

Contexts and Environment

13. What safety risks exist with Gina's unused medications?
14. Are there ways Gina can strengthen her support network at the day program? At home?
15. Gina's sporadic attendance at the day program decreases her access to treatment and has a negative impact on her insurance payment. How could you address this issue with her? How could you, as a therapist, encourage Gina's increased participation in the milieu?
16. Would you involve Gina's family in education about depression? If so, which family members would you include, and which symptoms of depression would you focus on?
17. Given Gina's occupational profile and her ACLS-5 score of 5.2, what supports would you predict she will need in the community?

Theory and Evidence

18. What theory/theories or frame(s) of reference might you use in developing an intervention plan? Describe the rationale for your choices.
19. What, if any, evidence can you find to support your choice of theory/theories and/or frame(s) of reference?
20. What, if any, evidence can you find to support intervention?

Intervention Plan and Goals

21. Are there other assessments that could provide additional information about Gina's overall occupational profile?
22. What assessment(s) could be used to further evaluate her medication management skills?
23. What are your hypotheses regarding Gina's occupational functioning from the KELS, ACLS-5, and Role Checklist? How would you incorporate these into your intervention planning?
24. Write a list of short- and long-term objectives for Gina based on her stated goals.
25. What, if any, obstacles do you see to Gina reaching her goals?
26. Describe how education about depression could help Gina with her feelings of guilt.

Situations

27. Gina is crying in the hall just before group. She has just received a verbally abusive phone call from her husband. What would you do?
28. Gina reveals to the morning check-in group that her daughter did not come over the weekend as promised. Gina says, "She'll be really sorry after I'm gone." What would you do?
29. Gina reports in the weekend planning group that she plans to go out to a bar with her sister on Saturday night. What should you do?
30. Gina has looked at a few apartments, but there is nothing in her price range that she will accept. It is time for her to leave the program. What community resources for clients with mental illness could continue to help her with this goal?

Discharge Planning

31. Would you refer Gina to any professional- or peer-led support groups in the community? If so, which ones?
32. Gina has been coming to groups regularly. Her attention and her decision-making and problem-solving skills have improved. She would like to return to work and wants to call her boss. How could you assist her in planning this encounter? What concerns might her boss have about Gina's return to work?

REFERENCES

- Allen, C. K., Austin, S. L., David, S. K., Earhart, C. A., McCraith, D. B., & Riska-Williams, L. (2007). *Allen Cognitive Level Screen—5 (ACLS-5)/Large Allen Cognitive Level Screen—5 (LACLS-5)*. Camarillo, CA: ACLS and LACLS Committee.
- Kohlman-Thomson, L. (1992). *Kohlman Evaluation of Living Skills*. Bethesda, MD: The American Occupational Therapy Association.