

INSTRUCTOR GUIDELINES

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

1. Scope and characteristics of financial crime. (16-4 and 16-9 to 16-12)
2. Impact of financial crimes on victim beyond the financial loss, including emotional and physical losses and issues of trust. (16 -5 and 16-7)
3. Key federal legislation relevant to financial crimes (including restitution, VOCA assistance, and the Identity Theft Act). (16-13 to 16-17 and 16-19)
4. Effective responses to help victims of financial crimes. (16-14 to 16-21)

Objectives:

1. Describe the impact of financial crimes on victims.
2. Identify the roles of victim assistance professionals in meeting the needs of victims of financial crimes (focusing on collaboration between federal and local victim assistance programs).

Description of Activity and Faculty Guidelines:

The day before “Financial Crimes” is taught, the instructor asks for five volunteers to prepare for and conduct a role play for the class. Provide them with the attached case scenario, and ask them to select one of five roles: the elderly fraud victim; a victim advocate; the daughter of the victim; the son-in-law of the victim; and the federal victim/witness staff member.

Using the case scenario and guidelines for the role play, have the five students role play as an icebreaker for the class lecture. Then, ask students in the full group to:

- Identify the impact of this crime on LaVerne and her family.
- Identify the roles of victim assistance professionals in meeting their needs.

Student responses can be recorded onto tear sheets.

Can Be Utilized As:

_____ Individual Activity _____ Small Group Activity **X** Large Group Activity

Anticipated Amount of Time Required: 20 Minutes

- 10 minutes for the role play.
- 10 minutes to process students' responses to the two questions.

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
 - Timer
 - Other *(please describe)*: Five students to volunteer for the role play
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STUDENT WORKSHEET

ROLE PLAY

CASE SCENARIO

LaVerne is a 78-year-old widow who spent her entire lifetime working with her husband (now deceased) to build up a sizeable nest egg for retirement, which she invested with the help of her daughter Louise's college buddy, Dennis. She was shocked to pick up the paper one morning and read the headline news report that Dennis has left the country with law enforcement in pursuit, allegedly taking millions of dollars of his clients' investment monies (including over \$1.2 million of LaVerne's).

Shattered and full of despair, LaVerne called Joan, the nice victim advocate who helped her when her home was burglarized four years ago. LaVerne asked Joan about what she should do, and also to help her tell her daughter Louise and her son-in-law Burke (with whom she had never really gotten along) about her victimization.

Since Joan—a police-based victim advocate—was not completely familiar with the federal justice process, she called Linda, the victim/witness staff member for the U.S. Attorney. Linda volunteered to join Joan and LaVerne at the meeting with Louise and Burke; LaVerne was grateful for her assistance.

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2. Impact of financial crimes on victim beyond the financial loss, including emotional and physical losses and issues of trust. (16-5 and 16-7)
3. Key federal legislation relevant to financial crimes (including restitution, VOCA assistance, and the Identity Theft Act. (16-13 to 16-17 and 16-19)
4. Effective responses to help victims of financial crimes. (16-14 to 16-21)

Objectives:

1. Identify examples of the impact of financial crimes on victims.
2. Describe victim-sensitive approaches to identify and meet the needs of financial crime victims.

Description of Activity and Faculty Guidelines:

The instructor plays the 20-minute OVC videotape “Beyond Financial Loss.” Prior to showing the videotape, the instructor provides students with the worksheet and asks them to identify:

- The impact of financial crimes on victims.
- Examples of victim-sensitive approaches to respond to victims.

The instructor can process out student responses and record them on tear sheets.

Can Be Utilized As:

Individual Activity Small Group Activity Large Group Activity

Anticipated Amount of Time Required: 30 Minutes

- 20 minutes to view the videotape.
- 10 minutes to process student responses from the worksheets.

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
 - Timer
 - Other (*please describe*): “Beyond Financial Loss” videotape
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STUDENT WORKSHEET

IMPACT OF FINANCIAL CRIME ON VICTIMS	EXAMPLES OF VICTIM-SENSITIVE RESPONSES
1.	1.
2.	2.
3.	3.