

Degree programme	Type	Course
Psychology	FB	1

Contact lecturer

Name : Antoni Sanz Ruíz

Email : antonio.sanz@uab.cat

Teaching staff

Jessica Tamiazzo

Maria Alvarez Moleiro

Albert Mercader Rovira

Judith Urbano Torres

Nancy Lopez Lago

Antoni Font Guiteras

Joaquín T. Limonero García

Corel Mateo Canedo

Queralt Rodríguez Ballabrera

Group languages

You can consult this information at the [end](#) of the 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

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.

Translated with www.DeepL.com/Translator

Learning outcomes

1. Identify the different theoretical focuses of the scientific study of motivation and emotion processes.
2. Identify the main motivational and emotional variables involved in human behaviour.
3. Distinguish the mechanisms of emotional processing.
4. Identify evaluation methods for motivation and emotion processes.
5. Prepare and write reports based on the results of experiments on the processes of motivation and emotion.
6. Apply knowledge of motivational / emotional processes and relate them to theoretical models.
7. Analyse scientific texts written in English.
8. Apply knowledge, skills and acquired values critically, reflexively and creatively.
9. 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.
10. 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.
11. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
12. Propose projects and actions that incorporate the gender perspective.
13. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Masterclasses with ITCs support	36	1.44	
Texts' reading	22	0.88	
Laboratory practices	8	0.32	
Seminars	8	0.32	
Writing of learning evidences	20	0.8	
Studying	31.5	1.26	
Tutorial	7.5	0.3	
Documents' search in reviews, books and Internet	15	0.6	

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 integration tests of the course.
- Analysis of cases.

Teaching innovation:

- Some of the directed and autonomous activities will incorporate gamification activities.
- Some of the seminars will be held in outdoor spaces on campus, within the framework of the teaching innovation project "MOTEMO OUTDOOR", at the discretion of the teaching staff and subject to the weather and logistical conditions that make it possible.
- Theory classes are structured in lectures and the flipped classroom methodology is used.

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	Weight	Hours	ECTS	Learning outcomes
Evidence EV2: Integration test (psychology of motivation)	35%	1	0.04	1, 2, 4, 6, 8, 10, 11
Evidence EV4: Integration test (psychology of emotion)	35%	1	0.04	1, 2, 3, 4, 6, 8, 10, 11
Evidence EV1: Practices and case reports (motivation)	15%	0	0	2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Evidence EV3: Practices and cases reports (emotion)	15%	0	0	2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

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 laboratory practices (PLAB1 and PLAB2), as well as the analysis of motivation cases (SEM1). Together they will have a value of 15% of the grade.
- Practice and cases reports (emotion): They consist of the interpretation of results and the discussion of the two emotion laboratory practices (PLAB3 and PLAB4), as well as the analysis of emotion cases (SEM3). Together they will have a value of 15% of the grade.

Partial integration tests:

- At the end of each of the thematic blocks of the subject (motivation and emotion), an integration test will be carried out (EV2 and EV4, respectively), coinciding with the weeks of evaluation. These tests will be aimed at highlighting the student's ability to integrate and 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 assessed when the student has submitted evidence of learning with a weight equal to or greater than 40% of the final grade.

Definition of subject surpassed: You must obtain a weighted average of all evidence equal to or greater than 5.0 and have obtained at least 4,0 points (on a scale of 10) in each of the face-to-face assessment tests (integration tests; evidence EV2 and EV4). In case of not meeting these requirements, the maximum grade to be recorded in the academic record will be 4,5 points. Final scores between 4,85 and 4,99 will be rounded to 5,0. For more information, you can consult the link to the evaluation guidelines of the Faculty of Psychology: https://www.uab.cat/doc/DOC_PautesAvaluacio_2026

Recovery: A final recovery of all evidence is planned, which the student can access if he/she has not achieved the passing criteria for the subject and has completed evidence with a weight equal to or greater than 2/3 of the total grade. 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.

Evidence Code	Name	Weight	Format	Authorship	Via	Week	Feedback
EV1	Practices and case reports (motivation)	15%	Written	Individual	Virtual asynchronous (online form)	3-6	email (weeks 3-6)
EV2	Integration test (psychology of motivation)	35%	Written	Individual	Face-to-face	7 (First assessment period)	Solutions - virtual classroom (week 7)
	Practices and case				Virtual		

EV3	reports (emotion)	15%	Written Individual	asynchronous (online form)	12-16	(week 18)
EV4	Integration test (psychology of emotion)	35%	Written Individual	Face-to-face	19 (Second assessment period)	Solutions - virtual classroom (week 19)

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 integration 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.
- Weight: The same as the continuous assessment.
- 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: All activities associated with the assessment process are delivered to the student in digital format in Catalan. Translation by the teaching team is not expected, but the student can use digital automatic translation tools if their request is made electronically in week 4 (e-form). They can also make linguistic consultations to the teaching team, and additional time is provided for the delivery of in-person evidence for these translation tasks and/or linguistic consultation.

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).

Translation of assessment activities: All activities associated with the assessment process are delivered to the student in digital format in Catalan. Translation by the teaching team is not expected, but the student can use digital automatic translation tools, can make linguistic consultations to the teaching team, and additional time is contemplated for the delivery of in-person evidence for these translation tasks and/or linguistic consultation.

AI use: Restricted use: in this subject the use of generative artificial intelligence is allowed in all activities apart from the two integration tests (Evidences EV2 and EV4) where its use is expressly prohibited.

Bibliography

Main bibliography:

- Limonero, J.T. & Villamarín, F. (2019). *Motivación* (3rd edition). UOC.
<https://openaccess.uoc.edu/server/api/core/bitstreams/bd14c9d3-b98d-4851-93af-5c3ba377da97/content>
- Limonero, J.T., Casacuberta, D., Álvarez, M., Rovira, T & Sanz, A. (2019). *Emoción* (3rd edition). UOC.
<https://openaccess.uoc.edu/server/api/core/bitstreams/dd534d38-43c9-40ee-8530-2e16dd2af717/content>

Other academic manuals and documentary sources:

- Anna Forés & Jordi Grané (2008). *La Resiliencia. Crecer desde la Adversidad*. Barcelona: Plataforma Editorial.
- Antoine Bechara, Antonio Damasio, Hanna Damasio & Steven Anderson SW (1994). Insensitivity to future consequences following damage to human prefrontal cortex. *Cognition*, 50: 7-15.
- Antonio Damasio. (2005). *En Busca de Spinoza. Neurobiología de la Emoción y los Sentimientos*. Barcelona: Crítica.
- Autores diversos (2006). [Psicología positiva, optimismo, creatividad, humor, adaptabilidad al estrés. Papeles del Psicólogo: revista del Colegio Oficial de Psicólogos](#), 27 (1)
- Barbara L. Fredrickson (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226. doi:10.1037/0003-066X.56.3.218
- Bernard Weiner (1986). *Human Motivation*. Nueva York: Holt Reinehart & Winston.
- Daniel Goleman (1996). *La inteligencia Emocional*. Barcelona: Kairós.
- Donald McClelland (1989). *Estudio de la Motivación Humana*. Madrid: Narcea.
- Elisabeth Duffy (1957). The psychological significance of the concept of "arousal" or "activation." *Psychological Review*, 64(5), 265-275. <http://dx.doi.org/10.1037/h0048837>
- Ellen Skinner (1996). A guide to constructs of control. *Journal of Personality and Social Psychology* 71 (3):549-70. doi: 10.1037/0022-3514.71.3.549
- Enrique Gª Fernández-Abascal (1997). *Psicología General: Motivación y Emoción*. Madrid: Editorial Centro de Estudios Ramón Areces.
- Enrique Gª Fernández-Abascal (2009)(Ed.). *Emociones Positivas*. Madrid: Pirámide.
- Herbert L. Petri & John M. Govern (2006). *Motivación: Teoría, Investigación y Aplicaciones*. Madrid: Thomson-Paraninfo.
- Javier Moltó (1995). *Psicología de las Emociones. Entre la Biología y la Cultura*. València. Albatros.
- John Marshall Reeve, J. (2010). *Motivación y emoción*, 5ª edición. Madrid: McGraw-Hill.
- José Miguel Mestre & Pablo Fernández-Berrocal (2007) (Eds.). *Manual de Inteligencia Emocional*. Madrid: Pirámide
- Joseph Le Doux (1999). *El Cerebro Emocional*. Barcelona: Ariel.
- Luis Aguado (2005). *Motivación, Afecto y Conducta*. Madrid: Alianza.
- Luis Mayor y Francisco Tortosa (1990). *Ámbitos de Aplicación de la Psicología Motivacional*. Bilbao: Desclée de Brower.
- Margaret Bradley & Peter Lang ((1994). Measuring emotion: The Self-Assessment Manikin and the semantic differential. *Journal of Behavioral Therapy & Experimental Psychiatry* 25(1) 49-59.
- Margaret Bradley, Maurizio Codiposti, Dean Sabatellini i Peter Lang (2001). Emotion and motivation (II): Sex differences in picture processing. *Emotion*, 1(3), 300-319
- Margaret Bradley & Peter Lang (2007). The International Affective Picture System (IAPS) in the study of emotion and attention. En J.A. Coan and J.J.B. Allen (Eds.) *Handbook of Emotion Elicitation and Assessment* (pp29-46). Oxford University Press
- Paul R. Pintrich & Dale Schunk (2002). *Motivación en Contextos Educativos*. Madrid: Prentice-Hall.

Software

The software required to perform the laboratory practices is installed in the PCs 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.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
------------------	-------	----------	----------	-------

(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	4	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	111	Spanish	second semester	morning-mixed
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	112	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	114	Catalan	second semester	morning-mixed
(SEM) Seminars	114	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	211	Catalan	second semester	morning-mixed
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	212	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	213	Spanish	second semester	morning-mixed
(SEM) Seminars	213	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	214	Catalan	second semester	morning-mixed
(SEM) Seminars	214	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	311	Spanish	second semester	morning-mixed

(SEM) Seminars	311	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	312	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	313	Spanish	second semester	morning-mixed
(SEM) Seminars	313	Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	314	Catalan	second semester	morning-mixed
(SEM) Seminars	314	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	411	Spanish	second semester	afternoon
(SEM) Seminars	411	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	412	Catalan	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	413	Spanish	second semester	afternoon
(SEM) Seminars	413	Catalan/Spanish	second semester	morning-mixed
(PLAB) Practical laboratories	414	Catalan	second semester	afternoon
(SEM) Seminars	414	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	511	Spanish	second semester	morning-mixed
(SEM) Seminars	511	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	512	Catalan	second semester	morning-mixed
(SEM) Seminars	512	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	513	Catalan	second semester	morning-mixed
(SEM) Seminars	513	Catalan	second semester	morning-mixed