



CHICAGO STATE UNIVERSITY

Abilities Office of Student Services

Documentation Guidelines for Mental Disorders*

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of psychiatric disability. Typically, psychologists, psychiatrists, psychiatric nurse practitioner, or clinical social worker. An assessment from a general physician typically does not suffice.

Documentation must include all of the following elements:

1. **A specific diagnosis** (not merely a reference to symptoms) which corresponds with a diagnosis listed in the American Psychiatric Association's Diagnostic and Statistical Manual--V (DSM V). Please note that a diagnosis alone does not automatically warrant approval of requested accommodations.
2. **A qualified professional must conduct the evaluation. The professional documenting the disability must clearly:**
 - be identified by name, title, and professional credentials
 - provide information about their license, certification and specializations, including license number or identifier and state of practice
3. **Documentation should be current** and dated **within 6 months** of the date of Abilities registration or when relevant changes in behavior or medication occur, whichever is more recent. Older evaluations will be considered if submitted with more recent supplemental documentation. Recent documentation is required because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities/impairments on their ability to participate in the academic pursuits at Chicago State University
4. **Current treatment** including counseling, specific therapies, prescribed medications and any resulting side effects that could compromise academic functioning.
5. A narrative **clinical summary** which includes the following:
 - a. a history of presenting symptoms

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- b. the current severity of symptoms
- c. the expected duration of symptoms
- d. a description of functional limitations
- e. the impact on the student's current participation in courses, programs, services or any other university activities and a basis for the opinion
- f. Specific recommendations for academic accommodations, including a rationale. professional must conduct the evaluation. The professional documenting the disability must clearly:

Accepted forms of documentation:

- The Abilities Office Verification of Disabilities form (VOD)
- A clinical summary that follows the above stated guidelines

Please note:

*Students described as experiencing test anxiety or difficulties with organization, memory, or concentration in specific situations may not have an impairment that rises to the level of a disability under the Americans with Disabilities Act. However, students experiencing academic difficulties are welcome to visit The Abilities Office for referrals to campus or outside resources, or to discuss their situation to see if accommodations might be appropriate.

*Please see specific guidelines for **ADD/ADHD documentation**

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