

Adaptation Jobs, Accessibility and Universal Design

2022-2023

Code: 804151

Module: 2

Type: Core subject

Year: Third

Semester: 1st

Department: Social, Work and Differential Psychology

Credits: 6 ECTS

TEACHING STAFF

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BRIEF DESCRIPTION

Adaptation of workplaces for people with functional diversity. Ergonomic criteria and recommendations in the design of workplaces. Assistive products in work environments. Accessibility and universal design.

COMPETENCIES

They are those corresponding to the Module and **Area/Subject** to which this course belongs.

General Competencies

- GC.10., 12., 13., 14., 16., 18., 21., 23. and 24.

Specific Competencies

- SC.M1.3., M1.5., M2.10., M2.13., M2.14., M2.17., M2.19. M2.2., M2.6., M2.7. and M4.2.

OBJECTIVES

- To define the objectives and the process of adaptation of workplaces for people with functional diversity.
- To know the role of the Occupational Therapist in the adaptation of workplaces.
- To use the main methodologies and tools currently used in the determination of the requirements posed by the performance of jobs for people with functional diversity.
- To know and apply the main methods of adaptation of workplaces.
- To determine the need or possibility of making reasonable accommodations in the workplace.
- To develop the adaptations of workplaces according to the requirements posed by these and the functional capabilities of the person with functional diversity.
- To apply the appropriate criteria and methodologies in the design of environments and surroundings to be accessible to all people.

PROGRAM

THEORETICAL PROGRAM

1. The adaptation of workplaces for people with functional diversity.
 - 1.1. Roles of the occupational therapist in the adaptation of workplaces.
 - 1.2. Objectives and process of adapting workplaces for people with functional diversity.
2. Job analysis.

- 2.1. Basic concepts and scope of application in Occupational Therapy.
- 2.2. The process of job analysis.
- 2.3. Methods and techniques of job analysis in job adaptation.
- 3. Functional assessment of the person in relation to work.
 - 3.1. Concept, applications and appraisal systems.
- 4. Adaptation measures and recommendations for ergonomic design of working environments.
 - 4.1. Specific methods of adaptation of workplaces.
 - 4.2. Conception and design of the workplaces: Anthropometry.
 - 4.3. Conception and design of the workstation: physical load and mental load.
 - 4.4. Environmental conditions and ergonomic criteria: illumination, temperature, noise, etc.
 - 4.5. Ergonomic criteria and recommendations in the adaptation of workstations.
- 5. Accessibility and universal design.
 - 5.1. Concept.
 - 5.2. Legal framework.
 - 5.3. Accessibility analysis in the adaptation of workplaces for people with functional diversity.
 - 5.4. Sectorial areas in the analysis of accessibility: architecture, urbanism, transportation and communication and information.
 - 5.5. Basic principles of universal design.
 - 5.6. Dimensions of universal design.
 - 5.7. Usability and user experience.

PRACTICAL WORK

1. Describe a job position.
2. Elaborate the requirements profile of a job.
3. Applying different types of adaptive measures depending on the demands of the job and the needs of the individual.
4. Anthropometry: design of an office workplace for a user and for a group.
5. Determination of physical and mental workload.
6. Adaptation of workplaces for people with functional diversity: office, workshop...
7. Occupational risk prevention and functional diversity: emergency situations.
8. The analysis of accessibility in adaptation of workplaces for people with functional diversity.
9. DALCO criteria: guide for the analysis of the accessibility of an environment.
10. Evaluation of the accessibility of the Faculty of Medicine.

TEACHING ACTIVITIES

The course will adopt a teaching methodology based on theoretical classes (lectures), seminars, practical classes and tutorials. This is a mixed teaching methodology that corresponds to a cooperative and collaborative student learning methodology. Theoretical or master classes are aimed at transmitting to students basic knowledge about the disciplinary contents of the subject, for the understanding of the principles, processes and systems of adaptation of workplaces for people with functional diversity, as well as the criteria and appropriate methodologies in the design of environments and environments to be accessible to all people.

The objective of the practical classes, seminars and tutorials is that the students apply the criteria, processes and systems learned to concrete situations in order to acquire and develop the competences of the course.

EVALUATION

The theoretical and practical knowledge acquired by the students will be assessed

through a multiple-choice test.

The remaining academic-formative activities developed in the teaching-learning process and directed by the professor will also be assessed. Among them, oral presentations in class, resolution of practical cases and presentation and defense of individual and/or group work.

The approximate quantification of each of the formative activities in the final grade will be the following:

- Active participation in the classroom and in the resolution of practical cases: up to 10% of the final grade.
- Individual or group work: up to 40% of the final grade.
- Final exam: up to 60% of the final grade.

The voluntary or accidental infringement of the rules of the exam will prevent the evaluation of the same, so the offending student will take an oral examination of the subject to establish their knowledge of the subject. If intentionality in the cheating is confirmed, it will be considered very serious misconduct, and will be brought to the attention of the Services Inspectorate to take the disciplinary measures it deems appropriate.

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