

## ABSTRACT

The *Covid 19* pandemic has changed our working and our living conditions, the environment has become hostile. We propose to briefly present an ergonomic intervention aiming at resuming classes in a physiotherapy school in the Parisian suburbs in this crisis context. The intervention was a confrontation of *Covid's* recommendations (evolving regularly) with the functioning of the lessons. The main problems questioned were: the school being closed during the intervention there was no activity, how to intervene without observing the activity? How to take into account that the private practices of the students' school have an influence on the health situation inside? Therefore, we imagined with the trainers a phase of perceptive simulation activity (PS) on the "residual" activity in order to have a representation of the organization of the lessons. In a second time, a transparent relationship with the students was established with the main idea "what you do outside has an influence inside (the school)". Intervening in pandemic was new conditions. It was therefore necessary to adapt the methods of intervention to the situation and ergonomics allows this adaptability to situations. In the idea of empowering interventions, the system and the individuals (teachers and students) have adapted, evolved over the course of the recommendations and the appearance of *Covid 19* cases. Both groups have probably developed their theoretical, practical and organizational knowledge of infectiology, which is an asset for caregivers or future caregivers. Finally, the ergonomist has also developed and adapted his practice to the singular situation.

## PROBLEMS-CONTEXT

- The environment became hostile (figure 1)
- The intervention took place during the holidays, so there was no teaching and therefore no activity to be carried out directly
- The teaching in the school of physiotherapy includes theoretical, practical and in care service. The quality of the teaching is combined with the *Covid* recommendations.

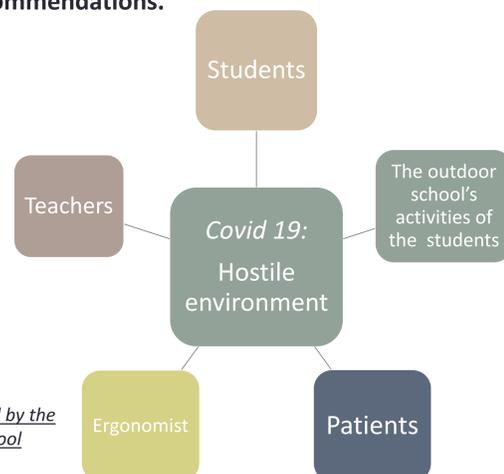
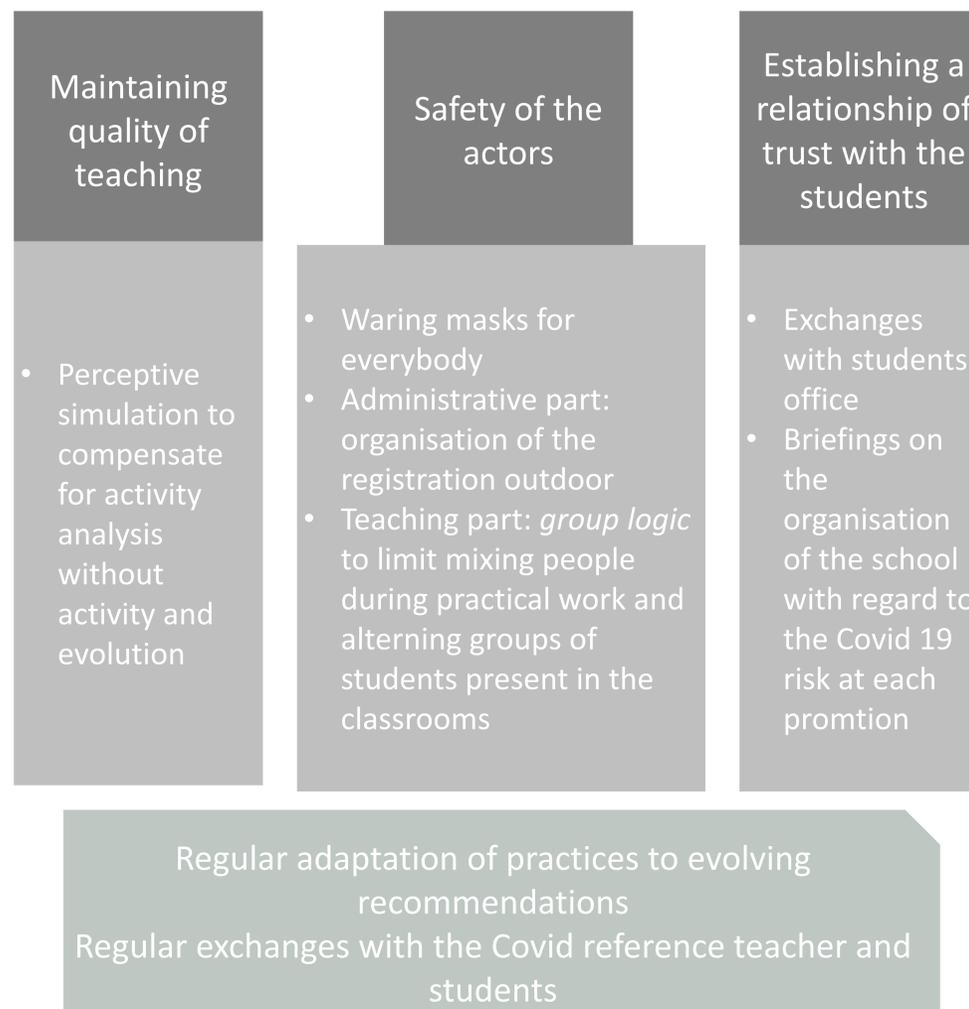


Figure n°1: People affected by the hostile environment at school

## OBJECTIFS

- The Covid 19 pandemic reveals a hostile environment: everyone becomes a risk to others, we have to imagine a new form of intervention *without activity*.
- The quality of teaching cannot be completely rediscovered in spite of *Covid*, which is an important issue in this intervention.
- The risk is omnipresent, find a way to manage the outside students Covid risk.

## ACTIONS



## RÉSULTATS

- We developed with the actors the perceptive simulation (SP) to understand and simulate the activity and to make it evolve by simulating it according to the recommendations.
- The teaching was maintained at a high level of quality, especially for the practical work, which was one of the major challenges.
- The collaboration with the teaching staff and students is probably one of the points that guaranteed the success of the intervention.

## CONCLUSION

- One of the bases of the success of the management of this crisis among this population of student masseur-physiotherapists is based on a collaboration in which the main actors are the teaching team, the students and the ergonomist with the idea that "what happens outside the school can have an impact on the inside".
- The constraints imposed by the crisis made it possible to develop new ways of intervention, an example of which we briefly develop with the "perceptive simulations", a form of activity analysis without directly observable activity.
- The students have probably developed a knowledge and practice of risk management, particularly infectious risk management, which is useful for future caregivers.
- The collaboration between the ergonomist, the school team and the students is still ongoing but a large degree of autonomy in the management of this crisis is built in on the school side. We managed to give a constructive and developmental aspect to our intervention.

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