



COURSE GUIDE

SOCIAL INTERVENTION DRUG ADDICTION

DEGREE IN SOCIAL EDUCATION

Universidad Católica de Valencia



Course guide Drug addiction Social Intervention

PI-02-F-16 ED. 00

COURSE GUIDE TO SOCIAL INTERVENTION DRUG ADDICTION

ECTS	
MODULE: Socio-educational processes intervention	30
FIELD: Social intervention in specific contexts	30
Subject: Social intervention drug addiction	6
Type of learning¹: Core	YEAR: 3 st Semester: 2 st
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SUBJECT ORGANIZATION

Socio-educational processes intervention				Nº ECTS: 30
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	ASIGNATURA	ECTS	Curso/ semestre
Social intervention in specific contexts	30	Old age social intervention	6	2 / 1
		Drug addiction social intervention	6	3 / 2
		Disabilities social intervention	6	4 / 1
		Child abuse social intervention	6	2 / 2
		Family Social Intervention	6	2 / 2

¹ Core Curricula, Internships, Degree Paper.



Prerequisites: N/A

GENERAL GOALS

1. To know the basic concepts related to drug addiction as well as models explanatory consumption.
2. To know the type of drugs, as well as its effects.
3. To determine risk factors and protective factors that increase, mitigating or inhibit the development of addictive behavior.
4. Study and evaluate intervention programmes aimed at prevention according to your level and scope.
5. Analyze the different approaches to treatment and rehabilitation programmes, (desintoxicaciondeshabituacion), in the field of addictive behaviors.

CROSS-SECTIONAL COMPETENCES ²	Competence measuring scale			
Instrumental competences:	1	2	3	4
1.(1) Capacity of analysis and synthesis.				
2. (2) Capacity of organization and planning.		x		
3. (6) Capacity of managing information.			x	
4. (7) Capacity of problems solving.			x	
5. (8) Capacity of taking decisions.			x	
Interpersonal competences:	1	2	3	4
1. (11) Interpersonal skills.				X
SPECIFIC COMPETENCES ³				
	1	2	3	4

² Number all the competences correlatively. Each competence should be adjusted on a 1 to 4 scale.

³ Specific competences are adjusted on a 1 to 4 scale following the same criteria as with the cross-sectional ones.



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2. (3) Ability to identify the different stages and the development of the target population.			X	
3. (4) Ability to know and diagnose the special needs and main interests to plan the social educational performance.				X
4. (5) Ability to analyze and diagnose the current situations that might need the socio - educational performance.				X
5. (6) Ability to know the pedagogical, sociological and psychological assumptions underlying the processes of the socio-educational performance.			X	
6. (9) Ability to know and use the tools and necessary resources in the different performance areas.				X
7. (14) Develop programmes and projects in the field of specialized education (behaviors, addictive, prison, groups at risk of exclusion, special educational needs..)				X
8. (15) Ability to know and use the specific techniques for socio-educational and community performance (team-building, motivation, negotiation, assertiveness, etc)				X
9. (17) Be able to write and understand technical reports, research reports and performance assessments.			X	
10. (20) Be empathetic, respectful, helpful and reliable with people and institutions related to the social education				X

LEARNING OUTCOMES ⁴	COMPETENCES
R-1. To know the different substances typologies, their effects and the basic concepts in addictive behavior.	2,3,4,7,8,9
R-2. To know mechanisms about psychology and physiology of addictive behavior.	1,4,7,8,9,14,15
R-3. To recognize the different preventive programs and their sustaining bases.	1,4,5,7,8,9,14,15,17

⁴ Learning Outcomes should be numbered correlatively following the proposed nomenclature.

Important Note: Competences are broadly presented in Teaching Guides. Therefore, including the learning outcomes in any Teaching Guide is necessary. These outcomes stand for one or several competences, specifying how much students have to know about a given topic. How Learning Outcomes are stated is also useful to know their assessment criteria. Learning Outcomes show whatever students should be able to prove at the end of a subject or a field. They also reflect the acquisition degree of a given competence or of a group of competences.



R-4. To identify/ assess necessities, diagnose and choose the adequate treatment modality in dehabituating processes.	1,2,5,7,10,11,12,13,14,15,17
R-5. To be able to work in team and plan the design of prevention programs and/or deepen in topics related to addictive behavior.	4,5,6,11,12,13,14,15,17

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS ⁵
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4, R5,	1,4
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.	R2, R3, R4, R5,	0,28
SEMINAR	Supervised monographic sessions with shared participation	R2, R3, R4, R5,	0,08
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1, R2, R3, R4, R5,	0,4
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, readings,	R2, R3, R4, R5,	0,16

⁵

This subject is divided into **ON-CAMPUS EDUCATIONAL ACTIVITIES** and into **INDEPENDENT WORK ACTIVITIES**, with an estimated ECTS allocation each. The following would be an **appropriate distribution**: **35-40%** corresponding to On-Campus Educational Activities and **65-60%** to Independent Work Activities. (In a 6 ECTS subject: 2.4 and 3.6 respectively).

The teaching-learning methodology is broadly described in this Teaching Guide. It is fully presented in the didactic units into which this subject is organized.



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	papers, etc.		
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5,	0,08
Total			(2,4*)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUPWORK	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-learningplatform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	1,8
INDEPENDENT WORK	Student study: Group 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-learningplatform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	1,8
Total			(3,6*)

**SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES
AND ASSESSMENT SYSTEM**



Assessment Tool ⁶	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Reports of attendance to classes	R1, R2, R3, R4, R5,	10%
Directed works, written memories, reflections to be submitted individually.	R2, R3 , R4, R5	10%
Work in team: elaboration of written and audiovisual material	R4, R5	20%
Assessment through objective/s proof/s(multiple-choice questions).	R2, R3 , R4, R5	60%
<p>Evaluation criteria: You must obtain a grade equal to or greater than 5 out of 10 in each of these sections, so you can join the final grade. Otherwise, it would reserve the grade earned in the corresponding only to the second round of the course. In order to pass the course, it is necessary to demonstrate an advanced level of linguistic proficiency in all oral and written productions. Therefore, each spelling mistake will be penalized with 0.50 points in papers and exams. Three missing accents will be equivalent to one spelling mistake. For this purpose, the evaluation will include a long development question in the final exams.</p> <p>Mention of distinction: The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).</p>		

DESCRIPTION OF CONTENTS	COMPETENCES
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⁶ Assessment Methods: exam-oral presentation, written tests (multiple-choice tests, open-ended questions tests, concept maps...), guided papers, projects, case studies, observation notebooks, portfolio, etc.

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DIDACTIC UNIT I: 1. Foundations of addictive behavior: <ul style="list-style-type: none">- Basic concepts..- Typology. Classification of substances and their effects.- Physiological bases of addictive behavior.- Psychological bases of addictive behavior.- Theoretical explanatory models.	1,2,3,13,14,15,16
DIDACTIC UNIT II: Risk and protective factors: <ul style="list-style-type: none">- Consumption causes.- Risk factors.- Protective factors.	1,3,15,16,18
DIDACTIC UNIT III: Prevention of addictive behaviors: <ul style="list-style-type: none">- Objectives and strategies in prevention.Reduction of offer and demand. Levels and fields in prevention. Main prevention programs.	1, 2, 3, 4, 5, 9,10,11,12,13,17,18,1 9
DIDACTIC UNIT IV: Intervention and treatment of addictive behavior. <ul style="list-style-type: none">- What's drugs dependence intervention?-Attendance web.-Main psychological trends in intervention.-Transtheoretical model of Change. -Motivational interview.	1,2,3,4,5,9,10,11,13,1 4, 18,19,20,21

**TEMPORAL ORGANIZATION OF LEARNING:**

	CONTENT/TEACHING UNIT	OF MEETINGS
1	Foundations of addictive behavior	10
2	Risk and protective factors	6
3	Prevention of addictive behavior	12
4	Intervention and treatment of addictive behavior	12

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TEMPORAL ORGANIZATION OF LEARNING: (Students of the subject in second and subsequent enrollments)

	CONTENT/TEACHING UNIT	# OF MEETINGS
1	DIDACTIC UNIT I:	10
2	DIDACTIC UNIT II:	8
3	DIDACTIC UNIT III:	12
4	DIDACTIC UNIT IV:	12