

My decision to pursue a Bachelor's degree in Psychology stems from my personal experiences with mental health and my long, often painful journey toward self-understanding. Throughout my life, I have struggled with panic disorder, anxiety, social anxiety, major depressive disorder, and ADHD. These disabilities have not only shaped who I am as a person but also heavily influenced my academic and career choices. Looking back, I see how the lack of early diagnosis and support in school deeply impacted my sense of self-worth and my academic performance, ultimately leading me to the field of psychology, where I hope to make a difference for others who have struggled like I did.

Growing up, I had no understanding of why I felt so different from my peers. I struggled with three debilitating anxiety disorders. At the same time, I experienced episodes of deep depression, where everything felt overwhelming and impossible. My ADHD made focusing on tasks difficult, and I had a tendency to become easily distracted, leading to further frustration and self-doubt.

It wasn't until later in life that I was able to receive an official diagnosis for these mental health conditions. For much of my childhood and adolescence, I was undiagnosed, and my struggles were often dismissed or misunderstood. This led to many feelings of isolation. School was particularly challenging, as I didn't have the tools or coping mechanisms to manage my symptoms. I constantly felt like I was falling behind and that I was never able to meet the expectations of my teachers and peers. Without the support I needed, I internalized the message that I wasn't capable or intelligent, which significantly impacted my self-esteem and confidence.

The process of finally receiving a diagnosis as a young adult was both a relief and a challenge. It gave me answers, but it also forced me to confront years of internalized shame and frustration. Learning about my mental health conditions was a pivotal moment in my life, as it helped me understand that I wasn't stupid or lazy, but rather that my brain worked differently. This newfound knowledge allowed me to approach my struggles with a sense of compassion instead of self-criticism. This understanding sparked my passion for advocating for others who face similar challenges.

I became determined to make a positive impact on the lives of individuals who feel marginalized or invisible because of their mental health struggles. This led me to create a non-profit organization dedicated to promoting accessibility through education and peer support. Through this organization, I work to create a space where people can share their experiences, learn about mental health, and access resources that can help them navigate their challenges. The work I do with the organization is deeply fulfilling, as I have witnessed firsthand the power of community and understanding. It has given me the opportunity to advocate for those who are often overlooked and to provide a platform for their voices to be heard.


However, my passion for advocacy goes beyond the non-profit work I do. It is the driving force behind my decision to pursue a degree in psychology. By studying psychology, I hope to gain a deeper understanding of the complexities of the human mind and behavior. I want to learn how

to effectively support individuals who are struggling with mental health conditions, just as I once did. My goal is to become a psychologist, potentially administering mental health assessments.

Ultimately, my goal in studying psychology is to uplift and empower others. I want to be the kind of professional who can provide hope and guidance to those who feel lost or invisible, just as I once did. I believe that everyone deserves access to the resources and support they need to thrive, and I want to be a part of creating a world where mental health is prioritized and understood. By becoming a psychologist, I hope to not only help individuals navigate their own mental health journeys but also to advocate for systemic change that promotes accessibility, education, and support for all.

In the end, my disabilities have shaped my path in profound ways, but they have also fueled my passion for helping others. I am determined to use my experiences to make a positive impact in the field of psychology, to help others feel seen, heard, and empowered, and to break down the barriers that often stand in the way of mental health support and understanding.

PROOF OF ACCEPTANCE:



University of Guelph ID: 1361442

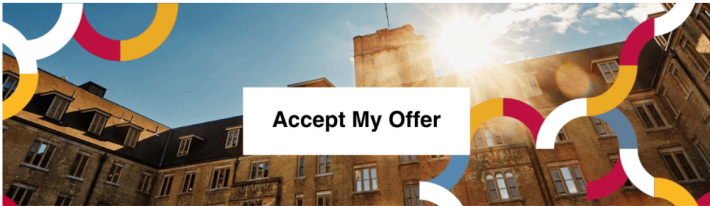
CONGRATS, ALYSSA - YOU'RE IN!

Congratulations! You have been admitted to the Bachelor of Arts, Honours Major Psychology at the University of Guelph for the fall 2025 semester.

Your offer of admission is conditional upon the following:

- Completion of the Ontario Secondary School Diploma.
- Subject Requirements: ENG4U, EAE4U or FEF4U; 5 additional 4 U/M courses.
- A minimum final admission average of 70%.

To reserve your space in the program, you must **ACCEPT YOUR OFFER** through the OUAC by June 2, 2025. Your offer of admission will appear on OUAC within 3 business days.



PROOF OF DIAGNOSIS



Psychoeducational Assessment Report

NAME: Alyssa Lahey
DATE OF BIRTH: May 4th, 2007
AGE AT TESTING: 16 years, 2 months to 16 years, 6 months
APPOINTMENT DATES: July 24th, 27th and August 1st, 29th, 30th, and November 21st, 2023
DATE OF FEEDBACK: November 30th, 2023

Reason for Referral

Alyssa was referred by her parents, Mr. Robin Lahey and Ms. Roula Lahey, for a psychoeducational assessment to examine her cognitive, academic, and social-emotional functioning. Alyssa's parents expressed concerns regarding Alyssa's academic abilities in mathematics, as well as social-emotional difficulties regarding anxiety. Alyssa's parents hoped that this assessment would provide clarity around her strengths and areas of need to determine how to best support her moving forward in both her academics and everyday functioning.

Tests Used & Other Sources of Information

- | | |
|--|-----------------------|
| <ul style="list-style-type: none">• Friendly, kind• Desire to do well• Sense of humour | applications, fluency |
|--|-----------------------|

RECOMMENDATIONS

Priority Recommendations

School Identification

1. Given that Alyssa meets diagnostic criteria for a Specific Learning Disorder with impairment in Mathematics, as well as Attention Deficit Hyperactivity Disorder (ADHD) – Combined, Generalized Anxiety Disorder (GAD), Social Anxiety Disorder (SAD), Panic Disorder, and Major Depressive Disorder (MDD) with recurrent episodes, it is essential that she be given access to the types of resources made available through the school board to youth with such difficulties. Alyssa will require program accommodations in the school system in order to mitigate the impact that a Specific Learning Disorder in Mathematics, as well as ADHD, anxiety, and depression can have on academic achievement across subjects.
2. The formalization of her Individual Education Plan (IEP) will be important. Thus, the results of this assessment should be made available to school professionals to assist with educational planning. An IPRC meeting is recommended in order to formally identify Alyssa as an Exceptional pupil in the areas of Behavior (ADHD, anxiety, depression) and Communication (Learning Disabilities in Mathematics). A formal identification helps to ensure that Alyssa will have access to supports and services available throughout her education. The formalization of an Individual Education Plan (IEP), reflecting the findings of the current assessment will be important.

Specific IEP Accommodations and Modifications

The formalization of Alyssa's Individualized Education Plan (IEP) to incorporate and allow for accommodations for ADHD, executive functioning difficulties, anxiety, depression, and mathematics is recommended. Although there are many recommendations contained in later sections the following