



University
of Regina

Centre for Student Accessibility
University of Regina, Riddell Centre 229
3737 Wascana Parkway
Regina, SK, S4S 0A2
(P): 306-585-4491 (F): 306-585-5650
Email: accessibility@uregina.ca
<https://www.uregina.ca/student/accessibility/>

CONFIDENTIAL DIAGNOSTIC VERIFICATION FORM

Academic accommodations are provided by the University of Regina for students with temporary and permanent disabilities. Students receive accommodations based on documentation received from a licensed health care professional. A student with a Learning Disability receives accommodations based on an assessment completed by a registered psychologist, rather than this form. **The cost of obtaining disability documentation is covered by the student, unless otherwise authorized by the University of Regina.**

Completed documentation can be uploaded to your student Accommodate account, or submitted to the Centre for Student Accessibility by email, fax, 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 give permission for the CSA to contact the professional listed on this form as necessary.

Student Signature	Date
Witness Signature	Witness Printed Name

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

LICENSED HEALTH CARE PROFESSIONAL INFORMATION

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

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

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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 include: physical / visual / auditory / intellectual / learning / neurological / mental health / chronic illness / temporary injury.

<p>Diagnosis or, if mental health condition, DSM nomenclature. For example, MDD or GAD.</p> <p>1. _____</p> <p>2. _____</p> <p>Status</p> <p><input type="checkbox"/> Permanent disability*</p> <p style="margin-left: 20px;"><input type="checkbox"/> continuous presentation creating ongoing limitation</p> <p style="margin-left: 20px;"><input type="checkbox"/> episodic presentation</p> <p><input type="checkbox"/> Temporary disability, illness or injury</p> <p>Support Period (required)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Term ending December 31 <input type="checkbox"/> Term ending April 30</p> <p style="margin-left: 20px;"><input type="checkbox"/> Term ending August 31 <input type="checkbox"/> Other: _____</p> <p><small>* 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.</small></p>	<p>Diagnosis Date (dd/mm/yyyy)</p> <p>1. _____</p> <p>2. _____</p>
<p>How long have you been treating this patient?</p> <p>_____</p>	<p>Is the patient currently under your care?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

FUNCTIONAL ASSESSMENT (Disability-related impact on post-secondary activities)

Functional Area	No impact	Mild impact	Moderate impact	Severe impact	Unknown
Attention/Concentration					
Memory					
Information processing					
Organization					
Attendance					
Environmental/ Physical restrictions					
Social interaction					
Sleep					
Self-care					
Stress management					
Testing situations					
Writing/Note-taking					
Reading/Speaking					
Group participation					
Oral presentations					
Other:					

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The health care professional **must initial** the 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

_____ **Note-taking services** – This may include a peer note-taker (volunteer service) & copies of lecture notes, handouts, and slides from instructors (when available). This can compensate for students who have medical absences, struggle with taking effective notes, or for students with hearing, mobility, or vision impairments.

_____ **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, class materials, assignments, and exams can be provided in electronic format or larger script. This is recommended for students with a visual impairment or those who need electronic format to use with assistive technology.

_____ **Closed captioning for videos (or the opportunity to preview videos)** – When available, closed captioning will be provided. This is usually recommended for students with a hearing impairment.

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

_____ **May require extensions for assignments** – An extension may be negotiated between the student and the instructor. This may be due to an illness or a reduced ability to cognitively process, resulting in a reduced ability to manage time and plan accordingly. Assignment extensions are not guaranteed.

Exam Accommodations

_____ **Extended Time** – The student will be allocated time and a half for exams, unless otherwise noted. This can compensate for distractive behaviour or slowed cognitive processing due to either the disability or 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 in 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 exam at a time.

_____ **Use of a computer** – This allows students to be more organized or may help with 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 students with physical barriers or impairments in reading / writing.

_____ **Reader** – The student will have a person who can read 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** – 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 for long periods of time.

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Other accommodations recommended:

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: July 2021

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