



Teaching Guide

| Identifying Data | | | | | 2024/25 |
|----------------------------|--|---------------|--|----------------|-----------|
| Subject (*) | Ergonomics, Accessibility, Universal Design and Functional Adaptation | | | Code | 653G01206 |
| Study programme | Grao en Terapia Ocupacional | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | Second | Obligatory | 5 | |
| Language | SpanishGalician | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Ciencias da SaúdeFisioterapia, Medicina e Ciencias Biomédicas | | | | |
| Coordinador | Ávila Álvarez, Adriana Ivette | E-mail | adriana.avila.alvarez@udc.es | | |
| Lecturers | Ávila Álvarez, Adriana Ivette Corral Bergantiños, Yoanna Pousada Garcia, Thais Santos del Riego, Sergio Eduardo | E-mail | adriana.avila.alvarez@udc.es yoanna.corral@udc.es thais.pousada.garcia@udc.es sergio.santos.delriego@udc.es | | |
| Web | | | | | |
| General description | <p>This subject pursues the acquisition and the development of competitions that allow to the students comprise and apply the knowledges related with the ergonomics, accessibility, universal design and functional adaptation with a rehabilitation and occupational perspective.</p> <p>Descriptors:</p> <p>Foundations of the personal autonomy in the activities of the daily life with and without adaptations and/or products of support. Occupational therapy for the integration of the individual in his surroundings. Application of the occupational activity and ergonomic study.</p> | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| A2 | Explicar los conceptos teóricos que sostienen la terapia ocupacional, expresamente la naturaleza ocupacional de los seres humanos y su funcionamiento a través de las ocupaciones. |
| A8 | Uso profesional y ético del razonamiento efectivo en todas las partes del proceso de terapia ocupacional. |
| A11 | Trabajar para facilitar entornos accesibles y adaptados y promover la justicia ocupacional. |
| A12 | Colaborar con comunidades para promover la salud y el bienestar de sus miembros mediante la participación en la ocupación. |
| A19 | Apreciar y respetar las diferencias individuales, creencias culturales, costumbres y su influencia sobre la ocupación y la participación. |
| B3 | Aplicar un pensamiento crítico, lógico y creativo. |
| B6 | Comportarse con ética y responsabilidad social como ciudadano y como profesional. |
| B8 | Capacidad de análisis y de síntesis. |
| B24 | Habilidades de gestión de la información (habilidad para buscar y analizar información proveniente de diversas fuentes). |
| B31 | Apreciación de la diversidad y de la multiculturalidad. |
| C1 | Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma. |
| C4 | Desarrollarse para el ejercicio de una ciudadanía abierta, culta, crítica, comprometida, democrática y solidaria, capaz de analizar la realidad, diagnosticar problemas, formular e implantar soluciones basadas en el conocimiento y orientadas al bien común. |

Learning outcomes

| Learning outcomes | Study programme competences / results |
|-------------------|---------------------------------------|
| | |



| | | | |
|--|------------|-----------|----|
| Acquisition of the previous theoretical knowledges to the practice on ergonomics, accessibility and universal design. Fundamentación Theoretical of the Occupational Therapy in the intervention on the half: influence of the surroundings on the human occupation. | A2 A11 | B31 | |
| Acquisition of skills of observation and analysis of the half: evaluation of the conditions of the half social in which the people develop his occupations and of the interaction established between the individual conditionings, the facilitadores/obstacles of the environment and the demands of the activity, promoting the half sustainability-environmental. | A11 A19 | B3 | |
| Development of the analytical thought and critic applied to the assessment and to the advice in matter of accessibility: planning of a process structured of intervention (assessment, advice/proposed of improvement, register) and design of favourable and sustainable surroundings to the occupation and potenciadores of the autonomy. | A8 A11 | B3 | |
| Development of skills and technical rigour for the register of the pertinent information of the intervention: development of skills of communication with other professionals and with users, and learning for the preparation of technical reports. | A11 | B8 B24 | C1 |
| Promotion of a social perspective: situate to the student in a type of community intervention, improving the collaboration with other professionals of the field of the social and, in definite, promoting his cooperation to the occupational justice of healthy people in sustainable surroundings. | A11 A12 | B6 | C4 |

| Contents | |
|--|---|
| Topic | Sub-topic |
| Unit 2.- The universal social participation in the Environmet. The Universal Design for the Accessibility. Prof. Sergio Santos del Riego. | Environment: Overview and Concepts. - Accessibility / Environment. European concept. - Middle environmental sustainability. - Types of Environments. - Rating scales accessibility / environment: Housing Enabler. - Symbology accessibility Universal Design: basic principles (Ron Mace). - A Matter of Inclusion. - Visitability and Adaptability. - Health and security. - Universal Design Criteria. |
| Tema 2.- ACCESIBILIDADE UNIVERSAL E ADAPTACIÓN FUNCIONAL. ERGONOMÍA. Prof. Sergio Santos del Riego. | Conceptos básicos. |
| Unit 1.- Models inclusivos for the personal autonomy, worthy and independent life. Physical barriers and socioculturales. Discrimination. Other barriers: Social Exclusion versus Social Marginalisation. Prof. Sergio Santos del Riego. | Model Rehabilitador versus Social Model. The union does the strength. Physical barriers and partner-cultural. Sociology of the Inequality. Social marginalisation: historical Concepts, current and according to satisfaction of the needs. Social exclusion. Social exclusion versus social Marginalisation. Social and Cultural barriers. Communities of exclusion/social/disadvantaged marginalisation. |
| Unit 4.- Accessibility and Sustainable Development . Think Global, Act Local. Prof. Sergio Santos del Riego. | Sustainable developmental objectives. Diary 2030. United Nations, Europe, Spain and Galicia. Importance of the Objective of the Development of the Millennium and of the Objective developmental Sustainable. New Paradigms. |
| Unit 5.- Technical of Prevention of labour risks. Prof. Sergio Santos del Riego. | Prevention of labour risks (PRL): - basic Concepts on seguridady health. - Specialitys of PRL: Security in the work, industrial Hygiene and Ergonomics and Psicociología applied. |
| Unit 6.- Domotic and Robotic. Prof. Sergio Santos del Riego. | Control of the surroundings: Generalities. |



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|---|---|
| Seminario 1: ROBÓTICA Y DOMÓTICA. Prof. Sergio Santos del Riego | Conceptos básicos. Aproximación con vídeos e teoría discursiva |
| Seminario 2: ACCESIBILIDAD, VIDA SALUDABLE Y DESARROLLO SOSTENIBLE Prof. Sergio Santos del Riego | Sensibilización colaborativa. |
| Seminario 3: PREVENCIÓN DE RIESGOS LABORALES Prof. Sergio Santos del Riego | Conceptos básicos. Clase invertida |
| Unit 7.- Intervention on the environment from Occupational Therapy. Prof. Jessica Garabal Barbeira. | Theoretical argumentation. Influence of the environment on the occupation of the individuals. Methodology of intervention on the environment: - Accessibility - Universal design - Functional adaptation |
| Unit 8.- Accessibility and universal design as a means of participation. Prof. Jessica Garabal Barbeira. | Assessment and advice of Occupational Therapy in terms of accessibility of public spaces. - Registration of information: criteria for making a report Criteria of universality in the design of devices and environments. Accessibility vs? Universal design. |
| Unit 9.- Functional adaptation / reasonable adjustment. Prof. Jessica Garabal Barbeira. | Planning the intervention: assessment and advice from the Occupational Therapy. Design of functional environments in the home. Design of functional environments at work / school. Execution of technical reports. Reasoning applied to practical cases. |
| Unit 10.- Ergonomics. Prof. Jessica Garabal Barbeira. | Generalities and concepts. Types of Ergonomics. Labor Ergonomics. |
| Unit 11.- Planning and ergonomic design of products. Prof. Jessica Garabal Barbeira. | Ergonomic design goals. Recommendations based on anthropometric data. Recommendations based on individual characteristics of individuals. |
| Unit 12.- Individual-environment-occupation adjustment methodologies applied to the job. Prof. Jessica Garabal Barbeira. | Introduction to adjustment methods for labor and social integration. Analysis of different adjustment methods (LB profiling method, IBV ErgoDis): practice. Application of adjustment methods to Occupational Therapy intervention: functional adaptation of the environment and ergonomic analysis of the workplace. |

| Planning | | | | |
|---------------------------------|-----------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A2 A8 A19 B3 B31 C4 | 24 | 30 | 54 |
| Collaborative learning | A2 A8 A11 A12 A19 B6 B8 B24 C1 C4 | 22 | 40 | 62 |
| Mixed objective/subjective test | A8 B3 B8 C1 | 2 | 0 | 2 |
| Aprendizaxe servizo | A11 A12 A19 B3 B8 B24 C4 | 2 | 0 | 2 |
| Introductory activities | A19 B3 B31 | 2 | 0 | 2 |
| Personalized attention | | 3 | 0 | 3 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------|-------------|
| Methodologies | Description |



| | |
|---------------------------------|---|
| Guest lecture / keynote speech | The masterclass is also known like Conference, Exposed method or master lesson. This last modality is used to reserve to a special type of lesson given by a professor in special occasions, with a content that supposes an original preparation and based in the almost exclusive use of the word like road of transmission of the information to the audience. |
| Collaborative learning | Technician of individual work and public exhibition during the class (GG) and discussion. |
| Mixed objective/subjective test | It tests that it integrates questions type of proofs of essay and questions type of objective proofs. Regarding questions of essay, collects developmental open questions. Besides, in song objective questions, can combine questions of multiple answer, of ordination, of brief answer, of discrimination, to complete and/or of association. |
| Aprendizaxe servizo | <p>Actividade que integra o servizo á comunidade coa aprendizaxe de contidos e a adquisición de competencias a partires da práctica reflexiva. A principal diferenca co voluntariado reside en que os proxectos de ApS dan resposta sempre a resultados de aprendizaxe asociados a unha materia do currículo académico co obxectivo de acadar determinadas competencias propias da titulación na que se enmarca esa materia.</p> <p>A participación nesta metodoloxía é voluntaria para os/as estudantes da materia. Será presentada ao inicio do curso e cada alumno/a decidirá a súa implicación durante o cuadrimestre. Esta metodoloxía implicará a colaboración cunha entidade sen ánimo de lucro da Coruña para o deseño e creación de espazos adaptados e accesibles no fogar.</p> |
| Introductory activities | Activities that carry out before initiating any process of education-learning to end to know the competitions, interests and/or motivations that possesses the students for the attainment of the aims that want to reach , linked to a formative program. It pretends obtain much information that allow to articulate the teaching to favour effective and significant learnings, that split of the previous knowledges of the students. |

Personalized attention

| Methodologies | Description |
|------------------------|--|
| Collaborative learning | The personalised attention will do , as a whole, by means of interviews personalised direct and virtual, individual and grupal form. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|--------------------------------|-----------------------------------|--|---------------|
| Guest lecture / keynote speech | A2 A8 A19 B3 B31 C4 | Evaluation with the modality of mixed proof. | 0 |
| Collaborative learning | A2 A8 A11 A12 A19 B6 B8 B24 C1 C4 | <p>Continuous evaluation:</p> <ul style="list-style-type: none"> - Evaluation rubric of the student by the teachers of the subject. The rubric will be presented at the beginning of the course. <p>The student / teacher evaluation rubric will assess:</p> <ul style="list-style-type: none"> - The individual work presented by each student in the presence of the Large Group (GG) with the presence of both teachers (court). (3 points) - The proactive participation of the student in the subject, both his participation as a member of the evaluation board of the works of his classmates, when the teachers so indicate, as their participation in master classes and in small groups. <p>Rubric. 5 points (average of both teachers over five points)</p> | 50 |



| | | | |
|---------------------------------------|-------------|---|----|
| Mixed objective/subjective test | A8 B3 B8 C1 | Examination:5 points (average of both professors on five points). | 50 |
|---------------------------------------|-------------|---|----|

Assessment comments



GENERAL EVALUATION CRITERIA: The final evaluation of the subject will be carried out according to the following criteria: 50% will correspond to the continuous evaluation (5 points) and 50% to the evaluation of the final exam (5 points). It is necessary to approve the two parties to overcome the matter.

1. CONTINUOUS EVALUATION: The final grade of the continuous assessment of the student is the average of the two grades, one of Prof. Santos del Riego and another of Prof. Garabal Barbeira, on the same rubric for each teacher (5 points). The rubric consists of two parts:

1.a.- Individual Work (3 points) and

1.b.- Proactive participation of the student as a court and other teaching activities (2 points).

1.a.- Individual work: In the continuous evaluation each teacher will independently evaluate on 3 points the work exposed by each student. For these purposes, at the beginning of the course, the subject will be raffled about the individual work and the date of exposure to the whole class. The 3 points of the individual work will be scored according to the following criteria:

- The provision of the group documentation of the work to be presented in advance (0.5 points)
- The structure, content and exhibition skills (2.5 points)

1.b.- Participation as a court and other teaching activities. The court will be formed by the teachers of the subject and the students selected by the faculty to be part of the court in each session. It is worth mentioning that the teachers will evaluate the participation of the selected students for each court on two points, following two criteria, namely:

- Critical reflection on the works presented and integration of the knowledge addressed in the theory on / day / s that the student is selected as part of the court.
- The proactive participation of the student in the master classes and small groups throughout the semester.

The approved in this type of evaluation is set at 2.5 points resulting from the average of the qualifications of both teachers.

2. EXAMINATION: The final grade of the exam is the average of the exam part made by each teacher evaluated on five points. It will take place on the date indicated in the official calendar approved by the Faculty Board, and it will deal with the contents that both professors define during the semester, which includes the teaching of both professors and those works exposed by the students that they consider appropriate.

The pass in the exam is set at 2.5 points resulting from the average of the qualifications of both teachers.

FINAL GRADING: The final grade will be the result of the sum of both average scores (continuous assessment and examination), provided that the student reaches the minimum of 2.5 points in each of the final grades (continuous assessment and exam). Otherwise, the subject will be suspended (or not presented, NP, if it is the case) with the qualification that the professors determine independently of the final sum obtained. Only the final rubric and exam grades will be published. The exam grades can be reviewed in the terms and forms officially established; preferably they will be reviewed jointly by both teachers, if possible.

The latest contextual assessments of the final qualifications, prior to formalization in the computer application, are under the consideration of the teacher responsible for the subject.

The final qualification of the subject will be expressed according to what is established in article 5 of RD 1125/2003, of September 5th, so that the European credit system and the qualification system are established in university degrees of an official nature and validity throughout the national territory (published in the Official Gazette of September 18, 2003).

Grading system: suspended (0-4,9), approved (5-6,9), notable (7-8,9), outstanding (9-10), honors (graceful).

APPRECIATION ON EVALUATION: In the event that the student does not pass only part of the evaluation (continuous evaluation or examination):

- If the student passes the continuous evaluation and suspends the exam, the subject will be suspended (or not presented, NP, depending on the case), but it will only have to be submitted for examination in the following call.
 - If the student does not pass the continuous evaluation and passes the exam, the subject will be suspended (or not presented, NP, depending on the case), but will only have to submit a new work in the next call to the court, in the date set by the professors, within the evaluation period approved in the Academic Calendar of the Faculty Board, in the shortest possible time from the scheduled examination date. In this case, the student will present a new work on the subject and on the date decided by the teachers and will opt for a maximum of 3 points in the rubric, those corresponding to individual work. The evaluation of the proactive participation of the student during the semester (on two points) will be maintained from the previous call.
 - If the student does not pass either of the two parts (continuous evaluation and examination), they will be presented to both parties in the following call: they must do a new job and present it to the court on the date set by the professors, within the period from evaluation approved in the academic calendar of the Faculty Board, in the shortest possible time from the scheduled examination date. In this case, the student will present a new work on the subject and on the date decided by the teachers and will opt for a maximum of 3 points in the rubric, those corresponding to individual work. The evaluation of the proactive participation of the student during the semester (on two points) will be maintained from the previous call.
- In the same way, you must also take the official exam on the date indicated in the academic calendar approved in the Faculty Board.

ECOLOGICAL OBSERVATIONS: To help achieve an immediate sustainable environment and meet strategic objective 9 of the Green Campus FCS Plan, the documentary works carried out in this area:

- Majority will be requested in virtual format and computer support.
- To be made on paper:
 1. Plastics will not be used.
 2. Double-sided prints will be made.
 3. Recycled paper will be used.
 4. Drafting will be avoided



Sources of information

| | |
|--------------|---|
| Basic | <p>Libro blanco de la accesibilidad. Rovira-Beleta y Cuyás, Enrique. Barcelona: UPC, [2003]. ISBN 8483017431. Lei 10/2014, do 3 de decembro, de accesibilidade. Diario Oficial de Galicia de 17 de decembro de 2014. Decreto 35/2000, do 28 de xaneiro, polo que se aproba o Regulamento de desenvolvemento e execución da Lei de accesibilidade e eliminación de barreiras na Comunidade Autónoma de Galicia. Diario Oficial de Galicia de 29 de febreiro de 2000.</p> <p>Salud laboral: conceptos y técnicas para la prevención de riesgos laborales. Carlos Ruiz Frutos [et al.]. Barcelona: Elsevier, 2013. ISBN 9788445821466. Técnicas de prevención de riesgos laborales: seguridad e higiene del trabajo. Madrid: Tebar, 2012. ISBN 978847360479. Legislación sobre Seguridad y Salud en el Trabajo Disposiciones Generales. Osalan, 2001. Legislación sobre Seguridad y Salud en el Trabajo: disposiciones específicas. Osalan, 2001. Domótica e inmótica: viviendas y edificios inteligentes. Cristóbal Romero Morales, Madrid: Ra-Ma, 2010. ISBN 9788499640174. Método de adaptación ergonómica de puestos de trabajo para personas con discapacidad. Valencia: Instituto de Biomecánica de Valencia. 2003 LantegiBatuak. ?Método de adecuación de perfiles de la tarea a la persona?. Vizcaya:Fundación Lantegi Batuak. 2014. Comité de expertos sobre Diseño Universal. Hacia la plena participación mediante elDiseño Universal. Madrid: Instituto de Mayores y Servicios Sociales; 2010.Serie Documentos Técnicos. ONCE.Accesibilidad para personas con ceguera y deficiencia visual. Madrid: ONCE;2003.</p> |
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Complementary

Enlaces de especial interés para la asignatura: W3C / WAI: <http://www.w3c.org/WAI>, Grupo de trabajo del Consorcio mundial Web que define las directivas y pautas que deben cumplir las páginas web para ser consideradas accesibles. Está en Inglés pero existen una traducción al español realizada por Carlos Egea y disponible en DisWeb (<http://www.disweb.net>) IMSERSO: <http://www.seg-social.es/imserso>. Instituto de Migraciones y Servicios Sociales. Ministerio de Trabajo y Asuntos Sociales. Con información sobre las actividades del gobierno en temas de accesibilidad. Accesible on-line el I Plan Nacional de Accesibilidad 2004-2012. Acceso a las actividades y documentos referentes al ?2003 el año europeo de las personas con discapacidad? CEAPAT: <http://www.ceapat.org>. Centro Estatal de Autonomía Personal y Ayudas Técnicas. El CEAPAT está dedicado expresamente a potenciar la accesibilidad integral y el desarrollo de la tecnología. Promueve la optimización de las ayudas técnicas y el diseño para todos, con el fin de mejorar la calidad de vida de los ciudadanos, con especial apoyo a las personas con discapacidad y personas mayores. Destaca su base de datos de ayudas técnicas accesible a través de Internet Real Patronato Discapacidad. <http://www.rpd.es>. Real Patronato Español de Documentación sobre Discapacidad. Los servicios de documentación, información y publicaciones del Real Patronato constituyen su Centro Español de Documentación sobre Discapacidad (CE2D), el cual ofrece un centro de consulta y una biblioteca especializada, gestiona un conjunto de publicaciones especializadas y publica el Boletín del Real Patronato sobre Discapacidad. Accesible en formato electrónico en la dirección <http://www.rpd.es/bolrp.htm> SIDAR: <http://www.sidar.org>. Fundación Sidar - Acceso Universal. Seminario de Iniciativas sobre Discapacidad y Accesibilidad en la Red. El Seminario SIDAR es un grupo de trabajo permanente y voluntario, integrado por personas expertas en nuevas tecnologías y en su accesibilidad. Con mucha información referente a las actuaciones españolas e internacionales de acceso al ordenador. Destaca el apartado dedicado a la accesibilidad a Internet ONCE: <http://www.once.es>. Organización Nacional de Ciegos de España. Con información referente a las ayudas técnicas para la accesibilidad al ordenador de personas ciegas o con problemas de visión. Destaca su Centro de Investigación, Desarrollo y Aplicación Tiflotécnica (<http://cidat.once.es/>) SID: <http://www.sid.usal.es>. El Servicio de Información sobre Discapacidad, SID, es un servicio documental con un sistema informatizado de acceso vía Internet para la obtención de información sobre discapacidad. Se configura como una red pública puesta en funcionamiento conjuntamente por el Ministerio de Trabajo y de Asuntos Sociales (Instituto de Migraciones y Servicios Sociales-IMSERSO) y la Universidad de Salamanca (Instituto Universitario de Integración en la Comunidad-INICO). En el SID se puede encontrar todo tipo de información relacionada con la discapacidad. Puede encontrarse información sobre normativa, recursos, centros y servicios, organizaciones, ayudas, documentación, actualidad, estadísticas, etc. Disc@pnet: <http://www.discapnet.es>. Portal sobre la discapacidad financiado por la Fundación ONCE y los FEDER de la UE. Test de Accesibilidad Web (TAW): <http://www.tawdis.net>. Herramienta para evaluar la accesibilidad de las páginas Web. Totalmente en español. Su objetivo es difundir la accesibilidad como requisito en el diseño y realización de páginas Web con el fin de permitir el acceso a todas las personas. Dirigido a todas las personas interesada en este tema y especialmente a Webmasters, desarrolladores, diseñadores de páginas Web etc. Fundación Manuel Caracol (Barcelona) <http://www.funcaracol.org/>. Dedicada a la accesibilidad al ordenador de personas con discapacidad visual. Dispone de artículos de interés y manuales de software EdeAN. <http://www.e-accessibility.org/>. Red Europea para el diseño para todos e-accesible (European Design for All e-Accessibility Network). Creada en Julio de 2002 dentro de las iniciativas de acción del Plan e-Europa. Portal con información de todo lo que se está produciendo en Europa en relación a la accesibilidad: eventos, congresos, publicaciones, normativas, etc ACCESO: Unidad de Investigación "Acceso" de la Universidad de Valencia. <http://acceso.uv.es/accesibilidad/>. Recursos de diverso tipo sobre ayudas técnicas, accesibilidad en Internet, Informes, cursos virtuales, etc. Página de la agencia de la Defensa y Desarrollo de la Accesibilidad en Castilla-La Mancha. <http://www.addajccm.com/>. Esta agencia ha nacido en diciembre de 2000, en virtud de un convenio firmado por la Junta de Comunidades de Castilla - La Mancha y Asociación FSC Discapacidad, que pertenece a la Fundación ONCE. URID. Unidad Regional de Información sobre Discapacidad de Castilla-La Mancha. <http://www.infodisclm.com/>. La Unidad Regional de Información sobre Discapacidad es un programa que aborda de forma transversal las diferentes líneas de actuación del Plan Integral de Acción para Personas con Discapacidad en Castilla-La Mancha. Programa ACCESO de Portugal. <http://www.acesso.umic.pcm.gov.pt/>. Programa Nacional para la participación de los ciudadanos con necesidades especiales en la sociedad de la información. IMAGINA. <http://www.imagina.org/>. Iniciativa Múltiple de Atención de Gaps a la Integración, Normalización y Accesibilidad. w3aeiou <http://www.w3aeiou.org/>. W3aeiou pretende fomentar el uso de la Red como



medio de comunicación, es decir, como vehículo para relacionar personas y colectivos. Webs accesibles, eficientes, inteligibles, organizadas y usables. Conceptos, recursos y muchos enlaces de interés. Redmayores.net .
<http://www.redmayores.net/>. La red de las personas mayores internautas. Ofrecen cursos a personas mayores y todo la información referente a la tercera edad Grupo de Estudios Sociales, Tiflológicos y Asociativos.
<http://www.gesta.org/>. Grupo Portugués de personas con deficiencias visuales. Destaca la publicación del Boletín E-Access. Mensualmente y con actualidad a nivel mundial Minusval 2000.com. <http://www.minusval2000.com/>. La Web de los discapacitados físicos. Página sobre ocio; tiempo libre; amor; sexo y literatura dentro del mundo de las discapacidades físicas. Web del grupo FAR. <http://www.timon.com/far/>. El grupo FAR (Funcionalidad y accesibilidad en la red) tiene como objetivo fundamental contribuir al desarrollo de pautas y herramientas que faciliten la accesibilidad y funcionalidad de los contenidos y servicios Web a todas las personas. Web en donde es posible consultar los avances del grupo así como noticias y artículos relacionados con su actividad. DisWeb2000. <http://usuarios.discapnet.es/disweb2000/>. Información sobre discapacidad. Página personal de Carlos Egea y Alicia Sarabia. Accesibilidad al medio físico y a la Red. Con todo tipo de información, legislación, artículos, etc. Es posible descargarse el libro digital a texto completo ?Diseño accesible de páginas Web 1.0?. Fundacion Accadi. <http://www.accadi.org.ar>. Integración de discapacitados a través de enseñanza y práctica de actividades socioculturales y deportivas no competitivas) ski, fotografía, buceo, campamentos, etc.). En Argentina Red Especial Web. <http://www.redespecialweb.org/>. Red de Integración Especial. Su objetivo es la integración a través del uso de las tecnologías de la información. Ofrece cursos, talleres, congresos virtuales y mucho más. Un punto de encuentro entre personas con y sin discapacidad. DisWeb.org. <http://www.disweb.org/>. Web en donde es posible publicar artículos, quejas, comentarios, etc. sobre la accesibilidad y los problemas que las personas con algún tipo de discapacidad tienen en el desarrollo de sus actividades de la vida diaria. Está en inglés. EMERGIA. <http://www.emergia.net/servicios/usabilidad.asp>. Empresa especialista en analizar la utilidad, facilidad de uso y satisfacción de los usuarios de un sitio Web, es decir, su usabilidad. Descubrimos los problemas de accesibilidad y redactan soluciones para mejorarlos.



Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Work Placement II/653G01210

Subjects that continue the syllabus

Other comments

ECOLOGICAL OBSERVATIONS: To help achieve an immediate sustainable environment and meet strategic objective 9 of the Green Campus FCS Plan, the documentary works carried out in this area:

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1. Plastics will not be used.
2. Double-sided prints will be made.
3. Recycled paper will be used.
4. Drafting will be avoided

(*)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.