

CYCLONE SUPPORT

IOWA STATE UNIVERSITY
Student Wellness
Division of Student Affairs

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FALL 2022

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 “Ask, Evoke, Refer” protocols.

Ask quickly assesses and identifies issues that may be present for student

Evoke focuses on gauging readiness for help seeking and exploring salient issues for students

Refer focuses on helping increase motivation and generating a next step for student to get connected to resource(s)

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.

ABOUT HELP-SEEKING AND 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 Health and Wellness.

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

- Ask
- Evoke
- Refer

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 self-assessment into your office and work protocols (meeting invites/reminders, communication to students, etc.).
3. Review and use resources in this toolkit to help you with using Cyclone Support

FRAMEWORK FOR CYCLONE SUPPORT BRIEF STUDENT CHECK IN (AER MODEL)

ASK, EVOKE, REFER

ASK

**DID NOT
COMPLETE**

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?

----- OR -----

Would it be ok if we take a few minutes to check in how things are going for you and your wellbeing?

NO THANKS

No worries, the tool is available to you at any time on the 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.

YES

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

EVOKE

1. Tell me more about what stood out to you from the survey? How are things going for you (mentally, physically, emotionally, socially, etc.)?
2. How is this affecting you personally? Professionally?
3. On a scale of 1-10, how important is...how confident are you...

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 look like for you on your action step? How can I help you be successful?

ASK

ASK 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.
2. Regularly ask students about their wellbeing during meetings or other conversation

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

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 [HERE](#).

These are the wellness issues used within the overall Cyclone Support 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.



**SCREENING
TOOL**



**WELLNESS
RESOURCES**

SCREENING IMPLEMENTATION

USE OF TOOL IN PRACTICE

The screening tool is designed to be built in as part of a systematic process for employees 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.

EMAIL MESSAGE

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

NAVIGATE APP MESSAGE

If you are confirming a meeting appointment with a student via email, or if you use Navigate for students to schedule a meeting online, you can include the sample text and self-assessment link to encourage them to complete it.

EMAIL TO STUDENT EMPLOYEES

If you do meetings with student employees, mid-term check ins, etc. this can be a great tool to use with students.

CANVAS MODULE

You can embed this screening tool into a canvas module that students can take anytime before they meet with you, anytime during the year as a self-check in, etc.

SAMPLE TEXT

“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.”

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.

EVOKE

EVOKE GOAL

The goals of “Evoke” is for an employee to:

1. Systematic check in with students on their wellbeing and how they are doing
2. Use of motivational techniques to help increase readiness for help seeking or behavior change

EVOKE

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 employee will check in with student and use a few minutes to gauge readiness for help seeking.

Building Evoke 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.

HOW TO GAUGE READINESS

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 Evoke step, it is important to help students identify a next step that gets them to the next stage of help seeking.

STAGE OF READINESS	PHRASES YOU MIGHT HEAR	STRATEGIES TO HELP STUDENT GET TO NEXT STAGE OF READINESS	ACTION WHAT CAN YOU DO/SAY NEXT
<p style="text-align: center;">NOT READY (1-2 on Ruler)</p>	<p><i>"I have never thought about..."</i></p> <p><i>"I'm not thinking about..."</i></p> <p><i>"I'm not interested in..."</i></p> <p><i>"I really enjoy {current behavior}..."</i></p>	<ul style="list-style-type: none"> • Establish rapport/trust and validate lack of readiness • Develop discrepancy with their values/goals • Encourage re-evaluation 	<ol style="list-style-type: none"> 1. You are not feeling ready to do _____ and that is common. Perhaps you have been thinking about something else that might work instead? 2. I can see how tough this has been for you. I'm concerned about _____ and how that has been affecting your experience. 3. How does _____ interact with your personal and academic goals? 4. How might things look different for you if you were able to _____?
<p style="text-align: center;">GETTING READY (3-6 on Ruler)</p>	<p><i>"I'm thinking about..."</i></p> <p><i>"I know this, but..."</i></p> <p><i>"I see this side... and on this side..."</i></p>	<ul style="list-style-type: none"> • Validate ambivalence is normal • Help weigh pros and cons of change • Summarize self-motivational statement 	<ol style="list-style-type: none"> 1. Being unsure of what to do next is really common, you are not alone in feeling that way. 2. Why do you think you are ___ on the ruler, and not a 1. 3. How would working on _____ help you? 4. Pull together what student shared as reasons for change.
<p style="text-align: center;">READY (7-10 on Ruler)</p>	<p><i>"I need to..."</i></p> <p><i>"I plan to..."</i></p>	<ul style="list-style-type: none"> • Help process next step • Assess social support • Discuss barriers and workarounds • Re-enforce decision to seek help 	<ol style="list-style-type: none"> 1. What would a next step look like for you? What do you think you can try? 2. Who in your life can help you with _____? 3. What do you foresee may stand in the way? How might you work around that? 4. That sounds like a great next step for you!

CONFIDENCE AND READINESS RULER

CONFIDENCE RULER

ON A SCALE OF 1-10, WITH 10 BEING EXTREMELY HIGH AND 1 BEING EXTREMELY LOW, HOW CONFIDENT DO YOU FEEL TO...

1 2 3 4 5 6 7 8 9 10

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READY RULER

ON A SCALE OF 1-10, WITH 10 BEING EXTREMELY HIGH AND 1 BEING EXTREMELY LOW, HOW READY DO YOU FEEL TO...

1 2 3 4 5 6 7 8 9 10

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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.

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 _____?"*

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?”

REFER

REFER 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.



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 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



WELLBEING RESOURCES



Student health and wellbeing is inextricably linked to your academic success, retention, persistence to graduation, and personal success. We are proud to share these wellbeing resources with you. Our team is here to support you on your wellbeing journey.

SLEEP

- Complete the **SLEEP WELL** self-guided program
- Attend a **FITNESS CLASS**
- Workout at **STATE, LIED OR BEYER**
- Complete a **TAO SESSION** (search “sleep”)

STRESS

- Attend a student **WELLBEING COACHING SESSION**
- Visit **THE SHOP**, student food pantry (for financial/basic need security stress)
- Attend a **FITNESS CLASS**
- Hang out at the **CLIMBING WALL** – State Gym and Lied
- Rent some outdoor gear and go on an **ADVENTURE**
- Play **INTRAMURALS**
- Join a **SPORT CLUB**
- Try an activity (racquetball, swimming/hot tub, weights, cardio) at Recreation Services
- Drop in and use the punching bags at State Gym
- Attend a **LET’S TALK** session
- Complete a **TAO SESSION** (search “stress”)
- Try out **BIOFEEDBACK**

MOTIVATION

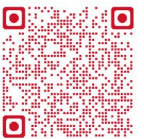
- Attend a student **WELLBEING COACHING SESSION**
- Hire a **PERSONAL TRAINER**
- Go for a walk or run on the indoor tracks at Lied and State Gym
- Workout or lift with a friend
- Swim laps at Beyer
- Participate in the **MOTIVATION AND PROCRASTINATION WORKSHOP**
- Complete a **TAO SESSION** (search “motivation”)

CARE

- Schedule **AN APPOINTMENT** with a primary care, psychiatry, or physical therapy provider
- Visit the **TSHC PHARMACY** to purchase over the counter medications or fill prescriptions
- Get support for **SEXUAL HEALTH**
- 24/7 access for **HEALTH QUESTIONS**
- Get **VACCINATED**
- Take a **JOYFUL EATING** self-guided program
- Meet with a **DIETITIAN**

COMMUNITY

- Attend a **COLLEGIATE RECOVERY COMMUNITY** meeting or program
- Request a **COMMUNITY OF CARE** presentation
- Apply to be a **PEER WELLNESS EDUCATOR**
- Attend a **FITNESS CLASS**
- Sign up for a **SMALL GROUP FITNESS TRAINING**
- Set up a pickup game of sand volleyball, softball, baseball, soccer at the SE Complex or MWL Fields
- Apply for a **JOB** at Rec Services
- Check out the **ESPORTS ROOM** at Beyer
- Complete a **TAO SESSION** (search “connection”)
- Play **INTRAMURALS**
- Try out for a **SPORT CLUB**



Wellbeing Resources cards are available for free from Student Health and Wellness. Please complete the request form at: cyclonehealth.org/wellbeingresources.

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/BRIEF INTERVENTION 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 Student Health and Wellness employees 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 AND PSYCHIATRIC SERVICES

Comprehensive outpatient mental health care for students

RESOURCES

SLEEP RESOURCES

STUDENT WELLNESS

Student Wellness can provide many helpful resources for you regarding sleep. A few examples include; tips for creating good sleep hygiene, strategies to ease into sleep, and sleep masks.

SLEEP WELL

Sleep Well is a self-guided sleep program focused on improving student sleep through engaging sleep hygiene behaviors.

WELLBEING COACHING

Wellbeing Coaching programs are 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. Student Wellness offers three different wellbeing coaching programs that students can enroll in for support. Thrive@ISU focuses on holistic wellbeing.

THIELEN STUDENT HEALTH CENTER (TSHC)

Thielen Student Health Center is a full-service health clinic staffed with physicians, advanced registered nurse practitioners, and trained healthcare professionals available to see you for your primary health care needs.

THERAPY ASSISTANCE ONLINE (TAO)

TAO is free for all students. It is an online library of engaging, interactive programs that help you learn life skills and bounce back from disappointments and stumbling blocks. It also has a mindfulness library that can be an important sleep hygiene practice. As you watch their videos and engage with the interactive components, you'll gain the necessary knowledge and self-awareness to achieve your specific goals.

STUDENT COUNSELING SERVICES (SCS)

Student Counseling Services has various counseling services available to students who may be struggling with mental health concerns that may be impacting their sleep. Individual counseling, group counseling, and other programs/services are available to students.

STRESS RESOURCES

WELLBEING COACHING

Wellbeing Coaching programs are 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.

Student Wellness offers three different wellbeing coaching programs that students can enroll in for support. Thrive@ISU focuses on holistic wellbeing.

STUDENT WELLNESS

Student Wellness has online information about and resources for stress and stress management.

RECREATION SERVICES

Mindful movement is a great way to manage stress. Check out the various methods of movement in the link above.

STUDENT COUNSELING SERVICES (SCS)

SCS offers numerous services, including:

- counseling,
- TAO self-help app,
- the online Mind-Body Spa, and
- biofeedback services.

SELF-CARE AND STRESS MANAGEMENT FOR BLACK, INDIGENOUS, AND PEOPLE OF COLOR (BIPOC) COMMUNITIES

Campus, community, and online resources made by and for BIPOC communities around racial stress, healing, and self-care.

ACADEMIC SUCCESS CENTER

If your stress is related to academics and coursework, the Academic Success Center has several options to help you. These include tutoring, supplemental instruction (SI), academic coaching, and other resources.

STUDENT ASSISTANCE

The Student Assistance staff can help with life circumstance that can be stressful. Make an appointment or browse their online resources to get ideas for how you can best manage your stress.

SUBSTANCE USE RESOURCES

PEER SUPPORT & SOCIAL PROGRAMMING

Rootless is an officially recognized ISU Student Organization, focused on peer support, social programming, and community building for students in recovery, seeking recovery, who have a connection to recovery in their lives (e.g. loved ones, friends), and who are allies of others in recovery. They do weekly substance free activities and social programs.

ALL RECOVERY WEEKLY MEETINGS

These are peer led mutual aid meetings, for students in recovery, seeking recovery, have a connection to recovery in their lives (loved ones, friends, etc.), and those who support a recovery lifestyle. The focus is on peer connection, peer support, and building community.

WELLBEING COACHING (SUBSTANCE USE)

Thrive@ISU is a confidential program to help students identify areas of their wellbeing that may be affecting their experience at ISU and to help facilitate a student driven action plan to help them Thrive! Thrive@ISU is NOT counseling or medical treatment. Rather, it is a student to student program focused on providing a safe, confidential space for students to learn about areas of wellbeing that may be affecting students, to learn about resources of support available, and to help students generate action steps. Students who enroll in the program will complete a confidential wellbeing survey and complete a reflection activity. Then, students will meet one on one with a Thrive@ISU student to help them create a self-driven plan.

SUBSTANCE USE SCREENING

A brief self-report questionnaire used to explore alcohol and substance use.

INDIVIDUAL RECOVERY COACHING

Collegiate Recovery Community Recovery Coaching is a free service provided to students in recovery or seeking recovery who are looking to enhance their overall well-being as part of their recovery journey. Recovery Coaching includes one on one conversations with Collegiate Recovery Community staff. These are strength based, peer led conversations where the student and CRC staff member discuss goals and strategies that the student wants to focus on for the year. Students complete a plan they will use to guide them during the year to help them accomplish their self-identified goals.

INDIVIDUAL SUBSTANCE ABUSE COUNSELING

1:1 counseling sessions geared toward identifying problematic use, setting goals for modifying or abstaining from use, and gaining coping skills and support around recovery.

FOR ADDITIONAL RESOURCES

PLEASE VISIT: www.studentwellness.iastate.edu/substance-use-services/

FOOD RESOURCES

CAMPUS RESOURCES

STUDENT FOOD PANTRY (SHOP)

Students Helping Our Peers (SHOP) is a student-run, on-campus food pantry.

GIVE A SWIPE PROGRAM

If you are a student that needs to access these emergency meals, please reach out to any of the following partners of the Give A Swipe program.

- **Office of Student Assistance:** 515-294-1020, studentassistance@iastate.edu
- **Student Wellness:** 515-294-1099, studentwellness@iastate.edu
- **Financial Aid:** 515-294-2223, financialaid@iastate.edu
- **International Students and Scholars:** 515-294-1120, isso@iastate.edu
- **Student Counseling Services:** 515-294-5056

COMMUNITY RESOURCES

UNITED WAY STORY COUNTY

Comprehensive list of resources including food, rent, housing, and financial need assistance.

COMMUNITY FOOD PANTRIES

Access a list of community food pantries in Story County, Iowa. If you aren't within walking distance or don't have a car, you can take CyRide to the food pantries.

SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)

SNAP provides nutrition benefits to supplement the food budget of needy families so they can purchase healthy food and move towards self-sufficiency.

WOMEN INFANT CHILDREN PROGRAM (WIC)

Personalized support for anyone who is pregnant, a caregiver, or a mom w/ a child under 5.

NUTRITION, MEAL PLANNING, BODY IMAGE AND DISORDERED EATING RESOURCES

MEET WITH CAMPUS DIETITIAN

If you feel that something is not right in your relationship with food/your body OR if you actively engage in food restriction, bingeing, purging, laxative use, compulsive exercise, or feel extreme shame or disgust when you look in the mirror – please complete the dietary intake form to receive help here on campus. Once the form is completed, a campus dietitian will reach out to schedule an appointment.

JOYFUL EATING PEER LED WORKSHOPS

Learn from other students how to easily create a staple grocery list then meals from that list that are quick, nourishing, budget-friendly, and unique to you. You will leave the group with several resources and app recommendations that will help you along the way!

SELF-GUIDED PROGRAMS

Student Wellness offer self-guided food, nutrition, and body image courses through Canvas.

MOOD, FOOD AND YOU (GROUP COUNSELING)

Combination of support, skill, experiential activities and process for any person with body image, disordered eating, or eating disorder concerns.

INDIVIDUAL COUNSELING

Student Counseling Services has various counseling services available to students who may be struggling with mental health concerns that may be impacting their sleep. Individual counseling, group counseling, and other programs/services are available to students.

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.

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.*

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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