

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

Code: 43331
Name: Selective and indicated prevention in drug addictions
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

| Degree | Center | Acad. year | Period |
|--|------------------------------------|------------|----------------|
| 2151 - Master's degree in Psychological Intervention in the Social Environment | Facultat de Psicologia i Logopèdia | 1 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|--|--|------------|
| 2151 - Master's degree in Psychological Intervention in the Social Environment | Psychological assessment and intervention in youth | COMPULSORY |

COORDINATION

CORTES TOMAS MARIA TERESA

SUMMARY

The Selective and Indicated Prevention in Drug Addiction course consists of a total of three theoretical and practical credits. Taught during the second semester of the first year, it is part of the group of courses that make up the module *Psychological Assessment and Intervention in Youth*

The course provides students with an in-depth, integrated overview of the key knowledge required by drug addiction professionals when planning, designing, adapting and implementing preventive measures.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



Having completed the first module of basic training and advanced first advanced specialized training *Psychological assessment and intervention in family and children*

COMPETENCES / LEARNING OUTCOMES

2151 - Master's degree in Psychological Intervention in the Social Environment

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

DESCRIPTION OF CONTENTS

1. The Fundamentals of Drug Prevention. From Principles to Practice: A Critical Look at the Implementation of Drug Use Prevention

- 1.1 What prevention is and isn't.
- 1.2. Prevention objectives. Its location in the addictive process.
- 1.3. Basic issues in prevention: Types of prevention and the difference between a preventive activity, project and programme.
- 1.4. Responsibility for prevention: Care resources and the Technical Prevention Committee.

2. The psychological processes involved in acquiring and maintaining addictive behaviour. New consumption patterns

- 2.1. The process of acquiring addictive behaviour: universal prevention.
- 2.2. The process of maintaining addictive behaviour: selective and indicated prevention.

3a Design, evaluation and monitoring of the prevention plan (Part 1). A critical review of the evolution and effectiveness of strategies to combat drug use.

- 3.1 Assessment of needs and strengths
 - 3.1.1. Starting point: epidemiology. Key points in the preventive measures to be implemented, based on changes in consumption prevalence and psychosocial determinants linked to consumption patterns in the adolescent and young adult population.
 - 3.1.2. Identification and early detection, as well as multidimensional assessment and diagnosis, of young people involved in the transition from drug use to drug abuse.

3.2. Resource management. Main guidelines in prevention: The National Drug Strategy (2017-2024), the Action Plan (2021-2024) and the Technical Report of the National Drug Plan.



3.3. Selection of preventive programmes or actions

3.3.1. What is the reality of prevention in Europe? Common mistakes identified by the European Prevention Association (EU SPR, 2021).

3.3.2. The evolution of prevention from the 1960s to the present day: moving from information to psychosocial programmes. Mistakes in the planning and implementation of prevention that have persisted since the 1960s.

3b. Design, evaluation and monitoring of the prevention plan (Part 2). Scientific evidence in prevention: from theory to practice

3b.1. Good practice portals

3b.2. Summary of the available scientific evidence on effective policies and interventions.

3b.3. Design, evaluation and monitoring of the intervention plan: European quality standards for planning, adapting and implementing preventive actions: needs assessment, a theoretical reference model, adjusting activities to the theoretical model and formulating objectives.

4. Selective preventio

How to prepare a technical report on the quality of preventive actions, projects or programmes. Focus on relevant aspects based on scientific evidencen programmes. Interventions aimed at reducing risk.

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------|--------------|
| Tutorials | 9,00 |
| Theoretical and practical classes | 21,00 |
| Total hours | 30,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 5,00 |
| Individual or group project | 25,00 |
| Independent study and work | 10,00 |
| Preparation of lessons | 0,00 |
| Preparation for assessment activities | 10,00 |
| Resolution of case studies | 10,00 |
| Total hours | 60,00 |

TEACHING METHODOLOGY



Classroom sessions. These consist of the presentation of the corresponding theoretical topic. This is the lecture-based model that allows the instructor to present the most relevant aspects of each topic. Student participation will be encouraged as knowledge is presented. Likewise, in these face-to-face sessions, students who have worked independently on various theoretical and practical aspects related to the topics studied will be able to present and explain their work in class.

Out-of-classroom sessions. These aim to foster the student's active construction of knowledge. The instructor guides students through activities aimed at self-directed learning. These activities may include the search for specialized documentary information, a justified and critical reflection on a specific topic, or the application of classroom knowledge.

Tutorials. Students have access to a wide range of tutorial hours during which the instructor provides guidance either individually or in small groups, supporting the student's learning process. The instructor offers advice on assignments and resolves any questions or difficulties related to the subject. Students also have access to the Virtual Classroom forum for inquiries. Additionally, this virtual space contains documents, information, and relevant news about the subjects in the various modules.

In addition to these learning methods, Complementary Activities will be organized to enrich students' training, including conferences, expert panels, seminar-workshops, field visits, and film forums.

EVALUATION

The course will be assessed based on two complementary criteria: assessment of the learning process (60%) and assessment of results (40%).

1. The learning process assessment (continuous evaluation of knowledge, skills, and competencies acquired or consolidated) will be conducted through activities and assignments scheduled within each topic. A technical report will be produced on the suitability of a selective prevention programme in relation to quality standards, proposing appropriate modifications to overcome identified shortcomings and enable implementation of the programme with guarantees. Prevention programme evaluation platforms and continuously updated international documents in this field will also be used.

2. Performance will be assessed in class through an individual test comprising multiple-choice and short-answer questions. The maximum mark obtainable is 4 points.

Students who have not kept up with continuous assessment, completing at least 80% of activities and taking the in-class test, will be required to take the official exam for the subject on the date and time set by the master's programme management, for both the first and second sittings.

REFERENCES

Basic References

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.

Observatorio Español de las Drogas y las Adicciones (2023). Encuesta sobre uso de drogas en enseñanzas secundarias en España (ESTUDES), 1994-2023. Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas

Observatorio Europeo de las Drogas y las Toxicomanías -OEDT-. (2020). Currículum de prevención europeo: un manual para quienes toman decisiones, crean opinión y elaboran políticas sobre la prevención del uso de sustancias basada en la evidencia. Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas.

United Nations Office on Drugs and Crime and the World Health Organization (2018). International standards on drug use prevention, Second updated edition. https://www.unodc.org/documents/prevention/UNODC-WHO_2018_prevention_standards_E.pdf.

EU SPR (2020). Posicionamiento de la Sociedad Europea para la Investigación en Prevención (EUSPR) sobre enfoques ineficaces y potencialmente perjudiciales en la prevención del uso de sustancias https://euspr.org/wp-content/uploads/2023/02/Position-paper-Harmful-Prevention-17DEC-final-with-disclaimer_ES_20230209.pdf

Complementary References

Decreto 89/2018, de 29 de junio, del Consell, de acreditación de programas de prevención de drogodependencias y otros trastornos adictivos y regulación del Comité de personas expertas

European Union Drugs Agency (2025), European Drug Report 2025: Trends and Developments, https://www.euda.europa.eu/publications/european-drug-report/2025_en

Becoña Iglesias E. (2023). Guía de buenas prácticas y calidad en la prevención de las drogodependencias y de las adicciones. Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas.

European Monitoring Centre for Drugs and Drug Addiction -EMCDDA- (2013). European drug prevention quality standards: a quick guide. Luxemburgo: Oficina de Publicaciones de la Unión Europea.

Observatorio Español de las Drogas y las Adicciones (2023). Encuesta piloto sobre uso de drogas y adicciones en estudiantes de enseñanzas secundarias de 12 y 13 años de 1º y 2º ESO en España. Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas

Becoña-Iglesias, E. (2021). La prevención ambiental en el consumo de drogas. ¿Qué medidas podemos aplicar? Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas. <https://pnsd.sanidad.gob>.



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Sánchez Pardo, L. (2024). Revisión de la situación actual de las evidencias disponibles, las políticas y los programas de incorporación social de adicciones. Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas.

Lloret Irlles, D. y Cabrera-Perona, V. (2023). Medidas de prevención del consumo de drogas y daños asociados en contextos de ocio. Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas.

PNSD (2002). Ponencia Técnica. Criterios básicos de intervención de los programas de prevención. Delegación del Gobierno para el Plan Nacional Sobre Drogas (Dic 1996).