

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

Code	33306
Name	Motivational and emotional psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	2	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	8 - Basic psychological processes I: motivation, emotion and memory	Obligatory

Coordination

Name	Department
SIMO TEUFEL, SANDRA	300 - Basic Psychology

SUMMARY

Psychology of Motivation and Emotion is a second year course of the Psychology Degree. It is a subject within the field of Basic Psychology.

Motivation and Emotion are two basic psychological processes involved in any human activity and this knowledge is essential to understanding other subjects in the Psychology degree. The subject is defined by two large areas, each of which refers to one of two psychological processes that are addressed in this field: Motivation and Emotion.

The general objectives of the Motivation block are to introduce and delve into the psychological processes which underpin behavior, lead to certain goals and which are carried out with greater or lesser intensity. We study the motives that are related to survival (hunger, thirst, sleep, etc..) as well as those connected with social interaction (sexual behavior, aggression or altruism) or human development (achievement and affiliation motives, intrinsic motivation, etc.). The general objectives of the Emotion block are to introduce and delve into psychological processes involved in affective experience. We will look at both: primary emotions with a biological basis underlying emotional experience (fear, sadness,



joy, etc.) as well as those that arise in social contexts in interaction with others (envy, jealousy, infatuation, etc.), often as a product of socialization, or that are produced as a consequence of our own assessments (shame, guilt, pride).

The content of this course contributes to the more general goals of the Department of Basic Psychology (learning, addiction, etc...), and are related to other areas within the Psychology Degree (Social Psychology, Psychobiology, Personality).

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Students should have successfully completed Learning Psychology and Psychobiology.

OUTCOMES

1319 - Degree in Psychology

- Know the functions, characteristics and limitations of the different theoretical models of Psychology of Motivation and Emotion and Psychology of Memory. Be able to critically assess their contributions and limitations.
- Know the laws and principles of the psychological processes involved in Psychology of Motivation and Emotion and Psychology of Memory.
- Be able to describe and measure affective-motivational and memory processes and variables.
- Analyse and interpret the quantitative and qualitative results from research, reports and works in Psychology of Motivation and Emotion.
- Know how to use the relevant documentary sources in Psychology of Motivation and Emotion and Psychology of Memory.

LEARNING OUTCOMES

To differentiate and define the different concepts associated with motivation and emotion.

To identify the types of motivation and associated behaviors.

To identify and characterize the different emotions and the associated responses.

To apply and adapt the different components of motivation and emotion to specific areas and populations.



DESCRIPTION OF CONTENTS

1. Concepts and basic aspects of Motivation and Emotion

Objectives of the psychology of motivation and emotion
Characteristics of the Study of Motivation and Emotion
The function of motivational and emotional processes
Relationship between Motivation and Emotion

2. The processing and the dynamics of motivation and emotion

Motivational processing
Emotional processing
Assessment procedures and tools for evaluation of Motivation
Assessment procedures and tools for evaluation of Emotion

3. Biological, cognitive and of the learning approach in Motivation and Emotion

Categories and levels of analysis of motivational behavior.
Biological variables involved in the Psychology of Motivation and Emotion
Cognitive variables involved in the Psychology of Motivation and Emotion: expectations, goals, responsibilities, plans, etc
Behavioral variables involved in the Psychology of Motivation and Emotion: learning, conditioning, habits, etc
Social variables involved in the Psychology of Motivation and Emotion.
Personality variables involved in the Psychology of Motivation and Emotion.

4. Intrinsic and extrinsic motivation

To define the two types of motivation that underpin human activity: extrinsic and intrinsic.
To identify situational factors that affect motivated behavior, such as rewards.
To identify the psychological needs of intrinsic motivation, such as the need for competence, self-determination, personal causation, exploration, curiosity, and sensation seeking.
To explain intrinsic motivation from different theoretical perspectives and critically evaluate each of these contributions.
To use different instruments to assess the type of motivation that underlies behavior.
To analyze the boundaries between extrinsic and intrinsic motivation and describe conditions that decrease or increase intrinsic motivation.
To evaluate the impact of intrinsic and extrinsic motivation on the subject's performance.
Develop a program that adequately integrates those elements (task structure, situational and psychological factors), and that promotes intrinsic motivation.



5. Primary motivations: hunger, thirst and sleep

Psychological processes involved in eating behavior.

Design of an intervention program that contains the basic elements for promoting healthy eating behavior.

Psychological processes involved in drinking behavior

Sleep and dreaming: the psychological processes involved

6. Sexual, aggressive and pro-social behavior

Analysis of the characteristics and psychological mechanisms regulating sexual behavior.

Analysis of the characteristics and psychological mechanisms regulating aggressive behavior.

Analysis of the characteristics and psychological mechanisms regulating altruism and helping behavior.

7. Social motives: achievement, affiliation and power

Identify the characteristics of social motives and explain their development.

Analyze the components and processes of achievement behavior.

Analyze the classic models in the explanation of achievement behavior.

Analyze the function and characteristics of the motivation for affiliation and privacy.

Analyze the concept and display of power motivation.

8. Primary emotions related to urgency (fear, anger and disgust) and well-being (happiness, sadness and surprise)

Analysis of the characteristics, functions, and processes involved in emergency emotions.

Identify the antecedents, function, expression, physiological and neurological correlates, and the process of coping with the emotion of fear, anger, and disgust.

Analysis of the characteristics, functions, and processes involved in the emotions of well-being

Identify the antecedents, function, expression, physiological and neurological correlates, and the process of coping with the emotion of joy, sadness, and surprise.

9. Self-conscious emotions: shame, guilt and pride

Self-conscious Emotions

Features, functions, processes, expression, evaluation and coping with the emotion of shame.

Features, functions, processes, expression, evaluation and coping with the emotion of guilt.

Features, functions, processes, expression, evaluation and coping with the emotion of pride.

Recognizing the semantic differences across cultures on self-reported emotions.

**10. Interpersonal social emotions: infatuation, envy, jealousy**

Features, functions, processes, expression, evaluation and coping with the emotion of infatuation.

Features, functions, processes, expression, evaluation and coping with the emotions of envy and jealousy.

Features, functions, processes, expression, evaluation and coping with the emotion of empathy.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	60,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

1. Concepts and basic aspects of Motivation and Emotion -Lectures

2.The processing and the dynamics of motivation and emotion - Lectures

- Practical activity. Instruments and procedures assessing motivation and emotion.

3. Psychological variables involved in Motivation and Emotion. - Lectures

Biological, cognitive and behavioral variables. - Practical activities. Concerning cognitive variables involved in motivation and emotion, plans, goals, attributions, expectatives...

4. Exploration, self-fulfillment, frustration and conflict. Intrinsic and extrinsic motivation - Lectures

-Practical activity. Motivational conflict.

- Case study to analyze intrinsic and extrinsic motivation.



5. Primary motivations: hunger, thirst and sleep

- Lectures
- Debates about psychological processes influencing primary motives.
- Case study. Eating disorders

6. Sexual, aggressive and pro-social behavior

- Lectures
- Practical activities. Video....

7. Social motives: achievement, affiliation and power

- Lectures
- Exercises on the differences between social motivations.
- Practical activities. Assessment of social motives.

8. Primary emotions related to urgency and happiness

- Lectures
- Practical activity based on the video about expression and recognition of basic emotions.
- Practical activity. Styles / coping strategies.

9. Self-conscious emotions: shame, guilt and pride

- Lectures
- Text reading
- Practical activities. Moral conflicts and their resolution

10 Interpersonal social emotions: infatuation, envy, jealousy

- Lectures
- Text reading
- Practical activities



EVALUATION

Assessment Systems

- Evaluation of theoretical and practical content through a final individual objective test (exam) in official calls determined by the faculty. This test will pose questions about a selection of the content and skills previously listed in this teaching guide.
- Oral presentation or written reports, individual or group work, case studies, problem solving and management of diagnostic tests.
- Active participation in classroom activities, seminars and workshops and motivation for the quality of learning outcomes.

Minimum Requirements

The minimum requirements to pass the subject of Psychology of Motivation and Emotion are:

- 1) Get at least 5 out of 10 in the final exam. The exam has a value of 60% of the final grade, so the minimum weighted score would be 3 out of 6.
- 2) Perform a mandatory group report. The report accounts for 20% of the final grade, therefore its value can range from 0 to 2 points.
- 3) Practical activities throughout the course and / or individual work report. It will be equivalent to 20% of the final grade, with a score between 0 and 2 points.

The delivery schedule and / or presentation of these works will be determined by the teacher.

To pass continuous training activities (sections 2 and 3), it is necessary to achieve a weighted minimum score of 2 out of 4 between the two.

It is an indispensable requirement to pass the final exam (3 out of 6 in section 1) and the continuous assessment activities (2 out of 4 in sections 2 and 3) independently so that they can join and / or reach the final pass.

For those people who have not submitted the coursework (sections 2 and 3) within the fixed term, in the second call, the professors will decide on the work or alternative activities to be carried out to access the grade in this section.

Exams

The final exam represents 60% of the final/total mark. To pass this exam a grade of 3 or higher of a total of 6 must be obtained.



The dates will be determined by the Faculty of Psychology and will be shown at the website.

Reports

There will be one report, related to a theme proposed by the teacher and selected by the students. It can be carried out within a group (max. 5 people).

The value of the report represents 20% of the final mark.

The teacher will determine which reports are required and their deadlines.

Practical and classroom activities

The activities consist of exercises, reviews, comments on themes presented in class, discussion of texts, watching videos, problem solving, attendance at seminars and conferences, individual work of application to a practical case, etc.

The value of the activities represents 20% of the final grade.

The function of the activities is to encourage greater knowledge of the subject. It is essential to attend the activities in order to obtain the award of Honor.

Warnings plagiarisms.

Copy or overt plagiarism of any part of the evaluation task will make it impossible to pass the course, then undergoing disciplinary procedures timely.

According to Article 13 d) of the Statute of the University Student (RD 1791/2010, of December 30), it is the duty of a student abstain from the use or cooperation in fraudulent procedures in the assessment tests in the work carried out in official documents or college.

In tutoring schedule, teachers may require individual or group interviews provided to verify the degree of participation and achievement in the objectives set for any task developed. Not accept such verification, will not exceed the task or activity in question.

Grading scheme

The assessment of the subject and the challenge of the allotted qualification will abide by what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGV 108/2017 of May 30, 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) The different assessment elements will only count towards the final aggregate mark if the minimum requirements established for each component are met.



Final grades will be recorded on the student's academic record according to the following rules:

- 1) For students who passed the exam (i.e., their exam score was 3 or higher) and also the continuous assessment (i.e., their continuous assessment score was 2 or higher): Exam score plus continuous assessment score.
- 2) For students who failed the exam (i.e., their score was lower than 3): Exam score only.
- 3) For students who failed the continuous assessment score (i.e., their score was lower than 2): Continuous assessment score only.
- 4) For students who did not take the exam: Absent.

REFERENCES

Basic

- Título: Motivación y Emoción (2010)
Autor: Reeve, J.M.
Editorial: McGrawHill
- Título: Understanding Motivation and Emotion (2015)
Autor: Reeve, J.M.
Editorial: John Wiley & Sons

Additional

- Título: Emoción y Motivación. (Vols. I y II) (2003)
Autor: Fernández-Abascal, E., Jiménez, P. y Martín, D
Editorial: Madrid: Centro de Estudios Ramón Areces
- Título: Psicología de la Motivación y Emoción (2001)
Autor: Palmero, F.; Fernández-Abascal, E., Martínez, F. y Chóliz, M.
Editorial: México: McGrawHill
- Título: La motivació (2006)
Autor: Villamarin, F. i Limoner, J.
Editorial: Col·lecció Vull Saber. Editorial UOC.
- Título: Expresión facial de la emoción (2008)
Autor: Chóliz, M. y Fernández-Abascal, E.G
Editorial: Madrid: UNED
- Título: La Jirafa de Cantón: un modelo de estrategia motivacional aplicado desde la perspectiva del Coaching (2013)
Autor: Cantón, E.
Editorial: Granada: Editorial CSV.



- Título: Handbook of Emotions (2008)
Autor: M. Lewis, J.M. Haviland-Jones, and L. Feldman Barrett
Editorial: The Guilford Press
- Título: Las emociones y el mundo moral. Más allá de la empatía (en prensa).
Autor: Etxebarria, I.
Editorial: Madrid: Síntesis.
- Título: Emociones positivas (2009)
Autor: Fernández-Abascal, E.
Editorial: Pirámide.

ADDENDUM COVID-19

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

1. CONTENTS

All the contents initially programmed in the teaching guide for the theoretical-practical sessions are maintained.

2. WORKLOAD AND SCHEDULING OF TEACHING ACTIVITY

In the second semester, the classes will adapt to the ONLINE format and will be extended the time determined by the Academic Committee of the Degree following the guidelines received from the Rector's Office. In the event of returning to hybrid teaching, face-to-face and non-face-to-face synchronous teaching weeks will alternate on the days and hours set in the degree schedule.

The workload will be adapted to the prevailing model at each moment.

3. TEACHING METHODOLOGY

In the case of hybrid teaching, one week will be devoted to theoretical and the next one to practical sessions. The theoretical lessons will be taught synchronously online through the Blackboard Collaborate platform (video conferences) and the Virtual Classroom forums for discussion. The Forums will be scheduled on the day and at the time of the face-to-face class. The practical sessions will be face-to-face. In order to maintain safe distances and security, each group will be divided into two subgroups. Each subgroup attends one of the two weekly sessions. These classes will consist of activities and exercises, with a previous theoretical introduction. Depending on the proposed activity, the corresponding spaces will be enabled in the Virtual Classroom to deliver the activities that may be completed during the session. Some of these activities can be corrected later in the classroom, and therefore may be non-recoverable (this circumstance will be notified).



In the case of entirely online teaching, the practical sessions will be adapted to be taught with synchronous content through the Blackboard Collaborate and activities through the virtual classroom tools.

In both cases and regarding the Tutoring System, the virtual tutoring program is maintained by email or the Virtual Classroom Forum. If necessary, tutorials could be enabled through videoconferences synchronously.

4. EVALUATION

In the case of a mixed teaching situation (combining "face-to-face" and online teaching), the Assessment System for this subject consists of the following points:

E1_Exam. Assessment of theoretical and practical contents through a final individual objective test (exam) in the official calls determined by the faculty. This test will refer to the contents and skills previously registered in the teaching guide. The exam contains triple alternative answer questions on theoretical content.

E2_Report and presentation. Written and corresponding oral presentation of reports, individual or group coursework, activities, and problem-solving activities, through virtual (online) means. The teacher will determine the schedule for the delivery and/or presentation of reports.

E3_Class activities. Active participation in-class activities, seminars and/or workshops, motivation for the quality of learning results, and delivery of those activities determined by the teacher. The teacher will establish the schedule for the delivery and/or presentation of reports.

The weight of the continuous evaluation (E2 + E3) is 50% of the total grade. The weight of the final examination or assessment test (E1) is 50% of the full mark.

The minimum requirement to pass the course is to obtain 2.5 points in the exam and a minimum of 2.5 points in the continuous assessment activities (E2 + E3). The exam and the continuous evaluation will be recoverable in the 2nd call. The teacher will specify the terms for its recovery.

In the case of an online teaching and assessment situation, the evaluation system of this subject will change. The final exam will have the same characteristics as the one proposed in the previous case (hybrid situation) but offered using online tools of the Virtual Classroom (Questionnaire and/or tasks). The exam will take place on the day and time provided in the exam schedule approved by the School Board. The weights of the different parts in the evaluation remain the same as in the mixed model.

The final exams will be held according to the regime determined by the agreements of the "Consell de Govern" (UV).

5. BIBLIOGRAPHY



The bibliography initially included in the course guide remains unchanged.

