

Checklist for Psychological or Mental Disorders

_____ Documentation should be prepared by a person who is an unrelated, neutral professional qualified, by training and practice, to diagnose and treat the impairment leading to the disability.

_____ For a mental disorder, a licensed psychologist or psychiatrist with appropriate clinical training and experience working with adults should make the diagnosis. If students have not secured a professional, they should look in their insurance company's provider directory, the Yellow Pages or should ask a family physician for referrals.

_____ Include name, title, professional credentials, licensure/certificate information, original signature and contact information. Reports should be written in English or translated into English by a qualified translator.

_____ The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. Access Services will not accept handwritten notes on prescription pads, photocopies of physician's notes or hospital discharge papers.

_____ In most cases, documentation should date within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the nature of the disability or disorder. Access Services may change this timeframe, as appropriate.

_____ Provide a clear statement of the mental disorder consistent with the diagnostic criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV TR), and identify when the diagnosis was first made.

_____ Provide a psychological or neuropsychological report with a description of the symptoms meeting the criteria for diagnosis; summarize assessment procedures and evaluation instruments used to make diagnosis.

_____ Report the degree of functional limitations, as related to the relevant major life activities (walking, talking, seeing, hearing, speaking, caring for oneself, learning and working). Is the degree of impairment mild, moderate or substantial?

_____ Indicate whether the functional limitation is temporary or permanent and stable or progressive.

_____ State the specific functional limitations relating to an academic environment and/or academic performance.

_____ Include information on the current medication(s) used to treat the condition and potential side effects on the student's ability to face college-level academic demands and stressors.

_____ Recommend academic accommodations and services; the goal is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her success.