



# Set to Go: What you should know about the transition to college

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# The Jed Foundation

- Brief history
- Overview of our programs: Jed Campus, Half of Us, Ulifeline, Love is Louder, Seize the Awkward, Advising and media efforts
- Set to Go

# Why?

- Transitions/separations are difficult
- 60% of college freshman surveyed wished they had received more help with emotional preparation (especially those with lower GPA, more substance use and those unhappy with experience)
- 50% felt stressed most or all of the time
- 36% felt that they are not in control of their stress day to day
- 25% felt lonely, 22% depressed and 10% angry most or all of the time

YET

- 87% said emphasis on college prep was primarily academics and ignored emotional concerns

# What else?



- 6 Year graduation rate for students starting 4 year colleges in 2007 is 59%  
(<https://nces.ed.gov/fastfacts/display.asp?id=40>)
- Leading impediments to academic success: stress (30%), anxiety (21%), sleep problems (20%), depression (14%) ([http://www.acha-ncha.org/docs/NCHA-II\\_WEB\\_SPRING\\_2015\\_REFERENCE\\_GROUP\\_EXECUTIVE\\_SUMMARY.pdf](http://www.acha-ncha.org/docs/NCHA-II_WEB_SPRING_2015_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf))
- Eisenberg has shown that students with significant levels of depression are less likely to complete college
- Arria: students with diagnosis of depression who are not symptomatic are equally likely to graduate as their non-depressed peers
- So-if we can increase protective factors, improve management of mental health problems, very possible we can improve retention and graduation
- Completing college is strongly associated with better adult outcomes: happiness, income, even more likely to have health insurance

# Bottom Line

- Students admitted to colleges can typically handle the academic work. When students struggle we need to consider the degree to which psycho-social issues are contributing
- This is age of emergence of many mental health problems and substance use rises for many college students
- We do not know what impact increasing use of social media has on young people. There is reason to be concerned.



# Your guide to the transition from high school to college and adulthood.

Preparing for college is more than just academics and testing.  
Being emotionally ready creates the greatest opportunity for success.

# What can we do?

- Set to Go is attempt to gather the resources necessary to emotionally prepare young people for the transition from high school to college
- It had begun as an online resource center and we are working to develop a school based curriculum
- Piloting in a number of schools
- We began by asking ourselves what is everything a young person (a parent and a HS administrator) should be aware of to be emotionally prepared for college
- The Framework developed with feedback from series of individual and organizational advisers

# The Framework

- College in perspective
- Basic life skills
- Social and emotional skills (SES)
- Mental health literacy
- Transition issues

# College in Perspective

- Attending college is an important goal and has positive life impact on multiple fronts
- Ranking of college or the particular college is not nearly as important as young people imagine
- Young people should consider whether gap year is a sensible idea for them
- “Goodness of fit” is an important consideration in college selection process

# Basic Life Skills

- Present everything someone ought to know to be able to successfully live on their (sorry but we have tried to go gender-and grammar-neutral) own
- Limited mastery of life skills is a source of significant anxiety for entering college student
- Poor life skills is a risk factor for both substance misuse and suicide
- Adequate mastery of basic skills eases transition to college and independent living
- These include both “basic” skills (laundry, cooking, money management, taking care of your “stuff”) and personal/self-care/health skills (time and stress management, balancing fun and risk, sleep, nutrition, knowing your values, knowing your medical history, knowing when to get care)

# Social and Emotional Skills

- This has become very popular for grade schoolers (RULER program) but little content for high schoolers exists
- Programs for younger kids tend to focus on internal/emotional skills but for this age we tried to develop new content focused on relationships
- Self Awareness
  - a) recognizing and identifying emotions
  - b) awareness of values and life goals
  - c) self image
- Self Management
  - a) managing emotions
  - b) managing thinking
  - c) managing behavior
  - d) importance of perseverance and grit

# Social Skills

- Social awareness
  - a) empathy
  - b) understanding social cues
- Social skills
  - a) the basics (listening, balancing honesty and tact, competition, bullying, conflict)
  - b) relationships (family, friendships, sexual/romantic)
- Managing life on social media
- Resilience
  - a) coping skills
  - b) being alone
  - c) connectedness

# Mental Health and Substance Literacy

- Goal was to provide simplest and smallest quantity of information to convey the “basics”
- Not only present information but also convey importance of helping a friend in need
- Create enough anxiety to get attention but not too much to discourage intervention

# Mental Health and Substance Literacy

- Protective and preventive factors
  - a) life skills (brief review of relevance for MH)
  - b) relationships and connectedness
  - c) resiliency and coping skills (note that some content will be cross referenced or will be included with slightly different slant)
- Mental health problems
- Substance problems
- Help is here
  - a) signs of a problem
  - b) helping yourself or a friend
  - c) getting care (clinical info)
  - d) support resources (online and orgs)

# The Transition

- Changing relationships
  - a) friendships
  - b) family
- Adjusting to college life
  - a) taking care of yourself in college (again, reviewing earlier content with specific focus on dorm/college/independent life)
  - b) social and emotional transition (focus on greater independence)
  - c) campus life-roommates
  - d) safety

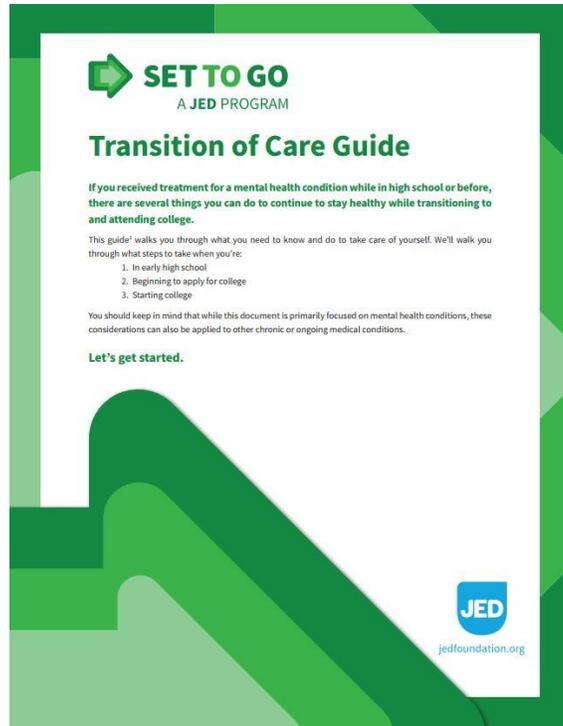
# Transition

- Academics and Pressure
  - a) competition
  - b) intellectual exploration and course of study
  - c) managing academic relationships
- Transitioning health and mental health care
  - a) what you need to know about campus resources
  - b) creating a transition plan
  - c) managing your health independently

# Transition (III)

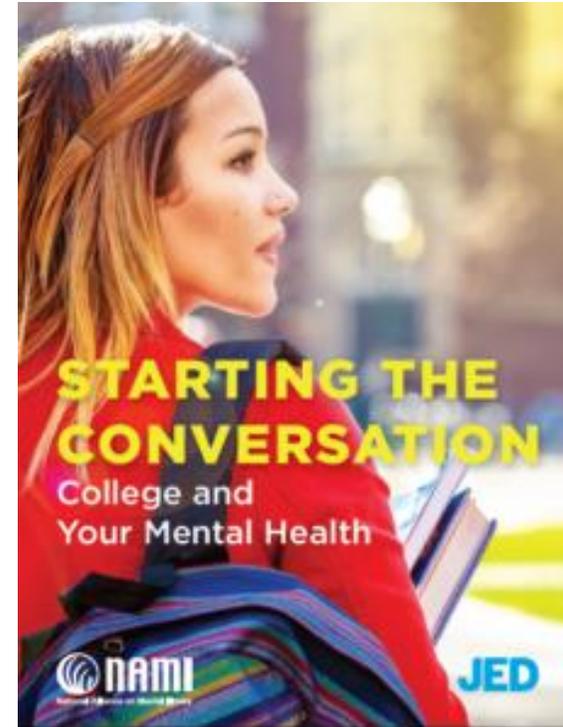
- Special consideration and population
  - a) first-gen students (transition harder-less family input)
  - b) student-athletes
  - c) international students
  - d) student-veterans
  - e) students with disabilities

## Transition of Care Planning Guide



[settogo.org/transition-of-care-guide](http://settogo.org/transition-of-care-guide)

## Starting the Conversation: College and Your Mental Health



[settogo.org/starting-the-conversation-college-and-your-mental-health](http://settogo.org/starting-the-conversation-college-and-your-mental-health)

Questions?

Discussion

For more information visit: [www.settogo.org](http://www.settogo.org)

Thanks