



## 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>	2022 - 2023

### 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. It is a four-month optional subject taught in the fourth year of the Degree in Psychology and is part of the group of subjects 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 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 subject covers the theoretical understanding of addictive process, from initiation to the complete loss of control over behavior. It also contributes 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

- Know how to analyse the patient's needs and demands in different contexts.
- 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.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.
- 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



- Assess the different types of addiction.
- Assessing the psychological processes involved in the acquisition and maintenance of addictive behaviour.
- Designing intervention and maintenance programmes for changing an addictive process by managing motivational aspects, generalisation, emotional states, craving, learning processes, etc.

## DESCRIPTION OF CONTENTS

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

Description and analysis the complexity of the addictive process.  
Identify new substances and addictive behaviours.  
Diagnostic classifications.

### **2. Psychological processes involved in the acquisition and maintenance of addictive behaviour. New patterns of consumption and dependence.**

Process of acquisition of addictive behaviour.  
Process of maintaining addictive behaviour.

### **3. Change within an addictive process (based in empirical evidence): managing motivational aspects, generalisation, emotional states, craving, learning processes.**

Motivational intervention in the addictive process.  
Universal, selective and indicated prevention.  
Specific intervention protocols for different substances and addictive behaviours.

### **4. Processes of maintaining change: therapeutic cessation and relapse prevention.**

Consolidation Strategies of change of the addictive process.  
Relapse intervention programmes.



## 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*

- Pass the final examination.

- Submit at least one of reports specified by the Professor.

- 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.



Specifically, there will be an exam with triple choice questions on theoretical content and a part with short questions. The minimum requirement to pass the course is to obtain a 3.5 in the total test (a minimum of 1.75 in the multiple-choice exam and a minimum of 1.75 in the developmental test).

## **Reports and activities along the course**

The value of the reports is equivalent to 10% of the final score, that it can obtain a score of between 0 and 1 point, depending on the quality of these. At least half of these reports will be mandatory.

In the different sessions, a series of activities will be carried out consisting of exercises, reviews, comments, evaluations, etc. The delivery and participation in the activities determined by the teacher will have a maximum mark of 2 points (20% of the total mark for the subject). Half of this part (10% of the grade) will be non-recoverable activities in case of not having actively participated in class, on the date on which they took place. The mark of the first summons will be maintained in the second summons.

In order to pass this part of the course, a minimum of 1.5 out of a possible 3 points must be obtained. Those who do not reach this minimum in the first call, because they do not pass or because they do not have enough deliverable activities (practicals, reports...), will have to present all the proposed recoverable activities in the virtual classroom for the second call.

Regarding the distribution of the weight of the different parts of the evaluation (exam, practical activities and report), there are no differences between the first and second call.

### **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.



In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

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 honors.

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.
- Honors will be awarded to the two best marks with an "A". In the event of a tie in the exam and activities marks, an oral or written test will be held to break the tie.

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.

## REFERENCES

### Basic

- Pereiro, C. y Fernández, J.J. (2018). Guía de adicciones para especialistas en formación. Socidrogalcohol
  - 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
- Chóliz, M. y Herdoiza, P. (2020). Adicciones comportamentales. En Belloch, A., Sandín, B. y Ramos, F. (Eds.). Manual de Psicopatología. Madrid: McGrawHill (pp. 513-540)

### 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, M. y Marcos, M. (2018). Cuando jugar es un problema. Valencia: Psylicom
- Cortés, M.T. i Mayor, L. (2001). Psicologia de l'addicció. Servei de Normalització Llingüística. Universitat de València
- Cortés, M.T. y Pascual, F. (2005). Incumplimiento de propósitos en drogodependencias. Barcelona: Random House Mondadori, SA.