

## Health Practitioner Report

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The University provides support services and reasonable academic adjustments for students with a disability, learning disorder, mental health issue, injury or illness. The aim is to reduce the impact of these conditions on the student's study.

To assist the University in determining the most appropriate support for the student, an assessment of their needs is required.

### Authority to release information

I, .....(Student Name and ID), give authority for .....  
(Health Practitioner Name) to release information relating to my disability or health condition to AccessAbility Services at the University of the Sunshine Coast.

Student's signature: .....

Date: .....

Disclosure of information is voluntary. The information you provide is treated as private and confidential. No information is released without your written consent, except where required or authorised by law, for example if the staff member believes that you or others may be at risk.

### Documentation requirements

Students registering with AccessAbility Services due to a disability, learning disorder, mental health issue, injury or illness must provide current diagnostic evidence of their requirement for any reasonable academic adjustments and support. Adjustments will be based on the verified impacts of their condition, considering the [Inherent Academic Requirements](#) for their program. Students who do not provide sufficiently comprehensive documentation may only have access to limited supports.

A Health Practitioner Report should be completed by an Australian Health Practitioner Regulation Agency (AHPRA) qualified professional (or equivalent in other countries). Alternatively, the same information as requested in the Health Practitioner Report can be provided on letterhead, dated and signed by the health professional.

Documentation will not be accepted if it is:

- More than six months old for variable health conditions
- A medical certificate with insufficient information
- From a professional who is a member of the student's family or where there is a personal or business relationship
- From a provider who is not a suitably qualified health professional
- From other institutions outlining prior educational adjustments (although this could be helpful in assessing student needs)
- Not signed or dated
- Not in English

Diagnostic reporting on temporary or variable conditions must be updated at intervals to be negotiated with the Ability Adviser.

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### Guidelines for academic adjustments

Below is a list of conditions and their required documentation. All documentation must provide details of specific impacts in a learning environment.

#### Acquired Brain Injury

- Assessment by a neurologist or neuropsychologist

#### Attention-Deficit/Hyperactivity Disorder (ADHD)

- Assessment by a paediatrician, psychiatrist or psychologist

#### Autism Spectrum Disorder (ASD)

- Assessment by a paediatrician, psychiatrist or psychologist

#### Hearing impairment

- Assessment by an audiologist or GP
- Must include type of assistive device/s used (eg hearing aids, cochlear implants etc)

#### Intellectual disability

- Assessment by a psychologist
- Must include results of standardised assessment
- Recommendations must be substantiated by test results

#### Medical condition (eg Asthma, Cancer, Chronic Fatigue Syndrome, Diabetes etc)

- Assessment by a medical specialist or GP

#### Mental health condition (eg Generalised Anxiety Disorder, Major Depressive Disorder, PTSD, Schizophrenia etc)

- Assessment by a psychologist, psychiatrist or GP

#### Neurological condition (eg Brain Tumour, Central Auditory Processing Disorder, Epilepsy, Multiple Sclerosis etc)

- Assessment by a medical specialist or GP
- For Central Auditory Processing Disorder, assessment by a team including an audiologist with specialised training in assessing this disorder

#### Physical impairment (eg Amputation, Arthritis, Cerebral Palsy, Muscular Dystrophy etc)

- Assessment by a medical specialist or GP
- Where relevant, assessment by a physiotherapist may assist with identifying functional impacts

#### Specific Learning Disorder with impairment in reading (Dyslexia), written expression (Dysgraphia) and/or mathematics (Dyscalculia)

- Assessment by a psychologist
- Must include data and results of standardised assessment
- Recommendations must be substantiated by test results
- Must have been completed either a) after the age of 16 years, or b) no more than three years ago
- Results from screening tests will not be accepted
- For mechanical based Dysgraphia, assessment by an occupational therapist may also be required

#### Vision impairment

- Assessment by an ophthalmologist, optometrist, GP or Specialist Vision Testing Service (such as Vision Australia Services)
- Must include the extent of vision loss, visual acuity and use of assistive equipment

#### Temporary condition or injury (eg broken bones affecting mobility or writing ability, surgery affecting study ability etc)

- Assessment by a GP or relevant registered health professional
- Must state the nature of the condition and dates or a timeframe for which the student is expected to be affected by the condition or when the student is due to be reassessed

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**Health Practitioner to complete this section or attach relevant documentation, in accordance with UniSC documentation guidelines (see attached)**

Student name: .....

Diagnosis: .....

Date of diagnosis: .....

Original diagnostic assessment was:  Prepared by me  
 Sighted by me but prepared by (name): .....  
Profession: .....

Condition is:  Temporary – date to be reviewed: .....  
 Variable – date to be reviewed: .....  
 Permanent

### Functional implications on the student’s study

Please describe how this condition affects the student’s functioning in an academic setting, based on your assessment, eg reading, writing, cognitive skills, mobility, attendance, access etc:

.....  
.....  
.....  
.....

Please indicate if any specific adaptive equipment/software/furniture/strategies have been prescribed:

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.....

### Recommended strategies to assist the student based on the impacts of their condition

- Extra time during exams for rest breaks  Use of a computer/software for exams  
 Extra time during exams for reading and/or writing  Other:

.....  
.....

Clinic stamp

Name: .....  
Profession: .....  
Phone: .....  
Email: .....  
Signature: .....  
Date: .....

### AccessAbility Services

University of the Sunshine Coast, QUEENSLAND, AUSTRALIA  
Tel: 07 5430 1226 | Email: [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au)