

DCCI Scholarship

Alexandra Elmslie

Submit an original essay of 500-700 words with the following topic: “How your disability shaped your decision to study the program you chose?”

When I was eight years old, my teacher pulled my parents aside during a parent-teacher conference, concerned about my “odd” behaviours in class. She mentioned that although I showed intellectual ability, I would not follow directions or complete tasks on time, and was disorganized, forgetful, and a “silly daydreamer.” Worried by these comments, my parents sought psychological testing which determined the cause of my difficulties: ADHD Inattentive-Type.

My journey with ADHD over the subsequent nine years has been strewn with various obstacles in the areas of academics, social interactions, and mental wellness. Academically, my struggles have included task completion, time management, attentiveness, and organization. Socially, I have struggled with maintaining connections with others, skills that come naturally to my neurotypical peers. With regards to mental wellness, my overall mental health has often suffered, especially when my symptoms become particularly difficult to manage. Unfortunately, the pandemic exacerbated many of these challenges and reduced my ability to access and use my established coping strategies.

I consult regularly with a psychologist and a pediatrician to manage my ADHD. By working with my psychologist, I have learned to apply various strategies in my day-to-day life in order to successfully achieve positive outcomes in my academics, social interactions, and mental wellness. My pediatrician constantly monitors my use of medication to manage my ADHD symptoms. Five years after commencing my journey with medication, I continue to alter my dosage and type of medication, which is quite common for teenagers who are constantly developing and changing.

I am incredibly fortunate to have the opportunity to access professional and familial support. Nevertheless, coordinating with both my psychologist and pediatrician on a regular basis necessitates a great deal of time and effort on my part and requires me to constantly self-monitor my symptoms and strategies. My lived experiences have provided me with the perspective to recognize that for individuals without support, it can be incredibly difficult to obtain needed support and establish coping strategies. This is especially the case for those with Inattentive-Type ADHD, whose symptoms do not present themselves as overtly as their Hyperactive-Type peers. I was lucky, and know firsthand how difficult it can be to discover and establish coping strategies and how daunting it can be to reach out for support in times of need. This gap in services has motivated me to work towards pursuing a career in psychiatry, which will allow me to tailor treatment plans to each individual and reduce the effort and frustration of accessing support from various sources.

As an individual who actively seeks to broaden my thinking and further my learning, I believe that the field of psychiatry would provide me with the opportunity to continuously challenge myself and feed my intellectual curiosity. Moreover, like many, I have not been able to utilize a psychiatrist who could blend the two treatment benefits of a paediatrician and psychologist for ADHD to make management of symptoms easier.

A particular area of research interest of mine involves exploring the gender differences in the diagnosis and the manifestation of ADHD symptoms between males and females. Research has shown that girls are three times less likely to be diagnosed with ADHD than boys, a discrepancy that can be attributed to a difference in symptoms rather than a difference in susceptibility. Females are more frequently diagnosed with the inattentive type of ADHD, which entails more inconspicuous symptoms, like inattentiveness, anxiety, and being withdrawn; males, on the other hand, tend towards the hyperactive/impulsive type, which entails more apparent and archetypal symptoms, like impulsivity, physical aggression, and an inability to sit still. Since their symptoms are much less overt than their male counterparts, females with ADHD are commonly overlooked, underdiagnosed, and disregarded. Because I am diagnosed with the inattentive type, my symptoms do not overtly present themselves to others, and I have had to learn how to self-advocate for my needs. I hope that a career in psychiatry would allow me to provide females with ADHD the ability to access tailored medical support, insightful guidance, and counselling, rooted in my authentic lived experience.

Surname		Given Names		Student Number		Gender		Date of Birth		Page	
Elmslie		Alexandra Lorraine		138001943		F		2004 07 23			
Name of District School Board / School Authority				Number		Name of School		Date of Entry		Day	
Upper Grand District School Board				B66117		John F. Ross C. V. I.		2018 09 04			
Date		Course Grade/Level		Course Title		Course Code		Percentage Grade		Credit	
Year		Month		Number		Compsuory		Note			
2019/02		9		Drama		ADA1O		88		1.00	
2019/02		9		Introduction to Business		BB11O		99		1.00	
2019/02		9		English - Academic		ENG1D		96		1.00	
2019/02		9		Sciences		SNC1D		93		1.00	
2019/06		9		Enjeux géographiques du Canada		CGC1D		94		1.00	
2019/06		9		French Immersion		FIF1D		93		1.00	
2019/06		9		Principles of Mathematics -Academic		MPM1D		93		1.00	
2019/06		1		Spanish		LWSBD		95		1.00	
2020/01		10		Histoire du Canada depuis la Première Guerre mondiale		CHC2D		94		1.00	
2020/01		10		Principles of Mathematics - Academic		MPM2D		94		1.00	
2020/01		11		Grandes religions et croyances traditionnelles : perspectives, enjeux et défis		HRT3M		98		1.00	
2020/01		11		Personal and Fitness Activities		PAF3O		92		1.00	
2020/04		10		Exploration de carrière		GLC2O		100		0.50	
2020/06		10		Civisme et citoyenneté		CHV2O		100		0.50	
2020/06		10		English - Academic		ENG2D		95		1.00	
2020/06		10		French Immersion		FIF2D		93		1.00	
2020/06		10		Science - Academic		SNC2D		95		1.00	
*2020/07		11		Forces of Nature Physical Processes and Disasters		CGF3M		95		1.00	
2020/11		11		Chemistry - University Preparation		SCH3U		92		1.00	
2020/11		11		Physics - University Preparation		SPH3U		93		1.00	
2020/11		11		French Immersion		FIF3U		98		1.00	
2021/01		11		Introduction to Anthropology, Psychology and Sociology		HSP3U		99		1.00	
2021/04		11		Biology - University Preparation		SBI3U		94		1.00	
2021/04		12		French Immersion		FIF4U		92		1.00	
2021/06		11		English		ENG3U		96		1.00	
2021/06		11		Functions		MCR3U		91		1.00	
2021/11		12		Advanced Functions		MHF4U		95		1.00	
2021/11		12		Physics *****		SPH4U		95		1.00	
* Completed at another school										SUMMARY OF CREDITS	
Community Involvement				Provincial Secondary School Literacy Requirement				Specialized Program			
<input checked="" type="checkbox"/> Completed <input type="checkbox"/> N/A				<input type="checkbox"/> Successfully Completed <input type="checkbox"/> N/A				French Immersion Program			
Diploma or Certificate				Date of Issue Year				Authorization Principal, Chad Warren			

Compulsory Credits

Date of Issue

2021/11/29

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Surname

Elmslie

Given Names

Alexandra Lorraine

OEN/MIN

1 2

Student Number

138001943

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F

Date of Birth

2004 07 23

Name of District School Board / School Authority

Upper Grand District School Board

Number

B66117

Name of School

John F. Ross C. V. I.

Date of Entry

2018 09 04

English

3 / 4

1 / 1

Math

3 / 3

2 / 2

History

1 / 1

1 / 1

Arts

1 / 1

1 / 1

Civics

0.5 / 0.5

0.5 / 0.5

Sosc/Fre/Coop

1 / 1

1 / 1

Sc/Tec/Cm/fr/cp

1 / 1

1 / 1

French

1 / 1

1 / 1

Science

2 / 2

1 / 1

Geography

1 / 1

1 / 1

Physical Ed.

1 / 1

1 / 1

Career Studies

0.5 / 0.5

0.5 / 0.5

Art/Bs/PE/Fr/Cp

1 / 1

1 / 1

Other:

10

Total:

27 / 30



February 02, 2022
Western Student Number: 251276998

Alexandra Elmslie
6 GRYPHON PL
Guelph, ON N1G 4L7

OFFER OF ADMISSION

Dear Alexandra,

Congratulations! We are excited to offer you admission to the following programs:

CHOICE	PROGRAM	YEAR	PROGRAM CODE	ADMISSION DECISION
2	Social Science	1	EO	Offer

IMPORTANT NEXT STEPS

- **Accept this Offer of Admission on or before June 01, 2022.** To accept, log in to the Ontario Universities' Application Centre ouac.on.ca and follow all the steps. You'll know you accepted successfully when you receive a confirmation number. Save this number for your reference! Don't miss your **June 01, 2022** acceptance deadline, or you will lose your offer of admission and we may be unable to reinstate it. If you accept this Offer of Admission, it will automatically cancel any previous acceptance at another Ontario university.
- **Meet your Admission Conditions**
 1. Successful completion of your Ontario Secondary School Diploma (OSSD),
 2. Successful completion of all prerequisite courses for the program you are accepting,
 3. The FINAL average as is indicated in the *Admission Conditions* section of choose.uwo.ca. Your final average is calculated by Western using your best six Grade 12 U and/or M level courses including all prerequisites. Program specific prerequisites can be found at: <https://welcome.uwo.ca/next-steps/requirements/ontario-high-school.html>. Note: We do not round up averages.

We reserve the right to withdraw your Offer of Admission if you fail to meet these conditions. Please contact us immediately upon receipt of your final grades in late June/early July if you do not meet your admission conditions.

- **Log into choose.uwo.ca** for more resources and more detailed information about your next steps, including course selection, residence next steps, access to support services and finding your community at Western.

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject, at any level, which shows a lack of proficiency in English and is therefore unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level.





Dr. Paula Cervený
CLINICAL PSYCHOLOGIST

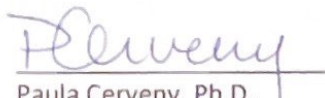
25 Waterloo Ave
Guelph, ON N1H 3H4
tel: 519-760-3597
hello@drpaulacervený.com

April 5, 2022

To Whom It May Concern:

Alexandra Elmslie (DOB: July 23, 2004) has been diagnosed with Attention-Deficit/Hyperactivity Disorder, predominately inattentive (ADHD). This diagnosis was made in 2016 and she has received support for the diagnosis since that time at school and through private services.

Sincerely,


Paula Cervený, Ph.D.
Registered Psychologist