

## **Documentation Guidelines for Rehabilitated Drug/Alcohol Addiction**

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed equal access to academic programs and university services. In order to request an accommodation as the result of rehabilitated drug/alcohol addiction, a student must provide the Office of Disability Services (ODS) with documentation indicating that the disability substantially limits some major life activity, specifically learning.

Students requesting accommodations, auxiliary aids, and/or services based on a diagnosis of Rehabilitated Drug/Alcohol Addiction are required to submit documentation by an appropriately qualified professional. Professionals who are qualified for diagnosing, treating, and providing documentation for individuals who have been rehabilitated for drug addiction or alcoholism may include physicians with a specialty in addiction, clinical psychologists, psychiatrists, and licensed mental health professionals. The diagnostician should be an impartial individual who is not a family member nor in a dual relationship with the student.

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. The currency of acceptable documentation is dependent upon the condition, current status of the student, and an assessment of the significant impact to major life functions. **The term "qualified individual with a disability" does not include any individual who is currently engaging in the illegal use of drugs or alcohol.**

Recommendations for documentation include:

1. **DSM-V or ICD diagnosis** - clear statement of successful completion of a supervised drug/alcohol rehabilitation program, and a dated statement attesting to compliance with appropriate post-rehabilitation treatment. In clear, direct language, the report must identify the substantial limitation of a major life activity
2. A **summary of assessment procedures and evaluation instruments** used to make the diagnosis
3. A **summary of qualitative and quantitative information** that supports the diagnosis
4. Medical information relating to the condition should include the **impact of medication and treatment plan** on the student's ability to meet the demands of the postsecondary educational environment
5. Any **suggestions of reasonable accommodations** that might be appropriate at the postsecondary level and should be based on significant functional limitations that can be supported by the documentation.

Further assessment by an appropriate professional may be required if co-existing conditions are indicated.