

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

Code	33306
Name	Motivational and emotional psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

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 compulsory four-month course of the second year of the Psychology degree. It is a subject within the field of Basic Psychology and it is worth 6 credits.

The course is designed to introduce students to the processes of motivation and emotion. Motivation and Emotion are two basic psychological processes involved in any human activity and this knowledge is essential to understanding other subjects included in the Bachelor's Degree in Psychology.

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 Bachelor's Degree in Psychology (Social Psychology, Psychobiology and 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

It is recommended that students enrol in this course in their second year of the Bachelor's Degree in Psychology. Students should have acquired basic knowledge and skills in the courses of Learning Psychology and Psychobiology.

Students should have good English language skills.

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



- Know the conceptual framework and methodological aspects associated with motivation and emotion.
- Identify and analyse the different functions, variables and processes of motivations; taking into consideration biological, cognitive, behavioral and personality variables.
- Identify and analyse emotions from a biological, cognitive and socio-cultural perspective.
- Know and apply the basic skills and competencies in motivation and emotion to develop intervention programmes aimed at different populations (children, adolescents, adults...) and contexts (education, work, sport...) with the objective of favouring adaptation and individual well-being.

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.

To analyse the contributions made by biology, evolutionary theories and ethology to the analysis of Motivation and Emotion.

To analyse the cognitive perspective's contributions to studying Motivation and Emotion: expectations, goals, attributions, plans, etc.

To analyse the contributions from the behavioural perspective to the study of Motivation and Emotion: learning.

To identify current perspectives in the study 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 define the two types of motivation that underpin human activity: extrinsic and intrinsic motivation.



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

Analysis of the physiological and psychological variables and mechanisms involved in sleeping.

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. Social (infatuation, envy, jealousy) and self-conscious emotions (shame, guilt and pride)**

Features, functions, processes, expression, evaluation and coping involved in 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.

Analysis of the characteristics of 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.

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

This course combines lecture instructions with active learning strategies to engage students in the learning process through active participation. Instructional strategies include:

(1) lectures on the course content. The professor will teach theoretical classes to develop the contents of the subject and promote the students' participative intervention by resolving the questions that arise throughout the exposition, class activities, case studies, debate, and analysis of texts.

(2) Practical activities (case studies, discussion, role playing), with the objective that students acquire the necessary knowledge for the design of experiments, data collection, analysis of the results, and presentation of the work according to the requirements of scientific communication. (3) Individual and group tutoring to supervise and monitor students' learning activities,

(4) Individual and group work assignments, preparing and presenting reports.

EVALUATION**STUDENT ASSESSMENT**



The student assessment includes a final test or exam (E1) and continuous evaluation (E2).

1. E1_Examination. Theoretical and practical content will be assessed through in-class examination in the official dates determined by the faculty. The exam will pose questions on a selection of contents and competencies previously indicated in this teaching guide. The exam will have a possible 7 points (70%) and will consist of multiple-choice questions (worth a total of 3.5 points) and short essay questions (worth a total of 3.5 points). If students fail the exam they can retake the exam in the second assessment period.

2. E2_Continuous evaluation. Continuous evaluation will have a possible 3 points (30% of the total grade). It includes different type of works, which will be previously informed by the teachers of the course.

The continuous evaluation includes:

2.1. Report. Oral or written presentation of reports, individual or group work. The content of the assignment must be related to the course and will be decided together with the teacher. The teacher will determine which reports are mandatory and the due dates.

2.2. Class participation in class activities. Students are expected to attend and actively participate in class. Active participation in-class activities, seminars and workshops and motivation for learning outcomes, case studies, problem-solving, exercises, reviews, comments, evaluations, attendance to seminars, etc. Activities may be substantiated in an individual coursework of a practical case.

MINIMAL REQUIREMENTS

The minimal requirements to pass the course of Psychology of Motivation and Emotion are the following:

1) The exam has a value of 70% of the final grade. To pass the exam, students have to achieve at least 3.5 out of 7.

2) The continuous evaluation is equivalent to 30% of the final grade. To pass the continuous evaluation (sections 2.1 and 2.2.) it is compulsory to achieve at least 50% of the assignments, that is a minimum weighted grade of 1.5 out of 3. The schedule of delivery and/or presentation of these courseworks of continuous evaluation will be determined by the teacher. For those who have not submitted the assignments of the continuous evaluation in the established period of the first examination period, they will be recoverable in the second examination period. In this case, the teacher will decide the alternative assignments, activities, or evaluations to be carried out to obtain this section's grade.

It is essential to pass the final exam (3.5 out of 7 in section 1) and the continuous evaluation activities (1.5 out of 3 between sections 2 and 3) independently to be added and/or reach the final pass. The final grade for this course will be based on the total number of points the students earn in each section: (1) examinations, 2) continuous evaluation. To pass this course, students must meet the requirements for each of them.

For those who have not submitted the assignment of the continuous evaluation (section 2.1. and 2.2.) within the established period of the first examination period, in the second examination period, the professors will decide the alternative work, activities, or evaluations to be carried out to access the grade



of this section.

In the case of passing the exam or continuous evaluation section and failing the other part, the passed grade will be kept for the second examination period, having to recover in the second examination period only the failed part.

GRADING SYSTEM.

The course assessment and the impugnation of the final grade are subject to the provisions of the Regulation of Assessment and Grading of the University of Valencia for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017):

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this regulation, the final grade must be recorded in numerical expression from 0 to 10 to one decimal, and must be adjusted to the following grading scale:

- 0 to 4.9: Unsatisfactory/Fail.
- From 5 to 6.9: Satisfactory.
- From 7 to 8.9: Good.
- From 9 to 10: Outstanding/Very Good- Outstanding With Honors (MH).

The grade Outstanding With Honors (MH) will be based on the regulations of the University of Valencia, which consider the number of MH per group. It will only be awarded when the grade is 9 points or higher and will be awarded in order of grade. In case of a deadlock, an oral or written test will be held to break the difference. If not being able to award MH in a group, the Teaching Unit will agree on the assignment of the MH to another group.

WARNING.

Please take into consideration that, according to article 13. d) of the University Student Statute (RD 1791/2010, of 30 December), it is the student's duty to refrain from using or cooperating in fraudulent procedures in student examinations, assignments or in official academic documents. In the case of fraudulent practices, students will proceed as determined by the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutoring hours, the lecturer may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any student assignment. Failure to accept this verification means failing the assignment or activity in question.



REFERENCES

Basic

- Título: Motivación y Emoción (2010)
Autor: Reeve, J.M.
Editorial: McGrawHill
- Título: Understanding Motivation and Emotion (2018), 7Ed.
Autor: Reeve, J.M.
Editorial: John Wiley & Sons
- Título: Handbook of Emotions (2008)
Autor: M. Lewis, J.M. Haviland-Jones, and L. Feldman Barrett
Editorial: The Guilford Press
- Título: Psicología de la emoción. El proceso emocional (2005)
Autor: Cholí, M.
Editorial UV (accesible en: www.uv.es/=cholí)

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: Expresión facial de la emoción (2008)
Autor: Cholí, M. y Fernández-Abascal, E.G
Editorial: Madrid: UNED
- Título: La Jirafa de Cantón: optimización del protocolo de intervención y su eficacia. (2022)
Autor: Peris, D. y Cantón, E.
Editorial: Editorial Ángeles Carrillo
- Título: Las emociones y el mundo moral. Más allá de la empatía (2020).
Autor: Etxebarria, I.
Editorial: Madrid: Síntesis.
- Título: Emociones positivas (2009)
Autor: Fernández-Abascal, E.
Editorial: Pirámide.
- Título: Motivación: por qué hacemos lo que hacemos (2022)
Autor: Cholí, M.
Editorial: Barcelona: EMSE EDAPP
- Título: Emociones: lo que da calidez a nuestras vidas (2021)
Autor: Fernández-Abascal, E.G.
Editorial: Barcelona: EMSE EDAPP