Covid 19 - Limiting and managing risk in a physiotherapy school.

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 privet's 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)". Intervention in pandemic was new conditions. Itt 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 become 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.

OBJECTIFS

- The Covid 19 pandemic reveals a hostile environnement: everyone becomes a risk to others, we have to imagine a new form of intervention without activity.
- The quality of teaching cannot be completely rediscussed 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

Maintaining quality of teaching

- Perceptive simulation to compensate for activity analysis without activity and evolution

Safety of the actors

- Waring masks for everybody
- Administrative part: organisation of the registration outdoor
- Teaching part: group logic to limit mixing people during practical work and alternating groups of students present in the classrooms

Establishing a relationship of trust with the students

- Exchanges with students office
- Briefings on the organisation of the school with regard to the Covid 19 risk at each promotion

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 developing 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.

REFERENCES

- Falzon P.: Ergonomics, knowledge development and the design of enabling environments, Humanizing Work and Work Environments, Guwahati, India (2005)