The International Social Security Association

Prevention of risks linked to physical activity in the health and social sectors (PRAP 2S)

The implementation of PRAP 2S in vocational schools in France

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1. Occupational health in the home-care and home-help trades: context

2. The development of the PRAP 2S training: from the concept of “working postures and movements” to the need for prevention of risks linked to physical activity

3. PRAP 2S training offered to students and apprentices

4. The multiplier effect of the training
1 – The context

- The home-care and home-help sectors account for 1.8 million jobs in France
- Most jobs are precarious:
  - imposed part time
  - employers are private individuals, etc.
- Home-care and home-help workers are poorly qualified (only 20% are trained)
- A high accident rate
- The rate of quitting the profession early is high
- Situations of isolated work
1 – The context (continued)

- Ageing of the French population
- Increase in hospital care and home care
- Political determination to improve the professional qualification of home-care and home-help workers and nursing assistants in healthcare facilities
- Transfer of part of healthcare workers’ workload to non-healthcare workers (e.g. washing up, walking assistance, etc.)
- Increased need for young qualified staff
1 – The context (continued)
2. The development of the PRAP 2S training

- Previously the training was limited to “adapting people to work” through the learning of working postures and movements, since manual handling was considered inevitable.

- The 1989 directive overturned this approach: “work must be adapted to people”, resulting in the need to eliminate or reduce manual handling, to use technical aids and to only use manual handling as a last resort and under the proper conditions.
2. The development of the PRAP 2S training

- This new approach benefits both the people assisted and the people assisting
  - Preserving mobility and autonomy as much as possible
  - Preventing early physical wear-out of the workers
  - Facilitating communication between both parties by establishing effective collaboration in a climate of trust
3. The PRAP 2S training

- Incorporation of risk prevention in vocational degrees curricula within the French education system

- PRAP 2S is evaluated as any other professional skill.

- PRAP 2S is taken into account for the validation of the degree.
3. The PRAP 2S training

- **Aims of the PRAP 2S training:**
  - To know the risks of one’s job, the work situations likely to jeopardise one’s health, or to involve useless or excessive effort
  - To observe and analyse one’s work situation: by drawing on the knowledge of the human body and identifying the different health effects
  - To participate in risk control: being a prevention player
3. The PRAP 2S training

- **Skill no. 1**: Describing one’s work situation and characterising the weight of physical activity combined with perceptive and mental activities

- Using a simple work situation, moving objects, changing positions, etc.

- Expressing feelings and observations to describe the work situation and identify the physical activity
3. The PRAP 2S training

- **Skill no. 2**: Understanding the importance of damage linked to physical activity in the workplace and the economic and human consequences

- Physical activity affects the body

- These physical exertions result in:
  - occupational accidents
  - occupational diseases
  - human and economic costs
3. The PRAP 2S training

- **Skill no. 3**: Identifying hazardous situations and assessing the risks linked to physical activity, using knowledge about the human body

- All jobs involve muscular work…

- Damage might occur (e.g. pain) leading to impairments (e.g. fractures, MSDs).

- The physiology and anatomy of the musculoskeletal system may be harmed.
3. The PRAP 2S training

- **Skill no. 4**: Identifying the elements that determine physical activity in work situations

- Based on a filmed or simulated situation, finding the factors that determine the work situation (characteristics of the users, help or care workers, environment, task, time, human relationships, etc.)
3. The PRAP 2S training

- **Skill no. 5**: Proposing improvements that may prevent or reduce risks linked to physical activity or warning superiors of the risks
- Using experimental workstations, expressing feelings and seeking improvements
3. The PRAP 2S training

- **Skill no. 6**: Limiting risks linked to occasional manual load handling by applying basic principles of physical safety and economy of effort
- Highlighting basic principles governing the use of body mechanics through physical demonstrations
3. The PRAP 2S training

- **Skill no. 6 (continued)**

- Implementing and confirming basic principles governing techniques for carrying objects (boxes with or without handles, buckets, large boxes, etc.)
3. The PRAP 2S training

- Skill no. 6 (continued)
- Manual handling techniques: patient mobility assistance
- Techniques for manually handling small or big children
- Techniques for manually handling adults (walking assistance, placing them in wheelchairs, bed).
3. The PRAP 2S training

**Assessment**

- Knowledge
- Handling inert objects
- Assistance with manual handling of people
  - During the training course: practising all of the techniques
  - At the end of the training: three exercises conducted on the manual handling of adults in and around different equipment (tables, chairs, beds etc.).

A PRAP 2S certificate is awarded to students who have acquired all the skills. This certificate is recognised by companies.
4. The multiplier effect of the training

- PRAP 2S is part of the series of additional certifying training courses in occupational safety and health.
  
  Crosscutting or specific according to the field of work, they are aimed at enhancing the professional qualification of over 350,000 young people per year and improving their employability through the development of a skills portfolio.

- **PRAP Industry Construction Commerce** (reduction of manual handling and postural strain, improvement in moving loads)
- **First aid at work** for all sectors
- Prevention of **electrical hazards**
- **Safe driving of vehicles** in construction, logistics, industry, etc.
- Prevention of risks related to **working at height**
4. The multiplier effect of the training

Transfer of prevention specialists’ knowledge and know-how to teachers is carried out in stages:

4.1 INRS prevention specialists train trainers

35 trainers of PRAP 2S trainers
The initial one-week training course is complemented by skills updating seminars every two years.
4. The multiplier effect of the training

4.2 In turn, PRAP 2S trainers transfer knowledge and techniques to teachers in the health and social sectors

700 PRAP 2S trainers
4. The multiplier effect of the training

4.3 Each year,

4,700 people are trained in PRAP 2S

within the framework of their vocational degree.
Thank you for your attention

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