

## **Guidelines for Clinical Documentation of Psychiatric/Psychological Disabilities**

The provision of reasonable accommodations for otherwise qualified individuals with diagnoses of psychiatric/psychological conditions, will be made on a case-by-case basis, and will be based on current impact on functioning. Prior diagnosis or a prior history of receiving academic accommodations, does not guarantee the provision of similar accommodations in the absence of additional documentation. The documentation must describe a disabling condition, which is defined by the presence of substantial limitations in one or more major life activities. The following guidelines are provided to ensure documentation not only validates the existence of a disability, but also establishes the impact of the disability on the individual's educational performance, and supports the request for accommodations, academic adjustments, and/or auxiliary aids.

Disability Support Services will make the final determination regarding whether accommodations are reasonable and can be provided in the University environment. This determination will be based not only on the data provided in the documentation, but also on Colorado School of Mines criteria for reasonable accommodations.

**All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.**

### **Documentation should be sent to:**

Disability Support Services  
Colorado School of Mines  
W. Lloyd Wright Student Wellness Center  
1770 Elm St., Room 209  
Golden, CO 80401

Fax: 303-384-2009

**Please expect a minimum of two weeks for a review of documentation.**

## **Documentation Requirements:**

### **A Qualified Evaluator Must Conduct the Evaluation:**

Doctors trained in psychology/psychiatry are qualified to provide diagnosis and recommend accommodations. This can be psychologists, neuro-psychologists, psychiatrists, and other doctors. A clinical team approach to diagnosis may also be appropriate.

The documentation must include the name, title, and professional credentials of the evaluator, including information about licensure and/or specialization. It is not appropriate for professionals to evaluate members of their own families. All evaluation reports must be typed on letterhead, signed, and dated.

### **Documentation Must Be Current:**

The age of acceptable documentation is dependent upon the need for accommodations in the post-secondary setting. Generally, this means that evaluations must have been completed within the last twelve (12) months prior to accommodation requests. Depending on the nature of the disability, evaluations may need to be updated on a semester-by-semester or annual basis.

### **Documentation Must Include the Following Components:**

#### **Diagnostic Evaluation:**

- Specific, Current DSM-IV Psychiatric Diagnosis
- Presenting symptoms, frequency, and severity.
- Date of first visit to evaluator, frequency of sessions, and date of last contact.
- Other professionals who are providing treatment and frequency of that treatment.
- Clear evidence of significant impairment in two of the following: social, academic, or occupational functioning.
- Clear evidence that symptoms do not meet criteria for Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g. Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).
- Descriptors/codes for applicable Axis I, Axis II, Axis III, Axis IV, and Axis V diagnoses.

#### **Evaluation Results:**

- History of presenting symptoms that have significantly impaired functioning over time.
- Developmental history.
- Family history of psychiatric/psychological impairment and other educational, learning, physical, or psychological difficulties deemed relevant by the examiner.
- Relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated.
- Relevant psychosocial history and interventions.
- Thorough academic history of elementary, secondary, and postsecondary education.
- Relevant employment history.
- Description of current functional limitations relevant to educational setting
- History of relevant prior therapy.

### Alternative Diagnoses:

Explain the possibility of dual diagnoses and alternative or co-existing mood, behavioral, neurological and/or personality disorders.

### Prescribed Medications:

- Dosages.
- Schedules, which may influence the types of accommodations provided.
- Impact of medication on the student's ability to meet the demands of post-secondary education.

### Narrative Summary:

- Description of substantial limitations to major life activities caused by the psychiatric/psychological disability.
- Description of extent to which these limitations impact the academic and living environment in a post-secondary setting.
- Indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
- A recommendation for when the student's condition should be re-evaluated.

### **Recommended Accommodations**

The recommendation of reasonable accommodations must be appropriate for the postsecondary level and Colorado School of Mines, and must be supported by the diagnosis. If extended test/quiz and/or lab time is recommended, the amount of time must be specified. Rationale must be given for each recommendation.