

**COURSE DATA****DATA SUBJECT****Code:** 33306**Name:** Motivational and emotional psychology**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	2	Second quarter

**SUBJECT-MATTER**

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

**COORDINATION**

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**SUMMARY**

Psychology of Motivation and Emotion is a mandatory four-month course in the second year of the Psychology degree, falling under the area of Basic Psychology. It consists of 6 credits, distributed into 6 theoretical and practical credits.

Motivation and Emotion are two basic psychological processes involved in every human activity, and understanding them is critical to comprehending other areas of the curriculum. Two main blocks define the course, each referring to one of the two psychological processes addressed in this course: Motivation and Emotion.

The objectives of the Motivation part are to introduce and deepen the psychological processes that mobilise behaviour, direct it towards specific objectives, and carry it out with varying intensity. Motives related to survival (such as hunger and sleep), as well as those related to social interaction (including sexual behaviour, aggressiveness, and altruism) or personal development (achievement and affiliation motives, intrinsic motivation, etc.), are studied. The objectives of the Emotion part are to introduce and deepen the psychological processes involved in the affective experience. The primary emotions that underpin the emotional experience (fear, sadness, joy, etc.) as well as those that appear in social contexts in the interaction with others (envy, jealousy, love, hate, etc.) or that appear when we evaluate our actions (shame, guilt, pride) are studied in depth.

The course contents are related to those of other courses in the area of Basic Psychology (Learning Psychology,



Psychology of Addictions, Sports Psychology, etc.) as well as other fields of psychology (Social Psychology, Psychobiology or Personality Psychology).

The contents of the course are listed in Section 6: "Description of contents"; however, both the depth of the contents and the order in which they are presented may vary.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

In order to take advantage of the course, students should ideally have assimilated the contents of several first-year courses that provide the theoretical, methodological and biological foundations of this subject:

Psychology of Learning (1st): introduces the basic principles of associative processing and knowledge acquisition, which are important for understanding motivational and emotional processes.

Foundations of Psychobiology (1st): provides the biological bases needed to understand motivation and emotion.

Physiological Psychology (1st): provides the neuroanatomical and functional bases required to understand specific motivational processes (sleep, eating, sexual behavior and addiction).

## COMPETENCES / LEARNING OUTCOMES

### 1319 - Degree in Psychology

Analyse and interpret the quantitative and qualitative results from research, reports and works in Psychology of Motivation and Emotion.

Be able to describe and measure affective-motivational and memory processes and variables.

Know how to use the relevant documentary sources in Psychology of Motivation and Emotion and Psychology of Memory.

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.



## DESCRIPTION OF CONTENTS

### 1. Concepts and basic aspects of Motivation and Emotion

- Define the main objectives of the Psychology of Motivation and Emotion.
- Identify the key characteristics of the scientific study of motivation and emotion.
- Analyse the function of motivational and emotional processes in human behaviour.
- Explain the rationale for integrating the study of motivation and emotion within a single academic unit.

### 2. The processing and the dynamics of motivation and emotion

- Identify the structure and key characteristics of motivated behaviour.
- Identify the structure and core components of emotional processes.
- Analyse the underlying processes involved in motivated behaviour.
- Analyse the mechanisms and dynamics of emotional processes.
- Distinguish between the various procedures and instruments used to assess motivational processes.
- Identify the different procedures and instruments employed in the assessment of emotion.

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

- Identify the different categories and levels of analysis involved in the study of motivated behaviour.
- Analyse the contributions of biology, evolutionary theories, and ethology to the study of motivation and emotion.
- Analyse the contributions of the cognitive perspective to the study of motivation and emotion, including concepts such as expectations, goals, attributions, and planning.
- Analyse the behavioural perspective on motivation and emotion, with emphasis on learning processes.
- Identify contemporary approaches and perspectives in the study of motivation and emotion

### 4. Intrinsic and extrinsic motivation

- Define the two types of motivation that underpin human activity: extrinsic and intrinsic motivation.
- Identify situational factors that influence motivated behaviour, such as rewards.
- Identify the psychological needs of intrinsic motivation, such as the need for competence, self-determination, personal causation, exploration, curiosity, and sensation seeking.
- Explain intrinsic motivation from different theoretical perspectives and critically evaluate the contribution of each.
- Use appropriate tools and instruments to assess the type of motivation underlying behaviour.
- Analyse the boundaries between extrinsic and intrinsic motivation, and describe the conditions that enhance or undermine intrinsic motivation.
- Evaluate the impact of both intrinsic and extrinsic motivation on individual performance.
- Design a program that effectively integrates key elements (task structure, situational and psychological factors) to promote intrinsic motivation.

### 5. Primary motivations: hunger, thirst and sleep



- Analyse the psychological characteristics and regulatory mechanisms involved in eating behaviour.
- Design an intervention program incorporating the basic elements necessary to promote healthy eating behaviour.
- Analyse the behavioural processes involved in the regulation of thirst.
- Analyse the physiological and psychological mechanisms underlying sleeping and dreaming.

#### 6. Sexual, aggressive and pro-social behavior

- Analyse the psychological characteristics and regulatory mechanisms underlying sexual behaviour.
- Analyse the psychological characteristics and regulatory mechanisms involved in aggressive behaviour.
- Analyse the psychological characteristics and regulatory mechanisms underlying altruistic behaviour.

#### 7. Social motives: achievement, affiliation and power

- Identify the characteristics of social motives and explain their developmental pathways.
- Analyse the components and processes involved in achievement behaviour.
- Analyse classic models used to explain achievement behaviour.
- Analyse the function and characteristics of affiliation and intimacy motives.
- Analyse 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 well-being related to emotions.
- Identify the antecedents, function, expression, physiological and neurological correlates, and the process of coping with the emotion of joy, sadness, and surprise.

#### 9. Social (love/hate, empathy, envy, jealousy) and self-conscious emotions (shame, guilt, and pride)

- Analyse the characteristics, functions, and psychological processes involved in the emotion of love and hate.
- Identify the antecedents, functions, expressions, psychological processes, and coping processes associated with envy and jealousy.
- Identify the antecedents, functions, expressions, psychological processes, and coping processes related to empathy.
- Analyse the characteristics of self-evaluative emotions.
- Analyse the characteristics, functions, and psychological processes involved in the emotion of shame, guilt and pride.
- Recognize semantic differences across cultures regarding self-evaluative emotions.

## WORKLOAD

## PRESENCIAL ACTIVITIES



Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

## NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	60,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

This course combines lectures with active learning strategies to engage students actively in the learning process. The teaching strategies include:

- (1) Theoretical/Lectures. The theoretical classes will cover the different topics of the subject, while simultaneously promoting student participation through problem-solving questions and scenarios that arise during the presentations, in-class activities, case studies, debates, and text analysis.
- (2) Practical Activities: These include case studies, debates, and role-playing exercises aimed at enabling students to acquire the necessary skills for designing experiments, collecting data, analysing results, and presenting their work according to the standards of scientific communication.
- (3) Individual and Group Tutorials: These tutorials are designed to supervise and monitor students' learning activities and progress.
- (4) Independent Work: Preparation of assignments autonomously, including the development and presentation of reports on classroom activities, both individual and group-based.

## EVALUATION

The evaluation of the course will be carried out through an assessment of both theoretical and practical content (SE1) and a continuous evaluation based on the presentation of reports or assignments (SE2).

**SE1\_ Exam**\_Evaluation of theoretical and practical contents by means of oral, written or skills performance tests in the official calls determined by the Faculty. This test will pose questions on a selection of the contents and competencies indicated in this teaching guide. The exam will be equivalent to 70% of the final grade, which will be the result of the sum of the grade obtained in a part (SE1.1.), which will include multiple choice questions (70% of the grade) and a part with open end questions (SE1.2.), which represents 30% of the grade. The test is recoverable in the second call. The exam contains two parts (SE1.1. and SE1.2.):



- SE1.1. Assessment of theoretical content using a multiple-choice questions test with three alternatives. It will be equivalent to 70% of the exam grade.
- SE1.2. Assessment of theoretical-practical contents by means of a synthesis test by means of brief questions about the contents and competences included in the teaching guide. This part of the test will be equivalent to 30% of the grade of the exam.

**SE2. Continuous evaluation.** Oral or written presentation of reports, individual or group work, clinical cases, problem-solving and management of diagnostic tests. The continuous evaluation will account for 30% of the final grade. The continuous evaluation is divided into two parts:

- SE2.1. Reports. Written presentation of reports, individual or group work, clinical cases and problem-solving. The report will address one of the topics on the syllabus or others proposed by the teacher due to their interest. The weight of this part is 15%, and it is recoverable.
- SE2.2. Activities. Active participation in class activities, seminars and/or workshops, and motivation for the quality of learning outcomes, case studies, problem-solving, exercises, reviews, comments, evaluations, attendance to seminars and conferences, etc. Where appropriate, they may be substantiated in an individual work of application on a practical case. The weight of this part is 15%, and it is recoverable.

The continuous evaluation is equivalent to 30% of the total grade, distributed between a minimum of 0 and a maximum of 3 points, depending on the type of work, which the teaching staff of the course will previously inform. The professor will determine which reports are obligatory, the procedure, and the delivery dates. In any case, they must be delivered 15 days prior to the exam for each call.

The adjustments or grading details within this mandatory reference framework will be explicitly detailed and accessible to the students.

## MINIMUM REQUIREMENTS

The minimum requirements to pass the Psychology of Motivation and Emotion course are as follows:

1) The exam. The evaluation of theoretical and practical content by means of oral, written, or skill performance tests accounts for 70% of the final grade so that the minimum weighted grade would be 3.5 out of 7. If the grade of this test is passed, it will be retained for the second call.

2) Continuous evaluation accounts for 30% of the final grade. To pass the continuous evaluation (sections SE2.1 and SE 2.2.), it is necessary to achieve a minimum weighted grade of 1.5 out of 3. The timetable for delivery and/or exposure of these works of continuous assessment will be determined by the teacher. Those who have not completed the continuous evaluation work within the established period of the first call will be recoverable in the second call. In this case, the teacher will decide the works, activities, or alternative evaluations to be carried out in order to get a better grade in this section.

It is essential to pass independently the final exam (3.5 out of 7, SE1) and the continuous evaluation activities (1.5 out of 3, SE2) so that they can be added and/or reach the final pass. In the case of passing the exam or continuous evaluation section and failing the other part, the approved grade will be retained for the second call, and the student will only have to present 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](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. The Honor Grades will be awarded based on the best grades in each group, as long as a minimum of 9 is achieved. 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.**

The copying or plagiarism of any part of an assignment as part of the evaluation will result in the impossibility of passing the course, and the student will be subjected to the appropriate disciplinary procedures.

Please note that according to Article 13. d) of the University Student Statute (RD1791/2010, December 30), a student must refrain from using or cooperating in fraudulent procedures in evaluation tests, in the work performed or in official university documents. During tutoring hours, faculty members may request individual or group interviews to verify the degree of participation and achievement of the objectives set for each assignment. Failure to accept such verification will fail the assignment or activity in dispute.

In case of cheating practices (plagiarism and non-responsible use of artificial intelligence), we will proceed as determined by the Protocol in case of fraudulent practices at the University of Valencia (ACGUV 123/2020): [uv.es/sgeneral/Protocols/C83sp.pdf](http://uv.es/sgeneral/Protocols/C83sp.pdf)

## **REFERENCES**

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**Supplementary references:**

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