

<b>ID</b>	645
<b>Curricular Unit</b>	Assistive Technologies
<b>Regent</b>	Ana Cristina Guerreiro Espadinha
<b>Learning Outcomes</b>	<p>At the end of the curricular unit students should:</p> <ul style="list-style-type: none"> <li>a) be able to have an overall idea about the importance of Assistive Technology (AT) for the improvement of the quality of life, participation and autonomy of persons with disabilities or/and elderly persons;</li> <li>b) become familiar with current legislation relating to AT, gain awareness with a brange of assistive technology devices, products and services;</li> <li>c) learn a theoretical framework from which to make AT assessment and intervention decisions: determine how to match appropriate AT options with individual consumer needs and preferences; and learn to work together on multidisciplinary teams to develop assistive devices solutions and provide AT training to consumers with a variety of disabling conditions and AT needs;</li> <li>d) learn how to produce digital materials with therapeutic objectives for psychomotor intervention.</li> </ul>
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>a) The concepts of Assistive Technology (AT), technical aids and assistive products.</li> <li>b)The components of the AT system.</li> <li>c) The user of AT and its processing model: sensory, perceptive, cognitive and motor control functions related to the use of AT.</li> <li>d) Methods for identification of user needs and perceptive formal and informal evaluation of sensory, cognitive and motor control.</li> <li>e) The assessment of consumer levels of satisfaction with the AT.</li> <li>f) AT categories of classification according to the ISO System.</li> <li>g) The prescription of AT. The Portuguese legislation to allocate AT.</li> <li>h) AT assessment: skills, functions and ethics of the professionals working in the field.</li> <li>i) The use of software and web applications for design and produce materials to be used in psychomotor intervention to respond to user specific needs and characteristics.</li> </ul>
<b>Evaluation</b>	<p>This course has two components: one more expositive on the theoretical framework (supported by slideshows and videos) and other more practical oriented classes (with oriented search on the internet and practical tasks done in small group).</p> <p>The course can be held on final assessment, however the student is advised to do it with continuous assessment due to its strong practical component.</p> <p>Final Assessment:</p> <ul style="list-style-type: none"> <li>- 50% written exam (minimum score 7.5 in a 20 scale);</li> <li>- 50% oral exam.</li> </ul> <p>Continuous Assessment:</p> <ul style="list-style-type: none"> <li>- 40% rate (minimum score 7.5 in a 20 scale);</li> <li>- 60% Work assignment (about objective 'd' ).</li> </ul>

**Bibliography**

Cook, A.M. ePolgar, J.M. (2011). Essentials of Assistive Technologies. London: Elsevier/Mosby.

Scherer, M.J. (2005). Living in the state of stuck: how assistive technology impacts the lives of people with disabilities. Massachusetts: Brookline Books.

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