



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1750003 **Name:** Prevention

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: PREVENTION OF ADDICTIVE BEHAVIORS

Subject Matter: Prevention of addictive behaviors. **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

CONDUC Laura Martínez Fernández (**Responsible Lecturer**)

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Module organization

PREVENTION OF ADDICTIVE BEHAVIORS

Subject Matter	ECTS	Subject	ECTS	Year/semester
Prevention of addictive behaviors.	9,00	Other Core Problems in Adolescence and Youth	3,00	1/2
		Prevention	6,00	1/1

Recommended knowledge

Not required.

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 is able to learn about and establish meaningful relationships between the specific psychosocial processes of consumption in adolescence.
- R2 The student is able to evaluate behaviors and risk factors by defining the relationships between them and the adolescents' processes of change in the context of the groups to which they belong.
- R3 The student is able to learn and evaluate the bio-psycho-social mechanisms involved in substance-free addiction and to establish systematic prevention and treatment strategies.
- R4 The student is able to assess and intervene in the family and social dynamics involved in establishing and maintaining these behaviors.



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
GENERAL		Weighting			
		1	2	3	4
CG2	Capacity for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).				X
CG4	Problem-solving and decision-making skills.				X
CG5	The ability to adapt to new situations.				X
CG11	Analysis and synthesis skills.				X
SPECIFIC		Weighting			
		1	2	3	4
CEM21	The ability to assess family dynamics and identify risk and prevention factors.			X	



CEM22	Knowledge of the main guidelines of prevention focused on the family structure.	X		
CEM23	The ability to support the various theoretical models of addiction prevention and health promotion.			X
CEM24	The ability to identify and evaluate the main socio-structural, psychological and relational factors that act as risk factors for addictive behavior.		X	
CEM26	In-depth knowledge of, and ability to develop and evaluate, the various programs and resources for the prevention of addictive behaviors in the educational and community environments, taking into account their structure, purpose, dynamics and specific characteristics.			X
CEM27	Knowledge and ability to enhance the psychosocial processes of construction of self-concept, self-image and self-esteem as well as to apply strategies to assess assertiveness.	X		
CEM29	The ability to assess, diagnose, and intervene in eating disorders and to conduct prevention programs to detect risk behaviors.	X		

TRANSVERSAL		Weighting			
		1	2	3	4
CT3	The ability to update the knowledge and skills related to this framework of action.				X
CT6	The ability to take responsibility.			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
CT12	The ability to maintain relationships with other professionals in order to compare and validate the action guidelines.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R4	10,00%	ATTENDANCE AND PARTICIPATION IN IN-PERSON SESSIONS
R1, R2, R3, R4	50,00%	OBJECTIVE TESTS
R4	40,00%	THEORY-PRACTICE ACTIVITIES

Observations

Attendance tracking record

Written test

Directed work (preventive intervention planning)

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.
- M2 Group work sessions supervised by the professor. Study of clinical cases, both real and fictitious. Significant construction of knowledge through student interaction and activity. Critical analysis of values and ethical and social commitment.



- 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.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS. M1, M2, M6	R1, R2, R3, R4	24,00	0,96
GROUP WORK PRESENTATIONS M2, M6	R2, R3	12,00	0,48
GROUP WORK M2, M6	R1, R2, R3	12,00	0,48
TOTAL		48,00	1,92

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL TASKS ON THE PLATFORM M6	R1, R2, R3	102,00	4,08
TOTAL		102,00	4,08



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Fundamentals	Levels and scopes in Prevention: universal, selective, and indicated; School, family, community, work and free time.
Prevention strategies	Recommendations and scientific research. New prevention strategies.
Design and evaluation of programs	Analysis of reality, resources, and equipment, specific research. Examples of specific interventions.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Fundamentals	8,00	16,00
Prevention strategies	4,00	8,00
Design and evaluation of programs	12,00	24,00



References

- Arbex, C. (2013). *Guía metodológica para la implementación de una intervención preventiva selectiva e indicada*. ADI Servicios Editoriales.
- Balda, M., y Miranda Miñiguez, M. (2012). *Menores vulnerables y consumo de sustancias*. Gobierno de La Rioja, Servicio de Drogodependencias y otras Adicciones.
- 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.
- Delegación del Gobierno para el Plan Nacional de drogas (2018). *Estrategia Nacional sobre adicciones, (2017-2024)*. Madrid: Ministerio de Sanidad, servicios sociales e igualdad.
- González, M. P., y Rey Yedra, L. (2006). La escuela y los amigos: Factores que pueden proteger a los adolescentes del uso de sustancias adictivas. *Enseñanza e Investigación en Psicología*, 11, 23-37.
- Hale, D., Fitzgerald-Yau, N., y Viner, R.M. (2014). *A Systematic Review of Effective Interventions for Reducing Multiple Health Risk Behaviors in Adolescence*. *American Journal of Public Health*, 104 (5), 19-41.
- Miranda, M., y Arbex, C. (2015). *Menores vulnerables y consumo de sustancias*. Gobierno de La Rioja, Servicio de Drogodependencias y otras Adicciones.
- Pantoja, L.; Añños, F. (2010). *Actuaciones socieducativas con menores vulnerables, en riesgo, relacionados con las drogas*. *Revista Interuniversitaria de Pedagogía Social*, núm. 17, marzo, 2010, pp. 109-122.
- Recio Adrados, J.L. (1999). *Familia y escuela: Agencias preventivas de colaboración*. *Adicciones*, 11 (3), 201- 207.
- Turbi, A. M. (2013). Violencia en las Redes Sociales: Prevención y Tratamiento. En Magdalena Jimenez y Francisco J Del Pozo. (Coords.). *Propuestas Didácticas para la Igualdad* (pp. 121-145) Granada: Editorial Nativola.
- Vielva, I., Pantoja, L., Abeijon, J.A. (2001). *Las familias y sus adolescentes ante las drogas*. Universidad de Deusto: Bilbao

LINKS:

Plan Nacional sobre Drogas (PNSD) <http://www.pnsd.mscbs.gob.es>
Plan Municipal de Drogodependencias - Ayuntamiento de Valencia <http://www.valencia.es/ayuntamiento/drogodependencias.nsf/vDocumentosTituloAux/Portada?opendocument&lang=1&nivel=1>
Fundación ayuda contra la drogadicción (FAD) <https://www.fad.es>
Observatorio Europeo de las drogas y las toxicomanías (OEDT) https://europa.eu/european-union/about-eu/agencies/emcdda_es
Prevención basada en la evidencia <http://www.prevencionbasadaenlaevidencia.net/>



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: