

CHAPTER 7: SUBSTANCE ABUSE AND VICTIMIZATION

INSTRUCTOR GUIDELINES

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

1. Alternatives that describe the correlation among victimization, substance use/abuse, and post-traumatic stress disorder. (7-10 to 7-15)
2. Various responses of systems to victims who abuse substances. (7-15 to 7-22)
3. Challenges and possible biases of service providers who assist victims who abuse substances. (Learning Activity, utilizing NVAA videotape, “Substance Abuse and Victimization”)

Objectives:

1. Conduct self-examination of potential *personal* and *justice system* biases when assisting victims who abuse substances.
2. Identify three ways to mitigate such biases.

Description of Activity and Faculty Guidelines:

Following a viewing of “Substance Abuse and Victimization,” the instructor divides students into groups of ten. Each group selects a case scenario (pulling from paper strips in a hat):

- An intoxicated domestic violence victim continually calls the hotline after midnight.
- A 13-year old runaway teenager who was abused at home becomes addicted to crack and is picked up for prostitution.
- A college student attends a fraternity party, has four drinks, and later reports that she was raped.
- The father of a murdered child calls frequently about the status of his case. He admits to using anti-anxiety drugs, and you suspect overuse or abuse.
- An assault victim who suffers from chronic pain gets arrested for purchasing Oxycontin (a highly addictive prescription pain killer) on the street.

Each student individually completes the student worksheet to identify:

- Personal biases.
- Justice system biases.
- Three ways to mitigate each bias.

When the students have completed their worksheets, a faculty member will facilitate a small group discussion of their answers.

Can Be Utilized As:

Individual Activity Small Group Activity Large Group Activity

Anticipated Amount of Time Required: 45 Minutes

- 25 minutes to view NVAA videotape.
- 03 minutes for group division.
- 07 minutes for students to complete individual worksheets.
- 10 minutes to process student responses in the small group.

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*): NVAA videotape, “Substance Abuse and Victimization”
Five case studies cut into strips and placed in a hat

SELECTING TOPIC FOR SMALL GROUP ACTIVITY

Make copies of this page, and cut each “case study” into strips. Each group will pull *one strip* from a hat. Please ensure that there are enough strips to accommodate the number of groups.

A intoxicated domestic violence victim continually calls the hotline after midnight.

A 13-year old runaway teenager who was abused at home becomes addicted to crack and is picked up for prostitution.

A college student attends a fraternity party, has four drinks, and later reports that she was raped.

The father of a murdered child calls frequently about the status of his case. He admits to using anti-anxiety drugs, and you suspect overuse or abuse.

An assault victim who suffers from chronic pain gets arrested for purchasing Oxycontin (a highly addictive prescription pain killer) on the street.

