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## Preparing International Students for the Re-entry Transition

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### ABSTRACT

International students are a unique population of people in cross-cultural transition. More attention has been paid to their initial adjustment to life in a foreign country than their re-entry experiences of leaving the host country to return home. Counsellors are an integral part of campus support services to assist international students to manage cross-cultural transitions. Re-entry counselling can support international students to examine their transition experiences, provide education about re-entry, and help to develop anticipatory coping strategies. An example of a workshop is described using critical incidents as a method of generating discussion about leaving the host country and preparing for life at home.

### RÉSUMÉ

Les étudiants internationaux représentent une population unique en transition interculturelle. Jusqu'à présent, leur adaptation initiale à la vie dans le pays hôte a fait l'objet d'une plus grande attention que ne l'a fait leur expérience de réadaptation à leur pays d'origine, une fois qu'ils ont quitté leur pays d'accueil. Faisant partie intégrante des services universitaires de soutien aux étudiants internationaux, les conseillers sont désignés pour aider ces derniers à faire face aux transitions interculturelles. Le counseling consacré au retour des étudiants dans leur pays d'origine offre à ceux-ci le soutien nécessaire à l'examen de leurs expériences de transition, leur fournit de l'information à propos de leur réinsertion et les aide à prévoir des stratégies d'adaptation. L'auteure décrit l'exemple d'un atelier où l'on se sert d'événements critiques pour faciliter une discussion sur le départ du pays d'accueil et les préparatifs du retour au pays d'origine.

As part of global education initiatives, increasing efforts are directed towards the recruitment of international students (Knight, 1994). International students bring many resources to host institutions and local communities. There are economic motives for recruiting students from other countries. However, international students are a source of expertise for educating Canadians regarding diverse cultural and professional practices in other countries (Arthur, 1998). During 1997/98, more than 99,000 international students attended Canadian educational institutions in elementary/secondary, college/trade, and university programs (Kane & Humphries, 1999). Along with efforts to recruit international students, institutions must also examine their capacity to provide support services to learners who are living and studying in a foreign culture.

International students represent a unique population of people in cross-cultural transition (Arthur, 1998; Pedersen, 1991). Their "temporary" status as a sojourner to a foreign country for the duration of an academic program is a key

factor in their cross-cultural experience. International students are similar to local students, in that they have to adjust to the demands of their academic program. However, this adjustment is more complex for international students given the simultaneous demands of learning about roles and social customs in a new culture. The common adjustment issues of international students include educational concerns, language difficulties, financial problems, social isolation and interpersonal challenges, homesickness, worries about extended family, and differences in social customs (Crano & Crano, 1993; Hayes & Lin, 1994; Parr, Bradley, & Bingi, 1992; Pedersen, 1991). There is variation in the transition experiences of international students. When large differences in the educational and social customs exist between students' country of origin and the host culture, the transition process can involve major adjustments (Pedersen, 1991).

Attention has been paid to the initial stage of cross-cultural transition during which international students attempt to integrate into the local culture. Yet, following academic studies, international students must manage the transition of going home. For some students, the experience of living and studying in another country results in a clear commitment to the values and lifestyles of their home culture. For others, this experience prompts dissonance about cultural values and feelings of stress about returning home (Arthur, 1998). Students have reported concerns such as the transferability of educational and technical expertise, loss of language proficiency, career mobility, local political conditions, and "fitting back" into prior family, educational, or employment roles (Brabant, Palmer, & Gramling, 1990; Pedersen, 1990). Adjustment issues may be compounded by a lack of support services to address the re-entry transition (Westwood, Lawrence, & Paul, 1986).

The main goal of this discussion is to increase counsellors' understanding about international students and the issues that they face during the re-entry transition home. The secondary goal is to encourage counsellors who work in school environments to become proactive about designing counselling programs with international students. The discussion specifically highlights a psychoeducational approach to addressing issues pertaining to cross-cultural transition. First, the nature of the re-entry transition is described, outlining issues faced by international students. Second, the rationale is provided for counselling international students using a group approach in a psychoeducational workshop. Third, critical incidents are introduced as a method of experiential learning in which common and unique re-entry transition issues can be explored. Fourth, an example of a psychoeducational workshop with international students is discussed, with suggestions about the format and delivery of the workshop. The discussion ends with additional considerations for counsellors who wish to offer a group approach to counselling international students about re-entry transition.

### *Nature of the Re-entry Transition*

The nature of re-entry transition is better understood as a psychological process rather than physical relocation home. Re-entry is defined as the re-acculturation of the individual to the home culture after an extended period of exposure to

another culture (Adler, 1981). Re-entry begins during the process of leaving the host country and continues through the time that it takes for international students to adapt to life at home. International students may have mixed feelings about reuniting with friends and family while simultaneously experiencing as sense of loss about leaving the host country. The re-entry transition can mean leaving relationships, roles, and routines formed in the host country, access to lifestyle or material resources that are not available at home. Depending upon the degree of acculturation to the host culture, international students may feel that going home means leaving parts of themselves behind. It may be confusing for students to integrate changes in both their conceptions of who they are and new ways of thinking about the world around them into life at home (Wang, 1997).

Several important distinctions have been noted between the initial entry stage of transition and re-entering the home culture (Martin, 1984). First, most international students expect to have difficulties in adjusting to a new culture. Second, others in the host culture also expect them to have difficulties due to cultural differences and they may be more tolerant of the need for a period of adjustment. However, neither international students nor their support system at home may be prepared for any re-entry difficulties. A lack of appreciation for the degree of change that can happen while students study in another country increases the risk of "reverse culture shock." Change may be internal to the student or external in the home environment. Others may be operating with the assumption that international students will come home "the same" as they left or that adjustment will be minimal due to the familiarity of the home environment. This contrasts sharply with many students' experience as they are exposed to demands in the foreign environment that require new ways of responding. Again, depending upon the degree of acculturation to the norms and customs of the host country, international students may experience profound changes. The subtle process of internal change may not be apparent until students return to the home environment and gain personal awareness of just how much they have changed. Alternatively, many students' beliefs about their home culture while they are studying abroad are suddenly challenged. Upon returning home, they may be faced with the realities of change that they have not personally been apart of, or struggle with the observation that the environment they are returning to has remained relatively stagnant. These realizations may lead international students to question whether or not they will ever feel at home again.

#### COUNSELLING ABOUT RE-ENTRY TRANSITION

Although most educational institutions provide an initial orientation for international students upon arrival, services need to be expanded to address the transition to home. Counselling about re-entry transitions can be defined as assistance to help students identify potential demands and stressors in making the transition from the host to home culture. Along with education about the common re-entry demands experienced by international students, focus can be placed on the uniquely personal demands that may emerge due to individual or

cultural differences. Beyond concerns, counselling about re-entry transitions can engage students to take a proactive approach to identify existing coping strategies and engage in skill-training. It should be noted that the goal of re-entry counselling is not to eradicate the process of adjustment during this stage of cross-cultural transition. It is through the re-entry transition that international students can consolidate the personal and cultural learning that has occurred in the host culture. This learning can provide the impetus for further understanding, motivation for change, and appreciation about life in the home culture. The overall goal is to equip international students with anticipatory coping strategies that can be implemented during the process of adjustment.

Counselling about re-entry transition can be a natural extension of orientation programming offered during the entry transition, assist with the closure experience of leaving the host country, and serve as "cultural inoculation" to consider life at home. Counselling may involve working with individual students, groups of students from the same culture, or students who come from different countries and cultural backgrounds. The advantage of a group approach is that a number of topics and strategies can be introduced from which international students can choose to follow-up with counselling services based upon individual needs (Westwood, Lawrence, & Paul, 1986). A group approach, such as a psychoeducational workshop, supports participants to exchange ideas and learn from the experiences of other international students. For example, students may benefit from the input of others about potential demands that they had not previously considered. Groups can stimulate affective experiences that may lead to new learning or reframing of perspectives about the re-entry transition (Westwood, Lawrence, & Paul, 1986). International students can also benefit from hearing the strategies that other students have applied during previous life transitions, and choose those that they believe will be helpful to manage the current cross-cultural transition. The collective identification of re-entry issues and strategies make the group a valuable resource in discussing ways to manage the transition to home.

International students may be reluctant to seek counselling services in a formal one-to-one setting. A group approach, in the form of a psychoeducational workshop, may be more appealing for students to feel comfortable about accessing counselling assistance. Lastly, in consideration of resources, a group format can be a cost effective method to deliver services (Arthur, 1998).

A psychoeducational workshop devoted to re-entry transition issues can be developed with three goals in mind. The first goal is to provide an opportunity for international students to engage in focused reflection about their experiences of living and learning in Canada. A focus on personal growth and mastery of the local culture can be a starting place for students to discuss the following issues: (a) how much they have changed, (b) their accomplishments in studying and living in another country, (c) any sense of loss that they feel, and (d) the types of coping strategies that they used to manage the initial transition.

The second goal of a re-entry workshop is to encourage students to begin preparing for living in their country of origin. It may be helpful for students to



reframe their home culture, not as the “old” familiar one, rather as a “new” culture they are entering (Martin, 1984). Discussion can focus on students’ hopes and positive anticipation; fears and concerns about returning to family, friendship, or work roles; and adjustment to lifestyle changes due to the local norms and customs of their home countries. It may be also beneficial for students to realize that when they return home they may lack reinforcements for behaviour and values developed in the host country. A psychoeducational workshop can help translate abstract notions and feelings about returning home to concrete ideas about potential difficulties, and enhance problem-solving abilities (Westwood, Lawrence, & Paul, 1986)

The third goal of a re-entry workshop is to become informed about the issues facing international students. This information can be used as feedback to the local institution about ways to deliver services for international students in the areas of marketing and recruitment, and design and delivery of student support services. Student services personnel need to be informed about the experiences of international students in order to ensure effective service delivery. The highlights and struggles of international students as they prepare to leave for home are likely to be mirrored in the messages they pass on to friends and family at home. This underscores an important relationship between campus services designed to recruit new students and those designed to support students while they are enrolled on campus. The best ambassadors for any educational institution are students who can attest to the positive academic and support services they received while studying in another country. Re-entry programs can be one of the last points of contact with campus services. Counsellors have an important role in the design and delivery of individual and group approaches to help students integrate their experiences of living and learning in a foreign culture and preparing for re-entry transition home.

### *Using Critical Incidents in a Psychoeducational Workshop on Re-entry Transition*

Psychoeducational workshops on the re-entry transition can be designed in ways that are instructional to students about core issues, while leaving room for individual experiences to emerge. Critical incidents are a method that can be used to facilitate discussion about re-entry transitions. The use of critical incidents has a long history in cross-cultural learning (e.g., Weeks, Pederson, & Brislin, 1979). This discussion will focus on two types of critical incidents. First, critical incidents can be probed through a process of structured inquiry in order to help international students focus on critical events in their experience of cross-cultural transitions. Second, predetermined critical incidents can be chosen to provide additional structure and direction for ensuing discussion. Each can be used separately, or in combination as a format for introducing issues and ways of coping with re-entry transition challenges and concerns.

In designing critical incident probes, the goal is to focus students on experiences that have impacted their learning. As applied in adult education, critical incidents represent brief descriptions of vivid events that people remember as being meaningful and significant in their experience as a learner (Brookfield,

1995). Exploring critical incidents from this perspective requires students to respond to a set of focused prompts designed to uncover their outstanding learning experiences. Although this method has been articulated for classroom use, critical incident probes have been identified by researchers as a way of capturing students' reactions to cross-cultural training and transition experiences (Arthur, 2001; Heppner & O'Brien, 1994). This method uncovers what stands out and is meaningful to participants, while maintaining the centrality of their experiences. Additionally, responses to critical incident probes can ground decisions about future curriculum and program planning (Brookfield, 1995). As a type of experiential commentary, responses to critical incident probes can inform future intervention strategies. In the content of subsequent workshops, responses to critical incident probes are background for preparing vignettes about international students' experiences of cross-cultural transition.

Another approach to using critical incidents is the use of prepared vignettes. These are based upon the prior experiences of people and used to generate discussion in current contexts. For example, Greenwood and Westwood (1991) have created vignettes around common issues of re-entry for employees. Critical incidents are designed as either culture-general or culture-specific (Cushner & Brislin, 1997). This is a consideration based upon the demographic composition of international students attending workshops on re-entry. For example, in the case of heterogeneous groups, typical of post-secondary campuses, vignettes can be designed around common issues of re-entry. Alternatively, when students are from one country, as is often the case with customized educational programs, vignettes can be designed to incorporate culture-specific factors, i.e., customs, values, conditions in the home country.

Critical incidents are used to stimulate thinking about topics pertaining to culture, presented in a didactic fashion to illustrate points of instruction, or as part of experiential learning whereby students try out the characters or situations represented in the incidents (Cushner & Brislin, 1997). Ultimately, critical incidents, whether in the form of probes or prepared vignettes, are intended to stimulate thinking about re-entry, including concerns that may be areas of sensitivity for students. It must be reiterated that psychoeducational workshops on re-entry must go beyond uncovering student concerns and provide practical strategies for managing this stage of cross-cultural transition. The following discussion provides illustrations from psychoeducational workshops with international students preparing for the re-entry transition.

### *A Psychoeducational Workshop for International Students Preparing for the Re-entry Transition*

In conjunction with staff of the international student office, counsellors can be proactive in helping to plan and facilitate programming for international students. The ideas for this workshop arose in direct response to counselling individual international students who had concerns about returning to their home country and who sought assistance to investigate other educational opportunities.

During interviews with students, it quickly became apparent that they had underlying concerns about leaving Canada, the quality of their life upon returning home, and overwhelming feelings about upcoming changes. Consequently, consultation with the international student advisor and other staff working in international student service roles led to a collaboration in which a psychoeducational workshop was designed and delivered to address the re-entry transition. Considerations in the development and delivery of the workshop are outlined.

### *Preparation for the Workshop*

The first step in preparing for the workshop is collecting information about re-entry transitions to become better informed about potential issues facing international students. The majority of the literature focuses on adjustment concerns during the initial stage of transition to the host country. A broader search in the transition literature to include employee populations may be useful to generate understanding about topics pertaining to re-entry transition. Subsequently, separate meetings can be scheduled with international student advisors and with identified leaders in the international student population. Issues of re-entry can be identified by staff and students and compared to the results of a literature review to insure familiarity with issues faced by targeted groups in the international student population. The setting and way of marketing the workshop can also be discussed with staff and students. For example, they may recommend that a group approach would be better received by students, that the setting and style should be kept informal in nature, and that the workshop should be offered at a convenient time for students during daytime hours when they were already on campus. If the targeted groups of students are in customized educational programs, consultation with academic staff can help with scheduling the workshop. Announcements about the workshop can be made in classes by the international student advisor who has an established relationship with students, and written notice can be posted and circulated to students. A location that students are familiar with that is outside of the counselling services office area is recommended.

### *Introducing the Workshop*

Psychoeducational workshops can be structured to overcome some of the uncertainties faced by students who are learning across cultures. Students may feel unclear about the purpose of a workshop, the role of personnel attending the workshop, and feel stressed about what is expected of them. For example, an international student advisor can take a lead role to welcome students and to introduce the purpose of the workshop. The introduction and endorsement of a counsellor facilitating the workshop may help students to feel more comfortable working with someone with whom they are less familiar. An overview of the re-entry transition can be explained, with an emphasis placed upon the goals of exploring re-entry issues and building strategies emphasized. A picture of the W-curve model of culture shock (Gullahorn & Gullahorn, 1963) demonstrates some of the “ups and downs” that international students face during their time

living and learning in another country. Offering one or two examples of transition issues helps students feel more comfortable about offering their personal experiences and how they coped. Reference to the initial stage of transition helps the students to relate to the idea of an impending change and emphasizes that they have experience coping with transition. The metaphor of the “transition suitcase” illustrates the purpose of the workshop. Essentially, the purpose of the workshop is to help students pack their transition suitcase with international experience and strategies for returning home.

Language capacity issues can surface in counselling programs for international students. Educational institutions have established standards for entrance requirements, yet there are variations in students’ comfort levels for expression in a public forum. The language capacity of students in customized training programs may also be below typical standards and language training may be part of their curriculum. The workshop facilitator should introduce norms for language use in the group. For example, resource people who are fluent in the first language of participants can provide translation of words and phrases as students require assistance. Norms for discussion between students in their first language also need to be discussed at the beginning of any programs for international students. As the guiding rule, the comfort levels of students must be kept as a priority. This requires counsellors and other student services personnel to consider their personal comfort level during discussions when students may be talking together in their first language. Although side conversations might be a distraction, they are a means through which participation and learning by international students can be enhanced.

### *Examples of Critical Incidents*

The workshop described here uses critical incident probes, rather than pre-determined vignettes, as the basis of experiential learning. As previously noted, critical incident probes support examination of unique cultural contexts while inviting students to consider their individual circumstances. Probes help students to focus on a retrospective account of their transition experience, to consider aspects of Canadian culture they might like to incorporate into their lifestyles, to reflect on any personal changes that occurred through learning, and to introduce aspects of re-entry transition that students anticipate may be either positive or difficult for them. The following probes are suggested for use in a psycho-educational workshop on re-entry transition: (a) What is your best memory or something you liked about living in Canada?; (b) What was difficult in your adjustment to living in Canada?; (c) Give an example of a Canadian custom that you would like to remember; (d) What did you learn about yourself, or, what is a personal achievement?; (e) Give an example of something that you are looking forward to upon returning home; and (f) What is uncertain for you or of concern about returning home?

Poster size paper is distributed to each international student with instructions to draw a symbol or write key words that captured their experience in response to

the six probes. The medium of expression is facilitated through drawing and informal conversation rather than the pressure of developing their answers in a formal presentation. This method is considerate of variations in students' language ability. Students are invited to work either alone or with a partner to respond to learning or cultural preferences of working in a collaborative way. The themes that participants describe in reviewing their learning posters are discussed by the group and informally classified by the counsellor and international student advisor. The meaning of each theme is then checked with participants, translated if necessary, and discussed until participants agree that the theme represented their experience.

To illustrate the variety of responses from participants, the themes generated from the six critical incidents probes in workshops with groups of Malaysian and Russian students are summarized. These workshops took place at the Southern Alberta Institute of Technology with students enrolled in customized training programs and with students enrolled in two-year diploma programs. In response to the question regarding their outstanding experience in Canada, students noted the geographical setting and natural resources of Canada, trying new sports, making new friends, the availability and choice of products, safety, local attractions, and the hospitality shown towards them. Issues that were difficult or disliked in the transition to living in Canada included cold weather, foreign ways of teaching, food, superficiality during interactions with locals and difficulty making friends, and managing responsibilities for the first time away from home. Noteworthy comments about Canadian customs included dress, sports, care of the environment, safety, and eating habits. Students listed personal achievements/learning about self with improved English, confidence about learning, confidence about self, acquiring Canadian credentials, learning new sports, academic skills, and knowledge about alternate economies and lifestyles. Questions about the transition to home elicited excitement about reuniting with friends, family, food, being with people like themselves, familiar surroundings and language, and new work and educational opportunities. Concerns about returning home led to discussions about uncertainty regarding future work and educational opportunities, leaving Canadian friends behind, uncertainty regarding upcoming national election, fear of being drafted into the army, politics and war, and the quality of lifestyle. The discussion generated from the critical incident probes is summarized to illustrate how the transition process involves ending the experience in the host country and planning for the re-entry experience of returning home.

The themes that participants generate from critical incident probes #5 and #6 are then listed on the blackboard, noting that some re-entry issues and concerns may be common for everyone whereas some may be individual concerns. The group is then invited to discuss strategies for managing re-entry concerns with the guiding questions, "If this happens, what could you do?" "What are some things you can do now to begin preparing for life at home?" "What strategies did you use when you came to Canada that you might use at home?"

In reference to the themes generated during workshops attended by students from Malaysia and Russia, students acknowledged their perceived lack of control

over conditions in their home country or losses in leaving Canada that could not be replicated. Students noted the importance of social support and reconnecting with family and friends. For the other students, strategies revolved around developing concrete plans to implement their educational or employment goals at home.

### *Ending the Workshop*

A core topic throughout a workshop on re-entry is the learning involved in cross-cultural transition — learning about self, learning about the host culture, and learning about the home culture. This topic can be used to bring closure to the workshop. For example, each participant can be invited to offer one example of something they have learned through the workshop. This can be framed as a new idea or something that they already knew and was emphasized in a meaningful way for them during the workshop.

An important question arises in any counselling program for students pertaining to evaluation. How do you know that re-entry programs are effective? This may be connected to larger issues about what counts as counselling, what counts as effective programs, for whom? At minimum, an informal evaluation of the workshop can provide anecdotal evidence about what students found to be personally relevant, their response to methods and exercises used in the workshop, and suggestions for future programming. Evaluation forms can be built using the same principles of critical incident probes, in which international students are asked about significant learning that has occurred through the workshop (Brookfield, 1995). To date, the evaluation process that has been implemented for this workshop are limited to a verbal summary and feedback form completed by participants as part of concluding remarks. Lack of follow-up with international students upon return to their home countries is a limitation that must be noted.

### *Additional Considerations for Psychoeducational Workshops on Re-entry Transition*

The discussion has focused on the structure of developing a psychoeducational workshop on re-entry transition. It is important to note that each group of international students will respond to the content in different ways, and offer unique scenarios for group discussion. This poses a rich learning environment for both students and counsellors. Additional considerations are noted below:

1. The composition of the workshop group can be planned to include international students who are relatively homogeneous on cultural dimensions such as age, length of time in country, country of origin, gender or ethnicity. However, counsellors need to be careful about their assumptions regarding the similarity or difference of students' experience based on any single cultural dimension. It is possible that seemingly homogeneous groups (i.e., from the same country) will have varied experiences and concerns due to individual differences. Counsellors must be alert to the possibility that political, economic, or religious



differences can surface in workshops in the form of conflict between students. Gender issues may be particularly contentious, if some participants feel that they are returning to socially oppressive roles in their home countries. Counsellors are not likely to overcome the source of conflict. However, their skills for mediating conflict across cultures (e.g., Singelis & Pedersen, 1997) may be tapped during a psychoeducational workshop.

2. The effectiveness of a psychoeducational group on the re-entry transition depends upon the degree to which it is relevant for students. Counsellors need to be informed about the re-entry process, common issues, and be able to represent that material in ways that are personally meaningful for students. This also requires expertise about group processes, and the capacity to build a safe environment in which international students feel comfortable disclosing their re-entry concerns and strategies (Westwood, Lawrence, & Paul, 1986).
3. Workshop participation may contain content that triggers strong emotional reactions by international students. Counsellors need to be prepared to support individual needs while maintaining the spirit of the group as an educational workshop. Coupled with this is the need to be responsive to cultural norms about showing emotion in a group context. Efforts to debrief with individual students and an invitation for follow-up are important considerations in service delivery.
4. Counsellors need to become familiar with instructional methodology that will support the educational nature of a workshop on the re-entry transition. The description of critical incidents illustrates the creativity that can be used to connect with student needs about reentry. Other techniques such as a guided visualization exercise focused upon returning home (Greenwood & Westwood, 1991; Westwood, Lawrence, & Paul, 1986), role-plays, and other experiential exercises can be used to focus the content of the sessions and engage students to explore their personal experiences. Counsellors need to carefully consider the learning goals for the workshop, recognizing the level of structure that is desirable for international students, select exercises with specific purposes, and be reflective about usefulness of cross-cultural exercises (Cushner & Brislin, 1977; Weeks, Pedersen, & Brislin, 1979).
5. Evaluation of the workshop offers a feedback loop that can be used for future program planning with individual students. Ultimately, the goal of the workshop is to help students manage their transition to home. Formal evaluations, including research about the experiences of international students, provide a deeper level of understanding about emerging issues and strategies implemented at home (Gaw, 2000; Rashcio, 1987). Although formal evaluations with international students may be challenging, due to geographic distances and costs associated with survey or telephone methods, future research is needed on the effectiveness of re-entry counselling programs. Contact with alumni serves as a valuable connection for addressing international student needs in future program planning.

## CONCLUSION

Encouraging international students to examine their re-entry transition can initiate a process of sensitization and anticipatory coping (Westwood, Lawrence, & Paul, 1986). Counsellors have a key role to play in educating students about the re-entry transition process and in helping them to build a repertoire of coping strategies. This requires counsellors to become familiar with the issues commonly faced by international students during the initial stage of entering the host culture, during the time they are living and learning in the local community, and when they are preparing to return home. In order for counselling services to be relevant for international students, counsellors need to be proactive about making connections with this population on their local campuses. A key strategy is to build collaborative relationships with other student services staff whose roles and mandates are to work directly with international students. Participating in cross-cultural orientations can set the stage for international students to feel more comfortable about accessing services on an individual basis, or through group approaches designed as counselling interventions. An important point for counsellors is that re-entry represents only one stage of the cross-cultural transition process. It is strongly influenced by previous learning in the host culture and subsequent experiences upon returning home. A group approach to re-entry counselling can bridge stages of transition, support students to integrate their learning from the host culture and consider ways to effectively manage the transition to home.

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