluation by Campus Partners

Campus partners will complete the following evaluation as they participate in the Review & Evaluation Meeting. After completing the evaluation, each campus partner will share their takeaways, recommended outcomes, and rationale.

Areas of Potential Risk & Need	Description	Demonstrated by the Respondent
Motivation to Change	Respondent has a genuine desire to change behavior to avoid any recurrences. The desire to change is not simply to avoid negative consequences associated with misconduct, but because sexual misconduct is contrary to the person's value system; the individual finds it distressing when reconciling having engaged in such behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No
Notes:		
Awareness of Victim Impact	Respondent has an understanding and appreciation, at an intellectual and emotional level, of the impact the sexual misconduct may have on the Complainant and others, including community members.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No
Notes:		
Responsibility for Sexual Behavior	Respondent ensures that all of their sexual behaviors are safe and consenting, including not excusing, denying, disowning or minimizing, or redirecting and assigning some or all of the responsibility for prior sexual misconduct to others or circumstances.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No
Notes:		
Healthy Management of Behaviors	Respondent is able to respond to situations appropriately without reacting rashly or impulsively. Appropriate self-regulation will involve exercising good judgment and age-appropriate problem-solving skills, thinking of implications and/or consequences, considering options, and acting accordingly.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No
Notes:		
Student Relationship to Substance Use	Respondent has a positive relationship with alcohol or other substances as evidenced by no or occasional use or abuse and no or minimal problems associated with abuse (e.g., a couple of instances of drinking to excess and, perhaps, experiencing a hangover the next day and skipping a morning class). No notable problems with alcohol use in the past six months.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No
Notes:		
Pro-Social Peer Relationships	Respondent has ongoing developmentally appropriate, mutually rewarding, prosocial peer relationships and the presence of close friendships.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No

Notes:		
Presence of Mentors and Prosocial Supports	Respondent is connected with positive supports (both individuals and organizations) that foster healthy, respectful interpersonal relationships, help promote positive values, and facilitate prosocial development.	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No
Notes:		
Additional Notes:		
Determination by Campus Partners		
<input type="checkbox"/> Ability to return to U-M with recommendations Followed by: <ul style="list-style-type: none"> ● Reintegration ● Plan of Support & Accountability 	Recommendations:	
<input type="checkbox"/> Ability to return to U-M with requirements Followed by: <ul style="list-style-type: none"> ● Reintegration ● Plan of Support & Accountability 	Requirements:	
<ul style="list-style-type: none"> ● Not able to return to U-M with recommendations Followed by: <ul style="list-style-type: none"> ● Review & Evaluation 	Recommendations:	
Rationale:		

Plan of Support and Accountability (PoSA)

Student Name:

Date:

Purpose

The journey of a student returning to school after time away can be a unique and turbulent experience. There may be excitement to come back and rejoin the campus and your academic journey, but there also may be new challenges accompanying this reintegration process. OSCR is here to help you through this process. As part of your return to the university, we will host a Reintegration Circle of Support & Accountability (CoSA) with other campus partners, where we will identify resources for sustained success. Prior to this reintegration meeting, we ask that you reflect on your own personal plan of action and support. The template below will guide you through some of the important questions to visualize your return and how you will best navigate any barriers to success.

As you continue your reintegration journey, this Plan will serve as a check-in tool and be utilized throughout your Reintegration PoSA Implementation meetings. You will have the opportunity to meet with campus support person(s) throughout your first semester to review your Plan and continuously make adjustments to ensure success!

Well-being Toolkit

The University of Michigan uses a Model of Well-being with eight different dimensions to view wellness holistically. Click the Wellness Wheel to the left to learn more about each dimension and associated campus resources (or copy and paste this link into your browser: <https://wellbeing.umich.edu/about/model-of-well-being/>).



When making a plan of action and support, the dimensions of well-being are a good place to start! Reflecting individually on each dimension helps to ensure that all aspects of your reintegration are being supported. Essentially, this will start to get you thinking about what might look different upon your return and how you can build a strong foundation to get through this transition.

On the following pages, reflect on the following pieces for each dimension of well-being:

- 1. Rate yourself on a scale from 1-5, with 5 being absolutely thriving, and 1 being non-existent, regarding how you currently feel in each dimension.**
 - Keep in mind that these ratings ebb and flow, and no one can sustain a 5 in all dimensions. Sometimes, we intentionally pay less attention to certain dimensions and can be fully content with this. Therefore, rating yourself as 1 in any dimension can still represent a holistic wellness that is doing very well.
- 2. Reflect on why you rated yourself the way you did.**
 - Provide a bit of context to help determine where your areas of stress lie and where you have a strong foundation of tools and strategies to support your well-being.
- 3. List specific self-care activities you are currently using to help in each of the dimensions.**

- Though this can be a bulleted list, provide details around how you specifically engage in this activity. For example, instead of just listing “running” as a strategy under physical well-being, share what your current running schedule looks like. A more detailed strategy would be, “I typically run after work on Tuesdays and Thursdays each week. I average 3 miles for these runs. If I miss one of those days, I typically like to make up the run on Sunday afternoons.”

4. Share what other activities you have done *in the past* that have worked in supporting each dimension of well-being.

- There is no judgment in activities that you are not currently doing, but it’s important to recognize what *has* worked for you and distinguish this from activities that *have not* worked for you. For example, if you have tried using an app in the past to meditate in hopes of helping your emotional mental well-being and you never noticed any impact, that does not need to be in your toolkit of strategies. But, if you have journaled in the past to support your emotional mental well-being and found a lot of benefit in this, you should definitely add that to your list of strategies, even if you do not currently journal. Again, these strategies are building a toolkit of activities you might turn to if you start to notice a dip in your well-being.

5. Share any additional activities you are not currently doing or have not tried in the past that you would be interested in trying in the future.

- It is okay if this might be a buzzword that you know little or nothing about - if it is something you think might be beneficial and you want it in your toolkit, add it!

Physical Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing:	
<ul style="list-style-type: none"> ● ● ● 	
Activities you have done that work for you:	
<ul style="list-style-type: none"> ● ● ● 	
Activities you would like to try:	
<ul style="list-style-type: none"> ● ● ● 	

Emotional Mental Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none">•••	
Activities you have done that work for you: <ul style="list-style-type: none">•••	
Activities you would like to try: <ul style="list-style-type: none">•••	

Environmental Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none">•••	
Activities you have done that work for you: <ul style="list-style-type: none">•••	
Activities you would like to try: <ul style="list-style-type: none">•••	

Financial Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none">•••	
Activities you have done that work for you: <ul style="list-style-type: none">•••	
Activities you would like to try: <ul style="list-style-type: none">•••	

Occupational Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none">•••	
Activities you have done that work for you: <ul style="list-style-type: none">•••	
Activities you would like to try: <ul style="list-style-type: none">•••	

Social Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none">•••	
Activities you have done that work for you: <ul style="list-style-type: none">•••	
Activities you would like to try: <ul style="list-style-type: none">•••	

Intellectual Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none">•••	
Activities you have done that work for you: <ul style="list-style-type: none">•••	
Activities you would like to try: <ul style="list-style-type: none">•••	

Spiritual Well-being	Rating:
Why did you give this rating?	
Restorative Activities Toolkit	
Activities you are currently doing: <ul style="list-style-type: none"> • • • 	
Activities you have done that work for you: <ul style="list-style-type: none"> • • • 	
Activities you would like to try: <ul style="list-style-type: none"> • • • 	

Identifying Obstacles

Now that you have built a solid list of tools to support your well-being, it's time to create a game plan for how you will navigate potential obstacles. When you envision your return to the university, what is making you anxious? What is a stressor that you are unsure of? What might pose a barrier to your success? These obstacles could be related to difficult classes, making new social connections, readjusting to a student schedule, or perhaps feeling confronted about your past. The goal of identifying these challenges in advance is to create a plan for how you might react. Having a plan can keep us regulated and build our resilience.

Use the space below to list out any potential obstacles you can think of when it comes to your reintegration. It may help to consider the dimensions of well-being and think through what might become a barrier for each dimension. When listing the obstacles, please provide any relevant details to give both yourself and the campus partners a full picture of what would be involved.

For example, beyond just saying "I'm worried about academics," you could say, "I am worried about the physics course I am enrolled in because it is meant to follow the introductory course I took over a year ago and have not reviewed since." Similarly, if you were worried about social interactions, saying "I'm nervous about acquaintances asking where I have been if they see me on campus and not having a response." This again helps to not only give the whole picture, but will be especially helpful when thinking about your plan of action.

Obstacles
<p>What might be obstacles to your well-being upon your return to the university?</p> <p>A. B. C.</p>

Create more lettered bullets as necessary to list any obstacles that come to mind.

Responding to Obstacles

At this point, we have built your well-being toolkit, and we have identified potential obstacles that may challenge your well-being upon your return to the university. The next step is to create a solid plan for how you might respond to each of these challenges. Think through the actions you might take and potential outcomes. Will one single action resolve the issue, or will more steps be necessary? Where might you consider external support? What campus resources are available to provide this support? The more specific you are, the more OSCR and campus partners can help you in finalizing your strategies.

Obstacle A: <i>copy and paste the obstacle here</i>	
Actions I might try to address the obstacle	Potential outcomes from the action
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
I would like to discuss this obstacle in more detail with campus partners during the CoSA meeting and hear more ideas about actions or resources I could explore:	<input type="checkbox"/> Yes

Obstacle B: <i>copy and paste the obstacle here</i>	
Actions I might try to address the obstacle	Potential outcomes from the action
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
I would like to discuss this obstacle in more detail with campus partners during the CoSA meeting and hear more ideas about actions or resources I could explore:	<input type="checkbox"/> Yes


Obstacle C: <i>copy and paste the obstacle here</i>	
Actions I might try to address the obstacle	Potential outcomes from the action
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

I would like to discuss this obstacle in more detail with campus partners during the CoSA meeting and hear more ideas about actions or resources I could explore:

Yes

Create more tables as necessary to address each obstacle you identified above.

Campus Resources List

Resources for U-M Students:  Reintegration (PoSA) Plan of Support and Accountability

- Beyond the Diag (BTD)
- Campus Climate Support (CCS)
- Center for Campus Involvement (CCI)
- Counseling and Psychological Services (CAPS)
- Dean of Students (DOS)
- Division of Public Safety and Security (DPSS)
- Financial Aid
- First Generation Student Gateway
- Fraternity and Sorority Life (FSL)
- Ginsberg Center
- Housing Student Conflict Resolution/Housing (HSCR)
- International Center
- Maize and Blue Cupboard
- Multi-ethnic Student Affairs
- Ombuds
- Office of the General Counsel (OGC)
- Graduate Student and Program Consultation Services
- Services for Students with Disabilities
- Sexual Assault Prevention and Awareness Center (SAPAC)
- Spectrum Center
- Student Legal Services
- Trotter Multicultural Center
- University Health Services
- Veterans & Military Services
- Wolverine Wellness

Resources for U-M LSA Students

- Academic Advising
- Academic Support
- Health-Related Resources
- Financial Aid Resources
- Community Centered-Aid
- Conflict Resolution
- Resources for Jobs, Internships, and Other Opportunities
- Additional Resources

Support Services at U-M and Washtenaw County

- Academic Support by Department
- Emergency Financial Services
- Food Resources
 - On Campus
 - Off Campus
- General Financial Resources
 - Financial Education and Consultation
- Health Care Services
 - Questions about acquiring health insurance
- Housing Resources
- Mental Health and Health Education
- Sexual Assault/Violence Prevention Services
- Study Abroad Funding
- Transportation Services

Reintegration and Plan of Support & Accountability Prep / OSCR Intake Meeting

1-2 meetings

Introductions

- Preferred Name, Role, Pronouns (as comfortable)

Introductory Questions

- How is your day going?
- What do you like to do for fun?
- How do you relax when you are stressed?

Mindfulness Moment

(if applicable, it may be beneficial to do some grounding exercises with the student, people are coming in with their stress systems activated and may not be able to engage fully in the process because of this activation, it is our role as facilitators to help center the process in a way that feels meaningful to them, below are some suggestions of activities to use)

- Box breathing → If the student doesn't want this, consider saying, "Why don't we take a deep breath together"
- Naming things you can touch, see, taste, feel, and hear in the space
- Two-minute meditation
- Body scan (quick)

Process Overview

- Meeting Time and Logistics
 - Date & Time:
 - Location (if virtual, include Respondent location):
- Who will participate (*this is ideally the same members from the Review & Evaluation meeting*)
 - Student
 - Student selected Support (advisors, attorneys, support people, etc.), if applicable
 - OSCR Representative (Facilitator)
 - OSCR Representative (Facilitator & Note-taker)
 - ECRT Representative
 - STARRSA Representative (if applicable)
 - DOS/Respondent Support Representative
 - WW/Wellness Coaching Representative
 - CAPS Representative
 - SAPAC Representative
- Purpose of Reintegration Meeting
 - To identify resources and support services for sustained success
 - To plan any additional measures that may be needed to ensure successful reintegration into the community.
- Overview of Circle Process
 - The Circle space is intended to:
 - Build community connections and trust
 - Set a positive tone for all those in the community together
 - Follow up on topics that come up and require further discussion
 - Support everyone in saying what is true for them
 - The Circle guidelines/group norms:

- Share what you feel comfortable sharing
- You can pass at any time
- Be mindful of the time
- Stay muted when not talking
- Speak from your own perspective
- Respect the privacy of what is shared
- *There will also be space to add our own guidelines/group norms*
- Circle members will also be invited to share their hopes for the circle and one or more values they would like to be upheld in the circle
- Overview of Agenda
 - Introductions, Purpose, and Hopes
 - Verification of Enrollment
 - Reflection Questions (determined from review of Plan of Support and Accountability)
 - Reintegration Resources
 - Campus Partner Recommendations
 - Student Plan and Timeline (*including scheduling of the first PoSA Follow-Up Meeting*)
 - Closing & Next Steps

Create and Discuss a Plan of Support and Accountability

Reintegration Agenda

Participants

- Student:
- Student selected Support (advisors, attorneys, support people, etc.), if applicable:
- OSCR Representative (Facilitator):
- OSCR Representative (Facilitator & Note-taker):
- ECRT Representative:
- STARRSA Representative (if applicable):
- DOS/Respondent Support Representative:
- WW/Wellness Coaching Representative:
- CAPS Representative:
- SAPAC Representative:

Reintegration Circle of Support and Accountability

Upon completion of the review and evaluation meeting, in which the Respondent is permitted to re-enroll, the student is required to attend a Reintegration Meeting with the Director of OSCR (or designee) and/or other members of the University community as deemed necessary or appropriate by the Director of OSCR. This meeting will be scheduled after the Review & Evaluation Meeting and prior to your anticipated return to campus.

The Reintegration process utilizes a Circles of Support & Accountability (CoSA) model, which focuses on the safe reintegration of the student to self and the community. The CoSA model adheres to the principles of risk, need, and responsivity and is used to help reduce a person's likelihood of re-engaging in harmful behavior, thereby increasing community safety. The purpose of this meeting is twofold:

1. To identify resources and support services for sustained success
2. To plan any additional measures that may be needed to ensure successful reintegration into the community.

Introductions and Hopes (Intention-Setting)

- Preferred Name, Role on campus and/or in this circle, Pronouns (as comfortable)
- Why are you participating in this circle?
- What are your hopes for the circle?

Creating Expectations for our Circle

- Please share one or more values you'd like to be upheld in the circle
- Please share any requests for the group or other things the group should know before we begin

Verification of Enrollment (Academic Hold Support)

- Office of the Registrar
- Enrollment via Wolverine Access
- Academic Units
- Financial Support

Discussion Questions

Physical

- How has the incident and the time away from campus affected you emotionally, mentally, and physically?

Emotional/Mental

- How will you manage your emotions should someone become aware and ask about the incident?

Environmental

- Are there any parts of campus or the surrounding areas you feel are unwelcome or will be uncomfortable for you?

Financial

- How has your time away from campus affected your financial aid package or financial support for school?

Occupational

- How would you respond if an employer or co-worker became aware of the incident and why you were away from campus?

Social

- How would you respond if U-M community members became aware of the incident and why you were away from campus?
- How would you respond if someone tried to avoid you?
- How would you respond if someone made light of or celebrated your past actions?
- Do you hope to reconnect with your old campus organizations or friends when you return to campus, and if so, what would you share about your time away?

Intellectual

- How has your time away affected your academic progress (class credits, course selections, etc.)?
- How would you respond if your classmates, faculty, or academic unit did not welcome you back into the community?

Spiritual

- How will you find peace or comfort when you discover that your suspension or time away from campus has impacted your academics or social life?



Determine and Discuss Reintegration Resources

Ask if not covered in the reflection above

- What resources will help the student successfully reintegrate into the campus community?
- What emotional, behavioral, and spiritual support does the student need to be a successful U-M community member on campus?
- Does the student need financial, housing, or other resources?

Campus Partner Recommendations

Highlight campus partners' recommendations, previous Review and Evaluation Meeting recommendations, and Plan of Support & Accountability

Campus Partner	Notes & Feedback	Recommendations
OSCR		
ECRT		

STARRSA (if applicable)		
DOS / Respondent Support		
Wolverine Wellness		
CAPS		
SAPAC		

Student Plan		
Resources	Contact Person	Completion Deadline

Provide time for the Student to set up an appointment with community members on the call if part of their student plan

Concluding Comments, Next Steps, & Closing

- Set up the first Reintegration Follow-Up Meeting (within 30 days of the Reintegration Meeting)

Reintegration Follow-Up Meeting Agenda

2-3 meetings

Introductions

- Preferred Name, Role, Pronouns (as comfortable)

Introductory Questions

- How are your classes going?
- What has involvement in groups and/or events looked like for you?
- How have connections with campus partners been?

Mindfulness Moment

(if applicable, it may be beneficial to do some grounding exercises with the client(s), people are coming in with their stress systems activated and may not be able to engage fully in the process because of this activation, it is our role as facilitators to help center the process in a way that feels meaningful to them, below are some suggestions of activities to use)

- Box breathing → If the student doesn't want this, consider saying, "Why don't we take a deep breath together"
- Naming things you can touch, see, taste, feel, and hear in the space
- Two-minute meditation
- Body scan (quick)

Reintegration Follow-Up

Prior to this meeting, the student will have completed the Reintegration Meeting and the Plan of Support and Accountability (PoSA). The purpose of these Reintegration follow-up meetings is threefold:

1. To review the Plan of Support and Accountability
2. To identify resources and support services for sustained success.
3. To plan any additional measures that may be needed to continue successful reintegration into the community.

Discussion Questions

- What has been the easiest thing in your return to campus? The hardest?
- How has your housing situation been?
- Is there anything you thought you wouldn't struggle with but are? Is there anything you thought you would struggle with but aren't?
- How are people reacting to your return? How do you feel about your return?
- How are you being supported in your return to campus?
- How can we continue to support your return?

Together, review the student's Plan of Support and Accountability. For the categories that the student scored themselves lower on and identified obstacles with, review how they are currently doing and if they've taken any steps to boost their wellness score.

Copy and paste notes from the Reintegration Meeting

Campus Partner	Notes & Feedback	Recommendations
OSCR		

ECRT		
STARRSA (if applicable)		
DOS / Respondent Support		
Wolverine Wellness		
CAPS		
SAPAC		

Student Plan		
Resources	Contact Person	Completion Deadline

Next Steps

- After the first follow-up meeting, set up additional follow-up meetings
 - 1st Reintegration Follow-Up Meeting will occur within 30 days of the Reintegration Meeting
 - 2nd Reintegration Follow-Up Meeting will occur before the end of the first semester
 - 3rd Reintegration Follow-Up Meeting will occur within the following semester
- After the final follow-up meeting, have the student complete a “Letter of Support.”
 - A Letter of Support (500 words or more) is to be completed within one month of the final follow-up meeting. It should address the following:
 - What was the Reintegration process like for you?
 - What was most helpful during your Reintegration semester? What was least helpful?
 - What is something you did to set yourself up for success coming back to campus?
 - What are some key points you’re taking with you into the future?
 - What is one piece of advice you’d give to someone reintegrating?
 - The student can choose to add their “Letter of Support” to the “Reintegration Peer Support Library” for future students to read as they reintegrate. They may choose to make the letter anonymous if they’d like or even add their contact information if comfortable.