

Student Guide to Disability Accommodations

Office of Student Disability Services
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Last Updated: June 2018

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I. GENERAL INFORMATION

Duties of Students

Students are responsible for disclosing the presence of a disability to the Student Disability Officer, providing adequate disability documentation, requesting accommodations in a timely manner and abiding by the accommodation procedures.

Qualified Student with a Disability

Eastern Virginia Medical School (EVMS) recognizes its ethical and legal responsibility to provide equal opportunities for qualified students with disabilities and is committed to providing resources for such. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act require institutions to provide certain reasonable accommodations to qualified students, when necessary, to provide an equal learning opportunity. A “qualified student” is a person with or without a disability who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.

Academic and Technical Standards

All students must meet both academic and technical standards, with or without reasonable accommodations, in order to progress through EVMS and graduate. Academic standards refer to acceptable demonstrations of mastery in various disciplines, before matriculation and after, as judged by faculty members, examinations, and other measurements of performance. Technical standards refer to the essential aptitudes and abilities that allow students to perform in the vast array of requisite ways that are extremely important in the medical field. All graduates of EVMS must have the knowledge, skills and other competencies to function in a variety of clinical situations and to render a wide spectrum of patient care. Without the essential capacities, students cannot fulfill the requirements of all the courses at EVMS. All students with or without a disability must acknowledge and certify that he or she has read, understands and is able to meet the technical standards of the program in which he or she wishes to enroll. Meeting the EVMS technical standards for one’s particular course is, therefore, required for 1) matriculation, 2) subsequent promotion from term to term, and 3) graduation from EVMS. Please refer to your chosen degree program website to view the technical standards. **Accommodations are put in place to help a student with a disability to fulfill the technical standards set forth by their degree program. Before requesting accommodations, the student should refer to their program’s website for technical standards, as these cannot be waived.**

Reasonable Accommodation

Reasonable accommodations are individually determined after a student requests accommodation and submits medical documentation to support the accommodation request. The accommodations are intended to provide a student with an equal opportunity to participate in all aspects of each course/activity. Such accommodations, however, are not intended to waive the essential requirements of a program or its technical standards and do not guarantee success. Matriculation into an EVMS program assumes a certain level of cognitive and technical skill. Students with disabilities will be held to the same fundamental standards as their peers without a disability. Although not all students should be expected to gain the same level of all technical skills, mastery of some skills is so essential that it must be achieved. Thus, reasonable accommodations will be provided to assist in learning, performing and satisfying the fundamental standards where it does not compromise EVMS programs or interfere with the rights of other students and/or patients. Qualified students with documented disabilities will be provided with reasonable accommodations at EVMS and those accommodations may sometimes involve an intermediary or an auxiliary aid. However, no disability can be reasonably accommodated at EVMS with an auxiliary aid or intermediary that provides cognitive support or medical knowledge, substitutes for essential clinical skills, or supplements clinical and ethical judgment. In other words, accommodations cannot eliminate essential program elements. To ensure the recommended accommodations are provided, it is necessary that the student understand his/her role and carry out his/her responsibilities in arranging reasonable accommodations during his/her course of study.

II. PROCEDURE TO REQUEST STUDENT DISABILITY ACCOMMODATIONS

1. Contact the Student Disability Officer

To begin the accommodation process, a student must identify him/ herself to the EVMS Student Disability Committee through the Student Disability Officer, declare the disability (or suspected disability) in writing, and request accommodation. Students who have received disability accommodations in the past must reapply for continued accommodations and should do so no later than seven (7) business days prior to the start of the next term.

2. Provide Documentation

The student must submit documentation that meets all of the criteria as set forth in Section III, Documentation Guidelines, including the Accommodations History. This documentation should be submitted with the Request for Accommodation form or as soon thereafter as possible. Failure to provide the required documentation could result in the accommodation process being prolonged due to insufficient documentation.

3. Review by Student Disability Committee

All requests for accommodation and supporting documentation are reviewed by the Student Disability Committee to determine a student's eligibility for new or continued services. The Student Disability Officer may meet with the student in advance of the Student Disability Committee's review to obtain clarification of the request or documentation if not properly provided. If the Student Disability Committee finds that the documentation provided does not meet established criteria and/or is not provided at all, additional information may be requested. If further documentation is required, it remains the student's responsibility to provide such documentation, at his or her own expense. The Student Disability Committee reserves the right to make temporary accommodations, or to deny an accommodation request, pending the receipt of appropriate documentation. After receiving all required documentation, the Student Disability Committee will discuss the findings and make a recommendation regarding the services requested and/or plan for accommodations. All disability accommodation recommendations are determined on an individualized, case-by-case, basis taking each student's unique circumstances into account. After the Student Disability Committee makes its recommendations, the Student Disability Officer will meet with the student to review the accommodations plan.

4. Obtain Accommodation Letters

When a disability has been acknowledged, and a specific accommodation plan is approved, the Student Disability Officer will meet with the student to enact the plan determined by the Student Disability Committee. At that time, the Student Disability

Officer will give the student two signed letters outlining the approved accommodations. The “student” letter is a notification to the student of the accommodations awarded. The “faculty” letter is addressed to the Faculty, Course Director, or Program Director of the student’s academic program identifying the accommodations.

5. Share Accommodation Letter

The student should share the faculty letter with individual Course and/or Clerkship Directors, or with their respective Program Directors. Sharing this information is typically at the discretion of the student, and is his or her responsibility to share this letter in order to arrange for accommodations. There may, however, be occasions on which the Student Disability Officer communicates directly with faculty or other administrators, on a need-to-know basis, about a student's functional limitations (see section on Confidentiality). Note that accommodations cannot be retroactive and a student is not entitled to an accommodation in any course, clerkship, or activity if the faculty accommodations letter is not presented before specific accommodations are needed. Course/Clerkship or Program Directors must provide approved accommodations to all students who have shown their faculty letter, provided the faculty letter is presented in a timely fashion. (Presenting the form as early as possible is recommended, and individual courses or clerkships may have deadlines.) If a student's accommodation plan includes assistive devices or extensive supplemental aid, additional time may be required to make arrangements, and the Student Disability Officer will help to make those arrangements directly.

6. Renew Accommodations

Once approved, the accommodation letters provided are valid for an entire academic year. Should the student choose to receive accommodations for the following academic year, they must complete the Accommodations Renewal Form-in Appendix A. The form should be submitted to the Student Disability Officer **1 week prior** to the start of the new academic year. Because symptoms of this issue may arise under certain circumstances, students diagnosed with a Psychiatric/Psychological Disability must provide confirmation that the disability persists from their Psychiatrist/Psychologist along with the renewal form .Please see **page 19** for documentation needed to renew accommodations for a Psychiatric/Psychological Disability.

For students with a non-permanent impairment (ex. broken limb) to receive temporary accommodations the student must follow the same procedure and documentation guidelines; however, the accommodations given will expire at a time designated by the physician and Disability Committee.

III. ASSISTANCE ANIMALS IN ACADEMIC ACTIVITIES

I. POLICY

There are certain health and safety risks that are potentially created by allowing students to bring animals on campus and/or to educational activities. However, EVMS recognizes the important role that animals play in aiding persons with disabilities and has certain legal obligations to students with disabilities as set forth under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Fair Housing Act (“FHA”). It is the policy of EVMS that animals are not permitted in EVMS educational activities on the EVMS campus except as provided in Federal law and this policy.

II. ASSISTANCE ANIMALS

A. “Assistance Animal” shall have the meaning as defined under the FHA. Specifically, it shall mean a non-pet animal that works, provides assistance, or performs tasks for the benefit of a person with a disability, or provides emotional support that alleviates one or more identified symptoms or effects of a person’s disability.

B. In accordance with the FHA, residents of EVMS Campus Housing and housing provided by EVMS for away rotation activities may request Assistance Animals in such housing. Assistance Animals, including emotional support animals, are not otherwise permitted in EVMS educational activities on the EVMS campus.

1. Requests for an Assistance Animal in EVMS residential housing should be made to the EVMS Campus Housing Manager, 757.446.9236.

2. Requests for an Assistance Animal in housing that will be provided by EVMS for a rotation, practicum, or other away educational activity should be made to the Clinical Education Recruitment and Support Department, 757.446.7080.

C. EVMS will make all reasonable efforts to accommodate other students who may be affected (e.g. severe allergies, asthma, etc.) by Assistance Animals in housing. A student requesting an Assistance Animal-related disability accommodation must contact the Student Disability Officer (see Section IV). EVMS and the Student Disability Officer will resolve any conflict in a timely manner and will consider the conflicting needs and/or accommodations of all persons involved.

III. SERVICE ANIMALS

A. Definitions.

1. “Service Animal” shall have the meaning as defined under the ADA (Title II

and Title III) and as adopted by the Department of Education’s Office of Civil Rights for Section 504 purposes. Specifically, it shall mean a dog (or in some cases a miniature horse) that is individually trained to do work or perform tasks for a person with a disability and directly related to such disability. Service dogs in training are considered Service Animals if they meet all of the requirements outlined in Section 51.5-44 of the Code of Virginia. Animals that serve solely to provide a crime deterrent effect, emotional support, comfort, and/or companionship (pet) animals are NOT Service Animals.

2. “Student-Partner” shall mean any matriculated or visiting student, and any applicant who has applied to an EVMS academic program and is visiting the EVMS campus, who has a disability and utilizes a Service Animal.

3. “Public Areas” shall mean those non-residential areas of the EVMS campus that are open to the public including, but not limited to, Brickell Library, lecture halls when the public is invited, and common spaces.

4. “Non-Public Areas” shall mean non-public, private, restricted access areas and areas where there are health, environmental, or safety hazards including, but not limited to, certain laboratories, some operation facilities, some emergency facilities, and restricted access clinical settings (e.g., immunocompromised patients who are not able to receive visitors without the use of protective garments or equipment).

B. Public Areas.

1. Service Animals are permitted in Public Areas where other animals would typically not be permitted, provided that the Student-Partner follows federal, state, and local laws and the Student-Partner Responsibilities outlined in Section III (E) of this policy.

2. Student-Partners are not required to request an accommodation to bring a Service Animal into Public Areas. However, if the need for a Service Animal in Public Areas is not clear, EVMS faculty and staff may make the following ADA permitted inquiries to determine whether an animal qualifies as a Service Animal:

- a. Is the animal required because of a disability?; and
- b. What work or task has the animal been trained to perform?

If the answer to the first question is “yes” and the Student-Partner appropriately and adequately describes the type of work or task the Service Animal has been trained to perform, the Student-Partner with the Service Animal may access any Public Areas.

3. EVMS cannot require documentation, such as proof that the animal has been certified, trained, or licensed as a Service Animal. However, to minimize scrutiny or repeated inquiries from faculty and staff, a Student-Partner may request the Student Disability Officer

to provide a letter that can be presented to EVMS faculty. In addition, Student-Partners who desire to seek advice on services EVMS can provide to Student-Partners and/or who wish to have an individualized assessment conducted regarding the Service Animal's access to areas not open to the public and/or access restricted areas, such as clinical settings, laboratories, and operating facilities, should contact the Student Disability Officer (see Section IV).

C. Non-Public Areas.

1. There are Non-Public areas where Service Animals may pose a substantial and direct threat to health and safety that cannot be reduced or eliminated by a reasonable accommodation, where the animals may be in danger, or where the presence of the animals may compromise the integrity of the research/service.

2. Service Animals are not permitted in Non-Public Areas without advance notice and a Student-Partner who require a Service Animal in a Non-Public Area must consult with the Student Disability Officer before bringing the Service Animal into such Non-Public Area.

3. The Student Disability Officer may make the following ADA permitted inquiries:

- a. Is the animal required because of a disability?; and
- b. What work or task has the animal been trained to perform?

If the answer to the first question is "yes" and the Student-Partner appropriately and adequately describes the type of work or task the Service Animal has been trained to perform, the Student Disability Officer will work with the appropriate personnel to complete an individualized assessment of the Student-Partner's request to allow the Service Animal into Non-Public Areas. The individualized assessment may include the nature, duration, and severity of the risk, the probability of harm or injury, and the availability of modifications to minimize the risk.

4. If the request to bring the Service Animal in Non-Public Area is approved, the Student-Partner will receive approval in writing from the Student Disability Officer. The Student-Partner is responsible for providing this letter to their course/module director prior to entering the Non-Public Area. The Student Disability Officer reserves the right to temporarily restrict the animal from a pre-approved location/activity if clinical or other issues make the presence of a Service Animal inappropriate or if a change in the safety of the learning environment should occur.

5. The Student-Partner must follow all federal, state, and local laws and the Student-Partner Responsibilities outlined in Section III (E) of this policy.

D. Service Animals in Non-EVMS Educational Settings. Student-Partners who have a

need for a Service Animal and who will be completing a clerkship, practicum, or clinical rotation to fulfill the requirements of their degree program at a non-EVMS location, are responsible for communicating any Service Animal needs directly to the agency or site where they will be reporting.

E. Student-Partner Responsibilities. Whether on Public or Non-Public property, the Student-Partner is responsible for:

1. Retaining full control of the Service Animal at all times. The Service Animal may not be left in the care of anyone else while on EVMS property. To the extent possible, the Service Animal should be as unobtrusive as possible to other individuals and the EVMS learning environment.

2. Any actions of the Service Animal, including bodily injury and/or property damage. If the Service Animal damages EVMS property, it is to be repaired or replaced at the cost of the Student-Partner.

3. Cleaning and removing waste produced by the Service Animal.

4. Compliance with state and local laws concerning animals (including registration, vaccinations, and tags).

F. Removal of Service Animals. EVMS reserves the right to request that the Service Animal be removed in certain circumstances, including, but not limited to when a Service Animal is:

1. Out of control or where the Student-Partner does not take effective action to control the Service Animal.

2. Not housebroken or the Student-Partner repeatedly fails to clean and remove waste or maintain a clean, healthy environment for the Service Animal.

3. A substantial and direct threat to the health and safety of individuals, including exhibiting threatening or aggressive behavior.

4. Causing continuous and/or excessive damage to EVMS property or property of others.

5. Causing continuous and/or excessive noise or disruption.

G. Conflicting Disabilities. EVMS will make all reasonable efforts to accommodate other students who may be affected (e.g. severe allergies, asthma, etc.) by Service Animals in the learning environment. A student requesting a Service Animal-related disability accommodation must contact the Student Disability Officer (see Section IV). EVMS and the

Student Disability Officer will resolve any conflict in a timely manner and will consider the conflicting needs and/or accommodations of all persons involved.

IV. ADDITIONAL INFORMATION/GRIEVANCES

For additional information or questions regarding disability-related animal needs, or for information on how to file a disability-related grievance, visit the Student Disability Services Page on myPortal or contact the Student Disability Officer, Morgan Russell, MS, russelml@evms.edu, 446-7261.

IV. GENERAL DISABILITY DOCUMENTATION GUIDELINES AND ACCOMMODATIONS HISTORY

Documentation Guidelines

Students must provide, at their own expense, written documentation that establishes that a disability currently exists and substantially limits one or more basic life activities. Disability documentation for ADD/ADHD, Learning Disabilities, Medical Disabilities/Physical Disabilities, and Psychological/Psychiatric Disabilities shall be in the specific format as set forth in the documentation guidelines below. All other disability documentation shall, at a minimum, contain the following:

- A. Adequately verify the nature and extent of the disability in accordance with current professional standards and techniques. The disability must be found to substantially limit one or more major life activities.
- B. Be prepared by an appropriately licensed clinical or educational professional(s) familiar with the history and functional implications of the impairment. Reports must be on letterhead, typed, dated and signed and should provide the credentials of the evaluator. **It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group providers will not be accepted for new disability accommodation requests.**
- C. Provide evidence of current impairment as well as a historical record of impairment when appropriate.
- D. Clearly link the functional limitation(s) to the individual student's specific accommodation request(s). The report shall explain and document via formal and informal assessment how the requested accommodation mitigates the impact of the individual's disability on the specific task or activity. Additionally, and to the fullest extent possible, the report should consider the impact of the disability and the need for the requested accommodation in a postsecondary education setting.
- E. Associate the evidence from the student's assessment to each specific accommodation need. Because accommodations are individually determined, a generic list of accommodations that may or may not be appropriate for the individual should be avoided. Specific accommodation requests made by the evaluator does not guarantee that the accommodation will be granted.

F. When a student has multiple disorders, sufficient information confirming the presence of each disorder is needed as well as any relevant information regarding how the disorders types may interact to warrant the requested accommodation.

Accommodations History

Each accommodation request will be handled on a case-by-case basis, including new requests from students who are currently receiving accommodation. The process of evaluating and reevaluating accommodation requests is highly interactive and requires a case-by-case review. In addition to disability documentation, the student's record of accommodation plays an important role in the evaluation and determination of services in a medical education setting. While the accommodation history does not guarantee that a particular accommodation will continue to be provided, an accommodation history provides helpful information about those services and accommodations that have positively affected the student's education. Also, when a student requests an accommodation that was not received in the undergraduate setting, the supporting documentation needs to be especially clear in substantiating the need. An Individualized Education Plan from a secondary school does not meet the requirements of an evaluation.

Documentation of Attention-Deficit/Hyperactivity Disorders

I. Evaluation by a Qualified Professional

Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and the full range of psychiatric disorders. Clinical Psychologists, Neuropsychologists, Psychiatrists are generally considered qualified to evaluate and diagnose ADHD provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population. ~ Such qualified professional must conduct the evaluation and should submit a report signed by the evaluator, on letterhead, that includes the following:

- Name, title, location of the practice, and professional credentials of the evaluator
- Information about licensure/certification as well as the area of specialization
- Number of years employed in current field
-

Note: It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group providers will not be accepted for new disability accommodation requests.

II. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. Documentation should be recent-within the last three years, should describe the current impact of the diagnosed condition, mention any currently mitigating factors (such as medication) and make recommendations appropriate to a postsecondary setting.

Documentation must be comprehensive and should include:

1. Documentation of a diagnosis only is insufficient; a comprehensive assessment is required and must include at least the following:
 - thorough medical and family history
 - behavior rating scales psychological tests which measure I.Q., cognitive and information processing, social and emotional adjustment, and achievement (as seen for learning disabilities); The tests used should be reliable, valid, and standardized for use with an adolescent/adult population. Standard scores and/or percentiles should be provided for all normed measures.

2. The documentation must identify an actual diagnosis of an impairment according to the DSM-5
3. The documentation must discuss functional limitations in an academic environment which are caused by the impairment
4. The documentation should recommend accommodations to compensate for identified functional limitations, and the documentation should list current medication, dosages, and existing (not possible) side effects.

Documentation of Physical/Sensory Disabilities

I. Definition: Physical Disabilities

May be classified by mobility impairments due to orthopedic or neurological conditions. Some common neurological impairment conditions include; cerebral palsy, strokes, spinal cord injuries and multiple sclerosis. Some orthopedic impairments include; limb loss, dwarfism spinal deformities, connective tissue, bone and joint deformities and some cancers may also result in physically impaired motilities.

Definition of Sensory Disabilities: Visual and Hearing Impairments

Terminology of these sensory impairments are important.

- A. Visual Impairments may include; Visual Acuity, Blindness (legal/total), low vision and or color visual deficits.
- B. Hearing: Hearing impairments may be used for any individual who has suffered a hearing loss. Hearing Loss may be categorized as a neuro-sensory hearing loss or mechanical hearing loss. Hearing Impairments may also include; hard of hearing, Late deafened, Deaf.

II. Diagnosis and Evaluation by a Qualified Professional

A student's request for accommodations should be accompanied by a professional evaluation from a licensed individual in the following specialty areas; Ophthalmologists, Ear, Nose and Throat, Neurology, Neuropsychology and Physical Medicine and Rehabilitation Physicians (Physiatrist) are the primary professionals involved in diagnosis and medical treatment of individuals with Physical/Sensory Disabilities. Other evaluations maybe included from a physical, occupational or speech therapist. Such qualified professional must conduct the evaluation and should submit a report signed by the evaluator, on letterhead, that includes the following:

- Name, title, location of the practice, and professional credentials of the evaluator
- Information about licensure/certification as well as the area of specialization
- Number of years employed in current field
- Physical Examination and Imaging if appropriate
- Limitations and restrictions regarding devices used

Note: It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group

providers will not be accepted for new disability accommodation requests.

II. Documentation

Documentation must be comprehensive and recent, 1 year from the initial evaluation date. Documentation may include:

1. A description and evidence of the impairment along with a history and physical examinations
2. Current treatment plan
3. Documentation should address any coexisting conditions, suspected coexisting conditions, or other confounding factors.
4. A clear indication of the student's functional limitations and restrictions
5. Specific recommendations for accommodations that are directly related to such functional limitations and how such accommodations mitigate the impact of the individual's disability on the specific task or activity.
6. Use of, as well as, restrictions and limitations of assistive device(s) used to support the impairment.
7. If the student is considered a potential danger to self or others, including patients under his or her care, that information must be included. If there are only certain circumstances under which a potential danger exists, that should be explained as well.

Learning Disabilities Documentation Guidelines

I. Evaluation by a Qualified Professional

Neuropsychologists, Clinical Psychologists, Educational Psychologists and Psychiatrists are generally considered qualified to evaluate and diagnose learning disabilities provided they have comprehensive training in, and experience with, evaluating learning disabilities. Such qualified professional must conduct the evaluation and should submit a report signed by the evaluator, on letterhead, that includes the following:

- Name, title, location of the practice, and professional credentials of the evaluator
- Information about licensure/certification as well as the area of specialization
- Number of years employed in current field

Note: It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group providers will not be accepted for new disability accommodation requests.

II. Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance. Therefore, it is in the student's best interest to provide recent and appropriate documentation (**within the past 3 years**) relevant to the student learning environment.

Documentation must be comprehensive and should include:

1. **Diagnosis** - The report must include a clear statement of the learning - disability, and the rationale for this diagnosis as supported by the current diagnostic battery. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety" do not constitute a learning disability. If the data indicate that a learning disability is not present, the evaluator should state that conclusion in the report. The diagnosis should include a DSM 5 diagnosis.

2. **Test Scores** - Standard scores and/or percentiles should be provided for all normed measures. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used should be reliable, valid, and standardized for use with an adolescent/adult population. The test findings should

document both the nature and severity of the learning disability.

3. Diagnostic Interview - The diagnostician, using professional judgment as to areas are relevant to the question of determining a student's current eligibility for accommodation(s), must provide a summary that includes description of the presenting problems(s); developmental history; medical history, including the absence of a medical basis for the present symptoms; academic history including results of prior standardized testing; reports of classroom performance; relevant family history, including primary language of the home and the students current of fluency of English; relevant psychosocial history; relevant history; a discussion of dual diagnosis, alternative or coexisting mood, behavioral, neurological, and/or personality disorders along with any history of relevant medication use that may affect the individual's and exploration of possible alternatives that may mimic a learning disability when, in fact, one is not present.

4. Assessment - The neuropsychological or psycho-educational evaluation of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, must consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest.

5. Evidence of Substantial Limitation to learning must be provided. The domains to be addressed must include the following:

a. Aptitude/Cognitive Ability - A complete intellectual assessment with all subtests and standard scores reported is essential.

b. Academic Achievement - A comprehensive academic achievement battery is essential, all subtests and standard scores reported for those subtests administered. The battery must include current levels of functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

c. Information Processing - Specific areas of information processing (e.g., short and long memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning; motor ability) should be addressed. Other instruments to help rule in or out the diagnosis of a learning disability. Other assessment measures, such as classroom tests and informal assessment procedures or observations, may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help rule in rule out the learning disability to differentiate it from coexisting neurological - and/or psychiatric disorders (i.e., to establish a differential diagnosis).-In addition to standardized

tests, it is also very useful to include informal observations of the student during test administration.

6. **Clinical Summary** - A diagnostic summary that indicates: That the evaluator ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural language differences. How patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability.

7. **Functional Limitations** - The report must identify the substantial limitation of a major life function presented by the learning disability and whether or not, in the opinion of the evaluator, the condition rises to the level of a disability. This professional opinion should then be explained. There must be clear indication of the student's functional limitations. The report should include specific recommendations for accommodations that are directly related to such functional limitations and how such accommodations mitigate the impact of the individual's disability on the specific task or activity.

Psychiatric/Psychological Disabilities Documentation Guidelines

Initial Accommodation request documentation for Psychiatric/Psychological Disabilities

I. Evaluation by a Qualified Professional

Clinical Psychologists, Neuropsychologists, and/or Psychiatrists are generally considered qualified to evaluate and diagnose psychiatric/psychological disabilities provided they have comprehensive training in the differential diagnosis of psychiatric disorders in the adolescent and/or adult population. Such qualified professional must conduct the evaluation and should submit a report signed by the evaluator, on letterhead, that includes the following:

- Name, title, location of the practice, and professional credentials of the evaluator
- Information about licensure/certification as well as the area of specialization
- Number of years employed in current field

Note: It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group providers will not be accepted for new disability accommodation requests.

II. Documentation for Initial Accommodation Request

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

Documentation must be current and should, in general, be based on evaluation performed within six months. If a report is older than six months, and the student has remained in clinical contact with his or her evaluator, that professional may, in lieu of another complete report, supplement the original report with a letter (on letterhead) describing any and all changes since the previous report.

Documentation must be comprehensive and include:

1. A clear statement of the disability, including the DSM-5 diagnosis and a summary of present symptoms.

2. A full personal history to include history of presenting symptoms, family medical history, and any previous accommodations in an academic setting.
3. A complete history of the student's psychiatric problems that must include diagnosis, history of treatment to date, and current treatment plan.
4. A specific comment on any prior behavior that was violent or destructive.
4. A comment on considerations of relevant medical/biological factors that may impact the psychiatric problem, and not a medical disorder.
5. The results of the mental status examination
6. A specific summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standard scores or percentile ranks or other normative comparisons. The tests used should be reliable, valid, and standardized for use with an adolescent/adult population.
7. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
8. Identification of the substantial limitation of a major life function presented by the condition and whether or not, in the opinion of the evaluator, the condition rises to the level of a disability. This professional opinion should then be explained. There must be clear indication of the student's functional limitations. The report should include specific recommendations for accommodations that are directly related to such functional limitations and how such accommodations mitigate the impact of the individual's disability on the specific task or activity.
9. Notation of previous disability accommodations
10. The anticipated length of disability

Psychiatric/Psychological Disabilities Documentation Guidelines

Renewal Accommodation request documentation for Psychiatric/Psychological Disabilities

I. Evaluation by a Qualified Professional

Clinical Psychologists, Neuropsychologists, and/or Psychiatrists are generally considered qualified to evaluate and diagnose psychiatric/psychological disabilities provided they have comprehensive training in the differential diagnosis of psychiatric disorders in the adolescent and/or adult population. Such qualified professional must conduct the evaluation and should submit a report signed by the evaluator, on letterhead, that includes the following:

- Name, title, location of the practice, and professional credentials of the evaluator
- Information about licensure/certification as well as the area of specialization
- Number of years employed in current field

Note: It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group providers will not be accepted for new disability accommodation requests.

II. Documentation for Renewal of Accommodation Request

Documentation must be comprehensive and include:

1. A clear statement of the disability, including the DSM-5 diagnosis and a summary of present symptoms.
2. A review of the student's current psychiatric problems that must include diagnosis, history of treatment to date, progress of the problem, and current treatment plan.
3. A specific comment on prior behavior that was violent or destructive.
4. A comment on considerations of relevant medical/biological factors that may impact the psychiatric problem, and not a medical disorder.

5. The results of the mental status examination
6. A specific summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standard scores or percentile ranks, or other normative comparisons. The tests used should be reliable, valid, and standardized for use with an adolescent/adult population.
7. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
8. Identification of the substantial limitation of a major life function presented by the and whether or not, in the opinion of the evaluator, the condition rises to the level of a disability. This professional opinion should then be explained. There must be clear indication of the student's functional limitations. The report should include specific recommendations for accommodations that are directly related to such functional limitations and how such accommodations mitigate the impact of the individual's disability on the specific task or activity.
9. The anticipated length of disability

Chronic Health Condition Documentation Guidelines

A chronic health condition is a condition or disease that persists with time or is long lasting in its effects. A chronic health condition qualifies for accommodations if its symptoms substantially limit one or more major life activity.

Examples: Crohn's Disease, Diabetes, Lupus, Multiple-Sclerosis, Ulcerative Colitis, Fibromyalgia, Sickle-Cell Anemia

I. Credentials

The letter should include name, title, location of practice, professional credentials, and information of licensure/certification, specialization, and number of years in the field.

Note: It is not considered appropriate for professionals to evaluate members of their families and documentation from a family member will not be accepted. In addition, effective August 1, 2015, documentation from EVMS Medical Group providers will not be accepted for new disability accommodation requests.

II. Diagnostic Statement: Documentation must be comprehensive and recent **within the last year.**

A description and evidence of the impairment along with a history of the impairment and its effects.

- Current treatment plan
- Any coexisting conditions, suspected coexisting conditions, or other confounding factors
- How often the impairment should be seen for ongoing care
- Reasonable expectations or frequency and length of impairment exacerbations or flare-ups

III. Functional Limitations

- Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

- Identification of the substantial limitation of a major life function presented by the disability and whether or not, in the opinion of the evaluator, the condition rises to the level of a disability. This professional opinion should then be explained. There must be clear indication of the student's functional limitations.
- If the student is considered a potential danger to self or others, including patients under his or her care, that information must be included. If there are only certain circumstances under which a potential danger exists, that should be explained as well.

IV. Recommendations and Rationale

- Specific recommendations for accommodations that are directly related to such functional limitations and how such accommodations mitigate the impact of the individual's disability on the specific task or activity.
- Use of, as well as, restrictions and limitations of assistive device(s) used to support the impairment if any.

V. CONFIDENTIALITY

Disability information is considered private. Faculty members do not have the right to access students' disability information. Ordinarily, faculty members and other relevant staff need only know the accommodations that are necessary to provide an equal opportunity for students. There are times, however, when certain faculty members and/or administrators may have a legitimate educational need to know about a student's functional limitations, as well. In such cases, the Student Disability Officer may speak directly with those individuals to ensure appropriate planning. This kind of direct communication by the Student Disability Officer happens if the Student Disability Officer has determined that members of the EVMS community have an educational need to know about a student's limitations, or if an issue arises that may involve the safety and well-being of patients, students, or staff.

Students are encouraged to speak with faculty as openly as possible to facilitate better understanding and support. Individuals to whom accommodation forms are presented may copy these forms for their records, but they should take care to keep the information private. The accommodation information conveyed on the forms should be communicated only to faculty and/or staff who have an educational need to know (for instance, those who are involved in providing the accommodations, or those who are responsible for the educational environment).

If a student has any questions about specific accommodations, he/she may contact the EVMS Student Disability Officer. All documentation and correspondence concerning a student's disability are kept in a separate file in the Disability Office. Information about a student's disability and accommodations forms will not become a part of a student's permanent record/file.

Eastern Virginia Medical School does not notify potential residency programs or other employers about student disabilities without specific permission from the student. Since students with disabilities, once accommodated, are held to the same standards as other students, we do not make notation of any kind on the transcript and all accommodation forms are destroyed by faculty at the end of each semester.

VI. APPEALS PROCESS

Any student wishing to appeal an accommodation decision made by the Student Disability Committee should first appeal to the Student Disability Committee through the Student Disability Officer. The student should explain in writing what specific accommodations request is being appealed, why he or she believes the prior decision was unfair or unreasonable, and should include any available corroborating information with the letter. If a student is denied an accommodation on the basis of poor documentation or inconclusive documentation, new documentation should be submitted with the appeal so that the Student Disability Committee may reevaluate the current decision. If a student disagrees with the Student Disability Committee's decision after an appeal has been presented, that student may make a final appeal to the Dean/Provost and President of Eastern Virginia Medical School. Once again, the student should submit a letter describing the situation and indicating why the Student Disability Committee's decision does not appear to be fair or reasonable. The Dean/Provost and President may wish to meet with the student to discuss the issues, consult with the Student Disability Officer or members of the Student Disability Committee, and/or consult with or other professionals for information and perspective. The Dean's decision is final and binding and will be conveyed within ten (10) business days of receiving the appeal letter.

VII. DISABILITY DISCRIMINATION COMPLAINT PROCEDURE

Eastern Virginia Medical School is committed to resolving complaints of discrimination at the earliest and most informal level. Discrimination can include, but is not limited to, failure to accommodate the student's disability effectively, exclusion from an EVMS program or activity, and/or disability-related harassment

Students are urged to first bring their concerns to the person responsible for the behavior or actions. In many cases, disputes may arise as a result of a misunderstanding or miscommunications and individuals will take self-corrective measures when they become aware of how their actions are being received. The matter may be concluded by mutual consent at that point. EVMS, however, recognizes that such strategy may sometimes be inappropriate or ill advised, especially when the conduct is egregious or when the person responsible for the behavior holds a position of authority.

If satisfactory resolution does not occur, the student may file a complaint by submitting the electronic [Student Disability Complaint Form](#) within fifteen (15) days of the alleged incident. The complaint should include detailed and concise descriptions of the alleged violation relevant dates and other information that will assist in the investigation of the complaint. All Disability Complaints received by the Student Disability Officer will be promptly investigated.

A student may choose to file a complaint of disability discrimination with an external agency instead of or in addition to filing an internal complaint. Most external complaints should be filed with the Office for Civil Rights, DC Office, U.S. Department of Education, P.O. Box 14620, Washington, D.C. 20044-4620, (202) 786-0500; FAX# (202) 208-7797.

Additionally, retaliation against participants in any complaint proceeding is strictly prohibited.

Student Disability Complaint Form:

https://www.evms.edu/about_evms/administrative_offices/student_affairs/student_disability_complaint_form/

APPENDIX A – FORMS

Educational Accommodations Request Form

To be completed by the **STUDENT ONLY**
Please type or print

I. GENERAL INFORMATION

Name: _____ Current Term: _____

Telephone Number: _____ EVMS email address: _____

Classification: M1 M2 M3 M4 Cohort: _____

Health Professions- Indicate Program: _____ Cohort: _____

II. BASIS OF REQUEST

1. What is the nature of your disability? (Check all that apply)

ADD/ ADHD

Physical/Sensory Disability as follows:

Low Vision/Vision Impairment; Hearing Impairment; Other (specify): _____

Learning Disability: _____

Psychiatric/Psychological Disability as follows:

depression; anxiety; bipolar disorder; eating disorders; Other (specify):

Medical/Chronic Illness Disability

Crohn's disease; diabetes; sickle cell Other: _____

Non-Permanent Disability as follows:

broken bones/injury; pregnancy/related conditions; surgery recover;

Other (specify): _____

2. Please describe your specific disability in detail including any functional limitation(s) caused by this disability:

III. ACCOMMODATION HISTORY

1. Please list accommodations you may have received at a previous **college/university**:

-
-
2. Please list accommodations you may have received to complete standardized/admissions testing (ex: SAT, GRE, MCAT):
-
-

IV. ACCOMMODATION REQUEST

1. Accommodations requested below should be what is recommended by your physician/healthcare provider (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Extended time for tests
<input type="checkbox"/> 50% <input type="checkbox"/> 100% | <input type="checkbox"/> Extended time for lab practical
<input type="checkbox"/> 50% <input type="checkbox"/> 100% |
| <input type="checkbox"/> Reduced distraction environment | <input type="checkbox"/> Breaks during tests |
| <input type="checkbox"/> Note taker/note taking technology | <input type="checkbox"/> Reader |
| <input type="checkbox"/> Assistive Technology (Please describe): _____ | |
| <input type="checkbox"/> Other: _____ | |

V. MEDICAL DOCUMENTATION

Do you have medical documentation to support the above-referenced request?

(Note: Guidelines for documentation can be found in the EVMS Disability Guide for students)

- All medical documentation to support my disability and requested accommodations is attached.
- Medical documentation to support my disability, but not my accommodations, is attached.
- I am providing other documentation (e.g. information from a disability office at another institution).
- I will provide documentation as soon as possible. I understand that I must provide all medical documentation before my request can be evaluated.

V. SIGNATURE- ACKNOWLEDGEMENT OF DISABILITY SERVICES POLICY AND PROCEDURE

I certify that the above information and medical documentation submitted is true and accurate. I understand that for purposes of coordinating effective accommodations the Student Disability Office may need to share this information on a need to know basis as outlined in Section IV, Confidentiality of the Student Disability Guide. I understand that failure to provide required documentation may result in your request being denied, any approval for temporary accommodations will be made at the discretion of the Student Disability Committee.

Student Signature: _____

Date: _____

Please submit document and completed form to: Morgan Russell, M.S.
Student Disability Officer
Lewis Hall,
Russelml@EVMS.edu

Educational Accommodations Renewal Form

Students with previous accommodations from EVMS ONLY

Please complete this form if you **have been previously approved to receive accommodations at EVMS** and would like to renew for the upcoming academic year. This completed form should be sent to the Student Disability Services Manager **(1 week prior)** to the start of the term in which accommodation(s) is requested. Students renewing accommodations for their clinical/ clerkship year must submit this form along with their clinical rotation/ clerkship schedule.

Student Name: _____

Classification: M1 M2 M3 M4 Cohort: _____

School of Health Professions- Indicate Program: _____ Cohort: _____

2. Check One:

- I request the same accommodation(s) I had last term.
- I would like to add these accommodations (Approval for accommodations not previously requested must be arranged through the Student Disability Officer and are subject to the Student Disability Officer's review of required documentation. Any approval for temporary accommodations will be made at the discretion of the Student Disability Officer and committee):

- | | |
|--|--|
| <input type="checkbox"/> Extended time for tests
<input type="checkbox"/> 50% <input type="checkbox"/> 100% | <input type="checkbox"/> Extended time for lab practical
<input type="checkbox"/> 50% <input type="checkbox"/> 100% |
| <input type="checkbox"/> Reduced distraction environment | <input type="checkbox"/> Breaks during tests |
| <input type="checkbox"/> Note taker/note taking technology | <input type="checkbox"/> Reader |
| <input type="checkbox"/> Assistive Technology-please describe: _____ | |
| <input type="checkbox"/> Other: _____ | |

Student Signature: _____ Date: _____

Please submit completed form to: Morgan Russell, M.S.
Student Disability Officer
Lewis Hall
Russelml@EVMS.edu