



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1750006 **Name:** Treatment and Rehabilitation of Addictive Behaviours

Credits: 9,00 **ECTS Year:** 1 **Semester:** 1/2

Module: TREATMENT AND REHABILITATION OF ADDICTIVE BEHAVIORS

Subject Matter: Treatment and rehabilitation of addictive behaviors **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

CONDUC Sara Hernandez Palacios (**Profesor responsable**)

sara.hpalacios@ucv.es

Angel Manuel Turbi Pinazo

angelmanuel.turbi@ucv.es



Module organization

TREATMENT AND REHABILITATION OF ADDICTIVE BEHAVIORS

Subject Matter	ECTS	Subject	ECTS	Year/semester
Treatment and rehabilitation of addictive behaviors	9,00	Treatment and Rehabilitation of Addictive Behaviours	9,00	1/2

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 adapt and feedback the techniques of control of craving inducers and significantly apply the management of contingencies and counter-conditioning.
- R2 The student is able to evaluate and systematize in an individualized way the basic techniques of behavior modification and cognitive techniques in the process of maintaining change.
- R3 The student is able to acquire and assess strategies and attitudes of inter and multidisciplinary work in the clinical context.
- R4 The student is able to develop an attitude of empathy, authenticity and positive acceptance as the core of ethical behavior in the treatment of addictions.
- R5 The student is able to develop and adapt communication skills such as active listening, empathy and rapport.



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		
CB7	The ability to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.			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	
CB9	The ability to communicate their findings and the ultimate knowledge and reasons behind them to specialized and non-specialized audiences in a clear and unambiguous manner.			X	
GENERAL		Weighting			
		1	2	3	4
CG4	Problem-solving and decision-making skills.			X	
CG6	The ability to take responsibility.		X		
CG12	The ability to maintain relationships with other professionals in order to compare and validate the action guidelines.			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

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
R1, R2	10,00%	ATTENDANCE AND PARTICIPATION IN IN-PERSON SESSIONS
R1, R2, R3, R4, R5	50,00%	OBJECTIVE TESTS
R2, R3, R4	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).

The final summative evaluation is carried out through a theoretical and practical activity test



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.
- M5 Application of interdisciplinary knowledge.
- 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. M1, M5	R1, R2	65,00	2,60
PRACTICAL CLASSES. M2	R3, R4, R5	15,00	0,60
GROUP WORK M6	R3, R4, R5	10,00	0,40
TOTAL		90,00	3,60

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL TASKS ON THE PLATFORM M8	R1, R2, R3, R4, R5	135,00	5,40
TOTAL		135,00	5,40



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Treatment programs	Bio-psycho-social treatment programs.
Health care resources	Health care resources and social environment.
Diagnosis	Strategies and skills for diagnosis.
Intervention of addictive behavior	Intervention of addictive behavior models of care.
Associated dual pathology	Associated dual pathology of neurotic and psychotic nature.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Treatment programs	14,00	28,00
Health care resources	9,00	18,00
Diagnosis	9,00	18,00
Intervention of addictive behavior	6,00	12,00
Associated dual pathology	7,00	14,00



References

- American Psychiatric Association. (2014). Manual diagnóstico y estadístico de los trastornos mentales DSM-5. Madrid: Editorial Médica Panamericana.
- ASECEDI. Asociación de Entidades de Centros de Día. Guía: Haciendo las cosas de otra forma. Guía para trabajar los patrones de hipermasculinidad y su conexión con las adicciones . Financiado por: DGPNSDBaulenas, G. (coord.) (1996). Programas de reducción de riesgos. Barcelona. Grupo IGIA.Beck, A.T., Wright, F.D., Newman, C.F. y Liese, B.S. (1993). Terapia de las Drogodependencias. Barcelona: Paidós.Becoña, E y Cortés, MT. (2008). Guía Clínica de Intervención Psicológica en Adicciones. Editada por Socidrogalcohol.Becoña E, Vázquez M.J., Míguez M.C., Casete L., Lloves M., Nogueiras L., González N., Lage M., Suárez S., Gutiérrez-Moyano M.M., Loren Baa onde M.G. (2004). Guías de tratamiento y guías para la práctica clínica psicológica: una visión desde la clínica. Papeles de psicólogo, 87, 9-19.
- Carlos Molina Sánchez C; Cantos Vicent R. Consumo de hipnosedantes. Análisis histórico desde la perspectiva de género [Internet] Madrid: Fundación Atenea; 2019 [citado 8 may 2019]. 71 p.
- CEAPA (2022) Guía de prevención del tabaquismo desde un enfoque de género
- Gunderson J.G. y Gabbard G.O. (2002). Psicoterapia en los personalidad. (pp. 76-80). Barcelona. Ars Médica.Martínez-González, J.M. y Trujillo H.M. (2005). Creencias y ajuste psicológico de la persona que acompaña al drogodependiente y creencias de éste durante el tratamiento. Revista Internacional de Psicología Clínica y de la Salud. 5, 43- 66.
- Martínez-Redondo, P. y Arostegui Santamaría, E. (2023) Guía para el abordaje integral de las violencias de género y el abuso de sustancias en mujeres . Federación Española de Municipios y Provincias y Delegación del Gobierno para el Plan Nacional sobre Drogas. Madrid
- Martínez-Redondo, P. y Arostegui Santamaría, E. Situación en España de la violencia de género y el abuso de sustancias. Revisión de la evidencia y propuestas para el abordaje conjunto de la violencia de género y el abuso de sustancias en los servicios de atención . Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas; 2021. 167 p.
- Martínez Redondo P, Luján Acevedo F (2020) Hombres y adicciones. Intervención desde perspectiva de género
- Turbi Pinazo, A.M. (2010). Programas y Terapias motivacionales en adicciones. En losifina Mavrou, Magdalena Jiménez Ramírez, Francisco José del PozoSerrano, Fanny T. Añños (Coords). Acción Socioeducativa con Mujeres, Salud y Drogodependencias en el Medio Penite ciario (217-231). Granada: Nativola.
- RIOD (2022) Perspectiva de Género en el Ámbito de las Drogas y las Adicciones. Recursos y Experiencias para Promocionar y Consolidar su Aplicación Integral
- UNAD (2020) Violencia y Perspectiva de Género. Cuaderno de formación