

PSYCHOLOGY OF MOTIVATION AND EMOTION- 800144

Academic Year 2022-23

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology (Studies Plan 2009-10)

Type: Compulsory

ECTS: 6.0

Module: Basic psychological training

Area: Psychology

Year: First

Semester: 2

INSTRUCTOR INFORMATION

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Office hours: upon appointment

SYNOPSIS

COMPETENCIES

General competencies

Know and understand experimental and theoretical approaches of emotional and motivational phenomena.

Transversal competencies

Ability to understand the scientific literature in psychology, as well as to gather and interpret data relevant to applied aspects of psychology. Knowing how to gather, analyze and interpret empirical data that are relevant for basic and applied work in psychology.

Specific competencies

Acquiring the ability to adequately describe and evaluate variables and processes related to motivation and emotion. Analyze and explain human behavior based on the behavioral, cognitive and neurobiological processes. Being able to generalize this knowledge to applied fields in clinical, educational and work settings.

TEACHING ACTIVITIES

Theoretical lessons

They will be taught using the appropriate teaching materials for a correct understanding of the subject (lectures, seminars, computer presentations, videos, virtual demonstrations ...). The updating of knowledge will be promoted through the reading and analysis of scientific literature and specialized texts. Regular lectures may be complemented with class demonstrations, preparation of presentations and discussion of scientific readings.

Practical lessons

Practical activities will be carried out aimed at promoting general skills in understanding research and scientific literature, as well as the use of objective procedures for behavioral and psychophysiological measures of motivation and emotion processes and the application of knowledge of the subject to psychological practice. For this, both traditional face-to-face methods and online tools will be used. Collaborative group learning will be encouraged throughout the course.

ECTs break-down

Face-to face: 4.5

Not-face to –face: 1.5

Important note: Both the distribution of theoretical and practical teachings and the percentage of attendance may be altered by the changes that may occur due to the health crisis of COVID-19 and always in accordance with what has been decided by the academic authorities. Possible changes will be duly communicated to the students.

BRIEF DESCRIPTION:

The course presents the main theoretical trends and empirical work on motivation and emotion from the behavioral, cognitive and neuroscience approaches with a special emphasis on current research trends and topics. Theories of motivation and emotion. Affective and emotional processes. Motivational processes. Experimental Psychology. Cognitive neuroscience.

PRE-REQUISITES

General requisites for the Psychology degree.

OBJECTIVES

The objective of the course is for the student to know the concepts, main theoretical approaches and experimental evidence of the study of motivation within an experimental psychology and cognitive neuroscience framework. Introduce them on how to generalize this knowledge and use it to address specific problems in the various areas of psychological practice.

CONTENT

Part I. Emotion

1. Definition and function of Emotions.
2. Main Theories of Emotion
3. Experimental measures of Emotion: Objective and Subjective measures.
4. Components of the emotional process: Elicitation and Appraisal

5. Components of the emotional process: ANS activation
6. Components of the emotional process: Expression
7. Brain and Emotion
8. Cognition and Emotion: Emotion regulation.

Part II. Motivation

9. Basic concepts of Motivation
10. Main theories of motivation: Evolutionary, Drive Reduction, Optimal arousal, Maslow Hierarchy of needs.
11. Intrinsic and Extrinsic Motivation
12. Physiological and psychological Needs: Hunger, Thirst, Sex, Belonging.
13. Brain and reward: Addiction, Decision making, Social reward.

EVALUATION

Assessment Methods:

To pass the course students will have to succeed in a final exam (>5) and to complete and submit at least the 80% of several laboratory activities. Some of the lab classes will involve the use of software (E-prime, Excel, Word).

80% of attendance to lab activities is required to pass the course.

Final note:

Final Exam (70%) + Lab activities and final assignment (30%) Additional points can be obtained by participation in experiments: +0,1 in the final note per 1h. of participation. Max. 0,5 point in total can be obtained by these means. Additional points can only be used to upgrade the final note but no to reach a 5.

An examination in June will be allowed for those students who failed to pass in May.

Following Art. 5 del Real Decreto 1125/2003, final note will be as follows:

0-4,9: Suspenso (SS).

5,0-6,9: Aprobado (AP).

7,0-8,9: Notable (NT).

9,0-10: Sobresaliente (SB).

Important note: The evaluation methods could be altered by the changes that may occur due to the health crisis of COVID-19 and always in accordance with what is decided by the academic authorities. Possible changes will be duly communicated to the students.

READING MATERIALS

Main Reading Material:

- Adolphs, R. (2010). Emotion. *Current Biology*, 20(13), R549-R552.
- Armony, J., & Vuilleumier, P. (Eds.). (2013). *The Cambridge handbook of human affective neuroscience*. Cambridge university press, (selected chapters).
- Berridge, K. C. (2018). Evolving concepts of emotion and motivation. *Frontiers in Psychology*, 9, 1647.
- Coppin, G., & Sander, D. (2012). Contemporary theories and concepts in psychology of emotion. In C. Pelachaud (Ed.). *Emotional interaction systems*. Wiley.
- Dalgleish, T. (2004). The emotional brain. *Nature Reviews Neuroscience*, 5(7), 583-589.
- Frijda, N. H., & Mesquita, B. (1998). The analysis of emotions. In *What develops in emotional development?* (pp. 273-295). Springer, Boston, MA.
- Johnson, G. (2009). Theories of Emotions [Internet Encyclopedia of Philosophy]. Drexel: Drexel University. Retrieved from: <https://www.iep.utm.edu/emotion/>
- Kreibig, S. D. (2010). Autonomic nervous system activity in emotion: A review. *Biological psychology*, 84(3), 394-421.
- Mauss, I. B., & Robinson, M. D. (2009). Measures of emotion: A review. *Cognition and Emotion*, 23(2), 209-237.
- McRae, K., & Gross, J. J. (2020). Emotion regulation. *Emotion*, 20(1), 1-9.
- Moors, A., & Scherer, K. R. (2013). The role of appraisal in emotion. *Handbook of cognition and emotion*, 135-155.
- Munro, M. (2015). The hijacked brain. *Nature*, 522(7557), S46-S47.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.

Additional Reading Materials:

- Alves, N. T., Fukusima, S. S., & Aznar-Casanova, J. A. (2008). Models of brain asymmetry in emotional processing. *Psychology & Neuroscience*, 1, 63-66.
- Berridge, K. C., & Kringelbach, M. L. (2015). Pleasure systems in the brain. *Neuron*, 86(3), 646-664.
- Berridge, K. C., & Robinson, T. E. (2016). Liking, wanting, and the incentive-sensitization theory of addiction. *American Psychologist*, 71(8), 670.
- Blain, B., & Sharot, T. (2021). Intrinsic reward: potential cognitive and neural mechanisms. *Current Opinion in Behavioral*
- Carpenter, S. (2012). That gut feeling. *Monitor on Psychology*, 43(8), 50.
- de Eguilaz, M. H. R., et al., (2018). Multisensory influence on eating behavior: Hedonic consumption. *Endocrinología, Diabetes y Nutrición (English ed.)*, 65(2), 114-125.
- Fettes, P., Schulze, L., & Downar, J. (2017). Cortico-striatal-thalamic loop circuits of the orbitofrontal cortex: promising therapeutic targets in psychiatric illness. *Frontiers in systems neuroscience*, 11, 25.
- de Eguilaz, M. H. R., de Morentin Aldabe, B. M.,
- Godoy, L. D., et al., (2018). A comprehensive overview on stress neurobiology: basic concepts and clinical implications. *Frontiers in behavioral neuroscience*, 12, 127.
- Grabenhorst, F., & Rolls, E. T. (2011). Value, pleasure and choice in the ventral prefrontal cortex. *Trends in cognitive sciences*, 15(2), 56-67.
- Gu, S., Wang, F., Patel, N. P., Bourgeois, J. A., & Huang, J. H. (2019). A Model for Basic Emotions Using Observations of Behavior in *Drosophila*. *Frontiers in psychology*, 10.

- Kentish, S. J., & Page, A. J. (2015). The role of gastrointestinal vagal afferent fibres in obesity. *The Journal of physiology*, 593(4), 775-786.
- Kleinginna, P. R., & Kleinginna, A. M. (1981). A categorized list of emotion definitions, with suggestions for a consensual definition. *Motivation and Emotion*, 5(4), 345-379.
- Koob, G. F., & Volkow, N. D. (2016). Neurobiology of addiction: a neurocircuitry analysis. *The Lancet. Psychiatry*, 3(8), 760-773.
[https://doi.org/10.1016/S2215-0366\(16\)00104-8](https://doi.org/10.1016/S2215-0366(16)00104-8)
- Larsen, R. J., Kasimatis, M., & Frey, K. (1992). Facilitating the furrowed brow: An unobtrusive test of the facial feedback hypothesis applied to unpleasant affect. *Cognition and Emotion*, 6(5), 321-338.
- Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions*. Guilford Press.
- Lockwood, P. L. (2016). The anatomy of empathy: Vicarious experience and disorders of social cognition. *Behavioural brain research*, 311, 255-266.
- Loper, H., et al., (2021). Both high fat and high carbohydrate diets impair vagus nerve signaling of satiety. *Scientific Reports*, 11(1), 1-13.
- Mordka, C. (2016). What are emotions? Structure and Function of Emotions. *Studia Humana*, 5(3), 29-44.
- Panksepp, J. (2011). The basic emotional circuits of mammalian brains: do animals have affective lives?. *Neuroscience & Biobehavioral Reviews*, 35(9), 1791-1804.
- Pessoa, L. (2015). Précis on the cognitive-emotional brain. *Behavioral and Brain Sciences*, Sciences, 39, 113-118.
- Rainer Reisenzein (2019) Cognition and emotion: a plea for theory, *Cognition*, and *Emotion*, 33:1, 109-118, DOI: 10.1080/02699931.2019.1568968
- Robinson TE, Berridge KC (1993) The neural basis of drug craving: an incentive-sensitization theory of addiction. *Brain Res Rev* 18:247-291
- Robinson, M. J. F., Fischer, A. M., Ahuja, A., Lesser, E. N., & Maniates, H. (2015). Roles of "wanting" and "liking" in motivating behavior: gambling, food, and drug addictions. *Behavioral neuroscience of motivation*, 105-136.
- Rolls, E. T. (2000). *Precis of the brain and emotion*. Behavioral and brain sciences, 23(2), 177-234.
- Rolls, E. T. (2013). What are emotional states, and why do we have them?. *Emotion Review*, 5(3), 241-247.
- Rudebeck, P. H., & Murray, E. A. (2014). The orbitofrontal oracle: cortical mechanisms for the prediction and evaluation of specific behavioral outcomes. *Neuron*, 84(6), 1143-1156.
- Ruff, C. C., & Fehr, E. (2014). The neurobiology of rewards and values in social decision making. *Nature Reviews Neuroscience*, 15(8), 549-562.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Schultz, W. (2015). Neuronal reward and decision signals: from theories to data. *Physiological reviews*, 95(3), 853-951.
- Solomon, R. C., & Stone, L. D. (2002). On "positive" and "negative" emotions. *Journal for the Theory of Social Behaviour*, 32(4), 417-435.
<https://doi.org/10.1111/1468-5914.00196>
- Stasi, A., Songa, G., Mauri, M., Ciceri, A., Diotallevi, F., Nardone, G., & Russo, V. (2018). Neuromarketing empirical approaches and food choice: A systematic review. *Food Research International*, 108, 650-664.
- Volkow, N. D., & Morales, M. (2015). The brain on drugs: from reward to addiction. *Cell*, 162(4), 712-725.
- Wise, R. A. (2002). Brain reward circuitry: insights from unsensed incentives. *Neuron*, 36(2), 229-240.

Lab materials:

- Beven, J. P., O'Brien-Malone, A., & Hall, G. (2004). Using the interpersonal reactivity index to assess empathy in violent offenders. *International Journal of Forensic Psychology*, 1(2), 33-41.
- Choi, D., Minote, N., Sekiya, T., & Watanuki, S. (2016). Relationships between trait empathy and psychological well-being in Japanese university students. *Psychology*, 7(09), 1240.
- Eilola, T. M., Havelka, J., & Sharma, D. (2007). Emotional activation in the first and second language. *Cognition and Emotion*, 21(5), 1064-1076.
- Escrivá, V. M., Navarro, M. D. F., & García, P. S. (2004). La medida de la empatía: análisis del Interpersonal Reactivity Index. *Psicothema*, 255-260.
- Moltó, J., Montañés, S., Gil, R. P., Cabedo, P. S., Verchili, M. C. P., Irún, M. P. T., ... & Santaella, M. D. C. F. (1999). Un método para el estudio experimental de las emociones: el International Affective Picture System (IAPS). Adaptación española. *Revista de psicología general y aplicada: Revista de la Federación Española de Asociaciones de Psicología*, 52(1), 55-87.
- Pecchinenda, A., Pes, M., Ferlazzo, F., & Zoccolotti, P. (2008). The combined effect of gaze direction and facial expression on cueing spatial attention. *Emotion*, 8(5), 628.
- Sutton, T. M., Altarriba, J., Gianico, J. L., & Basnight-Brown, D. M. (2007). The automatic access of emotion: Emotional Stroop effects in Spanish–English bilingual speakers. *Cognition and Emotion*, 21(5), 1077-1090.