

1. BASIC INFORMATION

Course	Motivation and Emotion
Degree program	Degree in Psychology
School	Biomedical and Health Sciences
Year	2 nd (Psychology) and 1 st (Criminology and Psychology)
ECTS	6
Credit type	Basic
Language(s)	Spanish and English
Delivery mode	Face-to-face classes
Semester	1st
Academic year	2025-2026
Coordinating professor	Margarita Gómez Márquez
Professor	Margarita Gómez Márquez

2. PRESENTATION

Motivation and Emotion is a basic, semester-long subject taught in the second year of the Psychology degree. It is recommended that students are already familiar with other basic psychological processes such as learning, memory, sensation, perception, attention, as well as the biological and physiological foundations of behaviour.

This subject is designed to provide an understanding of the mechanisms underlying motivational and emotional processes, along with their anatomical and physiological bases. The course explores the concept of motivation, the main motivational theories developed throughout history, and the various drives that energize and direct human behaviour. Particular attention is given to the biological foundations of motivation.

In the second part of the course, we will define emotion, examine the major theories of emotion, and explore key emotional experiences. The biological underpinnings of emotion will also be analysed. Finally, the course addresses the practical applications of motivation and emotion in various professional contexts.

3. LEARNING OUTCOMES

KNOWLEDGE

KN08: Characterize different attentional networks, their neuroanatomical bases, the experimental paradigms used to evaluate them, and the various neuropsychological diagnoses associated with them.

- Properly define the concepts of motivation and emotion, the different phases of motivational and emotional processes, and related concepts.
- Critically relate different paradigms and theoretical models of motivation and emotion to other basic psychological processes.
- Distinguish between primary or basic motives and secondary or social motives, and describe their fundamental characteristics.
- Distinguish between basic emotions and social emotions, and describe their fundamental characteristics.
- Adequately describe the biological and neuroanatomical foundations of motivational and emotional processes.

SKILLS

SK04: Develop skills for interpersonal communication and emotional intelligence with patients: empathy, active listening, self-awareness, self-motivation, self-criticism, and social skills.

- Apply the acquired knowledge about the implications of motivational and emotional processes in different applied contexts (health, education, organizations) to intervene in different cases.

COMPETENCIES

CP02: Understand the basic laws of different psychological processes in the field of Health Psychology.

CP03: Understand the main processes and stages of psychological development throughout the lifespan, in both normal and abnormal aspects, in the field of Health Psychology.

CP04: Understand the biological foundations of human behavior and psychological functions.

CP13: Be able to describe and measure variables (personality, intelligence, other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.

CP14: Be able to identify differences, problems, and needs.

4. CONTENT

The subject is structured in 9 units divided into three main blocks:

Block 1. MOTIVATION

1. Concept of motivation and introduction to the motivational process
2. Main theoretical aspects of motivation
3. Main motives
4. Biological bases of motivation

Block 2. EMOTION

5. Concept of emotion and introduction to the emotion process.
6. Main theoretical aspects of emotion
7. Main Emotions
8. Neurophysiological bases of emotion

Block 3. MOTIVATION AND EMOTION

9. Areas of application of motivation and emotion.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Students' presentations
- Practical activities
- Problem-based learning (PBL)

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Lectures	31h
Asynchronous lectures	9h
Formative assessment	3h
Face-to-face test of knowledge	2h
Problem solving	25h
Face-to-face tutorials	5h
Autonomous work	45h
Practical activities	20h
Research	10h
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Test of knowledge: Multiple-choice test exam with 40 questions, each with 3 answer options, accounting for 80% of the final grade. There will be a section with two open-ended questions, accounting for 20% of the grade (1 point per question)	50%

Case analysis and problem-solving. A written report on the resolution of a case related to emotion and emotional regulation. This assignment will be carried out collaboratively in groups during an in-person classroom session. Attendance at this session is mandatory in order to receive a grade for this activity.	5%
Reports and writings. In this section, students will carry out a team-based research project related to a topic of interest within the field of motivation and emotion. <ul style="list-style-type: none"> • Oral presentation of the group research project (10%). Delivering the oral presentation is a mandatory requirement to pass the course. • Written report of the group research project (15%). Submitting and passing the written report is a mandatory requirement to pass the course. 	25%
Student report on practicals. An individual written report consisting of exercises completed in class. The evaluation is structured in two submissions: one at mid-course and another at the end of the course. Each submission accounts for 5% of the final grade. Submitting both documents is a mandatory requirement to pass the course. The average grade of the two submissions must be equal to or higher than 5 out of 10.	10%
Laboratory practices/simulated environments <ul style="list-style-type: none"> • Attendance and participation in the research paradigms practice on emotion (eye tracking), and submission of a practice report (5%). • Attendance and participation in the motivational interview simulation session (5%). 	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

7.1. First exam period

To pass the course in the regular exam session, you must obtain a score of 5.0 or higher out of 10.0 in the final grade (weighted average) of the course. It is necessary to obtain a grade of 5.0 or higher both on the exam and in the weighted average of the section corresponding to active methodologies. If the grade in either of these sections - exam or weighted average of activities - is below 5, the course will be considered failed.

Requirements to pass the course in relation to active methodologies:

1. Student report on practicals:
It is mandatory to submit both parts of the student's memory of practices. Additionally, the average grade of the two submissions must be equal to or higher than 5.
2. Reports and writings. To pass the course, it is essential to:
 - Have delivered the oral presentation of the research project in person.
 - Have submitted and passed the written report of the project.
3. Laboratory practices: It is necessary to meet the requirements for at least one of the two laboratory practices:
 - Eye-tracking practice: in-person attendance and submission of the corresponding worksheet.
 - Motivational interview simulation: in-person attendance.

PLAGIARISM AND USE OF IA

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

AI-Generated Content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible in any case for the written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their assignment, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

Delayed submission of mandatory activities

Late submissions of mandatory assignments will be penalized with a deduction of 0.5 points for each 24-hour period past the deadline established on the virtual campus, up to a maximum of 7 calendar days. The submissions that exceed this period will not be evaluated and will automatically receive a grade of 0 points.

Uniform Requirement for Simulation Sessions:

Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session.

7.2. Second exam period

To pass the subject in the extraordinary session, the same guidelines as in the regular session will be followed. It is necessary to submit the activities that were not passed in the regular session, after receiving the corresponding corrections from the instructor, or those that were not submitted.

To pass the course in the extraordinary exam session, the student must obtain a final average grade of 5 or higher. The evaluation criteria will be the same as in the regular exam session; that is, the student must obtain a score of 5 or higher both on the exam and in the weighted average of all practical methodologies. In the extraordinary exam session, the student will be assessed on the sections not passed in the regular session (exam, practical methodologies, or both). If the grade obtained in the extraordinary session in any of these sections (exam, weighted average of practical methodologies, or both) is below 5, the course will be considered failed.

Requirements to pass the course in relation to active methodologies:

1. Student report on practicals:
It is mandatory to submit both parts of the student's memory of practices. Additionally, the average grade of the two submissions must be equal to or higher than 5.
2. Reports and writings. To pass the course, it is essential to:
 - Have delivered the oral presentation of the research project in person.
 - Have submitted and passed the written report of the project.
3. Laboratory practices: It is necessary to meet the requirements for at least one of the two laboratory practices:
 - Eye-tracking practice: in-person attendance and submission of the corresponding worksheet.
 - Motivational interview simulation: Motivational interview simulation: submission of a video in which the student conducts the interview and completion of a checklist.

In almost all methodologies with practical activities, the instructions will be the same in the extraordinary session. In the case of the written report for the research project, the presentation will also be carried out in groups in the extraordinary session, unless, for some reason, only one student from the team failed that specific task. The oral presentation of the research project in the extraordinary session will also be conducted in person and in groups, unless, for some reason, only one member of the team failed. The presentation will focus on the research project already completed.

Case analysis and problem-solving will be carried out individually in the extraordinary session.

The eye-tracking laboratory practice will be conducted in person at a time agreed upon between the instructor and the student within the period of the extraordinary session. The student will also submit a report form through the virtual campus.

In the case of the simulation session on motivational interviewing, recovery will take place through the submission of a video in which the student conducts an interview with another person and analyzes their performance using a checklist

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Reports and Writings. Oral presentation of the group research project on Motivation and Emotion (<i>mandatory activity with mandatory classroom attendance</i>).	October 13-19h
Student report on practicals(Part 1). <i>Mandatory activity</i>	October 27-November 2
Laboratory Practices/Simulated Environments Research Paradigms Practice in Emotion (eyetracking). <i>Mandatory classroom attendance</i> .	November 3-7
Case Analysis and Problem Solving. Case on Emotion and Emotional Regulation (<i>mandatory classroom attendance; optional practice</i>).	November 17-23
Laboratory Practices/Simulated Environments Motivational Interview Simulation. <i>Mandatory classroom attendance</i> .	December 8-14
Reports and writings. Written report about the group research project. <i>Mandatory activity</i> .	December 8-14
Student report on practicals (Part 2). <i>Mandatory activity</i>	January 7-9
Knowledge test. <i>Mandatory activity</i>	January 7- 23

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Heckhausen, J., & Heckhausen, H. (2018). *Motivation and action*. Springer.
- Reeve, J. (2025). *Understanding motivation and emotion* (8.ª ed.). Wiley.

The recommended Bibliography is:

- Aguado, L. (2005). *Emoción, afecto y motivación*. Madrid. Alianza.
- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.
- Fernández-Abascal, E. G., Jiménez, M. P. & Martín, M. D. (Eds.) (2003). *Emoción y motivación. La adaptación humana* (Vols. I y II). Centro de Estudios Ramón Areces.
- Garrido, I. (1996). *Psicología de la motivación*. Madrid: Síntesis.
- Grzib, G. (2002). *Bases cognitivas y conductuales de la motivación y emoción*. Centro de Estudios Ramón Areces.
- Palmero, F., Fernández-Abascal, E.G., Martínez, F. y Chóliz, M. (2002). *Psicología de la motivación y la emoción*. McGraw-Hill.
- Palmero, F. y Martínez, F. (2008). *Motivación y emoción*. McGraw-Hill

Specialized journals:

- *Motivation and Emotion*
- *Emotion*
- *Cognition and Emotion*
- *Learning and Motivation*
- *Cognitive, Affective & Behavioral Neuroscience*

Recommended books:

- Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*. Putnam.
- LeDoux, J. E. (1996). *The emotional brain: The mysterious underpinnings of emotional life*. Simon & Schuster.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

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