



Teaching Guide

Teaching Guide				
Identifying Data				2024/25
Subject (*)	New Technologies. Support Products and Accessible Environment		Code	653540015
Study programme	Máster Universitario en Xerontoloxía			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Optional	3
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Ciencias da SaúdeFisioterapia, Medicina e Ciencias Biomédicas			
Coordinador	Marante Moar, María Pilar	E-mail	p.marante@udc.es	
Lecturers	González-Abraldes Iglesias, Isabel	E-mail	i.gonzalez-abraldes@udc.es	
	Marante Moar, María Pilar		p.marante@udc.es	
Web	estudios.udc.es/es/subject/4540V01/4540015/2024			
General description	Con esta materia preténdese dar a coñecer como os novos desenvolvementos tecnolóxicos poden repercutir positivamente en colectivos como o das persoas maiores. Con este novo escenario facilítase un incremento notable de desenvolvemento de Produtos de apoio e medios que permiten a accesibilidade para os nosos maiores.			

Study programme competences / results

Code	Study programme competences / results
A1	To be able to recognize the main pathologies and geriatric syndromes through the application of new and innovative work methodologies adapted to the field of gerontology
A2	Be able to apply the method of comprehensive geriatric and gerontological assessment in order to establish the bases for implementing the individualized care plan
A3	To be able to incorporate the Geronto-geriatric intervention methodology into the individualized intervention plans
A4	To be able to assume responsibility for their own professional development and their specialization in both the socio-health and health care for the older people in order to join the interdisciplinary teams of Geronto-geriatric assessment and intervention
A5	Acquire knowledge that allows the student to establish the appropriate Geronto-geriatric resource according to the characteristics of the older person
A6	Develop sufficient autonomy to participate in research projects and scientific or technological collaborations within the field of Gerontology, in interdisciplinary contexts both public and private and, where appropriate, with a high component of knowledge transfer.
A7	Acquire advanced knowledge and demonstrating, in a context of scientific and technological or highly specialized research, a detailed and informed understanding of the theoretical and practical aspects and the methodology of work in the field of Gerontology
A8	Know how to apply and integrate the knowledge acquired, the understanding of these, its scientific foundation and its problem-solving capabilities in social and socio-sanitary environments and defined in an imprecise way, including multidisciplinary contexts both researchers and professionals in the field of gerontology
B1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
B2	That students know how to apply the knowledge acquired and their ability to solving problems in new or little-known environments within broader (or multidisciplinary) contexts related to gerontology and geriatrics
B3	That students are able to integrate knowledge and face the complexity of making judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
B4	That students know how to communicate their conclusions ? and the knowledge and ultimate reasons that support them ? to specialized and non-specialized audiences in a clear and unambiguous way
B5	That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous
C6	Acquiring skills for healthy lifestyles, and healthy habits and routines
C7	Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development



C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society
----	---

Learning outcomes			
Learning outcomes	Study programme competences / results		
Impulsar a formación en materia de accesibilidade desde unha perspectiva preventiva e transversal.	AJ3	BC1	CC6 CC8
Identificar o deseño universal como un ben social e de valor engadido para produtos e servizos.	AJ5 AR2	BC4	
Entender a accesibilidade como un valor positivo que achega, mellora, e orienta ás persoas maiores.	AJ1 AJ2	BC2 BC3	
Abordar as principais intervencións para fomentar o Envellecemento Saudable en relación ás TIC	AC1	BC5	CC7
Profundar nos aspectos ambientais que influen, especificamente no benestar das persoas maiores, desde o deseño de contornas amigables.	AJ1 AJ3 AJ4 AR1		

Contents	
Topic	Sub-topic
TEMA 1. Capacidade, funcionamento e uso da contorna	1.1 Conceptos e definicións. 1.2 Cuantificación de beneficiarios.
TEMA 2. Deseño universal	2.1 Principios que rexen o deseño universal (Ron Mace). 2.2 Norma UNE 1700001.
TEMA 3. Produtos de apoio	3.1 Consideracións de partida. 3.2 Definicións. 3.4 Clasificación xeral ISO. 3.5 Produtos de apoio como facilitadores da autonomía persoal. Novas tendencias.
TEMA 4. Accesibilidade cognitiva: Solucións transversais	4.1 Definicións e referencias. 4.2 Abordaxes na contorna física e virtual. 4.3 Modelo para deseñar espazos accesibles.
TEMA 5. Accesibilidade física e sensorial	5.1 Definicións e referencias. 5.2 Propostas para ir máis aló da eliminación de barreiras
TEMA 6. Envellecemento saudable. Contornas saudables. Cidades amigables	6.1 Achegamento á terminoloxía e ás estratexias para levar a cabo un envellecemento saudable. 6.2 Programa da OMS para contornas adaptadas ás persoas maiores. 6.3 Rede de Cidades Amigables coas Persoas Maiores, que ofrecen e que facer para formar parte.
TEMA 7: Aplicación das novas tecnoloxías á saúde e benestar dos maiores	7.1 Percepcións e actitudes dos maiores xerais cara ás TIC. 7.2 A persoa maior como axente activo da tecnoloxía. 7.3 Participación nas redes sociais. 7.4 Iniciativas utilizando as TIC en favor das persoas maiores, coidado e vida independente no fogar.
TEMA 8: Como impulsar a innovación das TIC aplicadas á saúde e o benestar dos maiores	8.1 Experiencias en I+D+i en TIC

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours



Supervised projects	A1 A2 A5 A4 A6 A7 A8 B1 B2 B3 B4 B5 C7 C8	1	20	21
Multiple-choice questions	A1 A2 A5 A4 A6 A7 B1 B2 B3 B4	1	8	9
Guest lecture / keynote speech	A1 A2 A3 A5 A4 A6 A7 B1 B2 B3 B4 C6	16	16	32
Critical bibliographical	A1 A2 A5 A4 A6 A7 B1 B2 B3 B4 B5	1	10	11
Personalized attention		2	0	2
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Supervised projects	De revisión bibliográfica
Multiple-choice questions	Exame tipo test composto por corenta preguntas con catro respostas cada unha das cales unicamente unha será correcta. As preguntas mal contestadas restarán 0,33 puntos sobre as correctas, non restando as non contestadas. Para superar o exame o alumno deberá obter unha puntuación final do 65% do total unha vez restados os puntos das falladas. Ej; 30 ben, 4 mal e 6 non contestadas. A puntuación final será $30 - 4 \cdot 0,33 = 28,68 = 6,5$
Guest lecture / keynote speech	Valorarase a asistencia e participación en clase
Critical bibliographical	Análise crítica artigos científicos

Personalized attention	
Methodologies	Description
Supervised projects	Students with part-time dedication and academic waiver of exemption from attendance recognition must indicate it at the beginning of the course to adopt appropriate measures of attention in each case.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Critical bibliographical	A1 A2 A5 A4 A6 A7 B1 B2 B3 B4 B5	Análises críticas de artigos científicos	20
Supervised projects	A1 A2 A5 A4 A6 A7 A8 B1 B2 B3 B4 B5 C7 C8	Traballos de revisión bibliográfica	20
Multiple-choice questions	A1 A2 A5 A4 A6 A7 B1 B2 B3 B4	Exame tipo test composto de 40 preguntas	55
Guest lecture / keynote speech	A1 A2 A3 A5 A4 A6 A7 B1 B2 B3 B4 C6	Valorarase a asistencia e participación en clase	5

Assessment comments
All aspects related to "academic dispensation", "dedication to study", "permanence" and "academic fraud" shall be governed in accordance with the current academic regulations of the UDC.

Sources of information

Basic	- Berta Liliana Brusilovsky Filer (2014). Modelo para diseñar espacios accesibles. Espectro cognitivo. . Colección Democratizando la Accesibilidad Vol.1. La Ciudad Accesible. - Muñoz, Raquel (2018). Inclusión digital y envejecimiento activo: la participación de los mayores en las redes sociales Digital inclusion and active aging: the participation of the elderly in social networks. Aula Abierta - Jesús Hernández Galán (2007). Ciudades globales amigables con los mayores : una guía. Biblioteca de la OMS - Margarita Sebastián Herranz; Isabel Valle Gallego; Ángela Vígara Cerrato. (2011). Guía de orientación en la práctica profesional de la valoración reglamentaria de la situación de dependencia: Productos de Apoyo para la Autonomía Personal. CEAPAT-IMSERSO
Complementary	

[illegible]



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.