Master's Degree
Neurosciences

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Master's Degree
Neurosciences

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/medicine/master-degree/master-degree-neurosciences

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01

Introduction

Neuroscience has led the way among the different branches of applied knowledge, not only in clinical practice, education, linguistics or marketing, but also in a number of others such as economics, leadership or politics, and all this thanks to the progress that has been made in neuroimaging techniques, which have now surpassed the rudimentary anatomical studies in use only a few years ago.

Improve your knowledge in Neurosciences with this program, where you will find the best educational material with real clinical cases. Learn about the latest advances in the specialty to be able to conduct a quality practice"

This course offers a broad vision of the complex world of neurosciences from an applied perspective, starting with the biological bases and neuroimaging techniques and including a number of different practical approaches, so that any interested professional will get to grips with neurosciences, how to interpret them and, above all, how to apply them to their work.

This is an improvement when compared to the eminently biological programs which are solely focused on the neuronal bases and genetics of the brain or the exclusively clinical programs, in which the conditions that affect the brain and neurodegenerative diseases are studied in depth.

This course allows for a better understanding from a variety of different areas and perspectives, so that professionals have a variety of techniques to apply to their professional life based on their areas of interest.

This specialization program addresses the new branches in neuroscience that are currently undergoing both theoretical and applied development, there are still no specific educational programs available in this area only the practice of individual professionals and the isolated discoveries made in research laboratories. Therefore, this course is leading the way for such innovative sectors as neuromarketing or neuroeducation, while introducing new branches that in a few years will be in great demand from sectors such as neuroeconomics or neuroleadership.

Students on the program will have access to the latest advances in neuroscience at a theoretical level, in addition to learning how to apply them to their careers, thereby providing them with a distinct advantage over other professionals in the sector.

The course will empower professionals to enter the labor market with confidence or to get a promotion in their current job. The course provides extensive theoretical and practical knowledge that will improve the students professional capabilities.

This **Master's Degree in Neurosciences** contains the most complete and up-to-date scientific program on the market. The most important features include:

- Practical cases presented by experts in neurosciences
- The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- The latest developments in neurosciences
- Practical exercises where the self-assessment process can be carried out to improve learning
- Emphasis on innovative methodologies in the field of neurosciences.
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Expand your knowledge on the Master's Degree in Neurosciences"

This Master's Degree may be the best investment you can make when selecting a refresher programme for two reasons: in addition to updating your knowledge in Neurosciences, you will obtain a qualification from TECH Technological University"

Increase your decision-making confidence and update your knowledge with this course.

Take the opportunity to learn about the latest advances in this field and apply them to your daily practice.

The teaching staff includes medical professionals who bring their experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

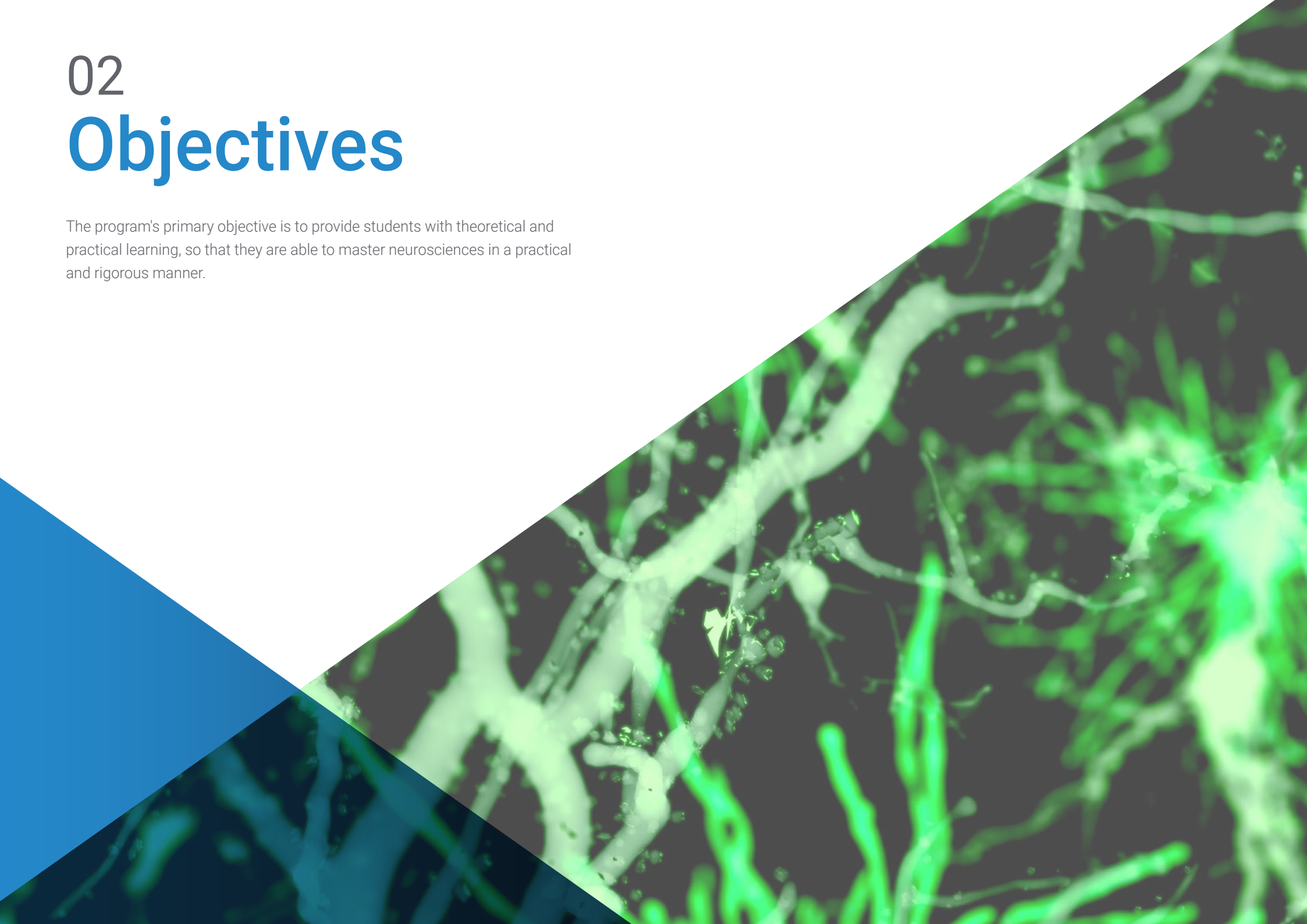
The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train students for real-life situations.

This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system created by renowned and experienced experts in the field of Neurosciences.

02

Objectives

The program's primary objective is to provide students with theoretical and practical learning, so that they are able to master neurosciences in a practical and rigorous manner.



This Master's Degree will allow you to update yourself in Neurosciences assisted by the latest in educational technology, enabling you to contribute to decision making with quality and security"

General objectives

- Update yourself in neurosciences and its related fields, from a clinical, educational or social perspective and increase the quality of your professional performance
- Introduce students to the vast world of neurosciences from a practical perspective, so that they learn about the different disciplines involved in the study of the brain in relation to human behavior and its possibilities
- Learn the tools used in neuroscience research and practice
- Enable the development of skills and abilities by encouraging continuous training and research

Take the step to get up to date on the latest developments in Neurosciences"

Specific objectives

Module 1. Principles of Neurosciences

- Understand the types of neurons
- Identify brain hemispheres and lobes
- Differentiate between localizationism and brain functionalism
- Discover the undifferentiated neurons
- Learn programmed neural death
- Recognize interneuronal electrical communication
- Determine the role of myelin in neurons and understand interneuronal chemical communication
- Learn the peculiarities of the human brain
- Unravel the left brain
- Explore white matter
- Recognize gender differences at the neural level
- Classify hemispheric functions
- Discover the new localizationism
- Understand invasive techniques
- Recognize non-invasive techniques

Module 2. The Emotional Brain

- Recognize the role of emotional intelligence
- Know the Mayer and Salovey model
- Differentiate between emotional maturation and emotional intelligence
- Discover emotional relearning
- Observe the relationship between intelligence and social skills
- Discover what The Papez Circuit is
- Explore the limbic brain
- Analyze the amygdala and positive emotion
- Understand the function of the amygdala and negative emotion
- Recognize the intensity of emotion
- Determine the affective value of emotion

Module 3. Neuropsychology

- Classify neurohormones and their functions
- Differentiate between age and neuronal plasticity
- Discover neuronal development

Module 4. Neuroeducation

- Verify the connection between intelligence and creativity
- Analyze academic intelligence
- Discover the cognitive processes
- Observe the connection between the brain and cognition
- Discover the cognitive processes

Module 5. Neurolinguistics

- Differentiate between gross vs. fine motor skills
- Approach the experience at the neural level
- Establish learning at the neuron level
- Observe the effectiveness of repetitive reinforcement
- Discover neuromuscular control
- Explore the neuronal insigne

Module 6. Neuromarketing

- Verify metacognitive development
- Analyze the role of feelings
- Elucidate the processes of perception
- Explore the elements of attention
- Understand the process of attention
- Analyze the neuronal bases of memory

Module 7. Neuroeconomics

- Delve into the concept of the economic brain
- Understand the neural basis of computational errors
- Know how the mathematical brain develops
- Confront the concepts of mathematics and intelligence

Module 8. Neuroleadership

- Gain further understanding of the genetics of leadership
- Know the effects of successes and failures at the neural level
- Know how to apply the different optimization strategies of neuroleadership

Module 9. Neuropolitics

- Explore the concept of the political brain
- Know how group membership and group bias are formed
- Study in depth the positive and negative emotions generated in politics
- Probe the candidate's brain
- Know how political branding is formed around a candidate
- Study in depth the new tools applied to neuropolitics
- Differentiate the capacity for self-control at the neuronal level

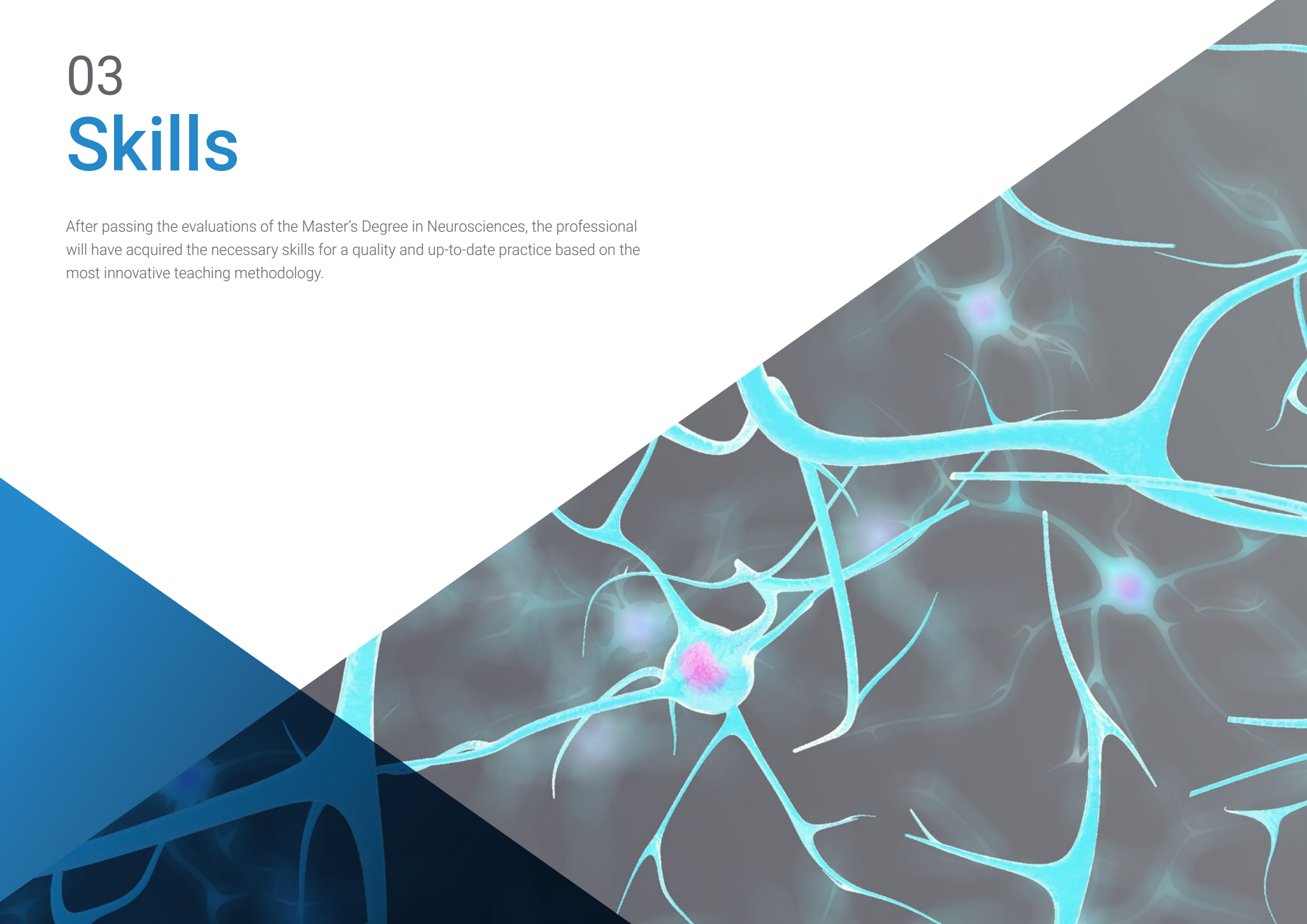
Module 10. Other Branches of Applied Neurosciences

- Delve into neurobranding
- Know the concept of neuroarchitecture and how it works
- Acquire in-depth knowledge of neurotechnology
- Know the limits of neuroscience research
- Delve into the concept of neuroethics
- Delve into the brain's relationship with taste: neurogastronomy
- Learn more about neurocriminology and its implication in psychopathic personalities

03

Skills

After passing the evaluations of the Master's Degree in Neurosciences, the professional will have acquired the necessary skills for a quality and up-to-date practice based on the most innovative teaching methodology.



Learn about the latest tools available to neuroscientists and offer a better standard of care to your patients"

General skills

- Gain knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Be able to integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- Possess skills that will enable continuous studying in a manner that will be largely self-directed or autonomous

Our teaching team, experts in Neurosciences, will help you achieve success in your profession"

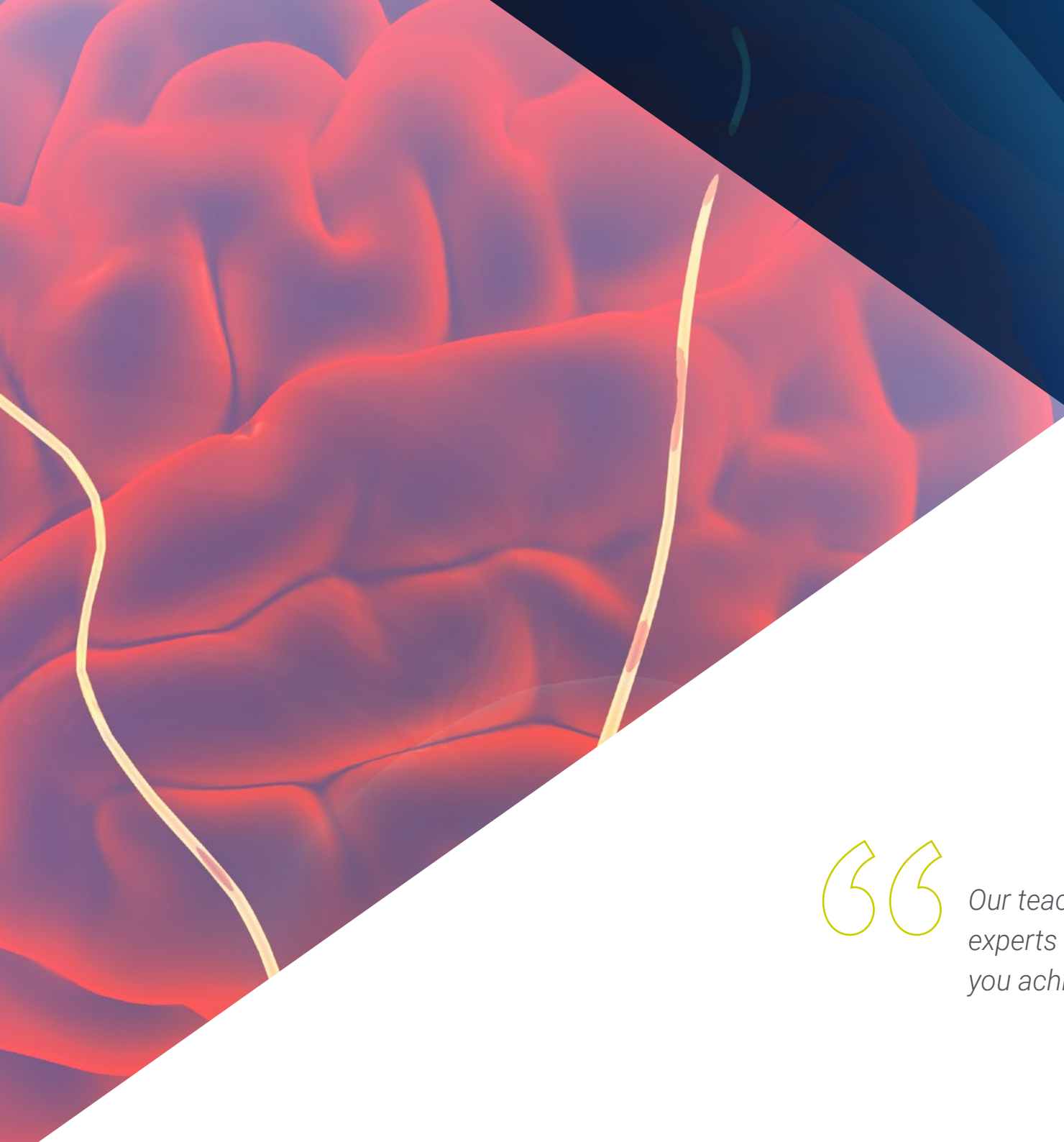
Specific skills

- Understand the connection between speech and the brain
- Learn the connection between reading and the brain
- Analyze the connection between writing and the brain
- Improve brain gastronomy
- Analyze the connection between emotions and the brain in the PNIE
- Observe the role of oxidative stress and the brain in PNIE
- Understand the psychopathic personality
- Identify disorganized behaviors at the neuronal level
- Recognize the role of culture and the brain
- Explore the connection between numbers and the brain
- Learn about mathematics and the brain
- Differentiate between simple calculations vs. complex ones on a neural level
- Identify common mathematical mistakes
- Differentiate between language and mathematics on a cerebral level
- Understand mathematical development
- Understand multiple intelligences
- Define emotional illiteracy
- Explore hypersensitivity to emotions
- Understand the relationship between intelligence and emotion
- Recognize emotional intelligence
- Analyze the relationship between creativity and intelligence
- Discover the role of self-awareness and intelligence
- Discover the connection between intelligence and linguistic development
- Explore the types of intelligence and language
- Differentiate the phases of language during childhood
- Determine the influences of the leaders' successes and failures
- Learn the impact of the leader's successes and failures on the employee
- Discover training in neuroleadership
- Analyze the successes of neuroleadership

03

Course Management

The program's teaching staff includes leading experts in the field of neurosciences who bring their work experience to this program. In addition to other recognized experts who have participated in the course's design and preparation, completing the content in an interdisciplinary manner.



Our teaching team, consisting of experts in neurosciences, will help you achieve success in your career"

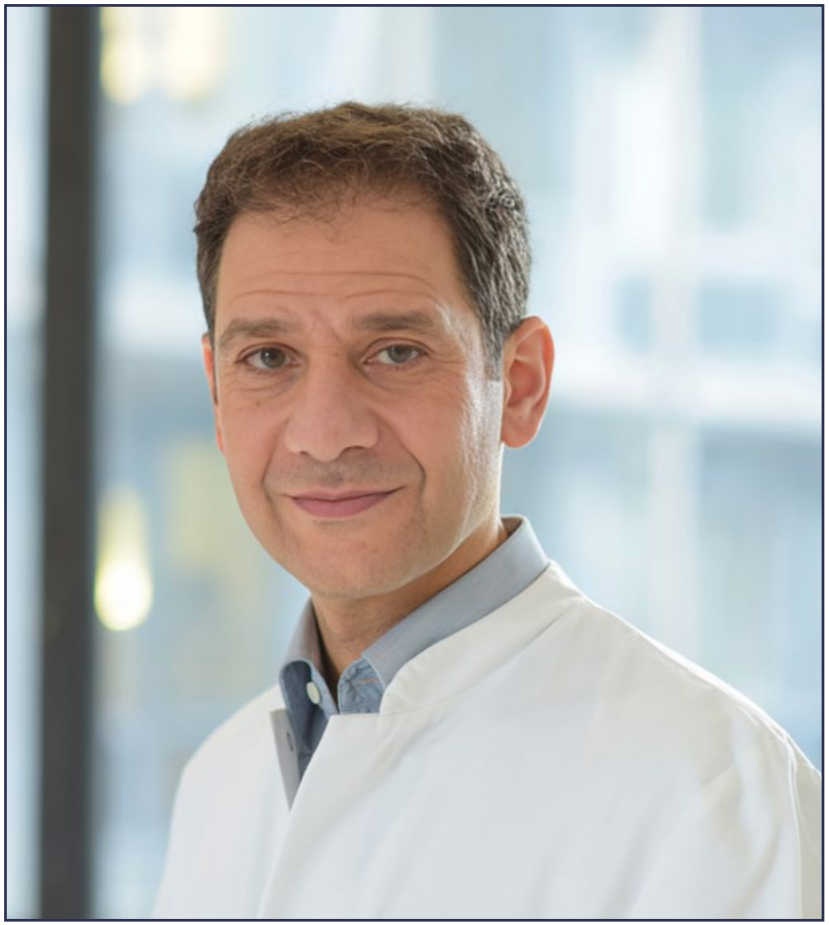
Direttore Ospite Internazionale

Dr. Malek Bajbouj is a Psychiatrist and Neuroscientist, specialized in the areas of Global Health, Mental Health and Affective Sciences. He also has experience as a Sleep Physician and Social, Affective and Cognitive Neuroscientist. Together with an interdisciplinary team, his work has focused on research on stress, affect and emotions. In particular, to carry out these studies, some of his main work has focused on cell culture, imaging and brain stimulation, as well as humanitarian aid.

Most of his professional experience has been as Medical Director and Head of the Center for Affective Neuroscience at the Charité Universitätsmedizin Berlin. In addition, his main research focus in the field of Global Mental Health has been the development of tailored, low-threshold preventive and therapeutic interventions against stress and trauma-related disorders. To this end, he has made use of digital tools and clinical trials, conducting interventions focused on reverse-innovation electrophysiological and neuroimaging approaches to improve patient phenotyping.

Likewise, Dr. Malek Bajbouj's firm commitment to Mental Health worldwide has led him to develop a large part of his professional activity in countries in the Middle East, Far East and Ukraine. In this sense, he has participated in various international conferences such as the Ukrainian-German Conference on Mental Health, Psychosocial Support and Rehabilitation. He has also written more than 175 book chapters and has an extensive list of scientific publications in which he has investigated topics such as Emotional Neuroscience, Affective Disorders and Global Mental Health.

In fact, his contributions in Psychiatry and Neuroscience have been awarded several times. One of them was in 2014, when she was awarded the Else Kröner-Fresenius Prize, recognizing her outstanding scientific research. And it is that his tireless work to strengthen the mental health of people around the world has positioned him as one of the best professionals in his field.

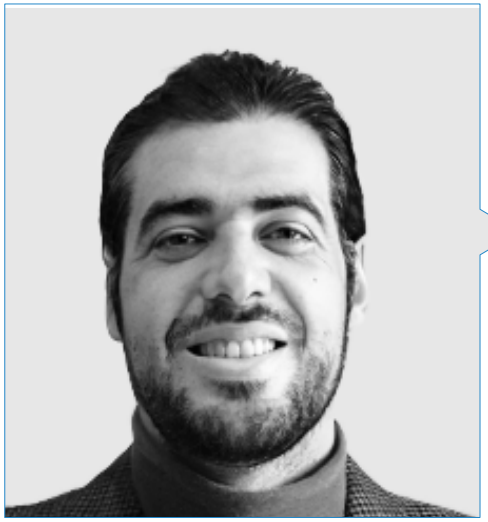


Dr. Bajbouj, Malek

- Medical Director of the Center for Affective Neuroscience at Charité
- Universitätsmedizin, Berlin, Germany.
- Visiting Research Fellow at the Department of Psychiatry, Columbia University and the New York State Psychiatric Institute, New York, New York, USA
- Physician and Assistant Researcher at the Free University of Berlin
- Specialist in Sleep Medicine
- Specialist in Psychiatry and Psychotherapy
- Master of Business Administration from Steinbeis-Hochschule University
- Graduate in Medicine from the Johannes Gutenberg University
- Member of:
- Research Group Languages of Emotion at the Freie Universität Berlin

Thanks to TECH, you will be able to learn with the best professionals in the world"

Management



Dr. De la Serna, Juan Moisés

- PhD in Psychology and Master's Degree in Neurosciences and Behavioral Biology
- Author of the 'Cátedra Abierta de Psicología y Neurociencias' and scientific disseminator

Ms. Jiménez Romero, Yolanda

- Educational psychologist
- Primary school teacher with a specialization in English
- Master's Degree in Neuropsychology for the Exceptionallly Gifted
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

Professors

Ms. Pellicer Royo, Irene

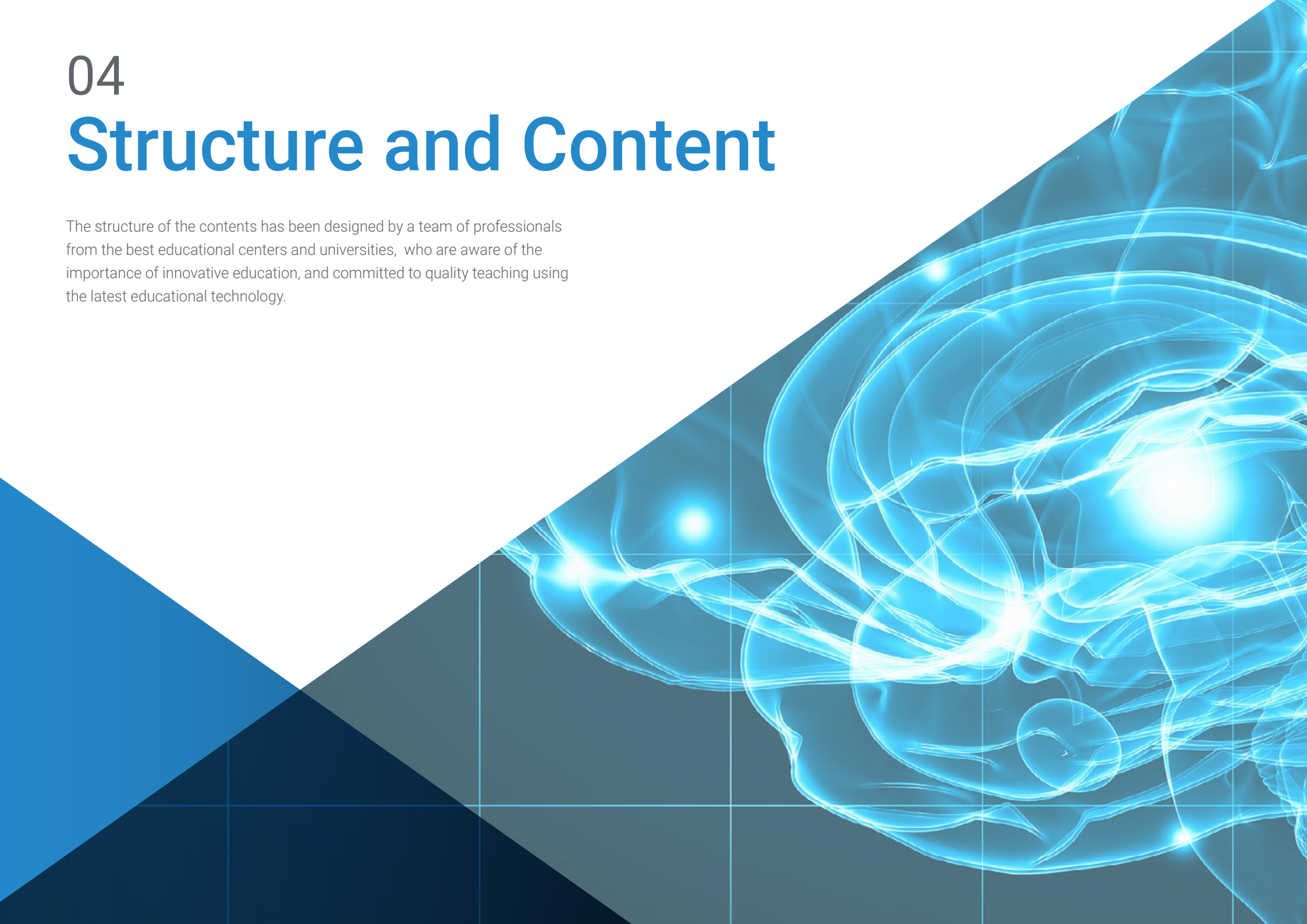
- Physical Education Teacher at Fundació Jesuïtes Educació
- Degree in the Sciences of Physical Activity and Sport, University of Lleida
- Master's Degree in Medical Sciences applied to Physical Activity and Sport, University of Lleida
- Master's Degree in Emotional Education and Well-Being, University of Barcelona
- Postgraduate Qualification in Neuroeducation. Learning with all our potential, University of Barcelona

A program, which is backed by the results of thousands of satisfied students, that will open the doors to another way of acting and thinking to put you at the forefront of your profession"

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities, who are aware of the importance of innovative education, and committed to quality teaching using the latest educational technology.



A teaching program, structured into well-developed units which is oriented towards a swift efficient learning experience that is compatible with your personal and professional life"

Module 1. Principles of Neurosciences

1.1. The Nervous System and Neurons
  1.1.1. The Formation of the Nervous System
  1.1.2. Types of Neurons
1.2. Neurobiological Principles of the Brain
  1.2.1. Brain Hemispheres and Lobes
  1.2.2. Localizationism vs Brain Functionalism
1.3. Genetics and Neurodevelopment
  1.3.1. Undifferentiated Neurons
  1.3.2. Programmed Neuronal Death
1.4. Myelination
  1.4.1. Electrical Interneuronal Communication
  1.4.2. Role of Myelin in Neurons
1.5. Brain Neurochemistry
  1.5.1. Interneuronal Chemical Communication
  1.5.2. Neurohormones and Their Functions
1.6. Plasticity and Brain Development
  1.6.1. Age vs. Neuronal Passivity
  1.6.2. Neurodevelopment
1.7. Hemispheric Differences
  1.7.1. Right Brain
  1.7.2. Left Brain
1.8. Interhemispheric Connectivity
  1.8.1. White Matter
  1.8.2. Differences Between Genders
1.9. Localizationism vs. Functionalism
  1.9.1. Hemispheric Functions
  1.9.2. New Localizationism
1.10. Invasive vs. Non-Invasive Brain Study Techniques
  1.10.1. Invasive Techniques
  1.10.2. Non-Invasive Techniques

Module 2. The Emotional Brain

2.1. The Emotional Brain
  2.1.1. The Papez Circuit
  2.1.2. The Limbic Brain
2.2. Positive Emotions vs. Negative
  2.2.1. Amygdala and Positive Emotion
  2.2.2. Amygdala and Negative Emotion
2.3. Arousal vs. Valence
  2.3.1. The Intensity of Emotion
  2.3.2. The Affective Value of Emotion
2.4. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
  2.4.1. Emotional Intelligence
  2.4.2. The Model of Mayer and Salovey
2.5. Other Intelligence Models and Emotional Transformation
  2.5.1. Emotional Maturity vs. Emotional Intelligence
  2.5.2. Emotional Relearning
2.6. Social-Emotional Skills and Creativity by Level of Intelligence
  2.6.1. Intelligence and Social Skills
  2.6.2. Intelligence and Creativity
2.7. Emotional Coefficient vs. Intelligence
  2.7.1. Academic Intelligence
  2.7.2. Multiple intelligences
2.8. Alexithymia vs. Hyperemotiveness
  2.8.1. Emotional Illiteracy
  2.8.2. Hypersensitivity to Emotions
2.9. Emotional Health
  2.9.1. Intelligence and Emotion
  2.9.2. Emotional Intelligence
2.10. The Social Brain
  2.10.1. Creativity and Intelligence
  2.10.2. Self-Knowledge and Intelligence

Module 3. Neuropsychology

3.1. Principles of Neuropsychology
- 3.1.1. Defining Neuropsychology
- 3.1.2. Psychological Processes
- 3.1.3. Neuropsychological Assessment

3.2. Sensation and Awareness
- 3.2.1. Defining Sensation
- 3.2.2. Neurological Principles of Sensation
- 3.2.3. Evaluation of Sensation
- 3.2.4. Defining Perception
- 3.2.5. Neurological Principles of Perception
- 3.2.6. Evaluation of Perception

3.3. Attention
- 3.3.1. Defining Attention
- 3.3.2. Neurological Principles of Attention
- 3.3.3. Attention Assessment
- 3.3.4. Attention Disorders

3.4. Memory
- 3.4.1. Defining Memory
- 3.4.2. Neurological Principles of Memory
- 3.4.3. Memory Assessment
- 3.4.4. Memory Disorders

3.5. Emotion
- 3.5.1. Defining Emotion
- 3.5.2. Neurological Principles of Emotion
- 3.5.3. Emotion Assessment
- 3.5.4. Emotional Disorders

3.6. Language
- 3.6.1. Defining Language
- 3.6.2. Neurological Principles of Language
- 3.6.3. Language Assessment
- 3.6.4. Language Disorders

3.7. Executive Functions
- 3.7.1. Defining Executive Functions
- 3.7.2. Neurological Principles of Executive Functions
- 3.7.3. Executive Functions Assessment
- 3.7.4. Executive Function Disorders

3.8. Motivation
- 3.8.1. Defining Motivation
- 3.8.2. Neurological Principles of Motivation
- 3.8.3. Motivation Assessment
- 3.8.4. Motivation Disorders

3.9. Metacognition
- 3.9.1. Defining Metacognition
- 3.9.2. Neurological Principles of Metacognition
- 3.9.3. Metacognition Assessment
- 3.9.4. Metacognition Disorders

3.10. Intelligence
- 3.10.1. Defining Intelligence
- 3.10.2. Neurological Principles of Intelligence
- 3.10.3. Intelligence Assessment
- 3.10.4. Intelligence Disorders

Module 4. Neuroeducation

4.1. Neural Principles of Learning
- 4.1.1. Experience on a Neural Level
- 4.1.2. Learning on a Neural Level

4.2. Cerebral Learning Models
- 4.2.1. Traditional Learning Models
- 4.2.2. New Learning Models

4.3. Cognitive Processes and Learning
- 4.3.1. Cognitive Processes and the Brain
- 4.3.2. Cognitive Processes and Learning

4.4. Emotions and Learning
- 4.4.1. Emotion and the Brain
- 4.4.2. Emotion and Learning

4.5. Socialization and Learning
- 4.5.1. Socialization and the Brain
- 4.5.2. Socialization and Learning

4.6. Cooperation and Learning
- 4.6.1. Cooperation and the Brain
- 4.6.2. Cooperation and Learning

4.7. Self-Control and Learning
- 4.7.1. Self-Control and the Brain
- 4.7.2. Self-Control and Learning

4.8. Different Minds, Different Learning Experiences
- 4.8.1. Different Minds from Neuroeducation
- 4.8.2. Giftedness from Neuroeducation

4.9. Neuromyths in Education
- 4.9.1. The Brain and Adult Learning
- 4.9.2. The Brain and Learning in Autism

4.10. Neurodidactics Applied to the Classroom
- 4.10.1. The Neurodidactics of Attention
- 4.10.2. The Neurodidactics of Motivation

Module 5. Neurolinguistics

5.1. Language and the Brain
- 5.1.1. Communicative Processes of the Brain
- 5.1.2. The Brain and Speech

5.2. The Psycholinguistic Context
- 5.2.1. Principles of Psycholinguism
- 5.2.2. The Brain and Psycholinguism

5.3. Language Development vs. Neural Development
- 5.3.1. Neural Principles of Language
- 5.3.2. Neural Development of Language

5.4. The Spoken Language and Written Language
- 5.4.1. Childhood and Language
- 5.4.2. Adulthood and Language

5.5. The Brain in Bilingualism
- 5.5.1. The Native Language at the Neural Level
- 5.5.2. Multilingualism at the Neural Level

5.6. Developmental Speech and Language Disorders
- 5.6.1. Intelligence and Linguistic Development
- 5.6.2. Types of Intelligence and Language

5.7. Childhood Language Development
- 5.7.1. Phases of Language in Childhood
- 5.7.2. Difficulties in Childhood Language Development

5.8. Adolescent Brain
- 5.8.1. Adolescence Language Development
- 5.8.2. Language Difficulties in Adolescence

Module 6. Neuromarketing

6.1. The Brain and Decisions
- 6.1.1. Single or Multiple Choices
- 6.1.2. The Neural Learning of Choices

6.2. Pleasure vs. Surprise
- 6.2.1. The Brain and Pleasure
- 6.2.2. The Brain and Surprise

6.3. The Consumer Brain
- 6.3.1. Decisions and Choices on a Neural Level
- 6.3.2. Consumption as the Purpose of Choosing

6.4. The Ages of the Brain
- 6.4.1. Children's Brain and Choices
- 6.4.2. Adult Brain and Choices

6.5. Male Brain vs. Female
- 6.5.1. Male Brain and Choices
- 6.5.2. Female Brain and Choices

6.6. Mirror Neurons and Social Behavior
- 6.6.1. The Relevance of Mirror Neurons in Marketing
- 6.6.2. Social and Prosocial Behavior in Marketing

6.7. Learning and Memory
- 6.7.1. Learning Decisions
- 6.7.2. Remembering and Forgetting Decisions

6.8. Neuromarketing Evaluation Techniques
- 6.8.1. Invasive Neural Techniques
- 6.8.2. Non-Invasive Neural Techniques

6.9. Neuromarketing Successes and Failures
- 6.9.1. Applied Cases of Neuromarketing
- 6.9.2. Neuromarketing Results

6.10. Sales Techniques vs. Neuromarketing
- 6.10.1. Sales Technology and the Brain
- 6.10.2. Neuromarketing and Sales

Module 7. Neuroeconomics

7.1. The EconomicBrain
- 7.1.1. Numbers and the Brain
- 7.1.2. Mathematics and the Brain

7.2. Neural Foundations of Calculation Errors
- 7.2.1. Simple vs. Complex Calculations. Complexity
- 7.2.2. Common Mathematical Mistakes

7.3. Development of the Mathematical Brain
- 7.3.1. Language vs. Mathematics on a Cerebral Level
- 7.3.2. Mathematical Development

7.4. Mathematics vs. Intelligence
- 7.4.1. Intelligence and Mathematics
- 7.4.2. Multiple and Mathematical Intelligences

7.5. Trends and Fads at the Neural Level
- 7.5.1. Implicit Theories vs. Explicit Trend Indicators
- 7.5.2. Fashion and Neural Idiom

7.6. Risk Assumption vs. Conservation
- 7.6.1. Personality and Risk
- 7.6.2. The Brain and Risk

7.7. Mathematical Biases
- 7.7.1. Basic Mathematical Biases
- 7.7.2. Complex Mathematical Biases

7.8. Emotions vs. Economy
- 7.8.1. Positive Neural Emotions and the Economy
- 7.8.2. Negative Neural Emotions and the Economy

7.9. Economic Success and Failure
- 7.9.1. Economic Success on a Neural Level
- 7.9.2. Economic Failure on a Neural Level

7.10. Economic Psychopathology
- 7.10.1. Clinical and Economic Psychology
- 7.10.2. Personality and the Economy

Module 8. Neuroleadership

8.1. Genetic Leadership vs. Environmental Leadership
- 8.1.1. The Genetics of Leadership
- 8.1.2. Leader Training

8.2. Leadership Styles
- 8.2.1. Types of Leadership
- 8.2.2. Delegating Leadership

8.3. Neural Biases
- 8.3.1. The Leader on a Neural Level
- 8.3.2. The Employee on a Neural Level

8.4. Habits and Change of Patterns
- 8.4.1. The Leader's Patterns
- 8.4.2. The Employee's Patterns

8.5. Emotion vs. Leadership
- 8.5.1. The Leader's Emotions
- 8.5.2. The Employee's Emotions

8.6. Communicative Skills
- 8.6.1. The Leader's Communication
- 8.6.2. The Employee's Communication

8.7. The Stressed Brain
- 8.7.1. The Leader's Stress
- 8.7.2. The Employee's Stress

8.8. Self-Management vs. Assigning Responsibility
- 8.8.1. The Leader's Self-Management
- 8.8.2. The Employee's Responsibility

8.9. Successes and Failures on a Neural Level
- 8.9.1. The Leader's Successes and Failures
- 8.9.2. The Employee's Successes and Failures

8.10. Neuroleadership Optimization Strategies
- 8.10.1. Neuroleadership Training
- 8.10.2. Successes in Neuroleadership

Module 9. Neuropolitics

9.1. The Political Brain
- 9.1.1. The Social Brain
- 9.1.2. The Political Option on a Neural Level

9.2. Attentional Biases
- 9.2.1. Personal Choice
- 9.2.2. Family Tradition

9.3. Political Affiliation
- 9.3.1. Belonging to a Group
- 9.3.2. Group Biases

9.4. Political Emotions
- 9.4.1. The Positive Emotions of Politics
- 9.4.2. The Negative Emotions of Politics

9.5. Right vs. Left
- 9.5.1. Right-Wing Brain
- 9.5.2. Left-Wing Brain

9.6. The Politician's Image
- 9.6.1. Candidate and the Brain
- 9.6.2. Political Collaborators and the Brain

9.7. The Party Brand
- 9.7.1. Political Branding
- 9.7.2. The Brain and Political Brands

9.8. Political Campaigns
- 9.8.1. Advertising Campaigns in Politics
- 9.8.2. Electoral Campaigns in Politics

9.9. The Decision to Vote
- 9.9.1. The Voter's Profile
- 9.9.2. The Undecided Person's Profile

9.10. New Tools Applied to Neuro-Politics
- 9.10.1. Cases of Application of Neuropolitics
- 9.10.2. Successes of Neuropolitics

Module 10. Other Branches of Applied Neurosciences

10.1. Neurobranding
- 10.1.1. Personal Brand and Personal Style in the Brain
- 10.1.2. Improving Brain Branding with Neuroscience Techniques

10.2. Neuroarchitecture
- 10.2.1. Amazement and Awe in Neuroscience
- 10.2.2. Functionality and Environmental Development in Neuroscience

10.3. Neurotechnology
- 10.3.1. The Use of Technologies in Neuroscience
- 10.3.2. Neuroimplants

10.4. Neuroethics
- 10.4.1. The Limits of Research in Neuroscience
- 10.4.2. The Dangers of Neuroscience

10.5. Neurospirituality
- 10.5.1. The Neural Center of Faith
- 10.5.2. The Neural Center of Spirituality

10.6. Neurofashion
- 10.6.1. Fashion and the Brain
- 10.6.2. Style and Taste at the Cerebral Level

10.7. Neurogastronomy
- 10.7.1. Taste and the Brain
- 10.7.2. Improving Cerebral Gastronomy

10.8. Psychoneuroimmunoendocrinology
- 10.8.1. Emotions and the Brain
- 10.8.2. Oxidative Stress and the Brain

10.9. Neurocriminology
- 10.9.1. Psychopathic Personality
- 10.9.2. Neural Disorganized Behaviors

10.10. Neuroculture
- 10.10.1. Culture and the Brain
- 10.10.2. Society and the Brain

06

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

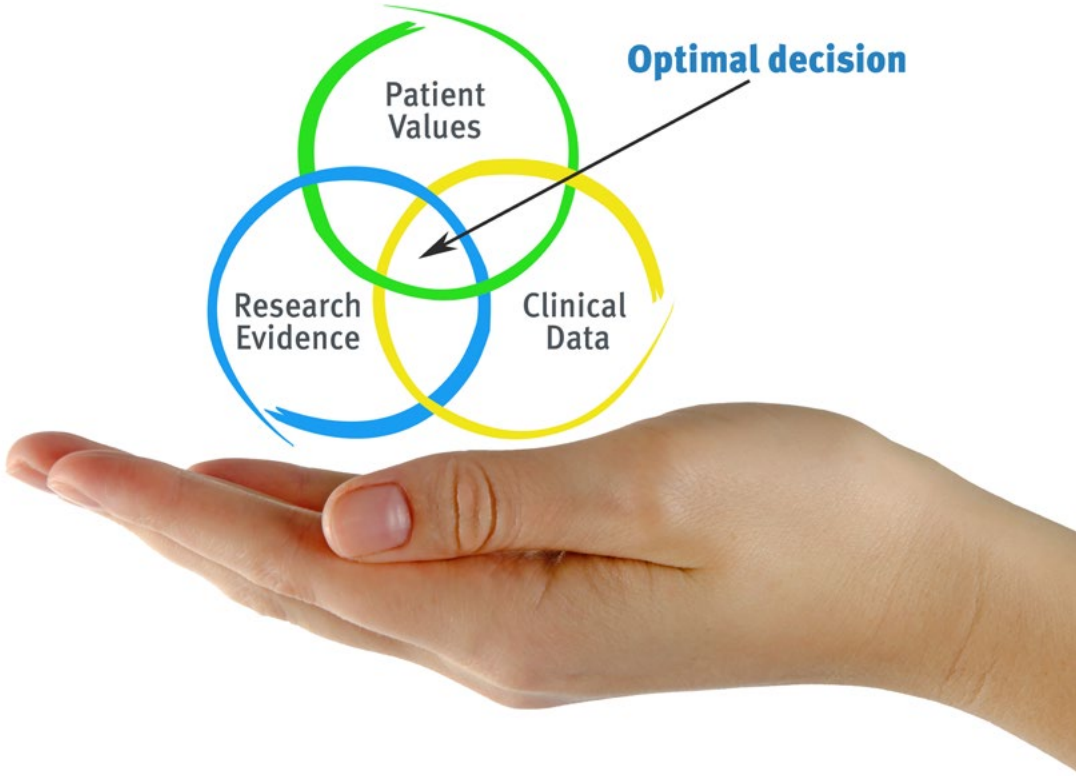
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

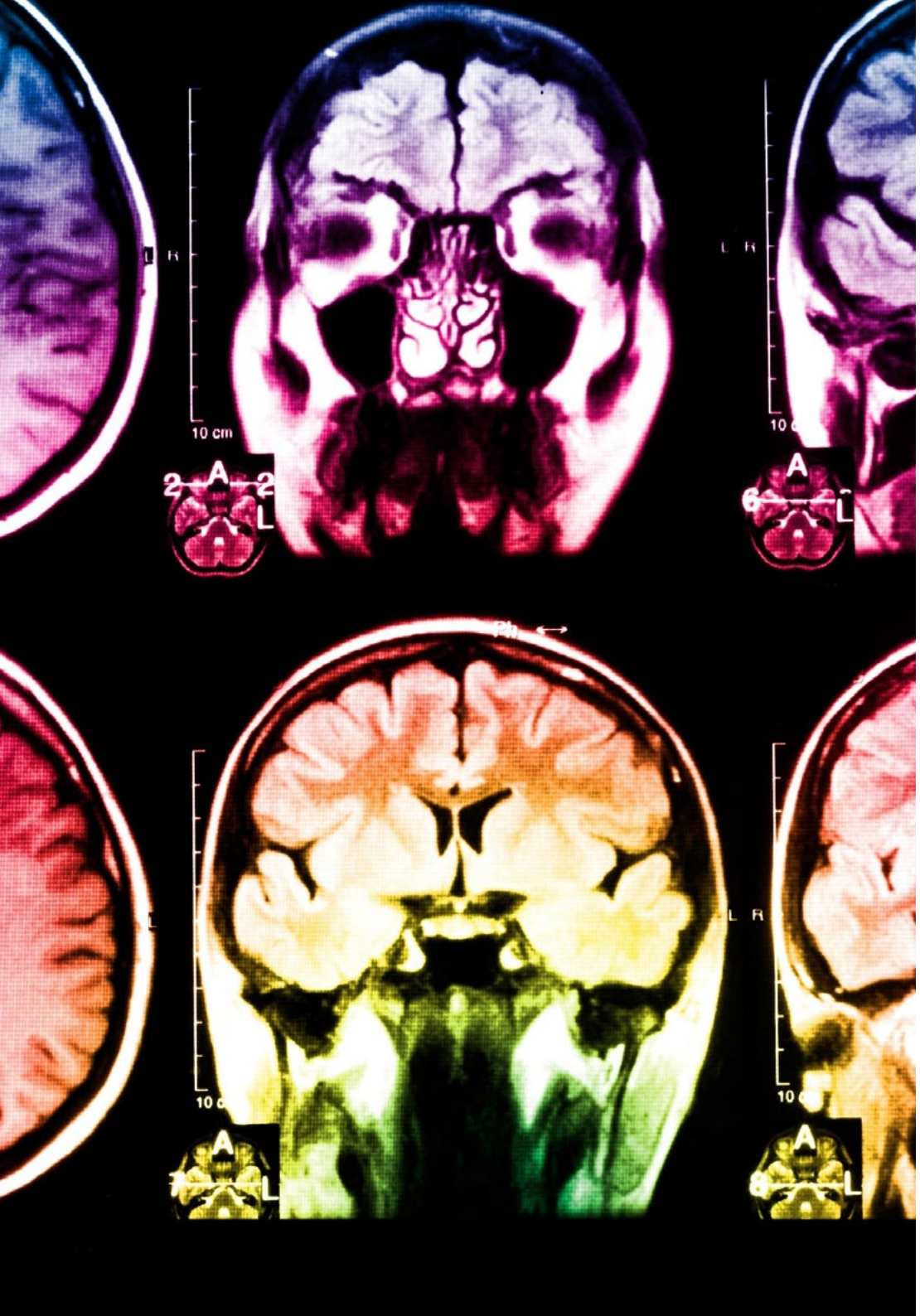
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

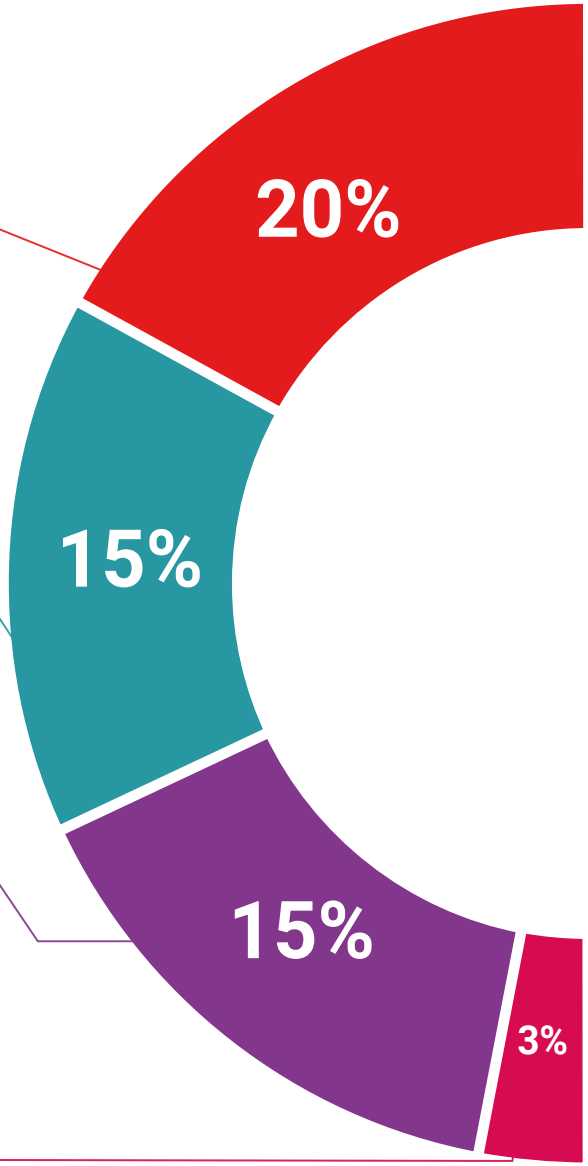
Interactive Summaries

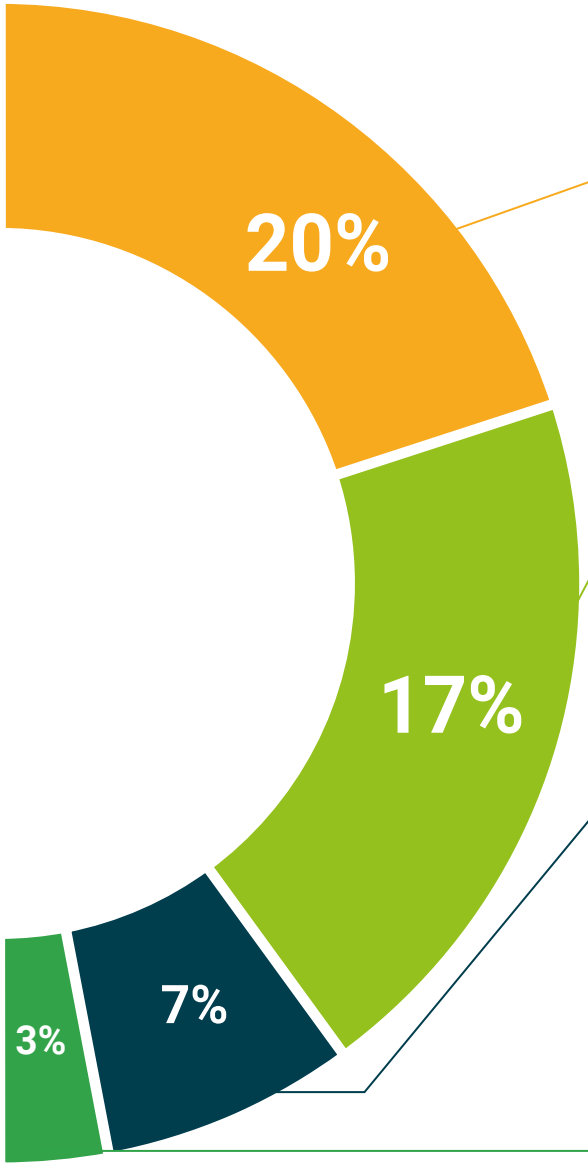
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Master's Degree in Neurosciences guarantees you, in addition to the most rigorous and up-to-date training, access to a Master's Degree issued by TECH Technological University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

The Master's Degree in **Master's Degree in Neurosciences** guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by **TECH Global University**..

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Neurosciences**

Modality: **online**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____ , with identification document _____
has successfully passed and obtained the title of :

Master's Degree in Neurosciences

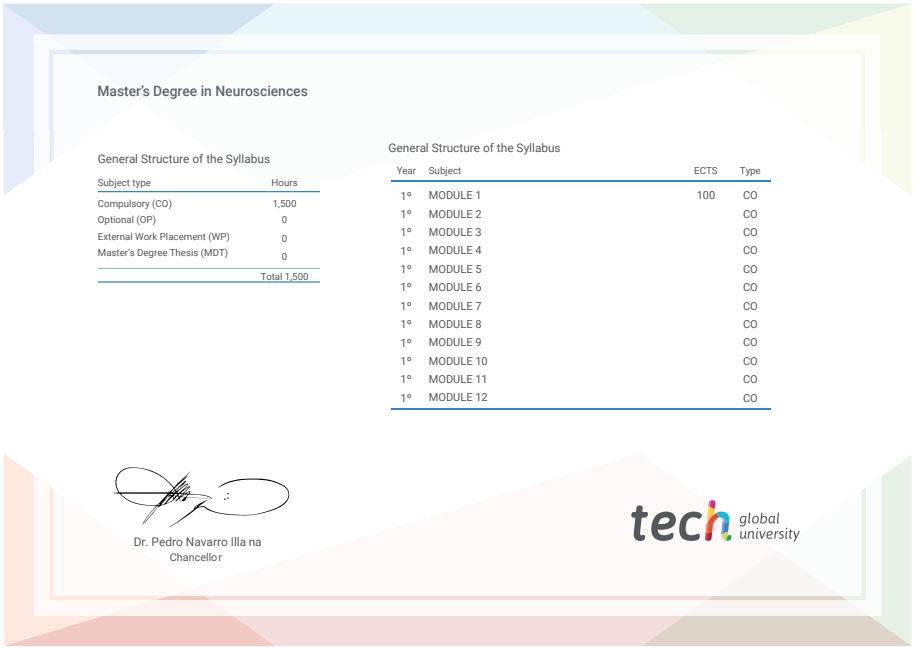
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy .

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 202 4

Dr. Pedro Navarro Illa na
Chancellor

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Neurosciences

General Structure of the Syllabus

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	MODULE 1	100	CO
1º	MODULE 2		CO
1º	MODULE 3		CO
1º	MODULE 4		CO
1º	MODULE 5		CO
1º	MODULE 6		CO
1º	MODULE 7		CO
1º	MODULE 8		CO
1º	MODULE 9		CO
1º	MODULE 10		CO
1º	MODULE 11		CO
1º	MODULE 12		CO

Dr. Pedro Navarro Illa na
Chancellor

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Master's Degree

Neurosciences

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Master's Degree
Neurosciences

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