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Office of Disability Services

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Documentation Requirements for Psychiatric/Psychological Disability

Documentation requirements:

- I. A **qualified professional** must conduct the evaluation. For a psychiatric/psychological diagnosis, the documentation needs to be from a psychiatrist, psychologist, neuropsychologist, licensed therapist, medical doctor or advanced practicing nurse (APN). The documentation must include, but is not restricted to, the following:
- II. Information received must be on **official letterhead** that includes the professional's name, title, certification/license, mailing address, telephone number and the professional's **manual signature**. **Prescription pad reports are not acceptable.**
- III. Documentation should be **current**.
 - Completed or re-evaluated within the past year, preferably no more than six months old.
 - Evidence of current impairment: An assessment of the presenting symptoms and evidence of current behaviors that significantly impair functioning. In an academic setting, functional impairment is most often expressed in poor academic performance across a variety of academic tasks.
 - Evidence is needed to determine the current impact of the disorder on the ability to function in an academic setting and to establish eligibility for classroom accommodations such as alternative testing consideration, classroom considerations, etc.
- IV. Documentation needs to **include**: A clinical summary: The **clinical summary must provide details indicating the substantial limitations to major life activities posed by the psychiatric disability, a description of the extent to which these limitations would impact the academic context for which accommodations are being requested.**
 - **Specific diagnosis with the DSM-5 classification.**
 - Severity, frequency and longevity of the condition, as well as any other relevant history –a diagnosis without an explicit listing of current symptoms is not sufficient.
 - **Last clinical contact.**
 - Current medications and/or other treatments for the condition - an indication of whether the dosage and schedule may affect the types of accommodations requested.
 - Effectiveness of treatment in lessening the impact of the disability.
 - Functional limitations.
 - Descriptions of the effect of the disability in the educational setting.
 - Specific recommendations for academic adjustments that are realistic and can be reasonably provided by postsecondary educational institutions.