DOCUMENTATION GUIDELINES FOR **PSYCHIATRIC DISABILITIES**

GREEN RIVER COMMUNITY COLLEGE
DISABILITY SUPPORT SERVICES (DSS):
12401 SE 320th Street; Auburn, Washington 98092-3622
Telephone: 253-833-9111 ext. 2631
Fax: 253-288-3471 TDD: 253-288-3359

- Documentation of a disability must be generated by a medical or professional expert in the related field of disability and submitted in writing to Disability Support Services where it will be kept in a separate, confidential file. (*NOTE: A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA, Section 504 or Washington State Law*).

<table>
<thead>
<tr>
<th>Disability Category:</th>
<th>Professional Diagnostician(s) to be Consulted:</th>
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<tr>
<td>Psychiatric</td>
<td>Psychologist, Psychiatrist, or Consulting Nurse Practitioner or Physician’s Assistant in conjunction with the diagnosing professional</td>
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- For **psychiatric disabilities** the following guidelines are appropriate:

  - A psychological/psychiatric disability is defined as an impairment of cognitive, educational and/or social functioning caused by a disorder as described in the *Diagnostic and Statistical Manual of Mental Disorders, 4th edition* (DSM-IV), or successive editions;

  - The documentation or report should indicate historical and/or recent impact of the disability. The report must be prepared by a mental health professional, be written on letterhead paper including licensure information and credentials of the preparer and should:

    1. Specify the nature; severity; historical; and/or recent impact of the disability; this should include the specific functional limitations of the disability on this specific individual and how these severely affect this individual in a major life activity;

    2. Anticipate the duration of the disability;

    3. State the diagnosis in the nomenclature used by the DSM IV (or successive editions);

    4. Address the student’s ability to function in the college environment (ability to focus, organize one’s time, attend class, work in groups, work independently, etc.);

    5. Include current medication(s) and the current side effects that may impact the student in an educational setting.

- Suggestions of reasonable accommodations **with supporting evidence** may be included. Please note that accommodations may not be based on work or family conditions, economic measures, or commuting difficulties, but be specific in nature to a functional psychiatric limitation of the student, and should only be suggested to provide “equal access” to “level” the playing field (not based on providing the student a better playing field.) Accommodations do not guarantee success, only equal access.

**Please Note:** The final determination for providing appropriate and reasonable accommodations rests with the Disability Support Services Office and Green River Community College.