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)**   laura.martinez@ucv.es

Francisco Jesus Bueno Cañigral   fj.bueno@ucv.es

Maria Amor Fernandez Sarria

Course guide

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 requiered.

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 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.

R2   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.

R3   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	

		1	2	3	4
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
R3	10,00%	ATTENDANCE AND PARTICIPATION IN IN-PERSON SESSIONS
R1, R2, R3	50,00%	OBJECTIVE TESTS
R3	40,00%	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).

Attendance tracking record

Written test

Directed work (preventive intervention planning)

FINAL EXAM:

It will consist of a written test of 20 questions with 3 answer options.

ETHICAL USE OF ARTIFICIAL INTELLIGENCE:

Citation and attribution criteria:

- Any use of AI tools must be explicitly stated in the submitted document (for example, as a footnote or in an appendix).

- The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated.

- Responsible use of AI will be assessed as part of the criteria for originality and academic honesty .

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.

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.

Course guide

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS. M1, M2, M6	R1, R2, R3	24,00	0,96
GROUP WORK PRESENTATIONS M2, M6	R1, R2	12,00	0,48
GROUP WORK M2, M6	R1, R2	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	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.
Good practices in the design, implementation and evaluation of preventive programs and projects	Design of a preventive program: theoretical framework, diagnosis, objectives and target population Implementation of preventive programs Evaluation of preventive programs: process, result and impact.
Design and presentation of a preventive program	Development of a preventive program and its subsequent group presentation in class

Course guide

Temporary organization of learning:

Block of content	Number of sessions	Hours
Fundamentals	2,00	4,00
Prevention strategies	4,00	8,00
Design and evaluation of programs	8,00	16,00
Good practices in the design, implementation and evaluation of preventive programs and projects	6,00	12,00
Design and presentation of a preventive program	4,00	8,00

PI-02-F-16 ED. 00

References

·Arbex, C. (2013). *Guía metodológica para la implementación de una intervención preventiva selectiva e indicada*. ADI Servicios Editoriales.

·Balda, M., y Miranda Mi´nguez, 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.; Añaños, 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 Natívola.

·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/vDocumentosTitul oAux/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/