



University  
of Regina

## CONFIDENTIAL DIAGNOSTIC VERIFICATION FORM

Academic accommodations are provided by the University of Regina for students with short-term and permanent disabilities. Students receive accommodations based on documentation received from a licensed health care practitioner. A student with a learning disability receives accommodations based on a psycho-educational assessment completed by a registered psychologist, rather than this form.

Completed forms may be returned to the University of Regina's Centre for Student Accessibility (CSA) by fax (306-585-5650), mail, or in person

### STUDENT INFORMATION

Last Name	First Name	UofR Student ID Number:			
Address	City/Town	Province	Postal Code		
Primary Telephone	E-mail	Date of Birth		Year	
		Day	Month	Year	

### STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION

I authorize the release of the information on this form to the Centre for Student Accessibility (CSA) and for CSA to contact the practitioner who has completed this form.

Student Signature	Date
Witness Signature	Witness Printed Name

Please note: your diagnosis will not be shared with anyone outside of the CSA unless required by law.

### LICENSED HEALTH CARE PROFESSIONAL INFORMATION

Last Name	First Name	Telephone	Fax
Street Address	City/Town	Province	Postal Code
Professional Stamp	Professional Designation of Certified Assessor:		
	<input type="checkbox"/> Physician <input type="checkbox"/> Neurologist <input type="checkbox"/> Audiologist <input type="checkbox"/> Neuropsychologist <input type="checkbox"/> PT/OT	<input type="checkbox"/> Ophthalmologist/Optomtrist <input type="checkbox"/> Psychologist <input type="checkbox"/> Psychiatrist <input type="checkbox"/> Other (please specify):	
Signature	License Number	Date	

Please contact the Centre for Student Accessibility should you have questions or concerns:

University of Regina  
 Riddell Centre 229  
 Tel 306-585-4631  
 Email [accessibility@uregina.ca](mailto:accessibility@uregina.ca)  
 Web [www.uregina.ca/student/accessibility](http://www.uregina.ca/student/accessibility)

**MEDICAL ASSESSMENT INFORMATION**  
Forms containing incomplete information will not be processed.

**DISABILITY INFORMATION (TO BE COMPLETED BY A QUALIFIED PROFESSIONAL LICENSED TO DIAGNOSE)**

The disability may have a direct impact on the student's daily living and/or academic activities & participation. Limitations may be the result of: physical / visual / auditory / intellectual / learning / neurological / mental health / or chronic illness disabilities.

<b>Diagnosis or, if mental health condition, DSM nomenclature. For example, MDD or GAD</b>		<b>Diagnosis Date (dd/mm/yyyy)</b>	
1.		1.	
2.		2.	
<b>Status</b> <input type="checkbox"/> <b>Permanent disability*</b> <input type="checkbox"/> continuous presentation creating ongoing limitation <input type="checkbox"/> episodic presentation  * A permanent disability is a functional limitation which restricts the individual's ability to perform daily activities necessary for full participation, and is expected to remain with the person for the course of their lifetime.		<input type="checkbox"/> <b>Temporary disability, illness or injury</b> <b>Support Period (required)</b> <input type="checkbox"/> Term ending December 31 <input type="checkbox"/> Term ending April 30 <input type="checkbox"/> Term ending August 31 <input type="checkbox"/> Other _____	
<b>How long have you been treating this patient?</b>		<b>Is the patient currently under your care?</b>	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

**FUNCTIONAL ASSESSMENT**

Disability-related functional impact on participation in post-secondary activities

Functional Area	No impact	Mild impact	Moderate impact	Severe impact	Unknown
Concentration					
Memory					
Attention					
Stress management					
Organization					
Information processing (written / verbal)					
Retaining information					
Social interaction					
Sleep					
Self-care					
Writing/Note taking					
Testing situations					
Attendance					
Group participation					
Oral presentations					
Other:					

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The Health Care Practitioner **must initial** those accommodations they feel would ensure access to an equitable learning environment for the student based on their disability-related needs. Recommended accommodations will be taken into consideration when developing a student accommodation plan that is both disability and learning environment appropriate.

## Academic Accommodations

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\_\_\_\_\_ **Notetaking services** – This may include peer note-taker (volunteer service) & copies of lecture notes, handouts and slides (when available). This can compensate for students who have medical absences, for those who struggle with taking effective notes, or for the hearing impaired.

\_\_\_\_\_ **Audio-record lectures** – The student will be responsible for recording the class themselves. This is recommended for students that may not have the ability to take effective notes or for students that lack the ability to focus on the content being taught.

\_\_\_\_\_ **Enlarge print materials (or electronic format)** – Textbooks and assignments can be provided in PDF format or larger script. This is recommended for students with a visual impairment or needs electronic format for the use of assistive technology.

\_\_\_\_\_ **Closed captioning for videos (or the opportunity to preview video)** – When available, we can provide video with closed captioning. This is recommended for students with a hearing impairment.

\_\_\_\_\_ **May miss class occasionally** – This will inform professors that the student may have medical absences occasionally. Medical notes will be required for exams. This is usually intended for students who have frequent medical appointments that can't be rescheduled around the student's course schedule.

\_\_\_\_\_ **May require extensions for assignments** – An extension may be negotiated between the student and the professor. This may be due to a medical illness or a lowered ability to cognitively process; resulting to a reduced ability to manage time / plan.

## Exam Accommodations

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\_\_\_\_\_ **Extended Time** – The student will be allocated time and a half for exams, unless otherwise noted. This can compensate for distractive behavior or slowed cognitive processing due to either the disability of medication.

\_\_\_\_\_ **Quiet Space** – This will be in a *shared*, distraction reduced room unless otherwise noted. This may help with anxiety levels and the student's ability to concentrate.

\_\_\_\_\_ **Clarification of questions / statements** – The student may have the opportunity to ask for clarity during the exam. This could be for students that have an impairment to reading comprehension and need the question to be re-read or re-worded to understand what it is asking.

\_\_\_\_\_ **No more than one final exam per day** – This is only for exams that are two or more hours in length before extended time is applied. This can ensure that the student has sufficient rest, and lower anxiety by allowing the student to focus on one test at a time.

\_\_\_\_\_ **Use of a computer** – This will be provided by the Centre for Student Accessibility for exams. This allows students to be more organized or may help their ability to write.

\_\_\_\_\_ **Use of a computer with assistive technology** – This may include text-to-speech, speech-to-text, or computer navigational software. This may assist in removing barriers for students with physical barriers or to assist students with an impairment in literacy.

\_\_\_\_\_ **Reader** – The student will have a person who can read aloud the exam to them. This counteracts low reading skills, vision problems and/or attention issues.

\_\_\_\_\_ **Scribe** – The scribe will write down what the student orally dictates to them. This is typically used when a student is unable to write or use a computer.

\_\_\_\_\_ **Ergonomic work station (disability-related)** – This may include a height adjustable table or ergonomic chair. This is typically recommended when the student is unable to write in a standard desk setting or is unable to sit during long periods of time.

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**Other Accommodations recommended:**

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**IS THE STUDENT CAPABLE OF SUSTAINING TYPICAL ACADEMIC STRESS WITH APPROPRIATE SUPPORTS IN THEIR CURRENT CONDITION?**

**Yes**  **No**

IF NO, PLEASE PROVIDE FURTHER EXPLANATION:

Last revision November 2018

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