

**COURSE DATA****Data Subject**

Code	42469
Name	Specialty: research in drug addiction
Cycle	Master's degree
ECTS Credits	15.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
2225 - M.U. en Investig, Tratam. y Patología en Drogodep.	Faculty of Psychology and Speech Therapy	2	First term

Subject-matter

Degree	Subject-matter	Character
2225 - M.U. en Investig, Tratam. y Patología en Drogodep.	5 - Specialty: research in drug addiction	Obligatory

Coordination

Name	Department
MANZANEDO PEREZ, CARMEN	268 - Psychobiology

SUMMARY

The basic techniques (experimental models), as self-administration, Conditioning Preference Place, will be explained through laboratory practices.

Also we try the techniques used in clinical research in drug addiction. Clinical procedures and specific features in drug addiction, clinical phases, prospective, randomized study of new drugs.

Epidemiological and sociological research techniques. The process of evaluation research used in health services and programs. Evaluation of intervention programs and drug abuse prevention.

Practical workshop Mindfulness in drug addiction.



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

OUTCOMES

2096 - M.U. en Investig, Tratam. y Patología en Drogodep. 10-V.1

- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Realizar un análisis crítico, evaluación y síntesis de ideas nuevas y complejas.
- Demostrar 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 tema prioritarios necesarios para ser investigados en el ámbito de las drogodependencias.
- Aportar técnicas de investigación en el ámbito de la investigación básica y su posible traslado como modelo explicativo en la investigación con seres humanos.
- 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.
- Saber diseñar experimentos con objetivos concretos en la investigación básica en drogodependencias, teniendo en cuenta las aportaciones de los modulo 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.
- Saber diseñar experimentos con objetivos concretos en la investigación clínica en drogodependencias, teniendo en cuenta las aportaciones de los modulo cursados.
- Ser capaz de diseñar experimentos, tanto en las fases preclínica como clínicas y utilizar los procedimientos y técnicas adecuadas.
- Tener la capacidad de escribir con rigor científico y académico los resultados para su publicación en revistas especializadas científicas y de divulgación científica.



LEARNING OUTCOMES

Knowing how to design targeted experiments in basic research in drug addiction, taking into account the contributions of the courses taken.

Being able to apply at each moment the animal models to carry out basic research lines in neurobiology of addiction.

Knowing how to design experiments targeted in clinical research in drug addiction, taking into account the contributions of the courses taken.

Being able to design experiments in both preclinical and clinical phases and use the appropriate procedures and techniques.

Knowing how to communicate their conclusions (and the knowledge and rationale underpinning these,) to specialists and non-specialist in a clear and unambiguous way.

Having the ability to write scientific and academic results for publication in scientific journals and scientific texts.

DESCRIPTION OF CONTENTS

1. Research in basic techniques

Self-Administration, Conditioning Place Preference, High Precision Liquid Chromatography (determination of brain monoamines), Western blotting. (concentration of DAT and SERT proteins in the brain reward system). genetic techniques

2. Research in clinical techniques in drug addiction

Clinical phases. Clinical procedures and specific features of drug addiction: Phase I, II, III and IV. A prospective, randomized study of new drugs. Ethical and legal aspects

3. Research in epidemiological and sociological techniques

Health Needs Index using the social indicators approach. Methods and risk measures for setting epidemiological population risk profiles. The process of evaluation research used in health services and programs. Type and design of studies evaluating health services. Epidemiological information and analysis on health policy



4.

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WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	150,00	100
Attendance at events and external activities	10,00	0
Development of group work	10,00	0
Development of individual work	40,00	0
Study and independent work	30,00	0
Readings supplementary material	10,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	60,00	0
TOTAL	330,00	

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.

EVALUATION

The knowledge, skills and competencies acquired are assessed continually through student participation in individual and group training activities of the module materials. In addition to the continued evaluation of the theoretical and practical work of students in different subjects of the module. The student at the end of the course conduct a test.

REFERENCES

Basic

- Anguera MT, Chacón S y Villaseñor A. (2008). Evaluación de programas sociales y sanitarios: un abordaje metodológico. Pirámide, Madrid.
- Carlson NR. (2010). Fisiología de la conducta. Ed. Pearson. (10ª edición).
- Expósito López J y Olmedo Moreno E. (2006). La evaluación de programas: teoría, investigación y práctica. Granada: Grupo Editorial Universitario.
- Golstein A. (1995). Adicción. Ediciones en Neurociencias. Barcelona.
- 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.
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- 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.
- Redolar Ripoll D (2008). Cerebro y adicción. Editorial UOC. Barcelona.
- 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.

ADDENDUM COVID-19



This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

Contenido: No hay modificaciones.

Volumen de trabajo y planificación temporal de la docencia: No hay modificaciones.

Se realizará de acuerdo con la planificación de la docencia de la UV, siendo presencial en subgrupos alternos, cuando los grupos sean grandes, y completándose la docencia de forma sincrónica. Para situaciones especiales, se contempla la sustitución de la clase presencial por la videoconferencia el día y a la hora de la clase presencial y/o grabación de la clase y/o explicación escrita detallada del material. Todo ello estará disponible en el aula virtual.

Se realizarán tutorías presenciales o si las condiciones no lo permiten serán sincrónicas y en el horario de tutorías presenciales. Se mantiene el programa de tutorías virtuales (atención en 48 horas laborables máximo por correo electrónico).

Evaluación: En la evaluación del módulo, se prioriza el sistema de evaluación continua. Se preserva la presencialidad de la prueba final, o dependiendo de las condiciones, utilizando los medios audiovisuales que tiene la UV. En caso de que el alumnado deba realizar la prueba de rendimiento final del módulo, por no haber asistido al mínimo requerido y/o no haber realizado las actividades propuestas de evaluación continua, el examen se realizará en el formato establecido, de preguntas objetivas, de forma online.

Bibliografía: No hay modificaciones