



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 290205 **Name:** Psychology of Motivation and Emotion

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** PSYCHOLOGICAL FUNCTIONS AND PROCESSES

**Subject Matter:** PSYCHOLOGICAL PROCESSES **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

## Course guide

Year 2023/2024

290205 - Psychology of Motivation and Emotion

292GIQ Maite Montagut Asuncion (English Responsible  
Lecturer)

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## Module organization

### PSYCHOLOGICAL FUNCTIONS AND PROCESSES

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY	12,00	Psychology of Attention and Perception	6,00	1/1
		Psychology of Learning and Memory	6,00	1/2
PSYCHOLOGICAL PROCESSES	12,00	Psychology of Motivation and Emotion	6,00	2/1
		Psychology of Thought and Language	6,00	3/2

## Recommended knowledge

Not required

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the psychological processes of Motivation, as well as its theoretical models.
- R2 Understanding the empirical evidence that supports each theoretical construct in the area of Psychology of Motivation.
- R3 Knowing the psychological processes of Emotion as well as the theoretical models about them.
- R4 Understanding the empirical evidence that supports each theoretical construct in the area of Psychology of Emotion.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE28 To know the functions, characteristics and limitations of the different theoretical models of Psychology.				X

TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Capacity to analyze and synthesize.				X
CT2 Capacity to organize and plan.				X
CT6 Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CT9 Capacity to work in team.			X	
CT18 Capacity to produce new ideas (creativity).	X			



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3, R4	10,00%	Oral presentation of assignments.
R1, R2, R3, R4	10,00%	Group assignments.

### Observations

#### CRITERIA FOR THE GRANT OF HONOR REGISTRATION

It is granted as a sign of academic exceptionality and with restrictions as to the amount per number of students legally established.

The grant is subject to the professor's discretion. The student who opts for it would have been qualified a minimum grade in the subject of 9.5 points, and would answer satisfactorily, in the written test to be carried out in official announcement, a question about the book: Vázquez, C. y Hervás, G. (Coords.) (2009). La ciencia del bienestar. Fundamentos de una Psicología Positiva. Madrid: Alianza. Both these conditions are necessary to consider the GH.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4	5,00%	Submitted tasks
R1, R2	20,00%	Attendance and participation in synchronic communication activities.

### Observations

#### CRITERIA FOR THE GRANT OF HONOR REGISTRATION

It is granted as a sign of academic exceptionality and with restrictions as to the amount per number



of students legally established.

The grant is subject to the professor's discretion. The student who opts for it would have been qualified a minimum grade in the subject of 9.5 points, and would have demonstrated his academic excellence throughout the development of the subject, in the different planned activities and in the different evaluation processes.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M4 Application of interdisciplinary knowledge.
- M5 Activities developed in spaces with specialized equipment.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.



- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M11, M19	R1, R2, R3, R4	40,00	1,60
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M4, M5, M8, M12, M13, M17, M18	R1, R2, R3, R4	8,00	0,32
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M6, M13, M17	R1, R2, R3, R4	2,00	0,08
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M8, M12, M17	R1, R2, R3, R4	4,00	0,16
<b>OFFICE ASSISTANCE</b> Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6, M16	R1, R2, R3, R4	4,00	0,16
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7, M14	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M8, M17, M18	R1, R2, R3, R4	30,00	1,20
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M6, M9, M14, M15, M16, M18, M19	R1, R2, R3, R4	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4	40,00	1,60
Virtual practical session (distance learning) M12	R1, R2, R3, R4	2,00	0,08
Seminar and virtual videoconference (distance learning) M13	R1, R3	2,00	0,08
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4	4,00	0,16
Individual tutoring sessions (distance learning) M16	R2, R3	8,00	0,32
Discussion forums (distance learning) M18	R1, R3	2,70	0,11
Continuous assessment activities (distance learning) M14	R1, R2, R3	1,30	0,05
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M17	R1, R2, R3	50,00	2,00
Teamwork (distance learning) M17	R1, R2, R3, R4	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1. MOTIVATION	<ol style="list-style-type: none"><li>1. Introduction to motivational process</li><li>2. Historical perspective and current status of the psychology of motivation</li><li>3. Extrinsic and intrinsic motivation</li><li>4. The homeostatic model of motivation and basic motives</li><li>5. Psychological motives</li><li>6. Social motives</li></ol>
2. EMOTION	<ol style="list-style-type: none"><li>7. Introduction to emotional process</li><li>8. Basic and secondary emotions</li><li>9. Emotions and health</li></ol>

### Temporary organization of learning:

Block of content	Number of sessions	Hours
1. MOTIVATION	16,00	32,00
2. EMOTION	14,00	28,00



## References

### Basic Bibliography

Palmero, F. y Martínez Sánchez, F. (2008). Motivación y Emoción. McGraw-Hill.

Reeve, J. M. (2009). Motivación y Emoción (5ª ed.). McGraw-Hill.

Reeve, J. M. (2018). Understanding Motivation and Emotion (7th ed.). Wiley.

### Supplementary Bibliography

Garrido Gutiérrez, I. (Ed.) (2000). Psicología de la Emoción. Síntesis.

Greenberg, L. (2000). Emociones: Una guía interna. DDB.

LeDoux, J. (1999). El cerebro emocional. Ariel.

Palmero, F. y Martínez Sánchez, F. (2008). Motivación y Emoción. McGraw-Hill.

Pasantes, H. (2008). De neuronas, emociones y motivaciones. FCE.

Sacristán, R. (2020). Movidos por el amor. Estudio del dinamismo afectivo. Universidad San Dámaso.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: