

**COURSE DATA****DATA SUBJECT**

**Code:** 33326  
**Name:** Psychology of addictions  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	Second quarter

**SUBJECT-MATTER**

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

**COORDINATION**

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**SUMMARY**

The subject Psychology of Addictions consists of a total of 4.5 theoretical-practical credits. It is a four-month optional subject that is taught in the fourth year of the Bachelor's Degree in Psychology and is part of the group of subjects called "Clinical and Health Psychology".

The general objective of the course is to provide students with technical knowledge about the basic psychological processes involved in the development of the addictive process, emphasizing the procedures and techniques used in psychological prevention and intervention.

Specifically, students are provided with basic schemas of the processes of acquisition and cognitive-behavioural change of the addictive process, both that referring to the consumption of a substance (drug dependencies) and that of any addictive behaviour.

The subject includes the understanding and theoretical foundation of the addictive process, from its beginning to the complete loss of control over the behavior. In addition, it favours the possible future intervention of students, by providing them with methodological and intervention resources to interpret, understand and intervene 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

It would be advisable for students to master content and knowledge related to basic psychological processes such as learning, motivation, emotion, etc. which are at the base of the addictive process.

Likewise, for a better use of the contents of the subject and a greater transversal application of them, it is interesting to master content related to the evaluation of psychopathologies, as well as psychological intervention techniques.

## COMPETENCES / LEARNING OUTCOMES

### 1319 - Degree in Psychology

Be able to describe and measure cognitive, emotional and behavioural variables (attitudes, readiness for change, etc.) and processes related to addictive behaviour.

Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

Be able to identify group and intergroup problems and needs.

Be able to prepare oral and written reports.

Be able to use strategies and techniques to involve patients in the intervention.

Know and comply with professional ethics of Psychology.

Know how to analyse the patient's needs and demands in different contexts.

Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.

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.

Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.

## 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 consumption patterns and dependencies.**

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

**3. Change within an addictive process (based on empirical evidence): management of motivational aspects, generalization, emotional states, craving, learning processes.**

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

**4. Change maintenance processes: therapeutic abandonment and relapse prevention.**

Strategies for consolidating the change of the addictive process.  
Relapse intervention programs.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	4,00
Individual or group project	20,00
Independent study and work	25,00
Preparation of lessons	5,00
Preparation for assessment activities	13,50
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

**TEACHING METHODOLOGY**

M20. Lectures. These classes will be developed with important audiovisual support, scientific articles on the subjects and other readings and materials related to the subject and that may be useful in the training of students. The different contents of the subject will be developed, seeking a participatory intervention of the students.

M21. Seminars, Workshops and Practical Sessions. Especially aimed at the aspects applied so that the student, individually or in a group, based on the materials provided, can acquire the ability to develop and apply the knowledge to the reality that he or she will encounter in his or her professional activity, and so that he or she can acquire and strengthen all the skills proposed in the field.

M6. Scheduled individual or group tutorials for the supervision of practical work, guidance and resolution of doubts.

**EVALUATION**

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

**SE1.- Assessment of theoretical and practical content through written tests.** A final test will be held that will include all the material worked on both in the face-to-face and non-face-to-face activities.

It will include objective questions with triple answers on theoretical content and a part with short questions. This section will account for 70% of the total grade.

**SE2.- Oral or written presentation of reports, individual or group work, clinical cases, problem solving and management of diagnostic tests.** The value of the reports is equivalent to 10% of the final grade, so that a grade ranging from 0 to 1 point can be obtained, depending on the quality of the reports. This section can be recovered in the second call.

**SE3.- 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 that will consist of exercises, reviews, comments, evaluations, etc. The delivery and participation of the activities determined by the teacher will have a maximum score of 2 points (20% of the total score of the subject). Half of this part (10% of the grade) will be non-recoverable activities. This part of the grade will be kept on second call.

*Minimum requirements:*



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

- 3.5 points out of 7 in the final test of SE1 (a minimum of 1.75 in the multiple-choice exam and a minimum of 1.75 in the development test).

- 1.5 points out of the 3 possible points in SE2 and SE3, delivering at least half of the mandatory reports indicated by the teacher and the activities carried out in class. Anyone who does not reach this minimum in the first call, because they do not pass or because they do not have enough deliverable activities (practices, reports...), will have to submit all the proposed activities that can be recovered in the virtual classroom for the second call.

#### **WARNING**

The copying or manifest plagiarism of any task part of the evaluation will make it impossible to pass the subject, then submit to the appropriate disciplinary procedures.

Please note that, in accordance with Article 13. d) of the University Student Statute (RD1791/2010, of 30 December), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in assessment tests, in the work carried out or in official documents of the university.

In the event of fraudulent practices, the procedure will be as determined by the Protocol of action against fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutorial hours, teachers may require individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task carried out. Not accepting this verification will mean not passing the task or activity in question.

#### **RATING SYSTEM**

The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Evaluation and Qualification Regulations 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](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

According to this, it is specified in numerical expression from 0 to 10 with a decimal, using the following rating scale:

- From 0 to 4.9: suspended.
- From 5 to 6.9: passed.
- From 7 to 8.9: remarkable.
- From 9 to 10: outstanding or outstanding honors.

The different sections contemplated in the evaluation will only be added 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



grade will be the result of adding the grade obtained in this test and the continuous assessment activities. If you have obtained less than 3.5 in the final individual test, the final grade will be equal to the mark of the final individual test.

The grade of Distinction will be awarded to the two best grades with outstanding.

It will only be awarded when the grade is equal to or greater than 9 points and will be awarded in order of grade. In the event of a tie in the mark of the exam and the activities, an oral or written test will be carried out to break the tie. In the event of not being able to award Honorable Mentions in a group, the Teaching Unit will agree to assign the Honorable Mention to another group.

The grade obtained in the first call will be incorporated in the course of the course 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 it does not meet minimum requirements, SUSPENSION and numerical grade will be recorded in base 10 of the grade in this section.

- If there is a grade in the evaluation section with the highest weighting, and it exceeds the minimum requirements established, but these requirements are not met in any of the other sections, FAIL and numerical grade will be recorded in base 10 of the grade of the section for which the subject is not passed.

On second call, the following rules will be followed:

- The NOT PRESENTED option will only be possible, when it has not been presented to more than one of the evaluation sections, including among these the one with the highest weighting.

- If there are grades in all the evaluation sections and minimum requirements are not met in any of them, FAIL and the grade in base 10 corresponding to the section that has not been passed will be recorded. If more than one section is not passed, the maximum grade will be recorded within the fail in base 10.

- If one or more of the minimum requirements are not passed and an evaluation section is missing, FAIL and numerical grade based on 10 of the grade of the section not passed will be recorded.

- If two evaluation sections are passed and there is a third in which no evaluation evidence has been presented, FAIL will be recorded and, as a grade, the average of scores, with 0.0 being 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, it will be FAILED. The parts shall be added and: (a) if the sum is less than 5, the result shall be recorded; b) If the sum is greater than 5, 4.9 shall be recorded.

## REFERENCES



**Basic References:**

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.

Cortés-Tomás, M. T., Carballo, J. L., y Fernández-Artamendi, S. (2024). Tratamiento de los trastornos por consumo de sustancias. En R. Penedés, J. López-Santiago y A. Belloch (Eds.), *Manual de tratamientos en Psicología Clínica*. 623-652. Madrid: McGraw Hill

Chóliz, M. y Herdoiza, P. (2024). Adicciones comportamentales. En A. Belloch, B. Sandín y F. Ramos (Coord.). *Manual de Psicopatología* (4ª edición). Madrid: McGrawHill (pp. 597-629).

Cortés-Tomás, M.T.; Giménez-Costa, J.A. y Motos-Selles, P. (2026). La evidencia en prevención de las adicciones: principios generales y retos futuros. En JA García del Castillo y F. Legaz. *Menores, jóvenes y adicciones*. Cap 25. Aranzadi.

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).

**Supplementary References:**

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



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

Cortés-Tomás, M. T., y Giménez-Costa, J. A. (2022). Programas de prevención selectiva e indicada: ¿Cuáles son las medidas más eficaces? En H. López-Pelayo y M. T. Cortés-Tomás (Coords.). *Guía clínica de Cannabis* (pp. 101-140). Sociodrogalcohol