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## Procedure for Identifying Emotionally Disturbed Freshmen at Utah State University: A Study and Recommendation

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PROCEDURE FOR IDENTIFYING EMOTIONALLY DISTURBED  
FRESHMEN AT UTAH STATE UNIVERSITY:  
A STUDY AND RECOMMENDATION

by

Carl D. Allen

A seminar report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

Plan B

UTAH STATE UNIVERSITY  
Logan, Utah

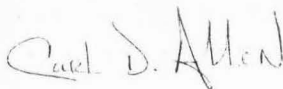
1973

## ACKNOWLEDGMENTS

This writer wishes to extend his sincere appreciation first to Ms. Phyllis Publicover for her patience and very valuable assistance in preparing this Seminar Report.

I also wish to extend thanks to Professors Alan Hofmeister and Reed S. Morrill for their advice and critical reviews.

A special thanks I give to Dr. Roland Bergeson for his helpful suggestions.



Carl D. Allen

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## INTRODUCTION

The encouragement of individual self-improvement and enlightenment through the process of a formal education is basic to the social system of our nation. College and university administrators are therefore faced with a practical exigency for understanding those factors that are associated with academic achievement. (During the past several years there has been increasing evidence that college achievement is dependent upon something more than intellectual ability. From experience, the average counselor in a college or university has become aware of this fact time and time again. Some studies have gone further and suggested specific personality characteristics of successful and unsuccessful students. One important characteristic of certain students who fail to realize at least minimal benefit from a college or university environment is that characteristic often called "emotional disturbance."

(Emotional disturbance has long been regarded as a disease or illness with its roots in biology or neurology. However, in the past several years, evidence has accumulated that it is more scientifically sound and feasible to classify emotional disturbance as a behavior disorder, a disorder which consists of inadequate or inappropriate behavior that is learned. . . (Dupont, 1969, p. 2)

The committee which guided a workshop for teachers of emotionally handicapped students, sponsored by the Utah State

Department of Public Instruction and Salt Lake City School District, has defined the emotionally disturbed student as:

Any child of normal or above normal learning potential whose emotional condition, as determined by an evaluation team, is such that he cannot learn at the expected level for his class or adjust adequately to procedures for his peer group in regular public school classes without the provision of Special Services.

He will be further defined as a student whose behavior manifests a persistent failure to adjust and function intelligently at a reasonably expected level: (The Planning and Correlation Committee, 1968, p vi)

Bower has described them as students whose:

. . . emotional handicaps may be the result of an overabundance of emotions, an undersupply of emotions, or an inappropriate application of emotions. The emotionally handicapped student may exhibit his difficulties in different ways. He may pour all of his energies into school work as a way of avoiding relationships with himself, or he may be able to muster only small bits of energy for educational activities. He may appear to be severely mentally retarded or actually be extremely brilliant. (Bower, 1957, p. 143)

Due to the increasing demands of the complex, complicated university environment with its many and varied requirements, it seems feasible to assume that many students who fail because of emotional disturbance could better adjust to environmental pressures if the students were identified as having problems which promote an emotionally disturbed state and then encouraged to avail themselves of the services available within the university.

The question of need to identify students with emotional handicaps can be partially answered by citing several sources of literature on

suicide. While the literature is not limited to college freshmen, one might assume that it includes them in the statistics and conclusions.

Lederer and Jackson (1968) reported in the Ladies Home Journal that suicide is the fourth leading cause of death among United States teenagers.

Seiden (1967), in a study of 23 Berkeley students who killed themselves in the years between 1952 and 1961, found that more students had been to mental health services (34 per cent compared to 10 per cent) than had not used such services. They were not, by any objective standards, doing badly in their academic work; two-thirds of them had a grade point average higher than the general student population. When friends and others were asked what they remembered about the student suicides, it appeared that all the suicides had given some unheeded warning; for example, overanxiousness, physical symptoms, or deteriorating peer relationships.

An article in WICHE (1970) states: "College officials recognize that suicide threats and gestures by students increase at the beginning and end of each year." (WICHE, 1970, p. 4)

The Saturday Evening Post (1964) reports that the last year for which United States vital statistics are complete, 1,084 young adults of college age killed themselves.

WICHE (1970), in a study of Indian suicides, discovered that while varying from tribe to tribe, the suicide rate in many tribes ranged from five to ten times the national average of 11 per 100,000.

This alarmingly high rate is due primarily to an identity crisis among Indian youth. The Indian youth not only experiences the very personal identity crisis of adolescence, but he has the additional burden of the cultural identity crisis. He is neither an Indian with pride, nor can he identify with the culture and tradition of the dominant group.

The report also states that an Atlanta psychiatrist has disproved the too-easy assumption that Orientals have no mental illness because of their strong family ties, dedication to hard work, and long-fuse tempers. He examined the Oriental suicide rate from 1952 to 1968 and found it to be almost equal to that of the entire San Francisco population for the 17 year period, which is a rate triple the national average. He attributes a large percentage of these suicides to a lack of integration into the dominant culture.

As reported in Ebony Magazine (1968), the suicide rate among young Blacks has increased 27 per cent during the past seven years. Added pressures, deeper awareness of conflicting value systems, and mounting insecurities in the face of onrushing technology are some reasons given for this rapidly rising death toll.

Michie (1969) reports the number of foreign students in United States colleges has topped 100,000 and is expected to double within the next five years. Interviewing in five colleges that host foreign students, Michie (1969) also found that a large number of these students experience problems that quite often have at their roots those traits or conditions commonly associated with emotional



disturbance. Since the majority of these students are in graduate programs, the significance of this statement rests in the inference that there is a need for more and better identification procedures for those students with problems peculiar to cultures different from the dominant culture.

Hauser (1971), in a study of an admittedly small, matched group of 22 poor black and white adolescents during their last three years of high school, found that the formation of an identity or self image was stabilized much too rapidly among the Blacks, resulting in faulty and underdeveloped self concepts.

If these problems are problems of minority groups in general, then this writer feels it is logical to assume that with the influx of approximately 1.5 million new students of varied backgrounds into the universities and colleges each year, a significant number of these problems can be expected to show up on the campuses especially with all the concentrated efforts now being made to get minority and underprivileged students on the college scene.

(The local significance of the problem is also suggested by the large number of freshmen who leave Utah State University during their freshman year for reasons other than academic failure. According to personnel in the Dean of Students' office, although there have been no official records kept, the estimated number of freshmen who leave the university is approximately 300 each quarter or nearly 1200 each year.

It is this writer's contention that a significant portion of these students could possibly have been experiencing emotional difficulty and might have benefited from early identification, followed by use of university resources in an attempt to help them continue their education.

Studies presented by Marsh (1966) show that the reasons given most often for students leaving college seem to suggest some degree of emotional stress. These reasons include academic difficulty, dissatisfaction with college, and chronic illness.]

The purpose of this study is to: (a) review the literature relevant to the study, (b) review current practices for the purpose of suggesting appropriate identification procedures within a university structure, and (c) summarize procedures that have been and are being used in at least one university for the purpose of identifying those freshmen who, because of their behaviors, could be categorized as emotionally disturbed.

### Methodology

In addition to reviewing pertinent literature for the last ten years, the following representatives of services in one university will be interviewed to determine how students with severe emotional problems are identified through their resources:

1. The Counseling-Testing Office
2. General Registration
3. Head Residents in Selected Dormitories
4. Heads of Selected Departments
5. Dean of Students
6. University Medical Services

#### Limitations

This seminar paper was limited in its scope because it deals primarily with the identification procedures of only one university. It does not include an extensive analysis of a cross-section of the majority of colleges and universities.

## REVIEW OF LITERATURE

### Studies of Emotional Disturbance

Discussing emotional disturbance among college freshmen is a difficult task for the subject has never been the target of empirical research. (Student personnel administrators have little knowledge about the potential "emotionally disturbed" student in their midst. There appears to be much conflicting and little conclusive evidence which would lead one to believe that, in terms of demographic and intelligence factors and academic achievement, emotionally disturbed students are too much different from other students.

Since freshmen students laboring under emotional handicaps seem to be similar to other students in ways such as background, aspirations, and abilities, there must be some underlying structures of personality and patterns of thought for which adequate tests and identification procedures have yet to be developed. Dupont's (1969) definition of emotional disturbance which is supported by other research (Brown, 1960; Heilbrun, 1965; Rose, 1965; and Rose and Elton, 1966), points out the inherent dangers in classifying human behavior (see page 1). Listing of problems and their apparent causes has led to many attempts to classify behavior problems. Some classifications have been based upon the overt behavior described as the

problem; some have been based on the etiology of the problem; some have been based upon the effects of the problem behavior. No classification has as yet been proposed which has proven to be universally satisfactory or acceptable.

A review of the list seems to indicate that most attempts to establish a relatively clear-cut and useable definition of the concept "emotional disturbance" conclude with the investigations coming up with several major classifications of behavior which one might use in examining the possibility of emotional disturbance among college students. These behaviors, not necessarily in order of importance, seem to be:

1. Aggressive and acting out behavior.
2. Inhibition of affect and physical activity level.
3. Resistance to learning: conscious or unconscious.
4. Low stress tolerance.
5. Excessive needs for attention and/or emotional supports.
6. Excessive, uncontrolled psychomotor activity.
7. Demonstrations of obvious neurotic traits and tensions.
8. Fantasy ideation, bizarre thinking and behavior.
9. Over-interest in sex matters.

Ganzhorn (1961) adds that in residence halls the student may:

Ignore many of the minor rules and regulations but set the stage in such a way that he may be attention-seeking, manipulative, domineering, demanding, parasitic, and self-indulgent. (Ganzhorn, 1961, p. 498)

Although the writer is aware that there is considerable risk in using trait lists minus descriptions of behavior, for the purpose of this paper the above mentioned traits will serve as general indicators of possible emotional disturbance.

Since responsibility for identifying students with emotional problems usually rests with some sort of guidance counseling or testing program, much of the review of literature will focus on such programs. Orientation procedures, living arrangements, and academic standards will be given some consideration in trying to determine what efforts have been exerted by those areas to identify possible emotionally disturbed freshmen.

In the search for related investigations, few studies were found that dealt primarily with identifying emotionally disturbed freshmen; however, there have been a few concerned with identifying possible dropouts, orientation procedures at several universities and colleges, and methods of identifying maladjusted college students in general.

#### Studies of Junior Colleges

There have been surprisingly few studies on the junior college level. The following studies indicate trends of thought on the problem of identifying students with emotional difficulties.

Medsker (1960) found in a survey of 76 junior colleges in California that administration and boards of control had not put student personnel services on a par with instruction. Little effort

and research is conducted to enable the colleges to obtain facts about their students and two-year colleges make only a limited effort to understand and evaluate their programs in terms of the emotional well being of their students.

Starr's (1960) survey of guidance practices in selected junior colleges in the northwest revealed that personnel services have not been extensively developed, extensive use of faculty members untrained in identification or in counseling students seemed to be customary, and testing programs are offered more inconsistently than are other services.

Motto (1961) reported from the Flint Extension of the University of Michigan a pilot program initiated in 1958 that was oriented toward analyzing student needs. He found that one-third of the students wanted help in areas other than those of an academic or vocational nature and that such help was not available during their freshman year.

#### Studies of Four-Year Colleges

It appears that most attempts to identify emotionally disturbed freshmen in four-year colleges through personnel services centered around: (a) using standard personality inventories and measures of interest, attitudes, and temperament, either separately or in conjunction with others; and (b) through personal observation. The most widely used, according to a study by Sylvania (1956) are:

### Tests of Personality - Projective and Non-Projective

1. The Minnesota Multiphasic Personality Inventory
2. The Rorschach Psychodiagnostic
3. The Bell Adjustment Inventory
4. The Sentence Completion Test
5. The Bernreuter Personality Inventory
6. The Bender-Gestalt Test
7. The California Test of Personality

### Measures of Interest, Attitudes, and Temperament

1. The Kuder Preference Record
2. The Strong Vocational Interest Blank
3. The Allport-Vernon Study of Values
4. The California Occupational Interest Inventory
5. The Michigan Vocabulary Profile
6. The Guilford-Zimmerman Temperament Scale  
(Silvania, 1956, p. 361)

Most of the time these tests are administered through the guidance or counseling-testing programs which suggests that any identification from the other departments comes through personal observation.

Lang (1962), in a study covering a group of college freshmen who entered Fairleigh-Dickerson University and who were given the Edwards Preference Scale during orientation week, summarizes that this instrument, complementing other non-intellectual measures, may be employed to identify students with potential difficulties early in their freshman year.

Vaughan (1966), using both the Minnesota Multiphasic Personality Inventory (M. M. P. I.) and the Scholastic Aptitude Test (S. A. T.) at both the beginning and the end of the scholastic school year, hypothesized that early identification through the use of these instruments is possible.



The results of a study by Clark (1964) to explore the usefulness of the Minnesota Multiphasic Personality Inventory (M. M. P. I.) in understanding and predicting disciplinary type behavior in residence halls resulted in his suggestion to use this instrument for predicting individual behavior, especially on scale 4 (psychopathic deviate).

Brown (1960), using the Minnesota Multiphasic Personality Inventory at three liberal arts colleges through the admissions offices, concluded that those students who dropped out of college during the first semester tended to exhibit some traits that were indicative of possible emotional disturbance.

Monachesi and Capwell (1945), and Monachesi and Hathaway (1951) strongly suggest that the Minnesota Multiphasic Personality Inventory is a valid predictor of deviant behavior. While the studies were directed towards juvenile delinquents and not emotionally disturbed freshmen, the fact that the studies included teenagers tends to support the hypothesis that the instrument has some value in predicting deviant behavior.

Brown and Nemir (1955) support this view by stating:

... (during the process of acquiring a college education, students are making social, emotional, and academic adjustments; the emotional equipment they bring to the campus may prove either an asset or deterrent to the educational goal. (Brown and Nemir, 1955, p. 458))

Awareness of this concept should make early detection of emotional stress a fundamental part of entrance examinations. Early coordination of data about the total personality of a student brought

together by various campus services affords a more complete understanding of the student and expedites his adjustment.

In their report Brown and Nemir (1955) offered observations on the way in which integration for early detection of emotional maladjustments is carried out by two resources for students at the University of Utah: The Student Health Service and the Bureau of Student Counseling. Both of these services are under the direction of the Dean of Students. Other personnel services also operate under his direction, including the University Guidance Center. All cooperate with the Student Health Service which fulfills the traditional counseling role in handling medical problems of students. Early detection and correction of these problems, physical, mental, and emotional, is stressed. The Health Service has contact with every student within two to four weeks after his entrance to the university by means of a comprehensive health examination. With attention focused on the mental hygiene approach as well as the physical, the whole staff of examiners who come in contact with each student is alerted to notice unusual behavior patterns.

Brown and Nemir (1955) point out that entrance health examinations are leisurely enough so that clues can be pursued and impressions established. Thus, many emotional disturbances are actually detected in the first contact with the student in the Health Service. This detection may evolve from the observations of any of the various examiners, including the physician. The last consultant during the entire health examination is the physician-summarizer who reviews

the results of the whole examination and discusses the findings with the student immediately after this experience is completed. If there is any indication of emotional stress, an appointment is immediately made for the student with the University Guidance Center. By this procedure the student is being helped within two hours of entering the Health Service for examination.

An additional service is the Bureau of Student Counseling, established for the purpose of counseling students with regard to their personality problems and their mental health. Troubled students come for help with such problems as serious inferiority feelings, inability to socialize, excessive periods of depression, inability to study because of emotional upsets, and other personal problems.

A premarital and family counseling center has been added to help those students with emotional problems evolving around marital and family situations. A psychiatrist acts as a consultant to the center. The Bureau uses the inter-disciplinary approach, using all resources, each contributing from his experience and knowledge. In addition to counseling, training, and research are carried on in the Bureau.

Brown and Nemir (1955), in summarizing selected case studies, point out that similar cases occur on a magnitude greater than is generally recognized and further show that the need for early detection and follow-up of students with emotional stress is essential for good social and academic adjustment.

In another study to determine the usefulness of the Medical Health Services in identifying early emotional disturbance, Wharton (1962), used the Minnesota Multiphasic Personality Inventory and several other personality inventories. He found that frequent users of the infirmary were individuals who had poor control over acting-out of feelings, were immature in self-development and in development of inter-personal relations, manifested hostile-dependent conflicts, and described their homes as places of discord and strife. These all seem indicative of possible sources of emotional stress to the new college student.

Jackson and Clark (1958), in a study of thefts among college students, using the Minnesota Multiphasic Personality Inventory along with other measuring devices, found that thefts were symptoms of personality maladjustment and were committed to satisfy needs such as possession, sex anxieties by escape, punishment to get even with families, or achievement in compensating for inferiority. They state:

If some of the characteristics of those who might become involved in theft could be determined prior to the act, perhaps they could be helped in their adjustment to college life, and thereby the probability of their becoming so involved might be lessened. (Jackson and Clark, 1958, p. 557)

#### Orientation Programs

In attempting to determine what procedures are currently in effect to aid in identifying freshmen with emotional disturbance, a

review of the literature offers little in the way of concrete conclusions as to the precise methods currently being employed.

Gerber (1966), in his review of literature about orientation programs, lists the primary objectives and functions of college personnel services as listed by the American Council on Education.

Included are:

- a. Providing counseling services which, with the aid of diagnostic facilities and other referral agencies, assist the student in adjusting to and planning for his educational, social, vocational, emotional, and religious growth.
- b. Determining the physical and mental health status of the student and providing appropriate health services. (Gerber, 1966, p. 15-19)

There was no mention of the possibility of attempts to identify "emotional disturbance." Gerber (1966) also reports that although there is a profusion of programs, little agreement is evident on the most effective method to treat the problem of helping identify the student with emotional problems.

Arbuckle (1953, p. 251) states, "During this time a student may attend a variety of meetings, lectures, and activities; he may be given a battery of tests . . ."

An orientation program at Boston University is:

... a course in personal adjustment, and its purpose is to help students to solve their own problems--problems which may or may not be directly related to a change in their college environment. (Arbuckle, 1949, p. 112)

Raines (1956) used a case study describing a freshman with multiple problems to "kick off" a nine-week orientation program.

A rather complex program was reported at Minnesota by Williamson (1955). It consisted of a two-day orientation during August and September which included testing and registration.

In a somewhat unique program which combined orientation, counseling, and counseling preparation, Seymore and Guthrie (1962) had as one of their goals to help the student know and understand himself better; to assist him in appraising his capacities, needs, interests, and goals through the use of test data, observation, personal records, and personal history information. They initiated a three-day program of general meetings, test batteries and personal interviews.

An article in the Salt Lake Tribune (August 12, 1970) reports that one university had brought 125 Indian students to the campus for a six-week orientation to help them prepare for college life. The program was designed to prepare them for intensive university study. The article also reported that another university was offering a two-day orientation program during the month of August for nearly 4,000 freshmen. The primary emphasis was academic counseling, registration, and faculty seminars. In neither instance was there mention of the possibility of attempts to identify "emotional disturbance."

In discussing the value of orientation programs as they now exist there is question as to the effectiveness of the great majority of them in helping to identify those freshmen who at the beginning of their

college careers might be found to have emotional disturbances. For the most part the objectives of orientation are as Gerber (1966) states. They include the kinds of goals written for attainment as a result of an entire collegiate career and not those geared to solving any particular set of immediate problems. Perhaps as Caple (1964) suggested, the time is near to put orientation to the test, to seek out substantial evidence for or against current practices so that the needs can either be discounted or that more effective programs may be instituted.

#### (Current Procedures at Utah State University)

##### Counseling-testing

Characteristically the client appears in person, telephones for an appointment, or comes by referral at an appointed hour. Arrangements and scheduling are almost invariably made by a receptionist who in the reception room or over the telephone makes some judgment about the urgency of the stress. The student is then referred to a member of the counseling staff. The usual procedure then is for the counselor to have an initial interview and from this interview determine the severity of the problem and if necessary administer one or several of the following tests:

1. The Minnesota Multiphasic Personality Inventory
2. The Strong Vocational Interest Blank
3. The Edwards Personality Profile Survey

4. The Kuder Preference Record
5. The California Occupational Interest Inventory

From the results of these tests decisions are made with reference to future courses of action. At present, these are the only records available to the counseling service (see Appendix A).

A second part of the Counseling-Testing service is the Dormitory Counseling Program which provides "walk-in" and informal counseling for those students who for various reasons do not choose to or cannot avail themselves of the counseling services during the regular counseling hours. The essential ingredient of this service is immediate or early access to the counselor when a problem is of a nature that waiting would seem to be catastrophic. Working in close contact with the dormitory personnel helps the counselors with early identification of those students experiencing emotional difficulty,

### Housing

At present there are no systematic procedures in effect within the Housing Department, which employs dormitory personnel, for the early identification of students who bring to the university those traits that might indicate emotional disturbance. The responsibility for noting students who are in emotional turmoil rests primarily with the Head Residents and the Dormitory Assistants, commonly called "Floor-Jocks." (The normal procedure is one of casual observation and personal contact with the new students. Since there is no formal



orientation program at the university which has as one of its primary goals testing and identifying students with emotional problems, the first indication of emotional disturbance in the housing environment usually comes either from a self-referral or from a detection of some sort of unusual behavioral pattern by one of the responsible people in the dormitory, usually one of the paid personnel or one of the elected officers. Occasionally, peers have been involved in the process.

There are no efforts made or information required on the initial application to identify or to indicate past possible emotional maladjustment (see Appendix B). Also there are no programs in effect to train dormitory personnel to identify the student with emotional problems.

During the year 1969-70 there was an attempt to coordinate the services of the Counseling-Testing Service and Housing so as to more effectively ferret out those students, freshmen included, who might benefit from early help. The effectiveness of this procedure has not yet been determined, since a large number of students still make initial contact with the Counseling-Testing Center as a first choice.

#### Health services

The Utah State Student Health Service as outlined in the University Bulletin does not include services for the identification or treatment of emotional problems. The services, under the direction of one full-time physician, two registered nurses, a registered sanitarian, and a receptionist, include the following: medical and surgical

care, inoculations, and limited laboratory facilities. As far as gathering information which might help identify students with emotional difficulties, there are no standardized procedures which might aid in the process. The only instrument that might be of any significance is the entrance personal history and physical examination; and its completion has been left to the new student's initiative. The only question that might have any relevance is one asking, "Have you had any psychiatric treatment?" This is left to the student to fill out, hardly guaranteeing uniform answers. At present there is no provision for university psychiatric evaluation (see Appendix C).

At present there does not seem to be a coordinated effort between the Student Health Service and any other service in attempting to solve the problem of early identification of emotionally disturbed freshmen.

#### General registration

This is the university division into which students may be admitted who do not qualify for enrollment in one of the academic colleges. At present the only identifying information available to this division is the student status card (see Appendix D). Contact with the division is made through an initial interview with heads of academic departments for the purpose of outlining a program which the student can "live with." Any subsequent contact is usually the result of academic difficulty at which time the division head may or may not determine there is a possible emotional disturbance.

According to the division there has been only one referral during the past five years to the Counseling-Testing Center for suspected emotional difficulty. If the current trend of increased enrollment continues there would seem to be a need to place more emphasis on better surveillance of those students coming to the university with credentials less than those of the "average" population.

#### Heads of departments

Interviews with several department heads reveal that there is very little concern for the emotional well being of those students enrolled in their programs. It is only after students have been granted admission to the upper division of the department that there is any appreciable amount of interest in the concerns of the students majoring in the department. The basic assumption seems to be that since most freshmen are in the general program there is very little need to involve the department in trying to evaluate the emotional makeup of their new students.

#### Other possibilities

This writer is aware that certain organizations exist on the campus that may keep a segment of the freshman population from the normal scrutiny of those services mentioned above as being in the most advantageous positions to become aware of possible emotional disturbance. Religious organizations, clubs, fraternities, sororities, and other groups might tend to "take care of their own."

However, it appears that there is still a definite lack of coordinated effort on the part of these organizations to identify emotionally disturbed freshmen students. The recent addition of student-monitored services like "Help-Line" (a telephone counseling referral service) and the "Walk-in Center" for immediate counseling advice may prove to be another way to prevent serious disturbance.)

## CONCLUSIONS

### Discussion

A good deal of concern is expressed these days about the emotional problems of students in our American colleges. Some professionals in personnel services view with alarm the pressures exerted on young people by rapid and extensive social change. Personnel administrators who work in school settings are disturbed because the demands are often more than students can meet. Students themselves are asking that college administrators sit down and try to evolve more effective services for helping students with emotional problems. Also anxiety has been heightened by recent publications that claim there is an alarming increase in the suicide rate and other serious problems of college students and infer that a crisis in the emotional health of students is at hand.

Somewhat less sober thought is given to the state of knowledge and methods of dealing with the mental health of students who are in need of realistic programs of counseling and other help on college campuses.

### Studies and findings

In attempting to determine the most effective method of dealing with the early identification of emotionally disturbed college freshmen, the review of literature seems to suggest that most research studies have been focused in certain general areas.

Clinical studies. Here the problems are mainly those of disease classification and are complicated by the fact that many of the emotional problems of students in late adolescence and early adulthood cannot be categorized neatly. Certain conditions do seem to appear more frequently among new college students than at other points in the life cycle. One among these is the prolongation of the dependence of adolescents into adulthood and the now familiar syndrome known as the "identity crisis." These conditions are not unique among the range of human problems, but their frequency early in the freshmen year may be unusual. Furthermore, many college services personnel feel that the standard procedures are not adequate for proper description and classification of the emotional problems of students. In essence, study in this area is intriguing but not systematic.

Epidemiological studies. Those that represent a search for factors common to certain illness conditions offer little in the way of conclusive evidence.

Studies of administrative arrangements. Studies of early admission students, the use of various screening procedures, and the effects of total personnel services on the new student all suggest

that there is great difficulty in drawing conclusions about this group of students because of their diversity. The studies do provoke ideas if they do not provide answers.

Studies of dropouts. Many colleges and universities report that students are leaving at a rate of 50 per cent or more each year. There is no denying a serious problem does exist. One might say that dropping out of college is most often a symptom of some kind of emotional conflict as well as the inefficient utilization of college resources.

In those cases where dropping out is a symptom of some kind of emotional conflict, the associated psychological conditions are varied. Apathy, unconscious rebellion, vacillation, and indecision are often present. Although the psychodynamics of many cases of dropouts are not fully understood, it is fairly easy to classify some of the accompanying psychological states. Obviously, continuing study is of prime importance.

The conclusions which can be drawn from a survey of present knowledge are that there is not enough systematic data about the magnitude of the problem of emotional difficulty in college environments --magnitude both in terms of number of cases or the variety of problems presented.

### Recommendations

There are indications that colleges and universities now feel a responsibility to help students who have emotional difficulties. Note has been taken that some people do not feel the standard personnel procedures do justice to present conditions. Also, the frequency of various symptoms and conflicts in different departments is unknown. In attempting to offer recommendations for effecting a solution to the problem, one approach would seem to be to poll the different college personnel services, asking for a description of common states or conditions as seen through their services, the diagnostic criteria used in evaluating problems, and any difficulties in classification. Criteria found in the literature should be stated in behavioral terms. The resulting data would probably include suicides, homosexuality, stealing, and classical neurotic disorders. The pitfalls to be anticipated, both logistic and operational, should not deter the attempt. A reasonable approach can and should be made.

Another approach would be to seek data about emotional problems from the student's viewpoint. What are the concerns and worries that students in the general college population feel, to what extent do they think that they need some kind of professional help, and where would they turn if it was available? A survey of a campus probability sample of college freshmen on these matters would provide data that are now lacking. The results might not only assist individual departments to



plan programs, but also the Department of Personnel Services could more easily set standards, develop pilot programs, and coordinate efforts among its various services.

Another possibility is case finding, which is concerned more with prevention than with treatment of crisis situations. There are certain behavioral criteria which can be applied to the early stages of emotional difficulty that are useful in prevention. The source of data on this topic is the experience of people within the university who deal with students in trouble. This includes not only psychologists and counselors but also deans, tutors, advisors, and others who have close contact with students long before they reach the counselor's office. The technique of reaching these people admittedly is not easy. Here the best procedure would seem to be the interview, structured according to topic, with freedom to allow each respondent to draw on his unique experience. Interviews might be conducted by members of the counseling office with a representative sampling from the university administrative and academic offices. The inherent danger lies in the variability among interviewers, both as to interviewing skill and conscientiousness in recording data. Professional techniques which obviate personal biases are available and should be used. The opening up of channels of communication between people who are responsible for the everyday life of college students and those who deal with their emotional problems might more than offset deficits.

Finally, an approach to case finding might be through test criteria. Although there are critics of the various personality tests (Goslin, 1967), some psychological tests, or particularly items within the tests, might be useful in identifying individuals who are vulnerable to stress and to whom particular attention might therefore be given by advisors, teachers, and others.

(The major tasks, as this writer views it, are the acquisition of data about the emotional problems of students and the implementation of programs which will provide the university structure with techniques and skills in identifying and helping new students overcome those problems brought on by emotional disturbance.

### Conclusions

There are no systematic procedures for identifying emotionally disturbed freshmen at Utah State University and this seems to represent the situation at other colleges and universities as well. A need is implied for different approaches to the current procedures. In the opinion of this writer there is a definite need for exploration of some of the suggestions offered in this paper.

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## APPENDIXES





## Appendix B

### Campus Housing Application and Application for Admission

Utah State University - Logan, Utah 84321  
**CAMPUS HOUSING APPLICATION FOR SINGLE STUDENTS**

Name ..... Age ..... Sex .....

(Last Name) (First) (Middle)

Home Address ..... Phone .....

(Street) (Area Code)

(City) (State) (Zip)

Current Mailing Address ..... Phone .....

(Street) (City) (State) (Zip)

Guardian's Name and Address .....

I have applied for Admission: Yes ..... No ..... If no, make application for admission immediately to Admissions and Records, Utah State University, Logan, Utah. Final housing assignment is contingent upon being accepted by the University.

I am applying for the academic year ..... 19..... to ..... 19.....

(Month) Year (Month) Year

**Please read carefully:**  
 A \$25 application fee must be enclosed to validate this application. This fee is **forfeited** if notification of withdrawal is not received by: July 1 in the case of Fall Quarter; December 1 in the case of Winter Quarter; and March 1 for Spring Quarter. (This is an application fee only and is not applied to your rent.)  
 The acceptance of this application with the \$25 fee places you on the waiting list for University Housing. When accommodations are available, you will be mailed a Housing Contract which you should sign and return to the housing office immediately to confirm your reservation. **YOUR CONTRACT WILL BE FOR THE ENTIRE ACADEMIC YEAR.**

Signature ..... Date .....

Utah State University - Logan, Utah 84321  
**RESIDENCE HALL INFORMATION CARD**

Name ..... Age ..... Sex .....

(Last Name) (First) (Middle)

Home Address ..... Phone .....

(Street) (Area Code)

(City) (State) (Zip)

Birth Date .....

Parent or Guardian's Name ..... Occupation .....

Parent or Guardian's Address .....

(Street) (City) (State) (Zip)

Are both parents living? ..... Number of Brothers and Sisters .....

Physical Limitations ..... Height ..... Weight .....

When I occupy these quarters I will be a Frosh ..... Soph ..... Jr ..... Sr ..... Grad .....

I desire: High Rise ..... Single Room ..... Double Room .....

Cooking Apartments ..... Building Preference .....

Richards Hall ..... Eight Men ..... Six Men ..... Four Men .....

Roommate Preference .....

Roommate requests can be honored, only when a specific name is given. The person requested must also make a written request for you as roommate.

Mail this application and the \$25 application fee to:  
**STUDENT HOUSING, USU, LOGAN, UTAH 84321**

When I occupy these quarters I will be a Frosh ..... Soph. .... Jr. .... Sr. .... Grad. ....  
 Former University Attended ..... Former High School Attended .....

I have lived in residence hall at U.S.U. before: Hall ..... Year .....

My average grade is A B C D ..... Social Security No. ....

My major will be ..... My minor will be .....

Do you smoke? Yes ..... No ..... Do you care if your roommate smokes? Yes ..... No .....

I desire: High Rise ..... Single Room ..... Double Room .....

Cooking Apartments ..... Building Preference .....

Richards Hall ..... Eight Men ..... Six Men ..... Four Men .....

Roommate Preference .....

Roommate requests can be honored, only when a specific name is given. The person requested must also make a written request for you as roommate.

Do you smoke? Yes ..... No ..... Do you care if your roommate smokes? Yes ..... No .....

If I live in an apartment I will be able to spend \$3 ..... \$4 ..... \$5 ..... for food each week

Major ..... Minor .....

I expect to earn .....% of my expense at school.

Former University Attended ..... Former High School Attended .....

I have lived in residence hall at U.S.U. before: Hall ..... Year .....

My average grade to date is A B C D .....

Extra-curricular Activities .....

.....

Leadership Experiences .....

.....

Special Talents, Interests and Hobbies .....

.....

.....

PICTURE  
 HERE IS  
 DESIRABLE

## APPLICATION FOR ADMISSION

## INSTRUCTIONS

Complete the application form by typing or printing in ink. Submit the completed application form and other required credentials at least ONE MONTH before date of registration. Return to: Office of ADMISSIONS AND RECORDS, UTAH STATE UNIVERSITY, LOGAN, UTAH 84321. (All documents requested MUST be on file in the Admissions Office before an application will be processed.)

## APPLICATION FORM

Complete all applicable blanks. MUST INCLUDE:

1. Social security number
2. Zip code

## AMERICAN COLLEGE TEST SCORES (ACT)

Required for admission of all first quarter freshmen and transfer applicants with less than 45 quarter hours of transferable credit. (The test scores must be submitted to the University directly from the ACT Records Dept., P.O. Box 451, Iowa City, Iowa 52240.)

## OFFICIAL TRANSCRIPTS

Must bear proper seal, date and signature of the registrar or principal

1. High school graduate (one copy)
2. Transfer applicant (an official transcript from each college or university attended)

## \$10 APPLICATION FEE

Non refundable  
Must accompany this application  
PLEASE!! DO NOT SEND CASH

[A MEDICAL FORM IS NOT REQUIRED]

Please Print Legibly

This Application is For:

- Summer  Winter  
 Fall  Spring

19\_\_

APPLICATION FOR ADMISSION  
— UNDER GRADUATE —  
UTAH STATE UNIVERSITY, LOGAN, UTAH 84321Date      /      /     Social Security No.      /      /     

(Required)

1. Mr. / Miss / Mrs. Last First Middle Maiden Selective Service Number      /      /     

2. Mailing Address Street Number City State Zip Code (Required) Telephone      /      /     

3. Permanent Address Street Number City State Zip Code (Required) Telephone      /      /     

4. Date of Birth Month Day Year Place of Birth City State Zip Code (Required) No. of Dependents      /      /     

5. If married, please give name of spouse Name Address Address City State Zip

6. Father's Name (If deceased give guardian or nearest relative) Address Street City State Zip USU Alumnus? Yes  No

7. Mother's Name (If deceased give guardian or nearest relative) Address Street City State Zip USU Alumnus? Yes  No

8. How long have your parents been residents of the above state? Father \_\_\_\_\_ Mother \_\_\_\_\_

9. Ethnic Background (Check one) (Required)  
American Caucasian  Black American  Oriental American  American Indian  Spanish American  Foreign Student  1  2  3  4  5  6  7. Other \_\_\_\_\_

10. Religious Preference: (Optional) (This information may be released to the religious group specified)  
Baptist  Episcopal  Independent  LDS  Lutheran  Methodist  Presbyterian  Protestant  Roman Catholic  None  1  2  3  4  5  6  7  8  9  10  11. Other \_\_\_\_\_ months.

11. Residency Claim Country or State Continuously Since \_\_\_\_\_ for \_\_\_\_\_ years \_\_\_\_\_ months.

12. Have you attended USU before?  Yes  No Give last quarter and year \_\_\_\_\_ Quarter Year

13. Have you enrolled in Home Study or Extension classes?  Yes  No When? \_\_\_\_\_

14. List any other name under which you have been enrolled \_\_\_\_\_

15. Check college in which you plan to register. (Check One)  
Agriculture  Business  Education  Engineering  Family Life  Humanities, Arts, Social Sciences  Natural Resources  Science  Undecided  1  2  3  4  5  6  7  8  9

16. Please list academic department in which you propose to study \_\_\_\_\_ Degree Sought \_\_\_\_\_  
Enter Code No. From Back of Application

17. Have you taken American College Test (ACT)? Yes  No  If so, Where \_\_\_\_\_ When \_\_\_\_\_  
(Scores must be submitted to USU directly from ACT Records Dept., P. O. Box 451, Iowa City, Iowa 52240)

18. High School Graduated From \_\_\_\_\_ Name of School \_\_\_\_\_ City and State \_\_\_\_\_ Date of Appointment \_\_\_\_\_ Year Graduated \_\_\_\_\_ Degree \_\_\_\_\_

19. List all Colleges and Universities Attended \_\_\_\_\_

## DO NOT WRITE BELOW

Student No. \_\_\_\_\_

Eval. \_\_\_\_\_ Post \_\_\_\_\_  
Reg. \_\_\_\_\_ Prov. \_\_\_\_\_  
W/d \_\_\_\_\_ Prob. \_\_\_\_\_  
College \_\_\_\_\_ Dept. \_\_\_\_\_  
Referred \_\_\_\_\_ Denied \_\_\_\_\_

Year of Entry \_\_\_\_\_ NFR \_\_\_\_\_

Mo. Day Yr. of Birth \_\_\_\_\_ Sex \_\_\_\_\_

Adm. Status \_\_\_\_\_ County Code \_\_\_\_\_  
State or Country Code \_\_\_\_\_  
High School Code \_\_\_\_\_  
College Code \_\_\_\_\_

Class	Cr. Earned	Cr. Carried	Points	
			M	O
ACT				
102				
Application Supplement				
High Sch. Tr.				
Col. Tr.				
ACT Test				
Application Fee				
TOEFL SCORES				
RFR to Dean _____				
RFR to Committee _____				

Failure to list all institutions attended may result in loss of credit or dismissal.

(OVER)

20. State occupation for all periods since high school graduation not accounted for by school attendance.

Date (Month and Year)		Occupation or Employer	City and State
From	To		
From	To		
From	To		
From	To		

21. The University has permission to publish my name, address, phone number and class schedule information unless the box indication no is marked.  Yes  No
22. I hereby certify that all statements in this application are complete and true. (False information may result in loss of credit or dismissal.) \_\_\_\_\_
- Signature of Student
- For Official Use

HIGH SCHOOL AND TRANSFER APPLICANTS: RETURN THIS APPLICATION TO THE OFFICE OF ADMISSIONS AND RECORDS, UTAH STATE UNIVERSITY, LOGAN, UTAH 84321

### FIELDS OF STUDY (Majors)

The following list of majors is given to aid you in deciding on a field of study. The choice of a major should be made with care but it need not be final. You may change majors at any time but preferably during the first or second year. If you do not list a major on the application form you will be enrolled in the Department of Liberal Studies until such time as you make a choice.

<b>COLLEGE OF AGRICULTURE</b>	330	ELEMENTARY EDUCATION	538	HUMAN ECONOMICS & CONSUMER ED.	720	Ranch Management Mgt.	
109	AGRICULTURE - GENERAL	332	Comp. Dev. & Superv.	542	Com. & Textiles	722	Mar. & Fisheries Science
105	AGRICULTURAL ECONOMICS	324	Early Childhood & Ed.	602	Home Economics Education	721	Mar. & Fisheries Econ.
107	AGRICULTURE	326	HEALTH, PHYSICAL EDUC. & REC.	506	Human-Nutrit. Econ. & Mgt.	726	Mar. & Fisheries
110	AGRICULTURAL EDUCATION	332	Comp. Dev. & Superv.			729	Mar. & Fisheries
120	ANIMAL SCIENCE	338	Health Education	<b>COLLEGE OF HUMANITIES, ARTS &amp; SOCIAL SCIENCES</b>			
130	DAIRY SCIENCE	336	Physical Education	600	ART	723	POST-SECONDARY SCIENCE
140	NUTRITION AND FOOD SCIENCES	339	Recreation	600	ART	723	Game Management
	Joint Program With the Colleges of Agriculture and Family, Life & Educational Sciences	340	Instructional Media	601	ENGLISH & JOURNALISM	723	Game Management
143	FOOD SCIENCE & BUS. ADMIN.	390	PSYCHOLOGY	613	English	724	Wildlife
135	PLANT SCIENCE	390	PSYCHOLOGY	613	Journalism		
173	Agriculture	392	Comp. Dev. & Superv.	619	Visual Arts		
175	Ecology	392	SPECIAL EDUCATION	620	MUSIC		
*179	Ecology	372	Comp. Dev. & Superv.	622	MUSIC		
191	SOIL SCIENCE & BIOMETEOROLOGY	374	Emphasis in Child/Adolescent Learning and Assessment	624	SON OF SCIENCE		
132	Soils & Irrigation	376	Medical Rehabilitation	632	French		
797	Soil Conservation			633	German		
180	Ecology	<b>COLLEGE OF ENGINEERING</b>	403	AGRICULTURAL & IRRIG. ENGR.	634	Spanish	
190	VETERINARY SCIENCE	403	Agricultural Engineering	406	Irrigation Engr.	639	Philosophy
185	Toxicology	406	Irrigation Engr.	408	Irreversible	640	LIBERAL STUDIES
		408	Irreversible	410	CIVIL & ENVIRONMENTAL ENGINEERING	642	MUSIC
200	ACCOUNTING	410	CIVIL & ENVIRONMENTAL ENGINEERING	420	ELECTRICAL ENGINEERING	660	POLITICAL SCIENCE
*220	BUSINESS ADMINISTRATION	430	INDUSTRIAL ENGINEERING	430	ELECTRICAL ENGINEERING	674	Physics
221	Finance	430	INDUSTRIAL ENGINEERING	430	INDUSTRIAL ENGINEERING	678	Physics
253	Marketing	441	Manufacturing Engr.	441	Manufacturing Engr.	680	SPRINT
225	Auto & Truck, Fleet, Maintenance Management	444	Industrial Technology	447	Nuclear Technology	676	SOBOLDOVY, SOCIAL WORK & ANTHR.
237	Business & Finance	447	Nuclear Technology	450	MANUFACTURING ENGINEERING	676	Sociology
231	Business Education	450	MANUFACTURING ENGINEERING	464	MATERIALS ENGINEERING	678	Social Work
233	Business Education	464	MATERIALS ENGINEERING			680	SPRINT
235	Business Administration			<b>COLLEGE OF NATURAL RESOURCES &amp; FORESTRY</b>			
236	Office Administration			711	Forest Management	699	Intensive English
250	ECONOMICS			714	Forest Recreation	716	Forest Violation Mgt.
270	AEROSPACE STUDIES			716	Forest Violation Mgt.	716	Forest Violation Mgt.
260	MILITARY SCIENCE			718	Outdoor Recreation Ecology	718	Outdoor Recreation Ecology
<b>COLLEGE OF EDUCATION</b>	520	<b>COLLEGE OF FAMILY LIFE</b>	530	FAMILY & CHILD DEVELOPMENT	532	Child Development	
300	COMMUNICATIVE DISORDERS	534	Family Relationship	520	Early Child/Dev. Educ.		
302	Clinical Audiology	534	Family Relationship	540	NUTRITION & FOOD SCIENCE		
304	Education - Audiology	543	Food Science & Bus. Admin.	540	GENERAL FAMILY LIFE		
306	Speech Pathology	555	Family Life & Gt. Care Admin.	555	Family Life & Gt. Care Admin.		
*310	EDUCATIONAL ADMINISTRATION						
				719	RANGE SCIENCE	723	Game Range Mgt.
				724	Forest Range Mgt.	724	Forest Range Mgt.
						910	GENERAL REGISTRATION

\*Majors for Graduate Students only

Appendix C  
Student Health Services

UTAH STATE UNIVERSITY  
Logan, Utah  
STUDENT HEALTH SERVICES

The University requires that every new student must have an entrance personal history and physical examination done by a licensed physician, (M.D.) This form must be completed and returned to the Office of Admissions and Records, before a permit to register will be issued.

Print or type name and address:

Last name	First name	Middle name	Birth date	Yr. in college
Home address - Street		City	State	Telephone

PERSONAL HEALTH - To be filled in by parent or guardian preferably.

Check diseases you have had, by giving age when you had them.

Disease	Age	Disease	Age	Disease	Age	Disease	Age
Tuberculosis _____		Measles (3day) _____		Ear infection _____		Asthma _____	
Kidney disease _____		Mumps _____		Drug Sensitivity _____		Hay fever _____	
Heart _____		Chicken Pox _____		Pneumonia _____		Allergies _____	
Rheumatic fever _____		Scarlet Fever _____		Appendicitis _____		Thyroid _____	
Measles (reg.) _____		Anemia _____		Migraine _____		Epilepsy _____	

Name and date of injuries and operations \_\_\_\_\_

Have you had any athletic injuries? \_\_\_\_\_

Have you had any psychiatric treatment? \_\_\_\_\_

Are you now receiving treatment from a physician? \_\_\_\_\_

Name and address \_\_\_\_\_

DOCTORS EXAMINATION

Height _____	Weight _____	Blood Pressure - Systolic _____	Diastolic _____
Distant vision: Right- 20/ _____	Corr. to 20/ _____	Hearing _____	Color vision _____
Left- 20/ _____	Corr. to 20/ _____	Normal or abnormal _____	Normal or abnormal _____

Clinical Evaluation

Nor	Abnm	Nor	Abnm
	Head		Abdomen - include hernia
	Noise and sinuses		Endocrine system
	Mouth		Extremities
	Ears		Feet
	Eyes		Spine
	Lungs & chest		Skin and Lymphatics
	Heart		Neurologic
	Vascular system		Other

Urinalysis

Sp Grav. _____	Sugar _____	Albumin _____	PH _____	Hemoglobin if indicated _____
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Recommended Classification:

- A - All Sports (unlimited activity)  
B - Restricted Activity - Explain

Date \_\_\_\_\_

Signed: \_\_\_\_\_ M. D.

Address \_\_\_\_\_

(Over)

Following to be read and signed by parent or guardian:

Will your family insurance be effective while student is at school? \_\_\_\_\_  
If not, the Student Policy is available and strongly recommended.

Permission is hereby granted to the Director of Student Health or any qualified MD in good standing to proceed with needed medical and minor surgical treatment, X-ray and immunizations for the above named student. In event of serious illness, need for major surgery or accidental injury, I understand that an attempt will be made by the doctor in charge to contact me by telephone. If he is unable to contact me, needed emergency treatment may be given as necessary for the best interest of the student.

Signature of Parent or Guardian:

\_\_\_\_\_

Name

\_\_\_\_\_

Relation

\_\_\_\_\_

Date

Appendix DStatus Card

Name \_\_\_\_\_ No. \_\_\_\_\_

Local Address \_\_\_\_\_ Phone \_\_\_\_\_

Home Address \_\_\_\_\_

Advisor/Major \_\_\_\_\_

Quarter	Status	CE/CC-PE	Qtr. GPA	CE/CC-PE	Cum. GPA	Pts.
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

E M ACT-E \_\_\_\_\_ M \_\_\_\_\_ O \_\_\_\_\_ NMS MS

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## VITA

Carl D. Allen

Candidate for the Degree of

Master of Education

Seminar Report: Procedure for Identifying Emotionally Disturbed  
Freshmen at Utah State University: A Study and Recommendation

Major Field: Special Education

Biographical Information:

Personal Data: Born at Tampa, Florida, May 22, 1931, son of  
Ernest D. and Ellen H. Allen.

Education: Attended Middleton Senior High School, Tampa,  
Florida, 1939-1948; received the B. S. Degree in Physical  
Education from Tuskegee Institute in 1952; completed  
requirements for the MEd Degree in Special Education  
from Utah State University 1973.

Professional Experience: 1952-54, Lt. , Intelligence Officer,  
U. S. Airforce; 1956-69, Teacher and Coach at Utah State  
Industrial School, Ogden, Utah; 1969-70, Dormitory Counselor  
for USU Counseling Service; 1970-71, Teacher of the  
Emotionally Disturbed, School City of Gary, Gary, Indiana;  
1971-72, Teacher of the Emotionally Disturbed, Northwood  
Junior High School, Highwood, Illinois; 1972-present,  
Teacher of the Behavioral Disordered at Highland Park  
High School, Highland Park, Illinois.