

**COURSE DATA****Data Subject**

<b>Code</b>	33326
<b>Name</b>	Psychology of addictions
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	25 - Psychology of addictions	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CHOLIZ MONTAÑES, MARIANO JESUS	300 - Basic Psychology
CORTES TOMAS, MARIA TERESA	300 - Basic Psychology

**SUMMARY**

Psychology of Addiction has a total of 4.5 credits theoretical and practical. Quarterly is an optional subject taught in the fourth year of the Degree in Psychology and is part of the group of materials called "Clinical Psychology and Health."

The goal of Psychology of Addiction is to provide students with technical knowledge of the basic psychological processes involved in the development of the addictive process, with special emphasis on procedures and techniques used in the prevention and psychological intervention. Specifically, it provides students with basic outlines of the processes of acquisition and cognitive-behavioral change addictive process, both referred to the consumption of a substance (drug addiction) as that of any addictive behavior.



The course covers the theoretical understanding of addictive process, from initiation to the complete loss of control over behavior. It also contributes decisively to the possibility for future work of the students, to provide them with methodological and intervention resources to interpret, understand and act on the psychological functioning of an addict.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1319 - Degree in Psychology

- Be able to identify group and intergroup problems and needs.
- Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).
- Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.
- Be able to use strategies and techniques to involve patients in the intervention.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Know the different fields of application of Psychology and have the necessary knowledge to influence and promote the quality of life of the individuals, groups, communities and organisations involved in any addictive behaviour.
- Be able to describe and measure cognitive, emotional and behavioural variables (attitudes, readiness for change, etc.) and processes related to addictive behaviour.

## LEARNING OUTCOMES

**Module 1:** Concept of Addiction: difficulties in its definition. Evaluation of different types of addiction. The addictive cycle.

1. - Describe and analyze the complexity of the addictive process.
2. - To know and use different assessment protocols.



**Module 2:** Psychological processes involved in the acquisition and maintenance of addictive behavior. New consumption patterns and dependencies.

- 3. - To understand the psychological processes (motivation, emotion, learning ...) that favor the emergence and consolidation of the addictive process.
- 4. - Identify new substances and addictive behaviors.

**Module 3:** The change in an addictive process (based on empirical evidence): management of motivational, generalization, emotional states, craving, learning processes.

- 5. - To know and implement the major psychological intervention protocols used in various addictive behaviors.

**Module 4:** Maintenance processes of change: leave treatment and relapse prevention.

- 6. - To know the main factors underlying both processes.
- 7. - Can use different intervention programs relapse.

## DESCRIPTION OF CONTENTS

### **1. Concept of addiction: difficulties in its definition. Assessment different types of addiction. The addictive cycle.**

The Psychology of Addiction.  
Diagnostic classifications.

### **2. Psychological processes involved in the acquisition and maintenance of an addictive behavior. New consumption patterns and dependencies.**

Acquisition of addictive behavior: universal prevention.  
Maintenance process of addictive behavior: selective and indicated prevention.

**3. The change in an addictive process (based on empirical) management of motivational, generalization, states emotional, craving, learning processes.**

Motivational intervention in the addictive process.

Specific intervention protocols in different substances and behaviors addictive.

**4. Maintenance processes of change: leave treatment and prevention relapse.**

Consolidation Strategies of change of the addictive process.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	4,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	30,00	0
Preparing lectures	7,00	0
Preparation of practical classes and problem	6,50	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

Active and participative methodology with different methods to enhance the learning of significant knowledge and the development of related skills among students.

The basic instructional techniques include:

- (1) Lectures and presentations on subject contents.
- (2) Practical activities (experiments in the classroom, case studies, forums and text analysis).
- (3) Tutoring.
- (4) Students independent academic work, report writing, etc. both in individual or group settings.

Formative and summative evaluation.



## EVALUATION

### ASSESSMENT SYSTEMS

*SE1.- Assessment of theory and practical contents through written.*

*SE2.- Written or oral presentation of reports, individual or group projects, clinical cases, resolution of problems and handling of diagnostic tests.*

*SE3.- Active participation in classroom activities, seminars and workshops and motivation for quality in learning outcomes.*

- No differences are established in the qualification model between the first and second call.

**Minimum requirements:** *To pass the course students must achieve a minimum score of 50% in each of the elements of assessment*

- 1) Pass the final examination.
- 2) Submit at least one of the two reports specified by the Professor.
- 3) Having delivered the activities in class.

### Exam

The exam will consist of a closed set multiple choice test and some short questions, on the dates, time, and place, officially announced by the Institution. The exam will include all contents covered both in class activities (attendance required) and non- class-based activities. The exam will make up 70% of the final score.

### Reports and activities along the course

These reports will make up 10% of the final score, so that it can obtain a score of between 0 and 1 point, depending on the quality of these. At least one of these reports will be mandatory.

Along with regular lectures, there will be other activities (e.g. exercises, reviews, comments, reports, content related questions, etc.)





Delivery and participation of all class activities will make up a maximum score of 2 points (20% of the final score).

Half of this part (10% of the grade) will be non-recoverable activities if the student has not completed them the day they were performed.

## WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

## GRADING SCHEME

The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

[http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met. If the student has obtained 3.5 points or more in the final individual test, the final grade will be the result of adding the grade obtained in this test and the continuous evaluation activities. If you have scored less than 3.5 in the final individual test, the final mark will be equal to the final individual test score.

Subject records will include the mark obtained at the first attempt according to the following rules:



- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed.

For the second attempt, the following rules shall apply:

- The mark of **ABSENT** can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of **FAIL** and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.
- If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as **FAIL**. The elements will be added and: a) if the result is less than 5, the subject will be given that mark; b) if the result is more than 5, the subject will be given a mark of 4.9.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks(ACGUV 108/2017).

([http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf))

## REFERENCES

### Basic

- Pereiro, C. y Fernández, J.J. (2018). Guía de adicciones para especialistas en formación. Socidrogalcohol (caps., 3, 4, 5, 6, 7 y 12)  
Cap 3: Florez, G., Balcells, M., Uzal, C., Domínguez, I. y Balseiro, E. Alcohol, 77-114.  
Cap 4: Fernández, A., Quiroga, C., López, E. y Pereiro, C. Tabaco. 115-152.  
Cap 5. Nava, P., Nives, M., Álvarez, S. y Arias, F. Cannabis, 153-172.



- Cap 6. Molins, S., Hernández, L., Delgado, E. y Ochoa, E. Cocaína, 173-198.  
Cap 7. Fernández, J., Frías, D. y Gomes, S. Opiáceos, 199-240.  
Cap 12. Cortés, M.T., Fernández, S., García, B., Martínez, V. y Sierra, R. Intervenciones psicológicas basadas en la evidencia en trastornos adictivos, 389-438.
- Chóliz, M. (2008). Adicción al Juego de Azar. Buenos Aires: Elaleph

### **Additional**

- Becoña, E. y Cortés, M.T. (2008). Guía clínica de intervención psicológica en adicciones. Guías Clínicas Socidrogalcohol basadas en la Evidencia Científica. Barcelona: Socidrogalcohol-PNSD

Becoña, E. y Cortés, M.T. (2011). Manual de adicciones para psicólogos especialistas en psicología clínica en formación. Barcelona: Socidrogalcohol-PNSD.

Bowen, S., Chawla, N. y Marlatt, GA (2013). Prevención de recaídas en conductas adictivas basadas en Mindfulness. Guía Clínica. Bilbao: Desclée de Brouwer.

Chóliz, M. y Marco, C. (2012). Adicción a Internet y redes sociales. Madrid: Alianza Editorial.

Chóliz y Marcos (2018). Cuando jugar es un problema. Valencia: Psylicom

Cortés, M.T. i Mayor, L. (2001). Psicologia de l'addicció. Servei de Normalització Lingüística. Universitat de València

Cortés, M.T. y Pascual, F. (2005). Incumplimiento de propósitos en drogodependencias. Barcelona: Random House Mondadori, SA.

Miller, W.R. y Rollnick, S. (2015). La entrevista motivacional (3ª edición). Paidós

### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

#### **1. CONTINGUTS**

Es mantenen els continguts inicialment recollits en la guia docent.





## **2. VOLUM DE TREBALL I PLANIFICACIÓ TEMPORAL DE LA DOCÈNCIA**

Es manté el pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades en la guia docent original.

Les sessions teòric/pràctiques programades es mantenen en les mateixes dates i hores amb la mateixa duració.

## **3. METODOLOGIA DOCENT**

Substitució de classes presencials per treball guiat a partir de materials i propostes d'activitats inclosos en l'Aula Virtual. Les explicacions dels continguts de la matèria es podran dur a terme també mitjançant Videoconferències síncrones/asíncrones BBC, o mitjançant transparències locutades. Es podran habilitar espais de resolució de dubtes mitjançant Fòrums a l'Aula Virtual, o mitjançant videoconferències en l'horari de classe.

Es manté el programa de tutories virtuals (atenció en 48 hores laborables màxim per correu electrònic). Durant l'horari de les classes s'habilitarà un Fòrum específic de tutories.

## **4. AVALUACIÓ**

Es canvia el sistema de ponderació (50% activitats i informes i 50% examen final) així com la manera d'avaluar indicada en la guia docent, adaptant l'examen al format en línia tratan de donar resposta a possibles incidències. Així mateix es seguirà el mateix sistema d'avaluació a la primera i segona convocatòria.

Tal com s'indica en la guia docent, es realitzarà una prova final que inclourà preguntes objectives i/o curtes, que cobriran tota la matèria treballada, tant en les activitats presencials com en les no presencials. Aquest examen suposarà el 50% de la qualificació total. Aquesta prova es durà a terme mitjançant l'Aula Virtual en **el dia i hora previst en el calendari d'exàmens** de la titulació, amb una duració aproximada d'una hora.

Si el dia/hora de l'examen algun estudiant tinguera dificultats (limitacions en disposició d'equipament, fallades de connexió, ...) **haurà d'escriure al seu professor/a un correu utilitzant el compte @alumni.uv.es, identificant-se i descrivint les dificultats, a fi que se li comuniqui un dia alternatiu per a procedir a realitzar un examen oral mitjançant videoconferència.**

## **5. BIBLIOGRAFIA**



La bibliografia recomanada es manté perquè és accessible.

Dins del material obligatori per a examen se substitueix el contingut no recollit en la bibliografia recomanada i que es transmetia mitjançant les classes magistrals per materials, anotacions i/o transparències locutades que es pugen a l'aula virtual.