Dear Regulated Health Professional,

Attached is the Functional Assessment form used by Student Accessibility Services (SAS) at the University of Guelph to validate that a student experiences a disability under the *Ontario Human Rights Code*, and to gather information about related functional abilities.

**Why is this information needed?**
Disabilities must be related to a clinically significant physical, psychological or emotional condition. For example, experiencing stress or feeling anxious is not necessarily a disability. On the other hand, *generalized anxiety disorder* often does have a disabling effect.

We rely on professionals such as yourself to confirm that the limitations reported by the student are aligned with a diagnosis or treatable condition. Note that the specific diagnosis does not necessarily have to be disclosed.

**Who should complete this form?**
This form will only be accepted when completed by a regulated health professional who is operating within their scope of practice in the identification and/or treatment of a relevant health condition or disability. Examples include physicians, psychologists, nurse practitioners, physiotherapists, occupational therapists, registered psychotherapists, or social workers.

**Risks**
The information provided in the Functional Assessment is used to create equity by removing unfair barriers on the basis of disability (a protected human rights status). Inaccurate information may give the student an unfair academic advantage, access to financial aid that is not warranted, consume resources that limit our ability to help other students, and jeopardizes the integrity of their university degree.

**Interim Supports**
If you are meeting the student for the first time, it may be reasonable to defer completing this form until there has been sufficient opportunity to complete a proper assessment/diagnosis and possibly develop a treatment plan (where appropriate). SAS will provide interim support for students while this process is underway.

Note that interim accommodations are not limitless, and students are expected to be actively engaged in the process of clarifying the nature of their disability while accessing these supports.

**Alternative Explanations**
From time to time a student will seek out a diagnosis for a mental health concern or cognitive impairment that does not meet any diagnostic criteria. In some cases, this might be because the academic program does not meet their personal interests or aptitudes, or they may need to enhance their learning skills. They may also have difficult life circumstances or be dealing with normal developmental challenges.
The University of Guelph does offer consideration on compassionate grounds for situations that affect the student’s ability to engage in academic work, but that do not constitute a disability. We will also assist students in accessing resources to enhance their learning skills as appropriate.

In these situations, it would be appropriate to say: “Although you don’t seem to have a disability, I can see that you are having difficulties. What other sources of support have you considered?” If you are having a conversation like this with a student, please remind them that SAS is happy to help connect them to the appropriate support services without needing this form.

**Resources**

Policy on *Third Party Reports* from the College of Physicians and Surgeons:
[https://www.cpso.on.ca/cpso/media/documents/policies/policy-items/third-party-reports.pdf](https://www.cpso.on.ca/cpso/media/documents/policies/policy-items/third-party-reports.pdf)

*Policy on Accessible Education for Students with Disabilities* from the Ontario Human Rights Commission:
In order to receive academic accommodations for disability-related reasons, a functional assessment is required that describes the impact of the student’s disability. Disclosure of a diagnosis is optional, but not required. For learning disabilities, a copy of a complete psychoeducational assessment report is needed instead of this form.

When a diagnosis is included, it will be used to help the student with strategies for overcoming difficulties that are specific to their circumstances, and to assist with accessing community resources. A diagnosis is a useful tool for understanding the scope of an individual’s experience. It is always our intention to use it in ways that help reduce stigma or bias. Note the student’s consent is required (initials) on page 2 when disclosing a specific diagnosis.

Some financial assistance in the form of bursaries, grants and scholarships that are earmarked for students with disabilities may require a diagnosis in order to establish eligibility.

Confidentiality of personal information will be protected and will not be available to anyone outside of Student Wellness Services without the student’s consent, in keeping with our policies.

Student Information

Name (Please Print)       UofG Student Number

Date of Birth (month, day, year)       Telephone Number

I consent for the health professional named here to share information concerning myself with Accessibility Services in the department of Student Wellness at the University of Guelph. I understand that this confidential information will be used to help plan accommodations and support my learning needs while at university.

Student Signature

Date

Health professional with expertise relevant to the disability

Name (Please print)       Professional Designation(s)

Registration Number       Date

The information provided here represents my clinical assessment of the student - they have a medical condition that is disabling and it is not a short-term common illness such as the flu or a routine experience such as stress.

Office Stamp (Address, Phone Number)

Signature
**Overview of Medical Condition**

<table>
<thead>
<tr>
<th>Diagnosis:</th>
<th>Student’s consent to disclose diagnosis (Initials)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of onset:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When does this information need to be updated:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time of day when normal functioning is affected:</th>
</tr>
</thead>
</table>

- **Yes**
- **No**
- **Unknown**

<table>
<thead>
<tr>
<th>Is this a long-term condition that will persist for the duration of the student’s current degree program?</th>
</tr>
</thead>
</table>

- **Yes**
- **No**
- **Unknown**

<table>
<thead>
<tr>
<th>Does this student experience a permanent disability, which is defined as a functional limitation:</th>
</tr>
</thead>
</table>

- **Cause by a physical or mental impairment that restricts the individual’s ability to perform the daily activities necessary to participate in studies at a postsecondary level or in the labour force; and**
- **That is expected to remain with them for their expected life.**

**General Type of Disability**

- **Acquired Brain Injury**
- **ADHD Symptoms**
- **ADHD Confirmed with corroborating evidence from childhood**
- **Medical Condition or Chronic Illness**
- **Mental Health**
- **Hearing**
- **Injury or recovery from surgery**
- **Mobility or Dexterity**
- **Vision**
- **Other (Please specify)**

Note: this form cannot be used for learning disabilities as a psychoeducational assessment report is required. Would you recommend a referral for an assessment? **Yes**  **No**

**Notable Impacts**

<table>
<thead>
<tr>
<th>Areas of Concern</th>
</tr>
</thead>
</table>

- **Substance use**
- **Self-harm or thoughts of suicide**
- **Dissociation or flashbacks**
- **Paranoid thoughts or hallucinations**
- **Sensitivity to light or sound**
- **Frequent or sudden need of a washroom**
- **Requires specific breaks**
- **Frequent absences**
- **Prolonged Absences**

<table>
<thead>
<tr>
<th>Physically navigating environment</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

<table>
<thead>
<tr>
<th>Energy level or fatigue</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

<table>
<thead>
<tr>
<th>Pain</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

<table>
<thead>
<tr>
<th>Tolerating stress</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

<table>
<thead>
<tr>
<th>Focus/concentration</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

<table>
<thead>
<tr>
<th>Impulse control</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

<table>
<thead>
<tr>
<th>Memory (please describe in comments section)</th>
</tr>
</thead>
</table>

- **None**
- **Mild**
- **Moderate**
- **Severe**
- **Unknown**

Professional’s Initials
### Changes in Functioning
- Significant fluctuations are expected
- Fluctuations will be difficult to predict
- Relative stability is expected

### Other Information
- Significant allergies or environmental sensitivities
- Student may require a safety plan for emergencies
- Risk of experiencing medical distress
- Capacity to cope with heavy workload is a concern

### Triggering Situations

### Comments

### Impact on Abilities
This section is **required if** a diagnosis is not provided on this form and **optional otherwise**. Please describe the impact of the condition on the student’s functioning in each of the following areas (including severity of impact). Details provided here are tremendously helpful for tailoring our support to the student’s needs.

Note: we are particularly interested in how a student’s abilities might be affected in an academic context (e.g. learning, research, discussion and assessment).

1. **Cognitive functioning (e.g. organizing, information processing, decision-making, etc.):**

2. **Social interactions:**

3. **Daily activities:**

4. **Emotional functioning:**

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**Professional’s Initials**
Additional Resources

Accessibility Services, Student Wellness
wellness.uoguelph.ca/accessibility
  • Privacy and confidentiality statement
  • Procedures relating to academic accommodations
  • University of Guelph Policy on Academic Accommodations for Students with Disabilities

Ontario Human Rights Commission
www.ohrc.on.ca
  • Information about Human Rights in Ontario, including with regards to disabilities
  • Policy statements on how disabilities are to be accommodated
  • Links to the Ontario Human Rights Code and the Tribunal

Contact Information
Accessibility Services, Student Wellness
UC Level 3 South
University of Guelph
Guelph, Ontario
N1G 2W1

Phone: 519-824-4120 Ext. 56208
Fax: 519-824-9689
Email: accessibility@uoguelph.ca