



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 Lidya Groppi Bosch (**Profesor responsable**)

Ana Perez Villalba

lidya.groppi@ucv.es

anaperez@ucv.es



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.



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	10,00%	ATTENDANCE AND PARTICIPATION IN IN-PERSON SESSIONS
R1, R2	60,00%	OBJECTIVE TESTS
R1, R2	30,00%	THEORY-PRACTICE ACTIVITIES

Observations

CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, theoretical-practical activities and objective tests).

The final exam will be an objective test (multiple-choice) and a pass mark must be achieved in order to pass the course (minimum 5).

ETHICAL USE OF ARTIFICIAL INTELLIGENCE:

Citation and attribution criteria: - Any use of AI tools must be explicitly stated in the submitted document (e.g. in a footnote or annex). - The name of the tool, the purpose of use (e.g. grammar check, organisation of ideas, writing example) and in which part of the paper it has been used should be indicated. - Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

Students **will be able to use AI** for: - Consulting doubts about training activities - Assisted learning (alternative explanations or self-assessment exercises) - Searching for alternative resources and references for study.

Students **will not be able to use AI** for: - Record or transcribe, in whole or in part, any activity carried out in the classroom, in order to obtain summaries or notes made by AI - Present AI-generated work as their own - Provide AI with statements, practice or assessment tests to obtain automatic answers.



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 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	13,00	0,52
PRACTICAL CLASSES. M6, M8	R2	8,00	0,32
GROUP WORK M6, M8	R1, R2	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	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
General concepts of addiction	What is a drug?What is an addiction?Substance classification and consumption pattern. Pharming. Effects of intoxication vs. effects of chronic use (bio-psycho-social)Habits and cravingTypes of toleranceSensitization
Key concepts in the psychobiology and neuroscience of addiction	Psychobiology vs. neuroscience Main assessment techniques in psychobiology and neuroscience Neuroanatomy of addictive behaviour and the relapse process Physiology: role of different types of neurotransmitters Neuropharmacological bases of the use of the main psychoactive substances (opioids, cocaine, alcohol, amphetamines and derivatives, cannabis and cannabinoids and hallucinogens).

Temporary organization of learning:

Block of content	Number of sessions	Hours
General concepts of addiction	4,00	8,00
Key concepts in the psychobiology and neuroscience of addiction	8,00	16,00



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.
- Becoña, E. (2002). *Bases científicas de la prevención de las drogodependencias*. Madrid. Ministerio del Interior. Delegación del Gobierno para el Plan Nacional de drogas.
- 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).
- Carrascoza Venegas, C.A. (2023). La terapia racional emotivo conductual y el tratamiento de las adicciones: fundamentos y estrategias. *Revista electrónica de psicología Izttacala*, 26(2).
- 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