GUIDELINES FOR DOCUMENTATION OF
PSYCHIATRIC DISABILITIES

Students who are seeking support services or accommodations at Embry-Riddle Aeronautical University on the basis of a diagnosed psychiatric disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA).

The following guidelines are provided in the interest of ensuring that evaluation reports are appropriate and sufficient to document disability. The Disability Support Services Director is available to consult with diagnosticians concerning any of these guidelines.

1. **Currency of documentation.** Documentation must be current, reflecting evaluation provided within the past year.

2. **The evaluation must be provided by a qualified professional.** Professionals conducting evaluations and providing a diagnosis of a psychiatric disability must have training and competency in assessing the full range of psychiatric disorders. The name, title, professional credentials as well as licensing and certification information should be clearly stated in the evaluation. The following professionals are generally considered to be qualified to evaluate and diagnose psychiatric disorders: clinical psychologists, clinical social workers, psychiatrists and other relevantly trained medical doctors.

3. **Documentation should be comprehensive.** The evaluation should be based on a comprehensive clinical interview and psychological testing where clinically indicated. The evaluation should include a developmental, social and family history, a relevant medical history, and a complete mental status examination. Current prescription medications should be noted, and note of any side effects which would compromise academic functioning should be included.

4. **Documentation must include a specific diagnosis.** The evaluation report must include a specific diagnosis of a psychiatric disorder based on the DSM-5 diagnostic criteria with an accompanying description of the specific symptoms that the individual presents.

5. **Impact on academic functioning.** An interpretive summary based on the comprehensive evaluative process is a necessary component of the documentation. This summary should include indication and discussion of the substantial limitation to learning presented by the psychiatric disorder and the degree to which this affects the individual in a learning environment.

6. **Recommendations for academic accommodation.** The diagnostic report should include specific recommendations for accommodations that are realistic and that the College can reasonably provide. A detailed explanation should be provided as to why each accommodation is recommended and should be correlated with specific functional limitations and the specific diagnosis indicated.
A prior history of psychiatric disorder without clear demonstration of current need does not warrant eligibility for ADA services or accommodations. The determination of reasonable accommodations for a student with a disability at ERAU rests with the Disability Support Services Director working in collaboration with the student.

All disability documentation will remain confidential.

These guidelines have been developed with the assistance of the Disabled Student Services in Higher Education listserv, 1999.