

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

Code	33326
Name	Psychology of addictions
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	25 - Psychology of addictions	Optional

Coordination

Name	Department
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 adquisition 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
TOTAL	112,50	

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

The evaluation system will be the same for both the first and the second call:

AS1.- Assessment of theoretical and practical content by means of written tests. Theoretical and practical content will be assessed through an in-class examination on the official dates determined by the Department. The exam, which includes questions on a selection of the contents and competencies previously indicated in this teaching guide, will include objective questions with three alternative answers and a section with short questions. This section will have a possible 7 points (70%).



AS2.- *Oral or written presentation of reports, individual or group work, clinical cases, problem solving and handling of diagnostic tests.* The value of the reports is equivalent to 10% of the final grade, so that a grade of between 0 and 1 point can be obtained, depending on the quality of the reports. This section is recoverable in the second call.

AS3.- *Active participation in class activities, seminars and workshops and motivation for the quality of learning outcomes.* In the different sessions, a series of activities will be carried out consisting of exercises, reviews, comments, assessments, 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 they took place. This part of the mark will be maintained in the second call.

Minimum requirements:

In order to pass the subject, it will be necessary to obtain a minimum of:

- 3.5 points out of 7 in the SE1 final exam (a minimum of 1.75 in the multiple-choice exam and a minimum of 1.75 in the developmental test).
- 1.5 points out of a possible 3 points in SE2 and SE3, by handing in at least half of the compulsory reports indicated by the teacher and the activities carried out in class. Those who do not reach this minimum in the first exam, due to not passing or not having enough deliverable activities (practicals, reports...), will have to present all the proposed recoverable activities in the virtual classroom for the second exam.

WARNING

All assignments submitted by students will be scanned for plagiarism with the anti-plagiarism software URKUND. As consequence of evident plagiarism, the copying of other people's works, of any assignment part of the student assessment, students will automatically face failing the course and academic disciplinary procedures (suspension or probation).

Please take into consideration that, according to article 13. d) of the University Student Statute (RD 1791/2010, of 30 December), it is the student's duty to refrain from using or cooperating in fraudulent procedures in student examinations, assignments or in official academic documents. In the case of fraudulent practices, students will proceed as determined by the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutoring hours, the lecturer may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any student assignment. Failure to accept this verification means failing the assignment or activity in question.



GRADING

The course assessment and the impugnation of the final grade are subject to the provisions of the Regulation of Assessment and Grading of the University of Valencia for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017): http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this regulation, the final grade must be recorded in numerical expression from 0 to 10 to one decimal, and must be adjusted to the following grading scale:

- 0 to 4.9: Unsatisfactory/Fail.
- From 5 to 6.9: Satisfactory.
- From 7 to 8.9: Good.
- From 9 to 10: Outstanding/Very Good- Outstanding With Honors (MH).

The different sections contemplated in the assessment will only be added together when the minimum requirements established for each of them are exceeded. If the student has obtained 3.5 points or more in the final individual test, the final mark will be the result of adding the mark obtained in this test and the continuous assessment activities. If the student has obtained less than 3.5 in the final individual test, the final mark will be equal to the mark obtained in the final individual test.

The grade Outstanding With Honors (MH) will be based on the regulations of the University of Valencia, which consider the number of MH per group. It will only be awarded when the grade is 9 points or higher and will be awarded in order of grade. In case of a deadlock, an oral or written test will be held to break the difference. If not being able to award Honorable Mentions in a group, the Teaching Unit will agree on the assignment of the Honorable Mention to another group.

The grade obtained in the first call of the course will be included in the course transcript in accordance with the following rules:

- If there is no grade in the evaluation section with the highest weighting, the grade will be **NOT PRESENTED**, regardless of the rest.
- If there is a grade in the evaluation section with the highest weighting, and this does not meet the minimum requirements, the grade for this section will be **SUSPENDED** and a numerical mark in base 10.
- If there is a grade in the evaluation section with the highest weighting, and this exceeds the minimum requirements established, but these requirements are not reached in any of the remaining sections, a grade of **SUSPENSE** will be recorded and a numerical mark in base 10 of the grade of the section for which the student does not pass the subject.

In the second sitting, the following rules will apply:



- The option NOT PRESENTED will only be possible when more than one of the evaluation sections has not been taken, including the one with the highest weighting.
- If there are marks in all the assessment sections and minimum requirements are not met in any of them, the grade will be recorded as SUSPENDED and the mark in base 10 corresponding to the section that has not been passed. If more than one section has not been passed, the maximum mark in base 10 will be recorded as a fail.
- If one or more of the minimum requirements are not passed and a section of the assessment is missing, SUSPENDED will be recorded and a numerical mark in base 10 of the mark for the section not passed.
- If two assessment sections are passed and there is a third section in which no evidence of assessment has been presented, SUSPENDED will be recorded and, as a grade, the average of the scores, with 0.0 for the part not presented (maximum possible 4.9).
- If the test with the highest weighting is passed, but evidence is missing in one or more of the remaining sections, SUSPENDED will be recorded. The parts will be added together and: a) if the sum is less than 5, this result will be recorded; b) if the sum is greater than 5, 4.9 will be recorded.

REFERENCES

Basic

- Pereiro, C. y Fernández, J.J. (2018). Guía de adicciones para especialistas en formación. Sociodrogalcohol
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)
- American Psychiatric Association (2013). Trastornos relacionados con sustancias y trastornos adictivos. En: Guía de consulta de los criterios diagnósticos del DSM-5. Editorial Médica Panamericana (pp. 253-317).
- Becoña, E. (2020). Adicciones a sustancias. En Belloch, A., Sandín, B. y Ramos, F. (Eds.). Manual de Psicopatología. Madrid: McGrawHill (pp. 485-511).



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'addició. Servei de Normalització Llingüística. Universitat de València
- Cortés, M.T. y Pascual, F. (2005). Incumplimiento de propósitos en drogodependencias. Barcelona: Random House Mondadori, SA.