Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292024 **Name:** -Prevention and Treatment of Addictive Behavior

Credits: 6,00 **ECTS Year:** 0, 2, 3 **Semester:** 1

Module: OPTIONAL

Subject Matter: Health psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

CAOOL	Maria Martínez Antón **(Responsible Lecturer)**	maria.manton@ucv.es
OPP03	Angel Manuel Turbi Pinazo **(Responsible Lecturer)**	angelmanuel.turbi@ucv.es
OPP05	Isabel Senabre Arolas **(Responsible Lecturer)**	isabel.senabre@ucv.es
	Maria Martínez Antón	maria.manton@ucv.es

Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		Mediation and familiar orientation	6,00	3/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 24/25
		-Psychology, Grieving and Palliative Care	6,00	4/1

Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 24/25
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 24/25
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 24/25
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
		Scientific English II	6,00	This elective is not offered in the academic year 24/25

Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 24/25
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25
		-Occupational Guidance	6,00	This elective is not offered in the academic year 24/25
		Preventive Intervention and Early Stimulation	6,00	2/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 24/25
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 24/25

Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 24/25
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 24/25
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Media	6,00	This elective is not offered in the academic year 24/25

Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 24/25
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 24/25
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 24/25
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Knowing the concepts, theories and main models of psychology in the area of Clinical Psychology and Health Psychology.

R2   Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study.		x		
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study.			x	
CB3	Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical.		x		
CB4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist.			x	

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.				x
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.				x
CE6	Diagnosing following professional principles.				x
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).				x
CE16	Choosing adequate psychological intervention techniques.				x

		1	2	3	4
CE17	Mastering strategies and techniques to get adressees involved.			x	
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...			x	
CE24	Analyzing and interpreting assessment results.			x	
CE27	Knowing and adapting to the psychology code of ethics.				x
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.			x	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				x
CT2	Capacity to organize and plan.				x
CT3	Mastering Spanish oral and written communication.				x
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)			x	
CT7	Problem solving.				x
CT8	Decision making.				x
CT9	Capacity to work in team.			x	
CT36	Being able to collect information using different kinds of sources.				x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	10,00%	Presentation of practical activities.
	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
	10,00%	Oral presentation of assignments.

Observations

The final exam will be a multiple-choice test.
To pass the course the student must pass the different evaluation systems separately (attendance and active participation, practices and exam)'.
Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes".

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	20,00%	Attendance and participation in synchronic communication activities.

Observations

The final exam will be a developmental test of short questions.
To pass the course the student must pass the different evaluation systems separately (attendance and active participation, practice and exam)'.
Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes".

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2   Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M3   Supervised monographic sessions with shared participation.

M4   Application of interdisciplinary knowledge.

M6   Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9   Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11   Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12   Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13   Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15   Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19   Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2	30,00	1,20
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M8	R1, R2	10,00	0,40
SEMINAR Supervised monographic sessions with shared participation. M3, M4	R1, R2	12,00	0,48
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2	6,00	0,24
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2	2,00	0,08
TOTAL		**60,00**	**2,40**

Course guide

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2	30,00	1,20
Virtual practical session (distance learning) M12	R1, R2	10,00	0,40
Seminar and virtual videoconference (distance learning) M13	R1, R2	12,00	0,48
In-person or virtual assessment (distance learning) M14	R1, R2	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2	6,00	0,24
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15, M19	R1, R2	60,00	2,40
Teamwork (distance learning) M12, M17	R1, R2	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1.	Fundamentals of Addictive Behavior. - Basic concepts. - Typology. Classification of substances and their effects. - Physiological basis of addictive behavior. - Psychological bases of addictive behavior. - Theoretical explanatory models.
Unit 2	2. Risk and Protective Factors. - Causes of consumption. - Risk Factors - Protective Factors
Unit 3.	3. Prevention of Addictive Behaviors - Prevention Objectives and Strategies - Supply and Demand Reduction - Levels and areas in prevention. - Main Prevention Programs
Unit 4	4. Addictive Behavior Intervention and Treatment - What is drug dependence intervention? - Assistance network - Main psychological currents in intervention. - Transtheoretical model of change. - Motivational Interviewing

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1.	8,00	16,00
Unit 2	4,00	8,00
Unit 3.	9,00	18,00
Unit 4	9,00	18,00

References

BASIC REFERENCES:

· Añaños Bedriñana, F. T. (Coord.), (2010). La Educación Social en contextos de riesgo y conflicto. Barcelona: Gedisa

· Añaños-Bedriñana, F.T. (Dir.), (2017). En prisión. Mujeres, realidades e intervención socioeducativa y drogodependencias. Madrid: Narcea

· Becoña, E. (2001). Bases teóricas que sustentan los programas de prevención de drogas. Madrid: Ministerio del Interior. Delegación del Gobierno para el PlanNacional de drogas.

· Becoña, E. (2002). Bases científicas de la prevención de las drogodependencias.Madrid: Ministerio del Interior. Delegación del Gobierno para el Plan Nacional de drogas.

· Bobes, J; Casas, M. y Gutierrez, M. (eds.), (2011). Manual de Trastornos Adictivos. Valencia: Adamed.

· Cortés, M.T. y Pascual, F. (eds.), (2005). Incumplimiento de Propositos enDrogodependencias. Barcelona: Zambon.

· Echeburúa, Enrique; Labrador, Francisco J. y Becoña, Elisardo. (Coords.) (2009). Adicción a las Nuevas Tecnologías en adolescentes y jóvenes. Madrid: Ediciones Pirámide.

· Graña Gomez, J. L. (1994). Conductas Adictivas. Teoría, Evaluación y Tratamiento. Madrid: Ed. Debate.

· Miller, W. R. Y Rollnick, S. (Comps.). (1999). La entrevista Motivacional. Preparar para el cambio de Conductas Adictivas. Barcelona: Ed. Paidós.

· Turbi Pinazo, A.M. (2008). Cómo abordar una entrevista motivacional. En F.T. Añaños Bedriñana; F. Del Pozo Serrano y I. Mavrou, I. (coords.) Educación Social en el Ámbito Penitenciario: Mujeres, Infancia y Familia (143-158). Granada: Natívola

· Turbi Pinazo, A.M. (2010). Programas y Terapias motivacionales en adicciones. En Iosifina Mavrou, Magdalena Jiménez Ramírez, Francisco José del Pozo Serrano, Fanny T. Añaños (Coords). Acción Socioeducativa con Mujeres, Salud y Drogodependencias en el Medio Penitenciario (217-231). Granada: Natívola

SUPLEMENTARY REFERENCES:

· American Psychiatric Association. (2014). Manual diagnóstico y estadístico de los trastornos mentales DSM-5. Madrid: Editorial Médica Panamericana.

· Beck, A.T., Wright, F.D., Newman, C.F. y Liese, B.S. (1993). Terapia de las Drogodependencias. Barcelona: Paidós.

· Becoña, E y Cortés, MT. (2008). Guía Clínica de Intervención Psicológica en Adicciones. Editada por Socidrogalcohol.

· Bobes, J. y Calafat, A. (2000). Monografía Cannabis. Revista Adicciones. Vol. 12, suplemento 2.

· Delegación del Gobierno para el Plan Nacional de drogas. (2018). Estrategia Nacional sobre Adicciones (2017-2024). Madrid: Ministerio de sanidad y Política social. Delegación del Gobierno para el Plan Nacional de drogas