

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

Code: 42469
Name: Specialty: research in drug addiction
Cycle: Master's Degree
ECTS Credits: 15
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2225 - Master's Degree in Research, Treatment and Associated Pathologies in Drug A	Facultat de Psicologia i Logopèdia	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2225 - Master's Degree in Research, Treatment and Associated Pathologies in Drug A	Specialty: research in drug addiction	COMPULSORY

COORDINATION

MONTAGUD ROMERO SANDRA

SUMMARY

Using a translational perspective of research, preclinical models are applied in clinical research. The main preclinical research paradigms and the different evaluable aspects in addiction such as tolerance and sensitization are used, comparing the results in clinical research.

The techniques used in clinical research in drug addiction and research in epidemiological and sociological techniques are studied.

The process of evaluative research used in health services and programs and the evaluation of intervention and prevention programs in drug addiction are studied. Different methodologies (Mindfulness, STEPPS program, motivational interviewing) are applied to case studies and family intervention for addictive behaviors.

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 course modules

COMPETENCES / LEARNING OUTCOMES

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Aportar técnicas de investigación en el ámbito de la investigación básica y su posible traslado como modelo explicativo en la investigación con seres humanos.

Mostrar una comprensión sistemática del campo de las drogodependencias y el dominio de las habilidades y métodos de investigación relacionados con dicho campo.

Diseñar e identificar áreas o temas prioritarios necesarios para ser investigados en el ámbito de las drogodependencias.

Poseer las habilidades de aprendizaje para proponer estrategias y diseños experimentales de acuerdo con los resultados de los diferentes experimentos que se han comentado y que son paradigmáticos en el área de las drogodependencias.

Realizar un análisis crítico, evaluación y síntesis de ideas nuevas y complejas.

Saber diseñar experimentos con objetivos concretos en la investigación básica en drogodependencias, teniendo en cuenta las aportaciones de los módulos cursados.

Saber diseñar experimentos con objetivos concretos en la investigación clínica en drogodependencias, teniendo en cuenta las aportaciones de los módulos cursados.

Ser capaz de aplicar en cada momento los modelos animales necesarios para llevar a cabo líneas de investigación básica en neurobiología de la adicción.

Ser capaz de diseñar experimentos, tanto en las fases preclínica como clínicas y utilizar los procedimientos y técnicas adecuadas.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Tener la capacidad de escribir con rigor científico y académico los resultados para su publicación en revistas especializadas científicas y de divulgación científica.

DESCRIPTION OF CONTENTS

Research in basic techniques (experimental models): Self-administration, Place Preference Conditioning, High Precision Liquid Chromatography (determination of brain monoamines), Western Blot. (concentration



of DAT and SERT proteins in the brain reward system). Genetic techniques in translational research.

Research in clinical techniques in drug addiction: Clinical phases. Clinical procedures and specific characteristics in drug dependence: Phase I, II, III and IV. Prospective, randomized study, study of new drugs. Ethical and legal aspects. Family intervention for addictive behaviors. Intervention in addictive behaviors: STEPPS program. Practical workshop on Mindfulness in drug addictions. Evaluation of intervention and prevention programs in drug addictions and practical case studies.

Research in epidemiological and sociological techniques: health needs index using the social indicators approach. Methods and risk measures for the configuration of epidemiological profiles of population risk. The process of evaluative research used in health services and programs. Typology and study designs of health services evaluation. Epidemiological information and analysis in the formulation of health policies.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	105,00
Total hours	105,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	15,00
Independent study and work	18,00
Preparation for assessment activities	217,00
Resolution of case studies	20,00
Total hours	270,00

TEACHING METHODOLOGY

- Sessions. They consist of the corresponding theoretical exposition of the subject. This lecture model that allows the teacher to present the most relevant aspects of each topic. The involvement, as they provide knowledge. Also, in these sessions, students who have worked independently of theoretical and practical aspects related to the topics studied, may submit and present in the classroom work. Also in these sessions, students will undertake practical activities related to the theoretical purchased.-

- Non-contact sessions. Are intended to encourage the construction of knowledge by the student. It calls for the student in activities to their own learning activity may be to search for documentary information specialist, a proven and justified reflection on a particular topic in class apply knowledge.



- Tutorials. The student has a large number of hours of tutoring in which the teacher guides the students individually or in small groups to build their knowledge. The guidance in the preparation of the work, solves doubts or difficulties related to the subject. It also provides the forum for consultation of the Virtual Classroom. Moreover, in this virtual space, students can find documents, information and news relevant to the materials of different modules.
- In addition to these methods of learning, there will be "complementary activities" to supplement the education of students with Conferences, Expert Panel, seminars, workshops, visits, Cineforum.
- Laboratory activities related to the theoretical content acquired.

EVALUATION

The knowledge, skills and competences acquired are continuously evaluated through the student's participation in the individual and group training activities of the subjects of the module, which corresponds to 20% (class activity) and 10% (individual activity) of the grade of the subject. In addition to the continuous evaluation of the student's theoretical and practical work in the different subjects of the module, at the end of the course the student takes a performance test on the level of the competences, their contents and training activities, which corresponds to 70% of the grade for the course.

The module is passed by obtaining a 5 in the total sum of the subjects. Each subject has a certain weight in the total grade according to the teaching hours assigned and averages from 4 points. A score lower than 4 in a subject will result in the failure of the whole module.

The syllabus of the different subjects included in the module specifies (if any) the differences in the evaluation between the first and the second call, as well as the sections that are or are not recoverable and the existence of the minimum requirements to pass the subject.

The awarding of an Honor's Degree in the module will be based on the regulations of the University of Valencia, which takes into account the number of Honor's Degrees per group. It will be granted only when the grade is 9 points or higher in the average of the module and will be awarded to the highest grade.

REFERENCES

BASIC REFERENCES

- Becoña, E. (2021). *La Prevención Ambiental en el Consumo de Drogas. ¿Qué medidas podemos aplicar?* Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas



- Delegación de Gobierno para el plan nacional sobre drogas. *Estrategia Nacional de adicciones 2017-2024*. Ministerio de Sanidad, Asuntos Sociales e Igualdad
- León, O. G. y Montero, I. (2015, 2020). *Métodos de investigación en psicología y educación: las tradiciones cuantitativa y cualitativa*. (4ª edición). Madrid: McGraw-Hill.

COMPLEMENTARY REFERENCE

- Anguera MT, Chacón S, Villaseñor A. (2008). *Evaluación de programas sociales y sanitarios: un abordaje metodológico*. Pirámide, Madrid.
- Expósito López J, Olmedo Moreno E. (2006). *La evaluación de programas: teoría, investigación y práctica*. Granada: Grupo Editorial Universitario.
- Generalitat Valenciana (2024). *Cartera de serveis de promoció de salut i prevenció en l'entorn educatiu*. Generalitat Valenciana.
- Hardy LJ, Getrich CM, Quezada JC, Guay A, Michalowski RJ, Henley E. (2012) A Call for Further Research on the Impact of State-Level Immigration Policies on Public Health. *Am Journal Public Health*, 102(7): 1250-3.
- Lorenzo P, Ladero JM, Leza JC, Lizasoain I. (2009). *Drogodependencias*. Ed. Médica Panamericana. Madrid.
- Montague BT, Kahler CW, Colby S, McHugh RK, Squires D, Fitzgerald B, Operario D, Gallagher D, Monti P, Mayer KH. (2015) Attitudes and Training Needs of New England HIV Care and Addiction Treatment Providers: Opportunities for Better Integration of HIV and Alcohol Treatment Services. *Addictive Disorders & Their Treatment*, 14(1):1628.
- Pérez de los Cobos J, Valderrama JC, Cervera G, Rubio G (2006). *Tratado SET de Trastornos Adictivos*. Médica Panamericana, Madrid.
- Wathayu N, Wenzel J, Sirisreetreeru R, Sangprasert C, Wisettanakorn N. (2011) Rapid Assessment and Response: The Context of HIV/AIDS and Adolescents in Bangkok. *J Nurs Sci*, 29(3): 28-35.

SPECIFIC REFERENCES FOR PRACTICAL WORK

- Prevention materials and programs from the school, family, community and work environments used by the UPCCAs of the Valencian Community and that can be consult directly in the face-to-face sessions.
- Current and old municipal plans of some UPCCAs.