

Degree	Type	Year
2502443 Psychology	FB	1

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There is no established prerequisite specifically for this course, but it is highly recommendable to be simultaneously studying the rest of the scheduled courses in the second semester of the first year of the Degree in Psychology: Foundations of Psychobiology II, Methods, Designs and Techniques of Research, the Social Dimension of the Person.

Objectives and Contextualisation

This course is part of the subject "Psychology" which is included in the first year of the Degree. It also forms part of a set of courses aimed at acquiring skills related to the basic psychological processes that form the basis of human behaviour:

- Psychological Processes: attention and perception (first year, first semester)
- Psychological Processes: learning and conditioning (second year, first semester)
- Psychological Processes: memory (second year, second semester)

- Psychological Processes: thought and language (third year, second semester)

The general aim of this course is for the student to be able to identify and delimit motivational and affective processes, acquiring conceptual analysis tools that will help him/her to make an interpretation of human behaviour evidence-based. Special emphasis will be placed on the usefulness of the concepts, phenomena, models and theories discussed in the course as transversal analysis tools for any of the areas of intervention of psychology.

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Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse scientific texts written in English.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Distinguish between the design of research, procedures and techniques to evaluate hypotheses, contrast them and interpret the results.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify, describe and relate the structures and processes involved in basic psychological functions.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse scientific texts written in English.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply knowledge of motivational / emotional processes and relate them to theoretical models.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Distinguish the mechanisms of emotional processing.
8. Identify evaluation methods for motivation and emotion processes.
9. Identify the different theoretical focuses of the scientific study of motivation and emotion processes.
10. Identify the main motivational and emotional variables involved in human behaviour.
11. Prepare and write reports based on the results of experiments on the processes of motivation and emotion.
12. Propose projects and actions that incorporate the gender perspective.
13. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Content

Block A: Psychology of Motivation

Theme 1: Conceptual bases for the analysis of motivational processes. Definition of motivation, evaluation, historical perspective

Theme 2: Motivational Concepts I: instinct, drive, arousal, incentives

Theme 3: Motivational systems: primary (homeostatic and non-homeostatic) and social

Theme 4: Motivational concepts II: expectancies, attributions, goals, cognitive theories of motivation

Theme 5: Intrinsic Motivation: Definition, Assessment, Theories, Intervention Procedures

Block B: Psychology of Emotion and Affective Processes

Theme 6: Conceptual bases for the analysis of affective processes: definition, components, type of affective phenomena, classification of affective processes.

Theme 7: Expression and function of emotions: basic emotions and rules of expression, social-communicative function, adaptive function.

Theme 8: Theories of emotions: from James and Lange to LeDoux and Damasio

Theme 9: Psychological processes and emotion: conditioned fear, learned helplessness, vicarious emotional activation, vicarious emotional learning. Affective processing, affective modulation of cognitive processes (attention, perception, memory, reasoning, language).

Theme 10: Latest contributions: emotional intelligence, empathy, positive psychology, resilience.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory practices	8	0.32	3, 10, 13
Masterclasses with ITCs support	36	1.44	10
Seminars	8	0.32	1, 4, 10
Type: Supervised			
Tutorial	7.5	0.3	3, 10
Type: Autonomous			
Documents' search in reviews, books and Internet	15	0.6	4, 10
Studying	31.5	1.26	10
Texts' reading	20	0.8	1, 4, 10
Virtual practices	2	0.08	7, 9, 10, 13
Writing of collective learning evidences	20	0.8	4, 3

The teaching methodology of the course is aimed at fostering autonomy and critical attitude. The aim is for the student to formulate relevant reflections on motivational and affective processes, and to propose strategies aimed at responding to these reflections (carrying out empirical guided activities - Laboratory Experiments). It is convenient for the student to be proactive searching for information related to the current state of research in psychology of motivation and affective processes, and to share this information, contributing to a collaborative learning space. Those contents that by their nature allow it, are approached from a gender perspective. Likewise, egalitarian participation will be promoted throughout the course.

The guided teaching of this subject is structured in a cycle of conferences supported by multimedia materials, which are done in large groups, and in seminars and laboratory practices, which are done in small groups. In the laboratory practices, the student carries out a series of experiments, in which he obtains data that he must interpret in relation to the concepts and theories that have been dealt with in the conferences and seminars. On the other hand, the seminars will be orientated basically to the following formative activities:

- Analysis, clarification and discussion of the concepts and theories presented by the conference speakers.
- Preparation for the exams of the course.
- Analysis of cases.

Some of the directed and autonomous activities will incorporate gamification activities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence EV1: Practices and case reports (motivation)	20%	0	0	1, 4, 10, 13
Evidence EV2: Synthesis test (psychology of motivation)	30%	1	0.04	2, 3, 6, 11, 8, 12, 5
Evidence EV3: Practices and cases reports (emotion)	20%	0	0	1, 4, 7, 13
Evidence EV4: Synthesis test (psychology of emotion)	30%	1	0.04	2, 6, 7, 9, 8, 10, 12, 5

The assessment of the subject contains evidence of individual learning, and is done in accordance with the assessment guidelines of the Faculty of Psychology.

Practices and cases reports:

- Practice and cases reports (motivation): They consist of the interpretation of results and the discussion of the two motivation practices, as well as the analysis of motivation cases. Together they will have a value of 20% of the grade.
- Practice and cases reports (emotion): They consist of the interpretation of results and the discussion of the two emotion practices, as well as the analysis of emotion cases. Together they will have a value of 20% of the grade.

Partial synthesis tests:

- At the end of each of the thematic blocks of the subject (motivation and emotion), a synthesis test will be carried out, coinciding with the weeks of evaluation. These tests will be aimed at highlighting the

student's ability to apply the concepts and theories worked on in the analysis of human behavior with respect to the psychological processes studied in the subject.

Definition of evaluable student: It is considered evaluated when the student has delivered 2 or more of the 4 evidences of learning.

Definition of subject surpassed: A student has surpassed the subject when he / she has obtained an overall grade of 4,85 points.

Recovery: A final recovery of all the evidences is planned, which the student can access if he has not met the criteria for passing the subject and has been evaluated in 2 or more of the 4 learning evidences. In this final recovery, the tests necessary to pass the subject can be carried out. In the event that the student passes the subject as a result of participation in the recovery, the final grade will be 5 points.

Synthesis test for second-year students: It is not expected that students from 2nd or later years will be assessed by means of a single, non-retrievable synthesis test.

<tdstyle="text-align: center;" data-sheets-value="{1":2,"2":"Presencial"}">Virtual asynchronous

Evidence Code	Name	Weight	Format	Authorship	Via	Week
EV1	Practices and case reports (motivation)	20%	Written	Individual	9	
EV2	Synthesis test (psychology of motivation)	30%	Written	Individual	Virtual synchronous	(First assessment period)
EV3	Practices and case reports (emotion)	20%	Written	Individual	Virtual asynchronous	17
EV4	Synthesis test (psychology of emotion)	30%	Written	Individual	Virtual synchronous	(Second assessment period)

Unique evaluation: THE UNIQUE EVALUATION IS REQUESTED TELEMATICALLY (E-FORM) DURING THE SPECIFIC PERIOD (more information on the Faculty's website)

- Description: It will consist of the same evidence that constitutes the general model of continuous assessment of the subject.
- Timing: All the evidence can be submitted in a single event coinciding with the date of the synthesis partial test of the second evaluation period planned for the subject according to the Faculty of Psychology's calendar.
- Duration: 3h (corresponding to partial synthesis tests EV2 and EV4)
- Recovery: The same recovery system as for the continuous assessment will be applied.
- Review: The review of the final grade follows the same procedure as for the continuous assessment.

Copy or plagiarism: According to Art 266, point 10 UAB Regulations, in the event that the student makes any irregularity (copy, plagiarism, ...) that may lead to a significant variation in the grade of an act of evaluation, this act of evaluation will be qualified with 0. In the event of several irregularities in the learning evidence, the final grade will be 0.

Translation of exams: This subject does not schedule exams, so no translation of any document linked to the assessment activities is foreseen.

Attendance and completion of activities: Attendance at the 4 scheduled lab practices, as well as completion of the planned activity, is mandatory to carry out the associated learning evidence (practice reports). Completion of the activity provided for in the SEM2 and SEM4 seminars, in face-to-face or virtual mode, is mandatory in order to carry out the associated learning evidence (case reports).

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- José Miguel Mestre & Pablo Fernández-Berrocal (2007) (Eds.). *Manual de Inteligencia Emocional*. Madrid: Pirámide
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- Paul R. Pintrich & Dale Schunk (2002). *Motivación en Contextos Educativos*. Madrid: Prentice-Hall.

Software

Access to the software required to perform the laboratory practices will be provided in the teaching laboratory.

Access to the software required by the seminars and the evidence of learning will be provided through the virtual classroom, during the planned implementation period.

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	111	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	112	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	113	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	114	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	211	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	212	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	213	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	214	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	311	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	313	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	314	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	411	Spanish	second semester	afternoon
(PLAB) Practical laboratories	412	Catalan	second semester	afternoon
(PLAB) Practical laboratories	413	Spanish	second semester	afternoon
(PLAB) Practical laboratories	414	Catalan	second semester	afternoon
(PLAB) Practical laboratories	511	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	512	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	513	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan	second semester	morning-mixed
(SEM) Seminars	211	Catalan/Spanish	second semester	morning-mixed

(SEM) Seminars	212	Catalan	second semester	morning-mixed
(SEM) Seminars	213	Spanish	second semester	morning-mixed
(SEM) Seminars	214	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	312	Spanish	second semester	morning-mixed
(SEM) Seminars	313	Spanish	second semester	morning-mixed
(SEM) Seminars	314	Catalan	second semester	morning-mixed
(SEM) Seminars	411	Catalan/Spanish	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	afternoon
(SEM) Seminars	413	Spanish	second semester	afternoon
(SEM) Seminars	414	Catalan	second semester	afternoon
(SEM) Seminars	511	Spanish	second semester	morning-mixed
(SEM) Seminars	512	Catalan	second semester	morning-mixed
(SEM) Seminars	513	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	3	Catalan	second semester	morning-mixed
(TE) Theory	5	Catalan	second semester	morning-mixed