CHAPTER 14: VICTIMIZATION OF THE ELDERLY

INSTRUCTOR GUIDELINES

Key Concepts/Objectives to Emphasize in Instruction and Learning Activities:

- 1. Community resources and supportive services for elderly victims and their families. (14-8 to 14-5)
- 2. Types of crime-specific victimization of the elderly as well as effective responses from victim service providers and allied professionals. (14-18 to 14-28)
- 3. Effective communication techniques for dealing with elderly victims. (14-28 to 14-31)

Objectives:

- 1. Identify the most important needs of elderly victims of different types of crimes.
- 2. Identify the agencies that are most appropriate to respond to these victims' needs.

Description of Activity and Faculty Guidelines:

The instructor will divide students into groups of ten. Each group will receive one of three case scenario worksheets, along with a list of agencies that respond to elderly victims (taken from the NVAA text).

The case scenarios depict three friends, with one elderly person victimized by:

- Burglary.
- Mail fraud.
- Domestic elder abuse.

The instructor will provide students in each group with one of the three case scenarios, along with the "list of agencies that can respond to the needs of elderly victims" worksheet. Students will complete their worksheets in their small groups.

Can Be Utilized As:						
X Individual Activity	X Small Group Activity	Large Group Activity				
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Anticipated Amount of Time Required: 15 Minutes

- 03 minutes for group division.
- 07 minutes to complete student worksheets.
- 05 minutes to process their findings.

RESOURCES NEEDED (Please check all that apply:)	
 Tear sheets and felt pens	
 VCR/monitor	
 Overhead projector and screen/LCD and laptop	
 Blank overhead transparencies and overhead pens	
 Masking tape	
 Index cards	
Individual or group worksheets (two)	
Timer	
Other (please describe):	

STUDENT WORKSHEET

KEY AGENCIES THAT CAN RESPOND TO CRIMES OF ELDERLY ABUSE AND EXPLOITATION

ADULT PROTECTIVE SERVICES

AREA AGENCY ON AGING

MENTAL HEALTH SERVICES

LAW ENFORCEMENT

LAW ENFORCEMENT-BASED VICTIM ASSISTANCE

BAR ASSOCIATION

DOMESTIC VIOLENCE SHELTER

CULTURAL DIVERSITY/COMPETENCY PROFESSIONALS

News Media

PREVENTION PROGRAMS

U.S. ATTORNEYS AND VICTIM/WITNESS STAFF

U.S. POSTAL INSPECTION SERVICE

VETERANS ADMINISTRATION

VICTIM ASSISTANCE PROGRAMS

OTHERS?

STUDENT WORKSHEET: CASE SCENARIO #1

Aoki is a 76-year old woman who lives in a retirement community in Washington, DC. She prides herself on her ability to live independently with limited support from homebased medical services and her children.

Aoki's home was burglarized in September, but nothing of great value was taken. Her home was burglarized again in November, and her television, cell phone, and hearing aids were stolen. She did not report either crime to the police because of bad experiences she had with law enforcement in Cambodia, her country of origin.

Aoki attends a meeting sponsored by the retirement community about crime prevention and victim assistance. After the meeting, she stays around to chat and discloses in the course of conversation that she has been victimized in the past three months.

1.	What are the three most immediate and important needs of this victim?
2.	Which three agencies are most likely to meet this victim's needs?
3.	Are there any other agencies which could provide support and assistance to this victim?

STUDENT WORKSHEET: CASE SCENARIO #2

Robert is an 84-year-old disabled Army veteran who lives in a retirement community in Washington, DC. He prides himself on his ability to live independently with limited support from home-based medical services and his children.

For the last three months, Robert has not received his Social Security check or VA disability check in the mail. He is suspicious that an aide in the community may be stealing his checks, but he is worried about being treated well, so he doesn't report his problem to anyone. But he is running out of money . . . and his monthly bills appear to be arriving on time with no problem.

Robert attends a meeting sponsored by the retirement community about crime prevention and victim assistance. After the meeting, Robert stays around to chat and discloses in the course of conversation that he has been missing his support checks:

1.	What are the	three most	immediate	and importan	t needs of t	this victim?

2. Which three agencies are most likely to meet this victim's needs?

3. Are there any other agencies which could provide support and assistance to this victim?

STUDENT WORKSHEET: CASE SCENARIO #3

Ruth is a 72-year-old woman who lives in a retirement community in Washington, DC. She prides herself on her ability to live independently with limited support from homebased medical services and her children.

Ruth's son Bob is really angry at her because she cannot give him the money he demands every month when her Social Security check arrives. He is an alcoholic and frequently becomes verbally abusive to Ruth when he has been drinking. In October, he slapped her hard enough that she had to wear sunglasses to hide the bruising around her eyes.

Ruth attends a meeting sponsored by the retirement community about crime prevention and victim assistance. After the meeting, she stays around to chat and discloses in the course of conversation that she has been victimized by her son.

1.	What are the three most immediate and important needs of this victim?
2.	Which three agencies are most likely to meet this victim's needs?