

How did your disability shape your decision to study the program ?

For as long as I can remember I knew exactly how I liked things to go, I knew that I preferred to work on things alone, and above all else I've always found it easiest to get things done when there is music playing in the background. This past year I was diagnosed with Autism Spectrum Disorder, receiving this diagnosis was the single most validating experience I have had in my entire life. Having Autism also means my brain is interested in learning about a very limited number of topics, since Kindergarten music has been the only class I have never had issues paying attention or sitting still in.

Adults always told me to "do what you love" but as a child I was always perplexed at the thought of someone loving something enough to determine it was worth dedicating their entire lives too. Some people may paint a picture of how they "just knew" which program to choose but for me personally, music was my only choice. I refused to enroll myself in a program that I wasn't passionate about.

Being diagnosed with Autism at the age of 18 has been a major challenge I faced, understanding how being Autistic shaped my identity was hard, and coming to terms with the fact that I have a disability was hard to do. For months I felt as though being diagnosed completely changed everything, as I was suddenly more aware of how much of my day to day life was directly impacted by my Autism, throughout it all though, making music has acted as a safe haven, A place where I'm not the only person who is neurodivergent, a community of endlessly accepting and understanding human beings who all have their own unique needs and respect the needs of others.

Music has always acted as a refuge from the real world for me, so when it came down to it I didn't hesitate to dedicate my career and life to it, having Autism might have played a role in my choice, but ultimately I chose to pursue music because it makes me eternally joyful, and all I've ever wanted to be is that, just happy.

Sincerely,

Holly MacDonald



Psy. D., C. Psych.

CLINICAL PSYCHOLOGY AND NEUROPSYCHOLOGY



NEUROPSYCHOLOGY REPORT

April 30, 2023

Dr. April MacPhee  
Summerside Medical Centre  
475 Granville Street North  
Summerside, PE C1N 3N9

Cc: Dr. Marcia Santiago  
Queen Elizabeth Hospital  
PO Box 6600  
Charlottetown, PE C1A 8T5

Dr. Alice Turalinski  
Summerside Medical Centre

**RE: HOLLY ANNE MACDONALD**  
**DOB: 03-04-2005**  
**MRN: 01888429**  
**EXAMINED BY: DR. WM. NEIL MCLURE**

**BACKGROUND INFORMATION**

Ms. Holly Anne MacDonald is an 18-year-old female patient who was referred for a Neuropsychological Assessment. At the time of the assessment, Holly was attending Grade 12 at Three Oaks Senior High School in Summerside, PE.

In correspondence received from Ms. Laura Montgomery (mother), dated June 9, 2022, it was noted that at that time, Holly was a Grade 11 student at Three Oaks Senior High School. Laura reported that Holly is an academically strong student and very musically inclined.

**Dr. Wm. Neil McLure**  
PROFESSIONAL

CLINICAL PSYCHOLOGY & NEUROPSYCHOLOGY CORPORATION

Office: 292 Water Street, (Third Floor) Summerside, PEI, Canada C1N 1B8  
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## RECOMMENDATIONS

It is strongly recommended that Holly engage in Cognitive Behavioural Psychotherapy and related clinical interventions in an effort to alleviate her current DSM-5 diagnostic requirements. Holly stated the cognitive theory of affective components proposes that the emotional component of psychological conditions is a negative cognitive set; that is, the tendency to perceive the self, the future, and the world in a dysfunctional, negative manner. This dysfunctional perception of self, future, and world, which often reflects an underlying theme of loss, is termed the negative triad.

## DSM-5 DIAGNOSES

Deriving Holly's DSM-5 diagnoses from a cognitive behavioural theory proposes a classic distress model of reactive clinical symptoms. Holly has developed negative cognitive schemas in a self-referential manner. These dysfunctional cognitive schemas have

**299.00 (F84.0)**

**Autism Spectrum Disorder  
(Asperger's Disorder)**

Holly's Psychological Profile is marked by negative thinking which is systematically biased in a negative direction. Idiosyncratic cognitive schemas appear to have functioned as hypothetical structures that have maintained her negatively biased perceptions. These schemas are perceived as

**314.01 (F90.1)**

**Attention Deficit/Hyperactivity  
Disorder (Combined Presentation;  
Executive Function Compromise)**

Children actively screen, code, categorize, and organize information. As a result, they function like templates. When Holly's schemas must process, these schemas, especially those related to self-concept and personal expectations, tend to become rigid, negatively biased, and global. They influence how external stimuli are interpreted by Holly. This results in the

**300.02 (F41.1)**

**Generalized Anxiety Disorder (With  
Depression)**

Cognitive Behavioural Psychotherapy is based on the assumption that a reorganization of Holly's self-statements will result in a corresponding reorganization of her behaviours. Within a learning theory framework, Holly's cognitions should be considered as

As a result of the aforementioned, behavioural techniques which should be utilized with Holly to modify overt behaviours, such as operant conditioning, modelling, and behavioural rehearsal (practising a skill within the therapy session in preparation for an anticipated situation outside of therapy) should also be applied to the more covert and subjective processes of Holly's thinking

## Proof of Fall Acceptance

Holly Anne MacDonald  
UPEI ID#: 0365457

### TO WHOM IT MAY CONCERN ,

This is to certify that the above mentioned student has been registered at the **University of Prince Edward Island** in the programs and terms listed below. Their current year of standing / class level is 1ST.

Enrollment Terms	Dates	Status
BMus, Bachelor of Music		
2023 Fall Term	06-Sep-23 To 22-Dec-23	Full-Time
2024 Winter Term	08-Jan-24 To 25-Apr-24	Full-Time

Sincerely,



**Donna Sutton**

**Associate Vice-President of Students and Registrar**

University of Prince Edward Island  
550 University Avenue  
Charlottetown, PE  
Canada C1A 4P3



[illegible]

**PASSPORT**  
**PASSEPORT**

# CANADA



Type/Type **P** Issuing Country/Pays émetteur **CAN**

Passport No./N° de passeport  
**AM380233**

Surname/Nom  
**MACDONALD**  
Given names/Prénoms  
**HOLLY ANNE**  
Nationality/Nationalité  
**CANADIAN/CANADIENNE**

Date of birth/Date de naissance  
03 APR / AVR 05  
Sex/Sexe F Place of birth/Lieu de naissance  
SUMMERSIDE CAN

Date of Issue/Date de délivrance

06 MAR / MARS 20

06 MAR /MARS 25

Issuing Authority/Autorité de délivrance  
GATINEAU

P<CANMACDONALD<<HOLLY<ANNE<<<<<<<<<<<<<<<<<  
AM380233<7CAN0504036F2503066<<<<<<<<<<<<<<<06



**Theresa Oaks Senior High School**  
Summerside  
J.E.J.



This certifies that

*Holly-Anne MacDonald*

has satisfactorily completed the Course of Study prescribed for  
Graduation and is therefore entitled to this

**Diploma**



Given this month of June, 2023.

*Jacqueline Reuter*  
Principal