

preferred methods. These findings indicate that the adapted curriculum may improve dementia knowledge among RDs.

#### ELDER FAMILY FINANCIAL EXPLOITATION: THE COMPLEXITY OF ROLES AND FAMILY CONTEXT

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Despite elder family financial exploitation (EFFE) being recognized as the most prevalent type of elder abuse, little is known about the family context in which it occurs. To-date most EFFE research has focused on understanding the profiles of one victim and one perpetrator in reported cases. Informed by Family Systems Theory, this study offers new insight into the range and complexity of EFFE victim and perpetrator roles, family structures (relationship types across generations) and living arrangements. A mixed-methods dataset from a sample of non-perpetrator/non-victim concerned family members who experienced EFFE (most unreported to authorities) was utilized to map and analyze 23 family system genograms. The findings reflect four overall profiles when organized by the number of victim(s) and perpetrator(s) in each involved family system including: Single victim, single perpetrator (n=7), Single victim, multiple perpetrators (n=12), Two victims, single perpetrator (n=1), and Two victims, multiple perpetrators (n=3). Across the 4 profiles, most primary perpetrators moved in to live with the elder victims. For Single victim, single perpetrator cases, remarried spouses, as well as parent/adult child relationships in nuclear families with 2-3 adult children emerged. For Single victim, multiple perpetrators, up to five family perpetrators from 3 different nuclear families were involved, including adult children, their in-laws, and grandchildren as a common combination of perpetrators. The findings suggest EFFE is more complex than often assumed, involving multiple perpetrators and victims, and family relationship types beyond older parent/adult child. Implications for reframing risk profiles, assessment tools, and family-focused intervention strategies are discussed.

#### FOSTERING AN UNDERSTANDING OF INTERPROFESSIONAL APPROACHES TO GERIATRICS

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Serving older adults with multiple chronic conditions and variable social, emotional, or physical support effectively within the primary care setting requires an interdisciplinary approach to care, together with the integration of novel approaches to care coordination (Dorr et al, 2006). The purpose of this study is to examine the use of interprofessional learning models to educate a healthcare workforce that meets the needs of older adults by integrating geriatrics with primary care, maximizing patient engagement, and transforming the healthcare system. Specifically, the targeted learners for this curriculum were from a healthcare system in Belize that had no previous specialty training in interprofessional geriatrics care. The 4-day training took place in Belize with an interprofessional group of healthcare professionals that included social work, nursing and medicine. 100 learners participated in the trainings and including

participants from social work, nursing and medicine. To evaluate the program, Kirkpatrick's Training Evaluation Model (Kirkpatrick & Kirkpatrick, 2005) was used to determine if learners were satisfied with the content (reaction), skilled (knowledge & skill) and confident in their abilities to utilize the curriculum (application of knowledge & skills). Analysis showed that learners, irrespective of discipline, were satisfied with the program. All disciplines experienced significant differences in their self-efficacy with working on interdisciplinary teams from pre to post assessments. Specifically, there was an increase in learner's confidence related to learning to work together cooperatively with other professions and how to communicate effectively with other members of an interprofessional team. Implications for future interprofessional curriculum will be discussed.

#### LONGITUDINAL IMPACT OF AN INTERDISCIPLINARY COURSE ON AGING FOR FIRST-YEAR STUDENTS

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Undergraduate courses on aging have the potential to counteract negative stereotypes about older adults and to shift students' academic plans as they learn about aging-related opportunities. For six years we have taught an interdisciplinary course on aging for first-year undergraduate students. We present longitudinal data on students' attitudes and academic trajectories after taking the course. Students who took the course (n = 314) and comparable students who were not in the course (n = 353) were surveyed prior to and at the end of their first semester and at the end of each subsequent academic year. At each time point students rated the degree to which aging issues are relevant to their personal and professional lives. Students also reported aging-related curricular and extracurricular activities they pursued. Multivariate repeated-measures analyses revealed a significant interaction such that personal and professional relevance of aging issues were lower and remained stable for students not in the class, and were higher and increased for students in the class,  $F(2,226) = 13.18$ ,  $F(2,226) = 14.94$ ,  $p's < .01$ . However, for course students, relevance returned to baseline levels by the end of their first year and remained constant in subsequent years. Results from chi-square analyses revealed that students in the class reported more engagement in aging-related courses,  $\chi^2(1) = 8.3$ , research projects,  $\chi^2(1) = 90.1$ , and extracurriculars,  $\chi^2(2) = 20.6$ ,  $p's < .01$ . Results suggest that exposing students to information about aging early has the potential to alter academic trajectories, highlighting the importance of early education.

#### LONG-TERM EFFECTS OF ABUSE IN LATER LIFE PERPETRATED BY FAMILY MEMBERS

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Abuse in later life could potentially lead to lower levels of social support, especially when perpetrated by family