



Information about the subject

Degree: Official Master's Degree in Education and Rehabilitation of Addictive Behaviours

Faculty: Faculty of Psychology

Code: 1750001 **Name:** Fundamentals of Addictive Behaviour

Credits: 3,00 **ECTS Year:** 1 **Semester:** 1

Module: FUNDAMENTALS OF ADDICTIVE BEHAVIOR

Subject Matter: Fundamentals of Active Behavior **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

CONDUC Alejandro Marcelo Viera Abelleira (**Responsible Lecturer**)

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Module organization

FUNDAMENTALS OF ADDICTIVE BEHAVIOR

Subject Matter	ECTS	Subject	ECTS	Year/semester
Fundamentals of Active Behavior	9,00	Fundamentals of Addictive Behaviour	3,00	1/1
		Risk Factors and Protection	6,00	1/1

Recommended knowledge

None

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 The student identifies the main processes of evolutionary development in adolescence and justifies the relationships that can be established with addictive behaviors.
- R2 The student identifies and evaluates the main socio-structural, psychological and relational factors that act as risk factors for addictive behavior.
- R3 The student is able to evaluate family dynamics and identify risk and protective factors.
- R4 The student is able to explain the different theoretical models of addiction prevention and health promotion.
- R5 In-depth knowledge of the design, legislation and management of community prevention units.



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
CB6	Having and understanding knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.				X
CB8	The ability to integrate knowledge and deal with the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.			X	
CB10	Having the learning skills that will allow them to continue studying in a largely self-directed or autonomous manner.			X	
SPECIFIC		Weighting			
		1	2	3	4
CEM7	Knowledge of the anthropological bases of health and drug addiction.			X	
CEM11	The ability to relate the basic concepts of addiction, taking into account psychological, psychotropic and contextual characteristics.				X
CEM12	The ability to describe the main consumption patterns and evaluate the consequences associated with risk behaviors.				X
CEM13	The ability to explain the physiological mechanisms in the development of substance dependence and to establish relationships with the psychological and social bases of addiction.				X
CEM14	The ability to explain the physiological mechanisms in the development of substance dependence and to establish relationships with the psychological and social bases of addiction.				X
CEM16	The ability to identify the main processes of evolutionary development in adolescence and to justify the relationships that can be established with addictive behavior.				X



TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Information management skills.			X	
CT2	Capacity for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).		X		
CT3	The ability to update the knowledge and skills related to this framework of action.		X		
CT4	Problem-solving and decision-making skills.		X		
CT7	Oral and written communication skills.			X	
CT10	Self-critical attitude, that is, assessing one's own performance by knowing one's own competences and limitations, putting possible frustrations in perspective, showing interest in the quality of one's own performance and developing systems that guarantee the quality of one's own services.			X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	ATTENDANCE AND PARTICIPATION IN IN-PERSON SESSIONS
R1, R2, R3, R4	60,00%	OBJECTIVE TESTS
R1, R2, R3, R4	30,00%	THEORY-PRACTICE ACTIVITIES

Observations

A minimum mark must be obtained in the tests and activities in order for them to be accumulated (50% of the total mark that can be obtained with each evaluation system).

CRITERIA FOR THE AWARD OF HONOUR GRADUATION: Those who obtain a mark higher than 9.5 will be eligible for an assessment test for the award of Honours. The awarding of this mention will depend on the grade obtained in the evaluation test and the maximum number that can be awarded.

Learning activities

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

- M1 Presentation of contents by the professor, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M3 Supervised monographic sessions with shared participation through specialists in very specific topics.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, or completion of assignments, through the distance-learning platform.



M8 Group preparation of readings, case studies, seminars, papers, etc. to be presented or delivered in theory classes, practical classes or in small group tutorials.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS. M1, M3, M6, M8	R2, R4	13,00	0,52
PRACTICAL CLASSES. M6, M8	R2, R4	8,00	0,32
GROUP WORK M6, M8	R1, R2, R3	3,00	0,12
TOTAL		24,00	0,96

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL TASKS ON THE PLATFORM M1, M6	R2, R3, R4	51,00	2,04
TOTAL		51,00	2,04



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Sociocultural and anthropological bases of addiction	Interpretative models of addictions. Anthropological foundations
General concepts of addiction	Physical and psychological dependence. Tolerance, cross-tolerance. Withdrawal syndrome. Craving (Cognition: beliefs, expectations, obsessive thoughts. Behavior: Impulsive and compulsive). Types and classification of psychotropic substances.
Consumption patterns in youth	Alcohol consumption. Cannabis use. Use of synthetic drugs and cocaine. Opiate use. The weekend pattern.
Key concepts in neurology and neuroanatomy.	Neurobiological and biobehavioral basis of the development of substance dependence.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Sociocultural and anthropological bases of addiction	3,00	6,00
General concepts of addiction	3,00	6,00
Consumption patterns in youth	2,00	4,00
Key concepts in neurology and neuroanatomy.	4,00	8,00

References

- Becoña, E. (2001). *Bases teóricas que sustentan los programas de prevención de drogas*. Madrid. Ministerio del Interior. Delegación del Gobierno para el Plan Nacional de drogas.
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- Estrategia Nacional sobre drogas, (2009-2016)*. Madrid: Ministerio de sanidad y Política social.
- Cañas Fernández, J. L. (2013). Psicoterapia y rehumanización de las adicciones. Un modelo para la bioética personalista. *Cuadernos de bioética*, 24(1).
- Carlson, N.R. (2010) Fisiología de la conducta. Ed. Pearson.(10º edición)
- Pérez de los Cobos, J., Valderrama, J.C., Cervera, G y Rubio, G. (2006). Tratado SET de Trastornos Adictivos. Médica Panamericana, Madrid.
- Folgar, L. (2002). Aportes antropológicos sobre la construcción del tema “drogas”. *Recuperado de www.unesco.org.uy/shs/fileadmin/templates/shs/.../articulo_02.pdf*.
- Font, M., Gerstner, R., & Lara, F. (2017). En busca del sentido: proyecto de inclusión “Desvincula-T” de la PUCE-SD. *RECUS. Revista Electrónica Cooperación Universidad Sociedad*. ISSN 2528-8075, 2(1), 15-21.
- Redolar R., (2008) Cerebro y adicción. Editorial UOC. Barcelona
- Sthal, S.M. (2009) Psicofarmacología esencial. Bases neurocientíficas y aplicaciones clínicas. Ed. Ariel Neurociencia. Barcelona.
- Vielva, I., Pantoja, L., Abeijon, J.A. (2001). Las familias y sus adolescentes ante las drogas. Universidad de Deusto: Bilbao



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: