



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1750002 **Name:** Risk Factors and Protection

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

**Module:** FUNDAMENTALS OF ADDICTIVE BEHAVIOR

**Subject Matter:** Fundamentals of Active Behavior **Type:** Compulsory

**Department:**

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

CONDUC Jose Vicente Esteve Rodrigo (**Responsible Lecturer**)

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## Module organization

### FUNDAMENTALS OF ADDICTIVE BEHAVIOR

| Subject Matter                  | ECTS | Subject                             | ECTS | Year/semester |
|---------------------------------|------|-------------------------------------|------|---------------|
| Fundamentals of Active Behavior | 9,00 | Fundamentals of Addictive Behaviour | 3,00 | 1/1           |
|                                 |      | Risk Factors and Protection         | 6,00 | 1/1           |

## Recommended knowledge

## 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 identifies the main processes of evolutionary development in adolescence and justifies the relationships that can be established with addictive behaviors.
- R2 The student identifies and evaluates the main socio-structural, psychological and relational factors that act as risk factors for addictive behavior.
- R3 The student is able to evaluate family dynamics and identify risk and protective factors.
- R4 The student is able to explain the different theoretical models of addiction prevention and health promotion.
- R5 In-depth knowledge of the design, legislation and management of community prevention units.



## 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 |

  

| SPECIFIC |   | Weighting |   |   |   |
|----------|---|-----------|---|---|---|
|          |   | 1         | 2 | 3 | 4 |
| CEM7     | Knowledge of the anthropological bases of health and drug addiction.  |           | X |   |   |
| CEM11    | The ability to relate the basic concepts of addiction, taking into account psychological, psychotropic and contextual characteristics.  |           |   | X |   |
| CEM12    | The ability to describe the main consumption patterns and evaluate the consequences associated with risk behaviors.   |           |   |   | X |
| CEM13    | The ability to explain the physiological mechanisms in the development of substance dependence and to establish relationships with the psychological and social bases of addiction. |           | X |   |   |
| CEM14    | The ability to explain the physiological mechanisms in the development of substance dependence and to establish relationships with the psychological and social bases of addiction. |           | X |   |   |
| CEM15    | Knowing the legal framework of drug dependencies and how to delimit the legislative framework of different areas regulating drug dependencies and other addictive disorders.        |           |   |   | X |



CEM16 The ability to identify the main processes of evolutionary development in adolescence and to justify the relationships that can be established with addictive behavior. X

| TRANSVERSAL |  | Weighting |   |   |   |
|-------------|--|-----------|---|---|---|
|             |  | 1         | 2 | 3 | 4 |
| CT1         | Information management skills.   |           |   |   | X |
| CT2         | Capacity for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).  |           |   |   | X |
| CT3         | The ability to update the knowledge and skills related to this framework of action.  |           |   | X |   |
| CT4         | Problem-solving and decision-making skills.  |           |   | X |   |
| CT7         | Oral and written communication skills.   |           |   |   | 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 |   |



## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method                                  |
|----------------------------|--------------------|--|
| R1, R2, R3, R4, R5         | 10,00%             | ATTENDANCE AND PARTICIPATION IN IN-PERSON SESSIONS |
| R1, R2, R3, R4, R5         | 60,00%             | OBJECTIVE TESTS                                    |
| R1, R2, R3, R4, R5         | 30,00%             | THEORY-PRACTICE ACTIVITIES                         |

### Observations

The Continuous Assessment tests (initial, formative and summative) and Final of the student will be written, combining the multiple choice format with short development questions and through the delivery of work and resolution of cases and assumptions. These practical activities will be evaluated based on the deliveries requested by the teacher and will be included in the student's portfolio. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose. Class attendance and active participation in the activities and dynamics developed in the classroom will be valued through rubrics and monitoring lists, with 20% of the final grade obtained by the student. In case of non-attendance and in second calls, students will develop exercises and complementary and compensatory practical activities proposed by the teacher. To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam).

**HONORS REGISTRATION** Those students who have evidenced levels of academic excellence in all the skills to be acquired and developed, and in the learning results to be achieved, as a sign of academic exceptionality and according to the critical judgment of the teacher based on the grades obtained by students and taking into account the participation, involvement and responsibility shown by them, adjusting to the relevant regulatory framework, the teacher may distinguish those students who have obtained overall grades greater than 9.50 points.



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.
- M3 Supervised monographic sessions with shared participation through specialists in very specific topics.
- 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.
- M8 Group preparation of readings, case studies, seminars, papers, etc. to be presented or delivered in theory classes, practical classes or in small group tutorials.



## IN-CLASS LEARNING ACTIVITIES

|                                      | LEARNING OUTCOMES  | HOURS        | ECTS        |
|--------------------------------------|--------------------|--------------|-------------|
| IN-PERSON CLASS.<br>M1, M3, M6, M8   | R1, R2, R3, R4, R5 | 28,00        | 1,12        |
| PRACTICAL CLASSES.<br>M1, M3, M6, M8 | R1, R2, R3, R4, R5 | 15,00        | 0,60        |
| GROUP WORK<br>M6, M8                 | R1, R2, R3, R4     | 5,00         | 0,20        |
| <b>TOTAL</b>                         |                    | <b>48,00</b> | <b>1,92</b> |

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|  | LEARNING OUTCOMES  | HOURS         | ECTS        |
|--|--------------------|---------------|-------------|
| INDIVIDUAL TASKS ON THE PLATFORM<br>M3, M6, M8 | R1, R2, R3, R4, R5 | 102,00        | 4,08        |
| <b>TOTAL</b>                                   |                    | <b>102,00</b> | <b>4,08</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block               | Contents   |
|-----------------------------|--|
| RISK AND PROTECTIVE FACTORS | 1-CONSUMPTION PATTERNS<br>2-ADOLESCENCE AND PERSONALITY<br>3-RISK FACTORS AND RISK BEHAVIORS<br>4-VULNERABLE CONTEXT AND PENITENTIARY ENVIRONMENT<br>5-PROTECTIVE FACTORS: personal and family<br>6-PROTECTIVE FACTORS: school, community<br>7-LEGAL AND LEGISLATIVE FRAMEWORK FOR DRUG DEPENDENCE AND OTHER ADDICTIVE DISORDERS |

Temporary organization of learning:

| Block of content            | Number of sessions | Hours |
|-----------------------------|--------------------|-------|
| RISK AND PROTECTIVE FACTORS | 24,00              | 48,00 |

## References

- Erickson, E. (1968). Identity: Youth and crisis. New York: Norton.
- Navarro-Pérez, J-J., Viera, M., Calero, J. y Tomás, JM. (2020). Factors in Assessing Recidivism Risk in Young Offenders. Sustainability. 2020; 12(3):1111. <https://doi.org/10.3390/su12031111>