

CYCLONE SUPPORT

IOWA STATE UNIVERSITY
Student Wellness

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INTRODUCTION

Cyclone Support is a comprehensive, integrated, public health approach to the delivery of early intervention and connection to resources for persons with potential health/wellness issues. Cyclone Support uses evidence-based approaches to help identify potential health issues and connect students to resources for help. Cyclone Support is intended to meet the public health goal of reducing harm and negative consequences from various wellness issues. Cyclone Support is rooted in Screening, Brief Intervention, and Referral to Treatment (SBIRT) protocols.

Screening quickly assesses the severity of issue(s) and identifies the appropriate options for referral.

Brief intervention focuses on increasing insight and awareness regarding issue and motivation toward behavioral change or utilization of resources.

Referral to treatment provides those identified as needing more extensive assistance with connections to resources.

Information modified from SAMHSA, 2017

Program Rationale

Research suggests that students' ability and readiness to learn is diminished if they are not in a state of physical, psychological, emotional, intellectual, social, and spiritual well-being. Their preparedness to learn influences their academic performance, and influences persistence, retention, and graduation¹. At Iowa State University (ISU), students report that the top four impediments to their academic success are stress, sleep, depression, and anxiety - all related to their well-being². In addition, research suggests that substance use, basic need insecurity, and other mental health issues such as eating disorders have strikingly negative consequences on academic performance and wellbeing^{1,2,3,4}. Trends in students at college with mental health concerns at ISU and nationally are rising, and other issues such as substance use and need insecurity are still at problematic levels^{1,2,3,4,5}. Research suggests that student awareness and utilization of campus resources, particularly for mental health, is low due to various personal and institutional factors^{6,7,8}.

Utilizing a comprehensive, integrated public health approach to help with early identification of issues that affect student health and wellbeing, and intentional connections to resources is critical. Cyclone Support is one evidence-based strategy to more strategically and systematically identify students with potential wellness issues and connect them to resources. Students who connect and utilize resources are more likely to have higher levels of retention, improve their academic performance, and improve in areas of their wellbeing⁹. See Appendix for references.

HOW TO IMPLEMENT CYCLONE SUPPORT IN YOUR AREA

Help-seeking is influenced by many factors. Increasing student awareness of issues that may be affecting them (early identification) and increasing motivation to seek help (sharing information and connection to resources) is an important secondary prevention strategy within a comprehensive public health approach to student wellbeing. No one specific strategy alone “solves” the issue of low help-seeking behaviors for college students. Rather, a comprehensive set of strategies is needed. Cyclone Support is one evidenced-based strategy that can enhance both early identification and connection to resources.

The following includes information about Cyclone Support at ISU and how a department or people can implement the strategy in their area, with support from Student Wellness.

The following pages will review each of the three parts of how the Cyclone Support strategy can be implemented at ISU

- Screening
- Brief Check In
- Referral

This toolkit will include next steps for planning to implement Cyclone Support Strategy in your area and some resources and tools you can use.

The appendix at the end of the toolkit has additional resources, program pilot data, and more.

STEPS TO IMPLEMENT

1. Sign up and attend a Cyclone Support training.
2. Embed the Cyclone Support assessment into your office protocols (meeting invites/reminders, communication to students, etc.).
3. Review and use resources in this toolkit to help you with using Cyclone Support

SCREENING

Student Wellness created a brief, confidential screening tool that is used for the Cyclone Support strategy on campus.

The screening tool is a combination of well-researched, brief screening tools that measure different health and wellness issues. Students review confidentiality and screening tool information prior to starting the screening tool and then after they complete the screening tool, they are provided with some personalized feedback with calculated scores. Following review of the feedback, students are taken directly to the following website to learn more about resources and connect with resources [link](#)

The screening tool can be accessed with this [link](#)

These are the wellness issues used within the overall Cyclone program

- Sleep (7 questions)
- Food security (2 questions)
- Housing/utility security (6 questions)
- Alcohol use (10 questions)
- Cannabis use (8 questions)
- Stress (4 questions)
- Anxiety (2 questions)
- Depression (2 questions)
- Eating Disorder/Disordered Eating (5 questions)
- Sense of Belonging (5 questions)
- Involvement (2 questions)
- Nicotine Dependence (5 questions)

The topics were chosen based on Iowa State University – National College Health Assessment data and other national data on some of the top issues that affect student wellbeing, academic success, and student retention. Most questions are time based and reflect experiences in last 2 weeks or last month so students can take the screening tool as many times as they wish throughout the year.

The screening tool is designed to be built in as part of a systematic process for staff as part of regular day to day operations with students. For example, including a short statement and link to complete the survey included in meeting invites or communication sent to students for an upcoming 1:1 meeting.

SCREENING GOAL

The goal for this section is to do the following:

1. Build Screening Tool into an office systematic process and make part of your regular practice.

This can look a variety of different ways for offices. Most commonly, staff include a regular prompt for students to complete the survey prior to an upcoming meeting in the staff member's meeting confirmation communication with students.

Email Message

If you are confirming a meeting appointment with a student via email, include the following text as a consistent part of your message.

"Prior to our meeting, I encourage you to take this brief survey. This is a confidential wellbeing survey and only you see the results. During our meeting, I plan to check in how things are going for you and can share information about resources available to you at ISU to help you thrive.

[\(link\)](#)

Navigate App Message

If you use Navigate for students to schedule meetings with you online, include the following text and link in the message confirmation to encourage them to complete it, along with any reminders sent to students.

"Prior to our meeting, I encourage you to take this brief survey. This is a confidential wellbeing survey and only you see the results. During our meeting, I plan to check in how things are going for you and can share information about resources available to you at ISU to help you thrive. [\(link\)](#)

While not all students will take the survey, including it as a consistent part of your practice will help to create a more systematic process for helping students do regular self-assessment on their wellbeing during the year and to help with facilitating connection to resources.

BRIEF CHECK IN

BRIEF CHECK IN GOAL

The goals of a brief check in is for a staff member to

1. Check in with the student on areas of wellbeing that may be affecting them
2. Use motivational techniques to help students reflect on their wellbeing

Brief Check In

Student will complete the confidential screening on their own prior to your meeting. They will receive personalized feedback at the end of the survey and be connected to resources after completing the survey on their own.

During the forthcoming meeting or interaction with the student, the staff member will check in with student and use a few minutes to dialogue about any issues affecting the student, sharing information, and connecting them to resources if the student is open to the conversation.

Building Brief Check in into Your Practice

This can look various different ways for offices.

The most common approach is to build it into part of your meeting as a structured time to check in. Could be at the beginning or end of your meeting, whatever fits best with the flow of your meeting with students.

REFERRAL

REFERRAL GOAL

The goal of referral step is to:

1. Share information about resources available to students
2. Help facilitate connection to resources for students

Student Wellness has a website with various different resources available to students on the wellness issues assessed in the self-assessment tool.

You can use this website to become familiar with some of the specific resources available to students in each area as well as share this with students to help with referrals. [\(link\)](#) Refer to the appendix

GENERAL FRAMEWORK FOR CYCLONE SUPPORT (AER MODEL)

ASK, EVOKE, REFER

ASK

I shared a wellbeing survey with you prior to our meeting. Were you able to take that and if so, would it be okay if I take a few minutes to check in on how things are going for you?

No Thanks

YES

Did Not Complete

No worries, the tool is able to you at any time on student Wellness website and is completely confidential. I am here to chat with you and share resources available to you if there are areas you identify where you may need more support.

Sounds good, as a reminder there were resources shared with you on Student Health and Wellness website after completing the brief survey. I am always available to talk if you would like too in the future.

EVOKE

1. Tell me more about what stood out to you from the survey?
2. How is this affecting you personally? Professionally?
3. How important is it to you to work on...
4. How confident do you feel you could do something? What do you think you could try?

REFER

I have some resources and information I think will be helpful for you, would it be okay if I provide that to you?

If you were to create an action step for yourself in the next seven days, what would that look like for you?

What would progress like for you on your action step? How can I help you be successful?

READINESS TO CHANGE

Connecting students to resources that will help support them and meet their level of need is an important part of Cyclone Support. We wanted to share some additional information and resources with you all around support.

Oftentimes, students are at varying levels of readiness when it comes to help-seeking. For some students, they may be ready to immediately connect to a resource and for others, they may not be ready. As part of the brief check in framework, it is important to help students identify a next step that gets them to the next stage of help-seeking. Use this table below as a guide.

Stage of Readiness	Phrases You Might Here	Strategies to Help Student Get to Next Stage of Readiness
Not Ready (1-2 on Ruler)	<p>"I have never thought about..."</p> <p>"I'm not thinking about..."</p> <p>"I'm not interested in..."</p> <p>"I really enjoy {current behavior}..."</p>	<ul style="list-style-type: none"> • Establish Rapport • Build Trust • Validate lack of readiness • Express concern • Encourage self-exploration • Encourage re-evaluation of behavior • Explain/personalize the risk
Getting Ready (3-6 on Ruler)	<p>"I'm thinking about..."</p> <p>"I know this, but..."</p> <p>"I see this side... and on this side..."</p>	<ul style="list-style-type: none"> • Validate ambivalence is normal • Help weigh pros and cons of change • Summarize self-motivational statements of change • Emphasize autonomy and it is their choice
Ready (7-10 on Ruler)	<p>"I need to..."</p> <p>"I plan to..."</p>	<ul style="list-style-type: none"> • Help them think of next step (high confidence in readiness to do step) • Assess social support • Discuss barriers and ways they can overcome • Re-enforce decision to change

STEPPED CARE MODEL OF RESOURCES

Within Student Health and Wellness (and broadly across Division of Student Affairs), there are varying levels of support to meet students where they are at with various support needs. Use this as a framework when working with students. Resource links are included in each section.

Here is a link to specific resources for certain wellbeing issues that are assessed on the [Cyclone Support Self-Assessment Tool](#).

- Sleep
- Sense of Belonging
- Stress
- Depressions & Anxiety
- Alcohol Use
- Food Insecurity
- Housing Insecurity
- Body Image
- Eating Disorder
- Cannabis Use
- Nicotine Use
- Physical Activity
- Financial Wellbeing

SELF-GUIDED PROGRAMS

ABOUT

These are programs that students can do on their own (largely online education, modules, programs)

The programs focus on increasing knowledge and skills in certain areas of wellbeing.

WHO MAY BENEFIT?

Students with higher motivation and lower level of need (think of these as more “self-help” type resources). Students work on them on their own time and by themselves.

EXAMPLES OF PROGRAMS AVAILABLE

[Therapy Assistance Online \(TAO\) App](#)

Free app for students that has various mental health modules and activities to support their mental health

[Sleep Well](#)

Free self-guided program to learn about sleep hygiene behaviors. Uses 2 apps and students complete 30-day action plan

[Joyful Eating Programs](#)

Free self-guided programs to learn about various areas of nutrition, meal planning, etc.

PEER-FACILITATED PROGRAMS

ABOUT

These are programs facilitated by students, for students. They are 2 session programs (brief interventions).

The programs are confidential.

Focus of the program is on enhancing motivation, connecting students to resources, developing action plan, and harm reduction.

WHO MAY BENEFIT?

Students who are in non-crisis situations (lower to moderate level of need, experiencing general college stressors like higher stress, feeling overwhelmed, struggling sleeping, etc.).

Students who may be struggling with motivation.

EXAMPLES OF PROGRAMS AVAILABLE

[Wellbeing Coaching](#)

Confidential programs facilitated by students, for students. Wellbeing coaching is NOT counseling or medical treatment. Rather, it is a student-to-student program focused on providing a safe, confidential space for you to learn about areas of wellbeing that may be affecting you, to learn about resources of support available, and to help you generate some next steps you can do.

Two types of wellbeing coaching programs

- Holistic Wellbeing
- Substance Use

[Recovery Peer Support Meetings](#)

Peer-support meetings for students who are looking to gain more independence from substances and other addictive behaviors.

[Peer Led Workshops](#) (Joyful Eating)

Peer led workshops on building skills connected to grocery budgeting, meal planning, etc.

SPECIALTY SERVICES

ABOUT

These are programs facilitated primarily by professional staff and focused on brief or ongoing support for students.

The programs are confidential

Focus is on higher need/level of support for students with specific wellbeing issue.

WHO MAY BENEFIT?

Students with higher level of need or complex level of need

EXAMPLES OF PROGRAMS AVAILABLE

[Individual/Group Counseling](#)

For students struggling with variety of concerns, particularly around mental health

[Dietitian Services/Counseling](#)

For students struggling with body image, disordered eating, and/or has a poor relationship with food/body.

[Thielen Student Health Center Mental Health & Psychiatric Services](#)

Comprehensive outpatient mental health care for students

APPENDIX A SCORING DESCRIPTIONS

Table 1

Sleep	0–7 = No clinically significant insomnia 8–14 = Sub-threshold insomnia 15–21 = Clinical insomnia (moderate severity) 22–28 = Clinical insomnia (severe).
Food Insecurity	Any score above 0 indicates positive screen for low food security
Housing/Utility Insecurity	No researched determined score for this scale. Using score of 1-6 a positive screen for low housing security, with higher scores indicating more severe insecurity.
Alcohol Use Disorder	A score of 1 to 7 suggests low-risk consumption according to World Health Organization (WHO) guidelines. Scores from 8 to 14 suggest harmful alcohol consumption and a score of 15 or more indicates the likelihood of alcohol dependence (moderate-severe alcohol use disorder).
Cannabis Use Disorder	Scores of 8-11 suggest hazardous cannabis use. Scores of 12+ indicate possible cannabis use disorder.
Nicotine Dependence	Score of 2+ suggest possible nicotine dependence
Anxiety	A score of 3 points is the preferred cut-off for identifying possible cases and in which further diagnostic evaluation for generalized anxiety disorder is warranted.
Depression	A score of 3+ is the optimal cut point when using to screen for depression. If the score is 3 or greater, major depressive disorder is likely and further diagnostic evaluation is warranted.
Stress	No researched determined cut off score. 0-16 is range with higher scores indicating higher levels of stress. Using 8+ for analysis of positive screen.
Eating Disorder	A score of 2+ indicates a likely case of anorexia nervosa or bulimia nervosa.
Involvement	No researched cut off score. Two question scale, one point for each question if student disagrees. Score of 1-2 is positive screen for this analysis.
Sense of Belonging	Score of 7+ indicate low sense of belonging out of scoring range of 0-15.

APPDENIX B

EXAMPLES OF MOTIVATIONAL STATEMENTS AND REFLECTIVE LISTENING

Statements for Reflective Listening (Express Empathy):

- "You're feeling uncomfortable with your _____."
- "You are angry with/about _____."
- "You're feeling uncomfortable with your _____."
- "You are angry with/about _____."
- "You've tried to do _____ before and it has not worked for you."
- "You are frustrated with trying to _____."
- "So, if I understand you so far, you _____."
- "You are wondering if you should do something about _____."
- "I can see how you might feel _____ at this point."

Statements and Questions to Develop Discrepancy

- "What is it about your _____ that others may see as reasons for concern?"
- "What would be the good things about your child (your baby/you) being/having _____?"
- "How has _____ stopped you from doing what you want to do?"
- "How do you feel about _____?"
- "What makes you think that you need to make a change?"
- "If things worked out exactly as you like, what would be different?"
- "If you decided to change, what do you think would work for you?"
- "What concerns do you have about making changes?"
- "What things make you think that this is a problem?"
- "What difficulties have you encountered trying to change your _____?"

EXAMPLES OF MOTIVATIONAL STATEMENTS AND REFLECTIVE LISTENING

Statements and Questions to Roll with Resistance

"It's okay if you don't think any of these ideas will work for you, perhaps you've been thinking about something that might work instead?"

"Ultimately, it is your decision. So, what would you like to try?"

"You are right. I am concerned about your _____, but you are the one in control."

"You're feeling uncomfortable with your _____."

"I don't understand everything you are going through, but if you want to share what you've tried, maybe together we can find something that could work for you." "Would you like to talk about some ideas that have worked for other moms and use what works for you?"

Questions to Support Self-efficacy

"How important is this to you?"

"How much do you want to _____?"

"How confident are you that you can make this change?"

"What encourages you that you can _____, if you want to?"

"I know that it seems like such an uphill battle to _____, but now that we've discussed some options that have worked for other participants, which ones sound like the best fit for you?"

"It sounds like you want to continue to _____. What personal strengths do you have that will help you succeed? Who could offer helpful support so you can continue to _____?"

Statements and Questions for Reinforcing Positive Change-talk and New Behaviors

"That sounds like a good idea."

"That's a good point."

"You are very considerate of how your decisions affect other people."

"You've really changed the way you _____. How do you feel about that?"

APPENDIX C CONFIDENCE AND READINESS RULER

Confidence Ruler



Ready Ruler



Use the Readiness Rulers as a tool to help you with exploring a student's readiness around help seeking or specific topics they bring up during the Brief Check In. It can be used to help guide next steps for you and the student.

Ask the question on the ruler

- If Student says a low number (1-3), validate that it may be something they are not ready for and have them think about something they may be more ready or confident to do.
- If student says a middle number (4-6), ask why they chose that number and not a lower number. This will evoke the reasons for readiness/importance/confidence to students that you can reinforce and help them explore.
 - E.g. "why did you say a "5" and not a "2"?"
- If student says a high number (7-10), validate that this is something that seems important to them and they are ready to do, ask them what is a next step they think they can do.

Appendix D CYCLONE SUPPORT PILOT DATA

Help-seeking is influenced by many factors. Increasing student awareness of issues that may be affecting them (early identification) and increasing motivation to seek help (sharing information and connection to resources) is an important secondary prevention strategy within a comprehensive public health approach to student wellbeing. No one specific strategy “solves” the issue of low help-seeking behaviors for college students but rather a comprehensive set of strategies is needed. Cyclone Support is one evidenced-based strategy that can enhance both early identification and connection to resources.

Cyclone Support Screening Tool Data

During pilot phase in FY21, a total of N=1,562 students completed the full screening tool and are included in the descriptive analysis below. Appendix A has scoring descriptions.

Table 1 includes the mean (average) scores for each scale used in the survey & the percentage of students who screened positive for that wellness issue. Most of the scales used in the Cyclone Support screening tool have a research validated cut off score for a positive screen (See Appendix A).

Table 1

Wellness Issue	Mean	Percent Positive Screen
Stress**	7.2	58.5%
Sleep	9.14	57.4%
Generalized Anxiety	2.59	44.3%
Involvement**	0.74	38.5%
Depression	1.93	31.9%
Alcohol Use Disorder	4.43	22.2%
Eating Disorder	0.7	19.9%
Food Insecurity	0.3	17.5%
Low Sense of Belonging	2.98	11.6%
Housing/Utility Insecurity**	0.15	10.8%
Cannabis Use Disorder	1.6	7%
Nicotine Dependence*	NA	NA

*Recently added Nicotine Dependence scale in April so N is very small and not included in data analysis.

** No researched determined positive screen cut off score. Created internal cut off score for analysis.

Appendix D POSITIVE SCREENS

The survey includes 12 screening scales that measure different areas of wellbeing. Table 2 includes the percentage of students who completed the survey and screened positive for the following

- One or more wellbeing issues
- Four or more wellbeing issues

Table 2

Number of Positive Screens per Student	Percentage of Students
1+ positive screens for wellbeing issue	92%
4+ positive screens for wellbeing issue	42%

The data from the screening tool suggest that health and wellness issues affected most of the sample. The overwhelming majority (92%) of respondents had one or more positive screen(s) for a wellness issue affecting them. More concerning, 42% of respondents had four or more positive screens suggesting various wellbeing issues affecting the students simultaneously.

Student Learning

A key part of the SBIRT program is to help identify issues that may be affecting students and sharing information about resources & connecting students to resources. Table 3 highlights data collected from a small group of students using a one month follow up survey to measure learning and awareness.

Table 3

Follow Up Survey	Percentage of Students
I reviewed the personalized wellbeing report with my scores at the end of taking the screening tool or via email report	80%
I reviewed ISU and/or community resources available to me on the Student Wellness website after completing the screening tool	70%
Completing this screening tool increased my awareness of health and wellness issues that may be affecting me	75%
I learned something new about resources available to me after completing the Student Health and Wellness brief screening tool	77%

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