

1. BASIC INFORMATION

Course	Motivation and Emotion
Degree Program	Degree in Psychology
School	Facultad de Ciencias Biomédicas y Deporte
Year	First
Credits (ECTS)	6 ECTS
Credit type	Basic
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S2
Academic year	2025-2026
Coordinating professor	

2. PRESENTATION OF THE COURSE

The subject is conceived to know and understand the mechanisms of functioning of the motivational and emotional processes and their anatomical and physiological bases. In this subject, we will delve into the concept of motivation, the primary motivation theories that have emerged throughout history, and the different motives that energize and direct our behaviour. We will also delve into the biological bases of our motivation. In the second block, we will define emotion and address the main theories of emotion and the most important emotions. We will delve into the biological bases of emotion. Finally, we will see the application of motivation and emotion in different professional contexts

3. LEARNING OUTCOMES

Knowledge:

CON01. Recognise the principles that define and articulate psychology as a scientific discipline, including its theories, methods and areas of application.

CON05. Describe the basic laws, biological foundations, brain or neuroendocrine substrates of behaviour, functions and psychological processes.

- Adequately define the concepts of motivation and emotion, the different phases of motivational and emotional processes and the concepts related to these two constructs.
- Distinguish between primary or basic motives and secondary or social motives and the fundamental characteristics of each of them.
- Distinguish between basic emotions and social emotions and the fundamental characteristics of each of them.

- Adequately describe the biological and neuroanatomical bases of motivational and emotional processes.

Skills:

HAB06. Analyse relevant data relating to human behaviour, individual and social, and the context in which it occurs, in order to make informed judgements on social, scientific or ethical issues.

HAB03. Apply appropriate principles, techniques and knowledge to assess, diagnose, explain, treat, modify and prevent mental disorders or any other behaviour relevant to health and disease processes based on the needs and demands of the recipients

- Relate different paradigms and theoretical models of motivation and emotion and other basic psychological processes critically.
- Transfer the knowledge acquired on the implications of motivational and emotional processes in different applied contexts (health, education, organisations) to intervention in different cases.

Competences:

CP03. Design, implement and evaluate psychological interventions aimed at health promotion, disease prevention and improvement of well-being, through the understanding and modification of psychological, behavioral and social factors that affect health and disease processes from a biopsychosocial perspective.

CP04. Describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

CP17. Come up with new ideas and concepts based on known ideas and concepts, arriving at conclusions or solving problems, challenges and situations in an original way in the academic and professional environment.

CP18. Convey messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the various actors involved in communication in the academic and professional environment.

CP20. Help others by guiding and directing them towards concrete objectives and goals, taking into account their points of view, particularly in professional situations of volatility, uncertainty, complexity and ambiguity (VUCA) in today's world.

4. CONTENTS

The contents of the course are listed below:

- Block I: Introduction to the motivational and emotional process
- Block II: Concept and theoretical models of motivation
- Block III: Biological bases of motivation
- Block IV: Concept and theoretical models of emotion
- Block V: Neurophysiological bases of emotion
- Block VI: Areas of application of motivation and emotion

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture
- Collaborative learning
- Problem-based learning
- Project-based learning

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
Lectures	12
Practical seminars	18
Problem-solving	10
Spoken presentations	2
Report writing	10
Research work and projects	20
Independent working	68
Debates and discussions	8
In-person assessment tests	2
TOTAL	150

7. CONTINUOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

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

Campus-based mode:

Assessment Systems	Weight (%)
In-person assessment tests	30-50%

Spoken presentations	10-20%
Case study/problem scenario	10-20%
Learning portfolio	10-20%
Research work and projects	10-20%

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.

7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

Delivery of activities

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

Attendance

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

Delivery of activities

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented".

8. SCHEDULE

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

Assessable activities	Date
Case Study/Problem scenario	Week 10 and 15
Learning portfolio	Week 9-16
Research work and Projects	Week 14
Spoken presentations	Week 14
In-Person assessments test	Week 17

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. REFERENCES

The reference work for the follow-up of the course is:

- Reeve, J. (2009). *Understanding motivation and emotion (5th ed.)*. Wiley.
- Heckhausen, J., & Heckhausen, H. (2018). *Motivation and action*. Springer.

Recommended references are listed below:

- Aguado, L. (2005). *Emoción, afecto y motivación*. 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*. 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., & Chóliz, M. (2002). *Psicología de la motivación y la emoción*. McGraw-Hill.

10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.

- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.