



Guidelines for Documentation Psychological Disability

I. A qualified professional must conduct the evaluation.

- Name, title, signature, professional credentials, licensure/certification information, and location of practice must be included on any reports submitted.
- Evaluators must have training in, and experience with, the differential diagnosis of psychological impairments in adolescents and/or adults.
- Appropriate professionals may include clinical psychologists, neuropsychologists, psychiatrists or other specifically trained medical doctors, clinical social workers, licensed mental health counselors, and psychiatric nurse practitioners.
- Evaluations performed by members of the student's family are not acceptable.
- All reports must be signed by the evaluator, and should include a completed Office of Accessibility form (if feasible), as well as any additional information typed on letterhead.

II. Documentation must be current.

- Initial documentation must be based on evaluations performed within 1 year unless the student has remained in clinical contact with his or her evaluator, then that professional may supplement the original report with a letter (on letterhead) describing any and all changes since the previous report. [The supplement would be in lieu of another complete report.]
- All documentation (including any supplements), must describe the current impact of the diagnosed impairment(s).
- All documentation must describe any currently mitigating factors, such as medication or other treatment.
- All documentation must make recommendations currently appropriate to a college academic environment.

III. Documentation must be comprehensive.

- Reports must include the student's brief psychological history, and must include any prior behavior that was violent or destructive.
- A specific diagnosis, or more than one, if applicable, must be included.
- Reports must indicate that DSM-5 criteria have been met for each condition.
- Other potential diagnoses must be ruled out in the report.
- Documentation must indicate whether or not the diagnosed impairment(s) substantially limits the students learning in the academic environment.
- Documentation should include recommendations for accommo

Documentation Verification Psychological Disability

The Office of Accessibility at The University of Akron provides academic accommodations to students with diagnosed disabilities that reflect a **current substantial limitation to learning**. To ensure the provision of reasonable and appropriate accommodations for our students, this office requires current, **within 1 year**, and comprehensive documentation of the impairment from a current treatment/assessment professional that is legally qualified to make the diagnosis. The Office of Accessibility has the right to request additional documentation in order to provide appropriate services.

Name of Student: _____

Date of Birth: _____

