

## Returning To School After a Leave

### Transitioning Back to OHIO

Returning to OHIO after a leave of absence, like any transition, can be fraught with emotions — excitement, joy, worry, anxiety. Most often, students describe feeling all of these feelings. It's important to reflect on how you feel, as your feelings about your readiness are central to your next steps in how and when you re-engage in coursework. In this section, you will have an opportunity to examine and track your readiness to return to school, as well as explore resources to facilitate your transition and map out the logistics for your successful return.

### Assessing Your Readiness to Return

Often your path to resuming classes is paved with many conversations and careful consideration. Consider using the spreadsheet below to organize your thoughts and feelings and ultimately evaluate your readiness to return to college. As you populate the template, consider each of the 8 domains of wellness (emotional, environmental, physical, spiritual, social, intellectual, financial, occupational) as a guide for areas to evaluate.

	Benefits/Pros	Drawbacks/Cons
<b>Returning to College</b> <b>[INSERT SEMESTER/YEAR]</b>		
<b>Not Returning to College</b> <b>[INSERT SEMESTER/YEAR]</b>		

**HELPFUL HINT: THE OVERLAP IS INTENTIONAL!** *Using the readiness to return exercise (above) you will notice an overlap in the diagonal sections. For example, “benefits to returning” may*

*seem quite similar to “drawbacks of not returning”. These prompts, however, are different and intentional and can facilitate in your thorough reflection and planning.*

### Tracking Readiness to Return

Deciding to return to college can be driven by family, social, financial, or institutional pressures or expectations. We recommend tracking your readiness to return as objectively as possible to build your confidence and drive away worries or negative thoughts about returning.

### INDICATORS OF READINESS TRACKER

Use the space below to list the top 10 indicators - observable markers - of your readiness to return to college keeping in mind your return may be part-time.

**EXAMPLE:** taking medication independently and regularly

**EXAMPLE:** managing a regular sleep schedule of at least 7 hours/night

**EXAMPLE:** working with a coach to track and manage daily responsibilities

**EXAMPLE:** engaging in activities that promote healthy living

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### INDICATORS OF NOT-YET-READY TRACKER

Use the space below to identify the top 10 indicators - observable markers - that you are not yet ready to return to college keeping in mind no single marker is reason alone to not return; not every area of wellness will be 100% upon a return.

**EXAMPLE:** working on incomplete grades/coursework you want to finish before returning

**EXAMPLE:** haven't found key wellness supports (e.g. clinician, coach, tutor)

**EXAMPLE:** missing or lacking motivation, passion, or instinct the timing is right

**EXAMPLE:** I'm still using substances regularly

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

#### LET'S PAUSE HERE: WHAT'S DIFFERENT OR CHANGING?

*At any point during your leave, you may start to feel eager or even anxious for a return to the independence you experienced at school, your valued and familiar role as student, and/or your peer group, teammates, or loved ones on campus. It's important the decision to re-enroll in coursework is informed by indicators of your personal readiness that address the question, "What will be different to promote your overall wellbeing when you return?"*

#### DECIDING PART-VERSUS FULL-TIME RE-ENROLLMENT

In considering a return from leave, it's important to know you may have options for returning as a full-time or part-time student. Through the Office of Student Accessibility Services or your Coordinator, you may be eligible to receive an accommodation(s) with appropriate medical documentation. You might even be able to complete your degree while attending classes part-time. Your Student Accessibility Coordinator, your academic advisor, financial aid advisors, and members of your support team can help you understand your option between part and full-time status.

**Use the prompts below to guide your exploration of part-time enrollment as a feasible and health-promoting decision for you. Consider with:**

#### **Financial aid office/family**

- the cost difference per semester/quarter (or class) part- versus full-time
- eligibility for the same amount of financial aid for part-time vs full-time students

- ability to pay for full-time college
- ability to earn money if attending part-time
- ability to maintain a work study job as a part-time student

#### Family/friends/supports

- the importance of finishing college within a certain timeframe
- feeling successful and proud enrolling part- versus full-time
- willingness to finish my degree at a pace that works individually, even if that means enrolling in school for longer

#### Athletic/organizational coach/leader

- eligibility to play/participate in activities/competitions if I'm part time
- the impact of scholarship money if enrolled part-time
- ability to hold leadership positions and/or qualify for awards if part-time Housing department/family

#### Housing and Residence Life/Family

- availability of on-campus housing as a part-time student
- need to pay for off-campus housing, if on-campus housing isn't available
- availability to live at home

#### Student Health Insurance Plan Office

- the impact on accessing student health insurance as a part-time student
- access to university supports as a part- vs full-time student

#### MAPPING OUT THE RETURN

You've been working hard at building your readiness to return to college. If you've made your way through this Guide, you've practiced finding and connecting with people and care who support your wellness. You've also found meaningful ways to develop and maintain your academic skills and engagement to promote belonging and satisfaction. Now you've arrived at mapping out the logistics involved in your return.

#### YOUR RETURN PLAN CHECKLIST

##### **Re-entry documentation & meetings**

- I have re-enrolled through the Office of the Registrar
  - <https://www.ohio.edu/registrar/Re-enrolling-Students>
- I have connected with my academic advisor/college
- I have reviewed my MyOHIO Account to see if I have any remaining holds
- I have submitted any necessary return from medical withdrawal documentation

- <https://www.ohio.edu/student-affairs/dean-of-students/return-withdraw-medical-reasons>
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Housing**

- My housing priorities include (e.g. single, sober living): \_\_\_\_\_
- I will be living in/at: \_\_\_\_\_
- I will be living with: \_\_\_\_\_
- If I'm moving, the move-in date is: \_\_\_\_\_
- It's important for me to share with my roommates: \_\_\_\_\_  
\_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Finances & environment**

- Throughout the term, it's my responsibility to pay for: \_\_\_\_\_
- \_\_\_\_\_
- My monthly budget is: \_\_\_\_\_
- My weekly budget is: \_\_\_\_\_
- My meal plan is: \_\_\_\_\_
- If I want to grocery shop, I can go to: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Care & support**

- My therapist/counselor is available to meet(day/time): \_\_\_\_\_
- When I need medication refilled, or medicine, I can go to: \_\_\_\_\_
- I will communicate with my parents/family/supports (day/time): \_\_\_\_\_
- Other: \_\_\_\_\_

- Other: \_\_\_\_\_

### Academics & course enrollment

- My approved courses are: \_\_\_\_\_  
\_\_\_\_\_
- I have purchased my textbooks/materials (e.g. computer, printer, notebooks)
- I know when my classes meet
- I'm able to open my OHIO email account
- I'm able to access necessary OHIO platforms (e.g. Blackboard, Canvas)
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

### Support & resources

- I've submitted appropriate documentation to Student Accessibility Services
  - <https://www.ohio.edu/university-college/student-accessibility-services>
- My approved accommodations are: \_\_\_\_\_
- My Accessibility Coordinator in Student Accessibility Services is:  
\_\_\_\_\_
- I know how to access my approved accommodations
- My academic advisor is: \_\_\_\_\_
- I know where Counseling and Psychological Services and Campus Care are located
  - <https://www.ohio.edu/counseling>
  - <https://www.ohio.edu/campus-care>
- I know how to access tutoring services
  - <https://www.ohio.edu/university-college/academic-achievement-center>
- Other:
- Other:

## **Your Resources**

The people, places, things and activities that kept you well during your leave of absence are supports you may want to access upon your return. Use the following checklist of common campus-based and campus-adjacent contacts, offices, and resources to connect with as you map your successful re-entry to OHIO.

**Student Accessibility Services** This office provides services and support to ensure that you are able to access and participate in the living and learning opportunities at OHIO. Accessibility Services coordinates accommodations and connects students with disabilities to the most relevant campus resources

- <https://www.ohio.edu/university-college/student-accessibility-services>
- 740-593-2620

**Counseling and Psychological Services** Counseling and Psychological Services (CPS) provides mental health and adjustment services to students. Our services are designed to help students understand themselves and their difficulties, and ultimately make healthy choices for their lives. Counseling staff, psychologists, licensed mental health clinicians and licensed clinical social workers are available to help you address any psychological or adjustment issues that arise while you are a student at OHIO. In addition to one-on-one appointments, counseling service centers offers group counseling on topics such as depression, grief, anxiety, and more.

- <https://www.ohio.edu/counseling>
- 740-593-1616

**Ombuds Office** The Office of the Ombudsperson is a confidential service open to all students, employees, alumni, parents and community members at Ohio University. The overarching mission of the Office of the Ombudsperson is twofold: to ensure that every member of the university community receives equitable and fair treatment and due process, and to support and facilitate a positive working and learning environment.

- <https://www.ohio.edu/ombuds>
- 740-593-2627

**Survivor Advocacy Program** The Survivor Advocate Program provides confidential support and advocacy services to student survivors of sexual assault, sexual harassment, dating/domestic violence, and stalking. We work to increase student survivors' access to support and resources through survivor-centered advocacy and empowerment. The Survivor Advocacy Program works to give power and control back to the survivor, and they are never expected to disclose details they are not ready to share.

- <https://www.ohio.edu/survivor>
- 740-597-SAFE (7233)

**Academic Advisor** Your academic advisor is the person who helps you choose your major, your minor, and all your classes along the path to graduation. They are also a great resource to ask about professors and classes that are a good fit for your learning style, in addition to fitting within your chosen major/minor. They can also help you explore student groups and resources on campus. It's an excellent idea to schedule at least one meeting per semester with your academic advisor. If you do not have an academic advisor assigned to you or have forgotten who your advisor is, please contact your academic college Dean's Office.

**Campus Involvement Center** Part of enhancing your social wellness on campus involves finding YOUR people. Whether it's a running club, knitting group, or environmental protection group, the Campus Involvement Center has a group unique to your interests. Identify a few student groups, along with meeting times, to join before returning to campus. The Campus Involvement Center can also connect you with other interest across campus including the Performing Arts Series, Sorority & Fraternity Life, and Student Senate.

- <https://www.ohio.edu/involvement>
- 740-593-4025

**Dean of Students** The Dean of Students office is committed to your personal and academic growth. In their offices, you'll find staff committed to helping you acclimate to the University, assist with concerns, help you navigate the complexities of the university, and ensure that you get to the most appropriate resources.

- <https://www.ohio.edu/student-affairs/dean-of-students>
- 740-593-1800

#### Office Hours

Each of your instructors likely offers weekly office hours. This is an opportunity to ask for clarification around class content and assignments, as well as making a connection with your professor for future recommendations and support. Beyond the course content, instructors are also happy to discuss on-campus resources, your adjustment to the academic rigor of coursework, and more topics about you as a person.

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