Module #12: Financial Exploitation

Intended Audience

This course is designed for new APS social workers as well as Aging & Adult Service partners (e.g. APS/IHSS, IHSS, and Public Guardian/Conservator). This training is also appropriate for senior staff that require knowledge and/or skills review.

Learning Objectives

By the end of this training, participants will be able to:

1. Describe common victim and perpetrator characteristics of financial exploitation.
2. Identify and discuss at least six (6) indicators of financial exploitation.
3. Define “undue influence” and its impact on decision-making.
4. Identify the components of mental capacity and discuss the intersection between capacity and undue influence in financial exploitation cases.
5. Discuss the primary components of a financial exploitation investigation and discuss why it’s important to always “follow the money”.
6. Identify the common challenges encountered during a financial exploitation investigation and discuss strategies to overcoming challenges.
7. Discuss two (2) methods used in the prevention of financial exploitation.

Competencies

This training specifically addresses the NAPSA competencies regarding

Overview of Financial Exploitation

- Types of financial exploitation
- Statistics on financial exploitation
- Indicators of financial exploitation
- Assessing client’s financial situation
- Assessing level of risk
- Assessing undue influence

Theories of Financial Exploitation

- Cultural/social aspects of financial exploitation

Causes of Financial Exploitation

- Societal causes of financial exploitation
- Individual causes of financial exploitation

Preventing Financial Exploitation
Audio /visual aids

1. PowerPoint projector and file
2. 3X5 cards lined
3. Flip chart and markers
4. Participant and Evaluation manuals
5. Videos clips
6. DVD player and TV/projector hook-up
## Financial Exploitation
### Plan of the Day

<table>
<thead>
<tr>
<th>Content</th>
<th>Total Time</th>
<th>Activities</th>
<th>Slides/Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome &amp; Overview 9:00am-9:20am</td>
<td>20 min</td>
<td>Introductions, Agenda/Learning Objectives &amp; Evaluation Activity</td>
<td>Slides 1-7</td>
</tr>
<tr>
<td>Financial Exploitation Overview 9:20am-9:45am</td>
<td>25 min</td>
<td>Lecture, activity &amp; small/large group discussion</td>
<td>Slides 8-16 Handout 1</td>
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<tr>
<td>Indicators of Financial Abuse 9:45am-10:05am</td>
<td>20 min</td>
<td>Lecture, activity &amp; small/large group discussion</td>
<td>Slides 17-19 Handout 2</td>
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<tr>
<td>BREAK 10:05am-10:20am</td>
<td>15 min.</td>
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<tr>
<td>Who Are the Alleged Perpetrators? Who Are the Victims? 10:20am-11:00am</td>
<td>40 min.</td>
<td>Lecture, video, activity &amp; large group discussion</td>
<td>Slides 20-28 Handout 3</td>
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<tr>
<td>Mental Capacity and Financial Decision Making 11:00am-11:50am</td>
<td>50 min</td>
<td>Lecture, activity &amp; small/large group discussion</td>
<td>Slides 29-36 Handouts 4-8</td>
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<tr>
<td>LUNCH 11:50am-12:50pm</td>
<td>60 min.</td>
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<tr>
<td>Undue Influence, Mental Capacity &amp; Financial Exploitation 12:50pm-1:30pm</td>
<td>40 min</td>
<td>Lecture, activity &amp; small/large group discussion</td>
<td>Slides 38-43 Handout 9</td>
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<tr>
<td>APS Investigation: Steps &amp; Following the Money 1:30pm-2:10pm</td>
<td>40 min</td>
<td>Lecture &amp; large group discussion</td>
<td>Slides 44-47 Handout 10</td>
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<tr>
<td>BREAK 2:10pm-2:25pm</td>
<td>15 min.</td>
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<tr>
<td>APS Investigation: Case Study Activity 2:25pm-3:10pm</td>
<td>45 min</td>
<td>Activity &amp; small/large group discussion</td>
<td>Slide 49</td>
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<tr>
<td>APS Investigation: Challenges to Investigation and Partners in the Field 3:10pm-3:30pm</td>
<td>20 min</td>
<td>Lecture, activity &amp; small/large group discussion</td>
<td>Slide 50</td>
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<tr>
<td>Financial Exploitation Prevention Efforts 3:30pm-3:45pm</td>
<td>15 min</td>
<td>Lecture</td>
<td>Slides 51-54 Handouts 11-12</td>
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<tr>
<td><strong>Closing &amp; Evaluations</strong></td>
<td>15 min</td>
<td><strong>Slide 55</strong>&lt;br&gt;Handouts: Evaluations &amp; take-home transfer of learning activity instructions</td>
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<td><strong>TOTAL TIME</strong></td>
<td><strong>7 hrs</strong>&lt;br&gt;(including 1 hour lunch)</td>
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Bibliography


Blunt, A.P. 1990. From the frontlines: Banks and the responsibility to report financial exploitation. *NARCEA Frontline, Vol. 3(3).*


Texas APS Professional Development Division. 2003. *APS In-Home BSD 1*.
