THIRD PARTY DOCUMENTATION

Psychiatric Impairment

In order to begin receiving reasonable and appropriate accommodations, students must register with the Office of Disability Services (DS). Disability Services suggests that students provide recent documentation of a psychiatric impairment from a licensed or credentialed professional who has completed comprehensive training in a field related to the disability and has no personal relationship with the individual being evaluated.

- Appropriate providers of documentation for psychiatric impairments would include Psychologists, Psychiatrists, Other Relevantly Trained Medical Doctors, Clinical Social Workers, Licensed Mental Health Counselors, and Psychiatric Nurse Practitioners.
- Documentation no more than three years old should be considered recent. Documentation that is older than three years may need to be updated.
- Students are responsible for obtaining and providing this documentation to the University.

Here is a CHECKLIST of documentation guidelines that may be of assistance:

- **DIAGNOSIS:** A clear diagnostic statement and clinical narrative identifying the psychiatric impairment and describing how the condition was diagnosed. Please include the following:
  - A diagnosis identifying the impairment according to the DSM-IV or DSM-5. Include the date of initial diagnosis and date of last contact with the student.
  - Procedure/evaluation used for determining diagnosis (e.g. clinical/diagnostic interview, psychological testing, questionnaire, etc.).

- **IMPACT:** A description of how the condition impacts the student currently in an academic setting. Please keep in mind:
  - Accommodations are based on current functional limitations and not on diagnosis alone. A description of the extent of functional impairment across an academic setting is needed. This should be thorough in demonstrating whether and/or how a major life activity (e.g. concentrating, interaction with others, learning) is substantially limited.
  - Additionally, a description of learning abilities (i.e. difficulty with concentration, slow processing speed, etc.) impacted by the disorder is helpful.
☐ **INTERVENTION:** A description of current and past accommodations, services and/or medications for the student. This information should include an indication of their effectiveness in treating the disability.

☐ **RECOMMENDATIONS:** Any recommendations for accommodations or information that may be relevant in determining accommodations. Please include the following:

- Scores and the names of rating scales and testing instruments used to support the diagnosis should be provided.
- Self-rater and/or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful *in conjunction with* other data but *not as a standalone assessment.*
- Neuropsychological and psychological testing may uncover attention or information processing deficits. **No single test or subtest should be used solely to substantiate a diagnosis.**

The prepared document should also:

☐ Be dated and typed on letterhead and bear the signature of the evaluator.
☐ Include the name, title, and professional credentials of the evaluator, including information about licensure or certification.
☐ Include contact information (e.g. name, address, and phone number of practice).

**For a psychiatric impairment, a school plan such as an Individualized Education Plan (IEP), Evaluative Team Report (ETR), or 504 Plan is **not sufficient** in and of itself, but can be included as part of a more comprehensive evaluation report.**

The information provided will become part of the students’ educational records and will be kept in the student’s confidential file in the Office of Disability Service at NKU. Documentation can be mailed, emailed or faxed to the information to:

**Disability Programs and Services**

Student Union, Suite 303  
Nunn Drive  
Highland Heights, KY 41099  
Email: disability.nku.edu  
Fax: 859-572-5874