

## **DOCUMENTATION REQUIREMENTS OF PSYCHOLOGICAL DISABILITIES**

Professionals conducting assessments and rendering diagnoses of psychological disabilities must be qualified to do so. Comprehensive training in the differential diagnosis of psychological disabilities and direct experience in diagnosis and treatment of adults is necessary. Qualified diagnosing professionals would include licensed psychologists, psychiatrists, and neurologists, or other professionals with training and expertise in the diagnosis of mental disorders. Such documentation should be on letterhead and contain the professional's signature and license number. Documentation must be current.

The documentation should provide responses to the following questions:

- Does the student have a diagnosable mental disorder? If so, what is the specific Multi-Axis DSM IV classification? Please code in 5 axes.
- What were the assessment or evaluation procedures used to make the diagnosis?
- Is there historical data that is pertinent to the disability?
- What are the major symptoms of the disorder currently manifested by the student, including level of severity?
- If medications are currently prescribed, are there any substantial side effects for this individual?
- What are the current functional limitations imposed by this disorder?
- What is the current prognosis? When did you last see this individual?

## **ACCOMMODATIONS AND SERVICES**

Each student with a psychological disability should be provided with accommodations and services that are appropriate to the student's disability-related academic needs. It is the responsibility of the Director of Student Support Services to determine appropriate accommodations and services based on the documentation provided and in consultation with the student and other professionals, as appropriate. It is the responsibility of students who seek accommodations and services from Shorter College to provide comprehensive written documentation of their disabilities. With the informed consent of each student, the Director of Student Support Services may contact the professional(s) who made the diagnosis, requesting further information in order to determine the most appropriate and reasonable accommodations.

Accommodations and support services for a student with a psychological disability should be designed to minimize the limitations imposed by the student's disability, thus providing an equal opportunity to learn, and to demonstrate what the student has learned in an academic setting. Academic accommodations should be provided in the most integrated setting possible and designed to meet the disability-related needs of qualified individuals without fundamentally altering the nature of the instructional programs or any licensing requirements specified by the student's intended profession.