



COURSE OUTLINE

PSY710 Motivation and Emotion

School: School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces students to core and advanced theoretical and empirical approaches to understanding human motivation and emotion. Topics covered include theories of motivation, drives and instincts, consciousness and volitional behaviour, self-control and self-regulation, the function of emotions, relationships between emotion and cognition, and the regulation of emotions.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Online – 1 hour online lecture content not for timetabling	1hr	Week 1	13 times
Tutorial/Workshop 1 – Workshop	2hrs	Week 1	12 times

1.3. Course Topics

Topics covered include theories of motivation, drives and instincts, consciousness and volitional behaviour, self-control and self-regulation, the function of emotions, relationships between emotion and cognition, and the regulation of emotions.

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Understand and explain the major theories and concepts of human motivation and emotion, and recognise and explain how these factors influence human behaviour.	Knowledgeable
2	Consider and participate in self-exploration to develop a deeper understanding of theories of motivation and emotion.	Creative and critical thinker
3	Transfer core and advanced knowledge of human motivation and emotion to applied concepts and scenarios.	Empowered
4	Develop appropriate strategies and interventions to overcome a variety of motivational problems.	Empowered Ethical
5	Develop coherent arguments that can be supported by relevant research literature.	Knowledgeable Creative and critical thinker Empowered

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in program AR506

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

You will be given assistance and feedback in weeks 2 and 3 workshops on how to write your operational definition for Assessment Task 1.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Report	Individual	30%	1500 words	Week 8	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	30%	1800 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Online Test (Quiz)

All - Assessment Task 1: Behaviour change report

GOAL:	The goal of this assessment to operationalise one of your behaviours, record its occurrence, explain why it may be occurring, and devise strategies to modify that behaviour.	
PRODUCT:	Report	
FORMAT:	The word limit is 1500 words. The 1500 words includes all headings, words, and citations inside and outside the brackets (but not the title page or reference list). APA style (7th ed) is required for in-text citations, reference list and format. A more detailed outline of the requirements of this assessment will be provided on Blackboard in Week 1.	
CRITERIA:	No.	Learning Outcome assessed
	1	Explanation of the behaviour under review 2
	2	Clarity and extent of the operational definition 2
	3	Clarity and explanation of behavioural excess or deficit from SORCK data 2
	4	Choice of motivation theory that aids interpretation of SORCK data and critical analysis of the research literature 4
	5	Appropriateness of the motivational treatment plan and critical analysis of the research literature 4
	6	Careful and accurate use of APA referencing and style and use of formal, academic language 5

All - Assessment Task 2: Treatment strategy essay

GOAL:	The goal of this assessment is to devise a treatment strategy for a hypothetical client.	
PRODUCT:	Essay	
FORMAT:	The word limit for the essay is 1800 words and includes all headings, words, and citations insides and outside the brackets (but not the title page, or reference list). APA style (7th ed) is required for in-text citations, reference list and format. You will be provided with an essay topic on Blackboard in Week 1 and will be asked to critically review current motivation and emotion psychology research on the topic, in order to devise an appropriate treatment strategy.	
CRITERIA:	No.	Learning Outcome assessed
	1	Informative and concise summary of the purpose and content of the essay 5
	2	Summary of the case and identification of the issues 3
	3	Comprehensive analysis and understanding of the case history 3
	4	Thoroughness and explanation of the motivational treatment plan and goal-setting/cognitive change methods 4
	5	Evidence of critical analysis of the current research literature and demonstration of original thinking 4
	6	Detailed, coherent, logical and succinct summary of the case analysis and treatment plan that clearly highlights primary conclusions 4
	7	Careful and accurate use of APA referencing and style and use of formal, academic language 5

All - Assessment Task 3: Examination

GOAL:	To assess your knowledge of the course content. The end-of-semester examination will consist of multiple choice and short answer questions based on the materials covered in the online lectures, in the textbook, and in the workshops.	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	Multiple choice and short answer questions.	
CRITERIA:	No.	Learning Outcome assessed
	1 Accuracy and correctness of responses	1

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Johnmarshall Reeve	2018	Understanding Motivation and Emotion	7th	John Wiley & Sons Incorporated

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10.General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au