1. BASIC INFORMATION

Course	Developmental Disorders and Learning Difficulties
Degree program	Bachelor's Degree in Psychology
School	Faculty of Health Sciences
Year	3
ECTS	6
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus/ Virtual
Semester	5
Academic year	2025-2026
Coordinating professor	Erika Nache

2. PRESENTATION

Developmental Disorders and Learning Difficulties is a compulsory course taken by third-year students of the Bachelor's Degree in Psychology. The course content is divided into two main blocks: on the one hand, developmental disorders; on the other, the main learning difficulties. The aim of this course is to equip students with the necessary skills to identify, assess, and intervene in response to the educational needs associated with developmental and learning challenges, particularly those arising during early stages of development and the teaching-learning process.

3. LEARNING OUTCOMES

Knowledge
KNO01. Know the functions, characteristics and limitations of the different Psychology theoretical models.
KNO02. Know the basic laws of the different psychological processes.
KNO03. Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.
KNO04. Know the biological foundations of human behaviour and of psychological functions.

Skills
SK01. Know how to analyse the needs and demands of recipients from a psychological perspective.

Competences
CP01. Be able to establish psychological action goals in different contexts, proposing and negotiating the goals with recipients and relevant parties.
CP06. Know how to select and manage tools, products and services, and be able to identify relevant people and groups.

CP07. Know how to design and adapt tools, products and services according to prerequisites and restrictions.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

CDC07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOMES

- Diagnose difficulties in reading comprehension, written expression, difficulties in numeracy and problem solving.
- Diagnose disability disorders.
- Diagnose communication disorders.
- Diagnose self-regulation disorders.
- Diagnose pervasive developmental disorders.

4. CONTENT

- Framework for learning difficulties and developmental disorders.
- Difficulties in lexical access, spelling and graphical skills.
- Difficulties in problem solving and mathematical calculation.
- Difficulties in text comprehension and written expression.
- Generalized developmental and intelligence disorders.
- Disorders related to sensory, motor and intellectual exceptionalities.
- Disorders related to communication and self-regulation

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Lectures
- Problem Based Learning (PBL)
- Oral presentations by students.

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
Practical exercises	15
Formative assessment	5

Research activities	13
Lecture-base teaching	42
Problem solving	20
Face to face tutoring	5
Self-directed work	50
TOTAL	**150**

Virtual mode:

Learning activity	Number of hours
Webinar	30
Debates and discussions via virtual seminars	10
Problem solving	20
Online forums	10
Self-directed work	50
Virtual tutoring	5
Research (scientific/case studies) and projects	20
Formative assessment (feedback on assessment tests) via web conference	5
TOTAL	**150**

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Case analysis and problem solving	10%
Reports and written assignments	10%
Research activities	20%
Face-to-face knowledge test	60%

Virtal mode:

Assessment system	Weight
Case analysis and problem solving	10%
Reports and written assignments	10%
Research activities	20%
Virtal knowledge test	60%

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. Ordinary call period

On-campus delivery:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual delivery:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary callperiod will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual delivery:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

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

Campus-based mode:

Assessable activities	Deadline
Case analysis and problem solving	Week 6
Reports and written assignments	Week 10
Research activities	Week 14
Face-to-face knowledge test	January

Virtual mode:

Assessable activities	Deadline
Case analysis and problem solving	Week 6
Reports and written assignments	Week 10
Research activities	Week 14
Virtual knowledge test	January

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 works for this subject are:

1. Fiuza, M. J. y Fernández, M. P. (2013). *Dificultades de aprendizaje y trastornos del desarrollo. Manual didáctico.* Madrid: Pirámide. pág. 1-40.
2. Haroon M. (2024). ABC of *Neurodevelopmental Disorders.* Wiley Blackwell.
3. Vargo, F.E. (2015). *Neurodevelopmental Disorders.* A Definite Guide for Educators. Norton Professional Books.
4. Gil, M.D (2024). *Trastornos del neurodesarrollo. Desde la práctica hacia la teoría.* Madrid: Pirámide.
5. LOMLOE, U., & DE LA DEMOCRACIA, L. E. (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. BOE, 340, 122868-122953.
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7. World Health Organization. (2022). *International classification of diseases for mortality and morbidity statistics (11th Revision).* https://icd.who.int

The recommended Bibliography is:
1. Cháves, J. O. V., & Martínez, F. G. (2013). *Desarrollo histórico y conceptualización de las dificultades de aprendizaje. In Manual básico de dificultades de aprendizaje: concepto, evaluación e intervención* (pp. 3-30). Sanz y Torres.
2. Arnedo, M., Bembibre, J., Montes, A. y Triviño, M. (2019). *Neuropsicología del desarrollo*. Editorial Médica Panamericana.
3. Gil-Llario, M. D. y Morell-Mengual, V. (2016). *Trastornos del desarrollo y dificultades de aprendizaje.* Valencia: Tirant lo Blanch.
4. Cuetos, F. (2009). *Psicología de la escritur*a. Madrid: Wolters Kluwer Educación.
5. Cuetos, F. (2010). *Psicología de la lectura.* Madrid: Wolters Kluwer Educación.
6. Latorre, A., Bisetto, D. y Teruel, J. (2010). *Trastornos y dificultades del desarrollo: Evaluación, intervención y casos prácticos.* Valencia: Publicaciones Universitat de València.
7. López, M. D. y Polo, M. T. (2015). *Trastornos del desarrollo infantil.* Ediciones Pirámide.
8. Navas, L. y Castejón, J. L. (2017). *Dificultades y trastornos del aprendizaje y del desarrollo en infantil y primaria*. Edición adaptada y ampliada. ECU Editorial.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion 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.uev@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.