



**ASSET**  
share and move to face nasty bugs

**TITLE: COMMUNICATION**  
**SUBTITLE: SUMMER SCHOOL REPORT 1**

ASSET Project • Grant Agreement N°612236

# ASSET

Action plan on SiS related issues in Epidemics And Total Pandemics

7<sup>th</sup> RTD framework programme

Theme: [SiS.2013.1.2-1 Sis.2013.1.2-1]

Responsible partner: **ISS**

Contributing partners: **LYON, PROLEPSIS, EIWH, DBT, FFI, IPRI, NCIPD, TIEMS, DMI, UMFCO, HU, ZADIG**

Nature: **Report**

Dissemination: **PU**

Contractual delivery date: **2015-12-31 (m24)**

Submission Date: **2016-01-11 (m25)**

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no 612236



co-funded by the EU. GA: 612236

[www.asset-scienceinsociety.eu](http://www.asset-scienceinsociety.eu)



## DOCUMENT MANAGEMENT

|                    |  |
|--------------------|--|
| PROJECT FULL TITLE | Action plan on SiS related issues in Epidemics and Total pandemics   |
| PROJECT ACRONYM    | ASSET  |
|                    | Coordination and Support Action: project funded under Theme SiS.2013.1.2 "Mobilisation and Mutual Learning (MML) Action Plans" |
| GRANT AGREEMENT    | 612236   |
| STARTING DATE      | 01/01/2014   |
| DURATION           | 48 months  |

D7.9 Summer School Report 1: Activity Report till to m24

Task: 7.6

Leader: ISS – Other contributors: LYON, PROLEPSIS, EIWH, DBT, FFI, IPRI, NCIPD, TIEMS, DMI, UMFCD, HU, ZADIG

### History of changes:

| Vn | Status  | Date       | Organisation / Person responsible | Reason for Change              |
|----|---------|------------|-----------------------------------|--------------------------------|
| V1 | Draft   | 29/12/2015 | ISS                               |                                |
| V2 | Revised | 02/01/2016 | Zadig/Donato Greco                | Suggestion for final paragraph |
| Vf | Final   | 07/01/2016 | ISS                               |                                |



## Table of Contents

|   |    |
|---|----|
| EXECUTIVE SUMMARY .....   | 5  |
| ACKNOWLEDGEMENTS .....  | 7  |
| CONTRIBUTIONS OF AUTHORS .....  | 7  |
| 1. INTRODUCTION .....   | 8  |
| 1.1 The framework .....   | 9  |
| 1.2 Thematic issues .....   | 10 |
| 1.3 Scope and objectives for the ASSET Summer School .....  | 10 |
| 1.4 Target audience of the course .....   | 10 |
| 1.5 Methods applied at the school .....   | 11 |
| 1.6 Timing of the first edition (year 2015) .....   | 11 |
| PART I: DESIGNING THE FIRST SCHOOL EDITION (2015) .....   | 12 |
| 2. ORGANISATIONAL ASPECTS .....   | 12 |
| 2.1 “Save the date” activities (logo, dissemination by the web and other channels, etc.) .....                | 12 |
| 2.2 Secretariat actions (call for registration, management of contacts for teachers and students, etc.) ..... | 14 |
| 2.3 Administrative arrangement (procedures for catering, travels, etc.) .....                                 | 14 |
| 3. SCIENTIFIC CONTENTS .....  | 15 |
| 3.1 Macroplanning phase .....   | 15 |
| 3.2 Microplanning phase .....   | 15 |
| PART II: DELIVERING THE FIRST SCHOOL EDITION (2015) .....   | 18 |
| 4. ORGANISATIONAL ASPECTS .....   | 18 |
| 5. SCIENTIFIC CONTENTS .....  | 18 |
| 5.1 Methods and materials .....   | 18 |
| 5.2 A glimpse of the results per single day .....   | 19 |
| 5.2.1 Day I: September 21 .....   | 19 |
| 5.2.2 Day II: September 22 .....  | 19 |
| 5.2.3 Day III: September 23 .....   | 20 |
| 5.2.4 Day IV: September 24 .....  | 20 |
| 5.3 Discussion .....  | 21 |



|  |    |
|--|----|
| PART III: EVALUATING THE FIRST SCHOOL EDITION (2015) .....                   | 22 |
| 6. ORGANISATIONAL ASPECTS .....  | 22 |
| 6.1 Satisfaction of participants .....                                       | 22 |
| 6.2 Autoevaluation .....   | 22 |
| 7. SCIENTIFIC CONTENTS.....  | 23 |
| 7.1 Satisfaction of participants .....                                       | 23 |
| 7.2 Autoevaluation per single Learning Unit.....                             | 23 |
| CONCLUSIONS AND FINAL CONSIDERATIONS .....                                   | 24 |
| ANNEX I – Form 1 for Task 7.6 .....  | 26 |
| ANNEX II – Presentation of Task 7.6 progress at TDW .....                    | 29 |
| ANNEX III – Discussion thread about T7.6 on the ASSET CoP web platform ..... | 30 |
| ANNEX IV – Storyboard .....  | 36 |
| ANNEX V – Learning Units’ Forms filled in .....                              | 44 |



## EXECUTIVE SUMMARY

Infectious diseases not only impact on people's health conditions, but also on several socio-economic aspects. Facing epidemics and pandemics is thus a major challenge for both science and society, a challenge that requires a multidisciplinary approach.

ASSET is a EU-funded cooperative program which combines a multidisciplinary set of expertise in order to address effectively scientific and societal challenges raised by pandemics and associated crisis management.

Engagement, gender equity, science education, open access, ethics and governance are thus the keywords encompassed in the main action plan launched in 2001 by the European Commission, with the aim to foster public engagement and a sustained two-way dialogue between science and civil society.

Within this context, the first [ASSET Summer School](#) was held in Rome, on September 21-24, at the Italian National Institute of Health (ISS). The event (task 7.6 in the ASSET project) is organized by the National Centre for Epidemiological Surveillance and Health Promotion (CNESPS) of the National Institute of Health, placed in via Giano della Bella 34, Rome.

The ASSET Summer School aims at establishing an interactive learning space for researchers and practitioners, in order to share and exchange knowledge related to epidemics and pandemics. This first workshop out of three was conceived to fit the interests of professionals with a background education and a working experience in different fields related to infectious diseases outbreaks – like medicine, philosophy, social science, health economics and communication. Participants were selected based on evaluation of CVs and motivation letters, and followed a strategically planned series of lectures, group work exercises and case studies. The daily programme ran from 9 am to 5 pm and the lessons were given by lectures from prominent international experts on several topics, ranging from crisis management to issues related to social and health inequalities, and participate to group work exercises and case studies. Lecturers discussed the ethical, legal and societal implications of pandemics, the unsolved scientific questions about them, the main problems about outbreaks governance and gender-related issues.

The present report (Deliverable 7.9) has been divided into three parts describing the process phases to arrange the first edition of the ***ASSET Summer School on Science in Society related issues in Pandemics***



co-funded by the EU, GA: 612236



share and move to face nasty bugs

that are planning, arrangement and evaluation. These three elements have been analysed with regard both to organisational and scientific issues.



## ACKNOWLEDGEMENTS

We acknowledge all the consortium partners<sup>1</sup> who have been useful in relevantly defining the schedule of the first ASSET Summer School as well as our colleagues from the Istituto Superiore di Sanità Resource Centre: Lorenzo Fantozzi, Arianna Dittami and Valerio Occhiodoro for the valuable support provided on technical issues.

## CONTRIBUTIONS OF AUTHORS

Concerning the first ASSET Summer School that the current Deliverable Report (D7.9) refers to, contributors have been as it follows:

Alberto Perra, Barbara De Mei, Eva C. Appelgren, Valentina Possenti, Paola Scardetta (ISS, Italy): conception and design, identification of scientific lines, organisation of the course and coordination;

Luigi Migliorini, WHO/EU: appointee to Learning Unit 1;

Manfred Green (HU, Israel): appointee to Learning Unit 2;

Kjersti Brattekas, FFI: appointee to Learning Unit 3;

Roberta Villa and Michele Bellone, Debora Serra, Riccardo Scalco; Zadig: appointees to Learning Unit 4 and 5;

Kailash Gupta, TIEMS: appointee to Learning Unit 6;

John S. Haukeland, DBT: appointee to Learning Unit 7;

Maeve Cusack, Peggy Maguire and Vanessa Moore, EIWH: appointees to Learning Unit 8;

Alberto d'Onofrio, IPRI and Mitra Saadatian, LYONBIOPOLE: appointees to Learning Unit 9;

Ariel Beresniak, DMI: appointee to Learning Unit 10;

Agoritsa Baka and Pania Karnaki, PROLEPSIS: appointees to Learning Unit 11;

Mircea Ioan Popa (UMFDB, Romania): participant as auditor;

Mira Kojouharova, Anna Kurchatova, Savina Stoitsova (NCIPD, Bulgaria): contributors to planning but not participant.

---

<sup>1</sup> Partners are retrievable on the ASSET website at URL: <http://www.asset-scienceinsociety.eu/about/partners>



## 1. INTRODUCTION

### Summer School on Science in Society related issues in Pandemics.

#### A cross-cultural learning environment

#### From starting from the Project Description of Work (DoW)...

*“Within the scope of the ASSET Action we will be organising a Summer School on SiS related issues in Pandemics. The objective of the course is to foster exchanges on foundational and methodological approaches as well as on contemporary and educational issues in SiS related aspects of Pandemics. This course works from a transdisciplinary (social sciences, science communication, public health, vaccinology, bioethics, gender issues, clinical ethics, political science) perspective. During the course, project partners and invited prominent international experts will give presentations on various topics concerning SiS related issues in Pandemics. There will be time for intensive discussions. The language of instruction will be English. The course is of interest to participants from diverse professional backgrounds, such as public health, medicine, philosophy and social science, media, health care administration, and PhD students undertaking courses of study in these areas. For the first three editions of the school, we will not ask registration fees but twenty participants will be selected each year on the basis of their CVs and the relevance of their interests to the programme of the school. The first edition of the course will start by m18 and we plan to keep three editions of the school during the project life.”*

... to better defining the task by the Form 1<sup>2</sup> and its Logical Framework (LF; reported at following Table 1)

**Table 1. Logical Framework entered in Form 1 for T7.6**

|                           | Definition   | Indicator  | Source of information     | Risks and assumptions  |
|---------------------------|--|--|---------------------------|--|
| <b>Specific objective</b> | <b>Different kinds of EU professionals trained/skilled on SiS related issues in Pandemics according to a transdisciplinary perspective</b> | <b>60 trainees (20 participants per edition)</b> | <b>D7.9, D7.10 report</b> | <b>European Institutions/Organisations interested in SiS related issues in Pandemics</b>               |
| <b>Result 1</b>           | 3 Summer School editions delivered   | 1 Summer School by 2015; 1 by 2016; 1 by 2017    | ASSET website             | Interest for the learning contents offered<br>Availability/sustainability to participate in the school |
| <b>Activity 1</b>         | Define rationale (structure, target, topics of interest)   |  |                           |  |
| <b>Activity 2</b>         | Launch the event by the web, networking  |  |                           |  |
| <b>Activity 3</b>         | Assemble a scientific program (interventions and teachers)   |  |                           |  |
| <b>Activity 4</b>         | Choose participants  |  |                           |  |
| <b>Activity 5</b>         | Arrange the course   |  |                           |  |

<sup>2</sup> The whole Form 1 is included in Annex I





## 1.1 The framework

The European Commission is determined to bridge the gap between the scientific community and society at large. In 2001, the «Science and Society» Action Plan was launched with the main objective to foster public engagement and a sustained two-way dialogue between science and civil society and to build a framework for Responsible Research and Innovation (RRI).

The grand societal challenges that we are facing will have a far better chance of being tackled if all societal players are fully engaged in the co-construction of innovative solutions, products and services. Responsible Research and Innovation means that societal actors work together during the whole research and innovation process in order to better align both the process and its outcomes, with the values, needs and expectations of the European society. RRI is an ambitious challenge for the creation of a Research and Innovation policy driven by the needs of society and engaging all societal players via inclusive participatory approaches.

The RRI framework consists of 6 key elements:

- ▶ **Engagement.** One of the ideas encouraged by the concept RRI, even if it can seem utopian and overoptimistic, is the mutual learning to develop joint solutions to societal problems.
- ▶ **Gender Equity.** Developed countries seem to have overcome gender differences; nevertheless research institutions need to keep a modern structure, particularly regarding their human resources management.
- ▶ **Science education.** To make change happen, education for future researchers is necessary; this might be achieved by launching creativity and encouraging children and youth towards maths, science and technology and, of course, creativity.
- ▶ **Open Access.** In order to be responsible, research and innovation must be both transparent and accessible for everybody. Nowadays scientific results are becoming underdeveloped due to the difficulty to access many publications and data due to their non-free online access.
- ▶ **Ethics.** Society is based on shared values, and that's why research and innovation must respect fundamental rights and legal aspects and display the highest ethical standards. However we all should try to discover if these standards suppose an advance or, if instead of that, they draw out high quality results.
- ▶ **Governance.** Policy makers have the responsibility to prevent harmful or unethical developments in research and innovation.

**Source: European Commission. "Responsible Research and Innovation. Europe's ability to respond to societal challenges". 2012.**



## 1.2 Thematic issues

Pandemics as well as other major outbreaks and infectious disease crises impact not only on mortality/morbidity, but also on socio-economic aspects. Such characterization requires a multidisciplinary approach. The First Edition of the ASSET Summer School will cover several issues:

- ▶ Governance of pandemics
- ▶ Unsolved scientific questions about epidemics and pandemics
- ▶ Crisis participatory governance
- ▶ Ethical, legal and societal implications of pandemics
- ▶ Gender pattern – vulnerability
- ▶ (Issues related to) intentionally caused outbreaks.

## 1.3 Scope and objectives for the ASSET Summer School

The ASSET Summer School aims at:

- ▶ establishing an interactive learning space for researchers and practitioners in the field of Science in Society (SiS) related issues in Pandemics;
- ▶ sharing and exchanging issues related to conducting and communicating research in SiS according to a transdisciplinary perspective, ranging from public health to social science and communication;
- ▶ addressing and critically discussing current discourses on research methodologies and findings as well as on practice-based cases.

At the end of the Summer School, trainees will be able to:

- ▶ identify and describe Pandemics and crisis management issues from a SiS perspective
- ▶ identify and monitor SiS issues occurring in pandemics and crisis management
- ▶ apply and adapt an analytical approach to the own country-specific situation.

## 1.4 Target audience of the course

The ASSET Summer School would be of interest and suitable for professionals with a background education and a working experience in the following fields: medicine, public health, philosophy, social science, communication, health care, health economics, administration (max 20).

Because of the SiS nature, it could be quite ideal that fields of education and working experience are different. For example, a MD working as scientific journalist or a sociologist working within healthcare administration.

Additionally to these identified professional figures, PhD students undertaking courses of study in these areas are allowed to apply, too.

Nominative course completion certificates will be issued at the end of the course.



## 1.5 Methods applied at the school

The intended learning approach implemented in the ASSET Summer School will be interactive and participatory. To better address a critical approach on research methodologies, analytical perspectives and dilemmas from practice, it will be possible to join in:

- ▶ lessons given by top experts or witnesses in the field;
- ▶ exchange of study or practice-based experience;
- ▶ mainly case studies (meaning that small groups are first assigned a real or self-case to be analyzed; then, wrapping-up plenary session follow to discuss methods, processes and outcomes).

*The case method represents a teaching approach that uses decision-forcing cases to put participants in the role of people who were faced with difficult decisions at some time in the past. In sharp contrast to many other teaching methods, the case method requires that facilitators refrain from providing their own opinions about the decisions in question; rather, their chief task is asking participants to devise and defend solutions to the problems at the heart of each case.*

- ▶ participants' workgroups - heterogeneous with regard to background - to adopt a constructivist approach also by using, analysing and producing/developing innovative **multimedia** tools to communicate, circulate or propose new ideas.

## 1.6 Timing of the first edition (year 2015)

The ASSET Summer School was delivered in Rome at the National Centre for Epidemiology, Surveillance and Health Promotion (CNESPS) of the Istituto Superiore di Sanità (ISS) from September 2015 21 to 24.



## PART I: DESIGNING THE FIRST SCHOOL EDITION (2015)

The design phase of the ASSET Summer School was quite long and articulated, it began in fact since the project meeting held in Geneva on February 2015, 25<sup>th</sup><sup>3</sup>.

Then, a discussion thread “**7.6 Summer School on SiS related issues in Pandemic**” was started on May 2015, 5<sup>th</sup> and enriched with 33 contributions till August 2015, 6<sup>th</sup><sup>4</sup>.

## 2. ORGANISATIONAL ASPECTS

The ASSET team at ISS that has been involved in the arrangement of the Summer School was made of six people working on scientific issues as well as on technical, administrative and logistic aspects (names and roles are listed in Table 2).

**Table 2. ISS (T7.6 leader) Human Resources**

| Name/Surname       | Role for ASSET School                    | Partner | Country |
|--------------------|--|---------|---------|
| Alberto Perra      | Task leader - School Director            | ISS     | Italy   |
| Barbara De Mei     | Task leader - School Director            | ISS     | Italy   |
| Valentina Possenti | Task leader - Scientific Secretariat     | ISS     | Italy   |
| Eva C. Appelgren   | Task leader - Technical Secretariat      | ISS     | Italy   |
| Paola Scardetta    | Task leader - Facilitator                | ISS     | Italy   |
| Arianna Dittami    | Task leader - Technical Secretariat      | ISS     | Italy   |
| Valerio Occhiodoro | Task leader - Administrative Secretariat | ISS     | Italy   |
| Lorenzo Fantozzi   | Task leader - Graphic Service            | ISS     | Italy   |

### 2.1 “Save the date” activities (logo, dissemination by the web and other channels, etc.)

Initially, in the month of February the WP7-Communication leader (Zadig) provided the task 7.6 leader with three proposals of School logo. The task leader (ISS) chose the one that is shown at the Figure 1 here below.

<sup>3</sup> Slides presented on this issue are reported at Annex II

<sup>4</sup> The entire discussion thread on this issue is reported at Annex III



co-funded by the EU, GA: 612236



share and move to face nasty bugs

**Figure 1. The ASSET Summer School logo**



In the image all the ASSET visual identity items can be retrieved.

- ✓ Letters/Font: the same than the project logo
- ✓ Graphic components: the circle is made of two elements that are symbols for interdisciplinarity and collaboration of different subjects on the common sun (standing for the summer season). Further, the arrow implies the common objective as by the ASSET brand identity
- ✓ Colours: green and blue bring also their own meanings (as in the ASSET corporate brand).

The first activity was about the delivery of the “Save the date” page on the ASSET website complete of all basic information on the course and the registration form to apply. The graphic representation on the web is reported at Figure 2.

**Figure 2. The ASSET Summer School 2015 webpage**



Then, we asked all Consortium Members to disseminate it as much as possible in their own country to ensure a great visibility and a good return in terms of candidates. The ASSET Partners communicated what they did for disseminating the event to the task leader that was made aware of information spread all over Europe by websites, social networks, institutional newsletters and other initiatives.



## 2.2 Secretariat actions (call for registration, management of contacts for teachers and students, etc.)

The process of participants' selection was ended by the first half of September with a total of 12 eligible participants. At the Table 3 participants (registered and effective) are listed.

**Table 3. List of participants (registered and effective) to the ASSET Summer School 2015**

| REGISTERED PARTICIPANT  | EFFECTIVE PARTICIPATION |
|-------------------------|-------------------------|
| Atzori Maria Antonietta | YES                     |
| Fabris Maria Luisa      | YES                     |
| La Gioia Vincenzo       | YES (PARTIAL)           |
| Lucaroni Francesca      | YES                     |
| Malandrucco Livia       | YES                     |
| Palomba Stefano         | NO                      |
| Petrucci Maria Saba     | NO                      |
| Po Claudio              | NO                      |
| Rossi Mason Johanna     | NO                      |
| Sandutu Dorica Rodica   | YES                     |
| Stratan Victoria        | YES                     |
| Vesa Madalina Georgeta  | YES                     |

## 2.3 Administrative arrangement (procedures for catering, travels, etc.)

The total budget for arranging three editions of the ASSET Summer School is 30,000 EUR so that it is possible to spend 10,000 EUR each year.

Costs that task leader supported were for:

- ✓ n.4 morning coffee breaks
- ✓ n.4 light lunches
- ✓ travel expenses for Dr. Luigi Migliorini (EU WHO)
- ✓ n.2 travel grants for best students.

Concerning this last point, in the project DoW in fact it is explicitly written that we have 10 travel tips to give in the three school editions. In 2015, Dr. Vesa (from Romania) and Dr. Stratan (from France) were given the two grants.



### 3. SCIENTIFIC CONTENTS

As stated above, the ISS team dedicated to work on the ASSET Summer School well combined the organisational aspects with the scientific items to be developed during the four-day course.

The organisation of the training sessions was shared with all participating Partners who were called to actions of macroplanning first and microplanning afterwards.

#### 3.1 Macroplanning phase

Starting from the very general concepts exploited within the task description retrievable in the DoW, a schedule (the Storyboard<sup>5</sup>) was drafted and each Partner was asked to fill in.

Once gathered all the charts, the inputs were aggregated and basing on that, the original idea presented was remoduled.

#### 3.2 Microplanning phase

Given the output coming from the first step, when the Consortium entered the microplanning phase the Partners were assigned a Learning Unit (LU) to lead and/or to join in and contribute to.

The related chart (the Learning Unit Form<sup>6</sup>) was the crucial element for ensuring a good coverage of relevant topics to be presented and discussed within the different Learning Units, avoiding also overlapping. In the end 11 Learning Units were identified. They are synthetically reported at Table 4 and related Learning Unit Forms filled in with contents by all Reference Partners are included in Annex V.

<sup>5</sup> A copy of the Storyboard is enclosed as Annex IV

<sup>6</sup> A copy of the Learning Unit Form is enclosed as Annex V

**Table 4. List of the Learning Units in the four days of the ASSET Summer School 2015**

| DAY                                   | LU        | TITLE   | REFERENCE PERSON(S)                   | METHOD                     |
|---------------------------------------|-----------|---|---------------------------------------|----------------------------|
| <b>I: September 21<sup>st</sup></b>   | <b>1.</b> | Introductory Lectio magistralis   | Luigi Migliorini, WHO/EU              | Frontal presentation       |
|                                       | <b>2.</b> | Vaccine and vaccination in Pandemics  | Manfred Green, HU                     | Frontal presentation       |
|                                       |           | Case study Day I: Tamiflu issue during the H1N1 2009 pandemic                                   | Manfred Green, HU                     | Case study in small groups |
| <b>II: September 22<sup>nd</sup></b>  | <b>3.</b> | Secrecy vs. Transparency in Pandemics and other crises  | Kjersti Brattekas, FFI                | Frontal presentation       |
|                                       |           | Case study Day II   | Kjersti Brattekas, FFI                | Case study in small groups |
|                                       | <b>4.</b> | The role of risk communication in Pandemics and other crises                                    | Roberto Satolli, Roberta Villa; Zadig | Frontal presentation       |
|                                       |           | Exercise  | Roberto Satolli, Roberta Villa; Zadig | Small group work exercise  |
|                                       | <b>5.</b> | How risk communication changes when it is 2.0   | Michele Bellone, Debora Serra; Zadig  | Frontal presentation       |
|                                       |           | Exercise (looking for best practice on YouTube, Twitter, etc.)                                  | Riccardo Scalco, Zadig                | Small group work exercise  |
| <b>III: September 23<sup>rd</sup></b> | <b>6.</b> | How does a community react when under a threat? When the resilience becomes community hardiness | Kailash Gupta, TIEMS                  | Frontal presentation       |
|                                       |           | Case study Day III  | Kailash Gupta, TIEMS                  | Case study in small groups |





| DAY                             | LU  | TITLE  | REFERENCE PERSON(S)                                  | METHOD  |
|---------------------------------|-----|--|--|---|
| III: September 23 <sup>rd</sup> | 7.  | To what extent do citizens participate in crisis governance?   | John S. Haukeland, DBT                               | Frontal presentation                                      |
|                                 |     | To what extent did citizens participate in last pandemic governance?   | John S. Haukeland, DBT                               | Presentation of historical documents/multi media material |
|                                 | 8.  | Influenza pandemics/epidemics and vaccinations: overview from a life course approach and in line with a multi-stakeholder approach to participatory governance | Vanessa Moore, EIWH                                  | Frontal presentation                                      |
|                                 |     | Mind the Gender Gap - Promoting Vaccinations   | Vanessa Moore, EIWH                                  | Frontal presentation                                      |
|                                 |     | Exercise   | Vanessa Moore, EIWH                                  | Small group work exercise                                 |
| IV: September 24 <sup>th</sup>  | 9.  | Unsolved Scientific Questions in Epidemics/ Pandemics  | Alberto D'Onofrio, IPRI; Mitra Saadatian, LYONBIOPOL | Frontal presentation                                      |
|                                 |     | Unsolved Scientific Questions in Epidemics/ Pandemics  | Alberto D'Onofrio, IPRI; Mitra Saadatian, LYONBIOPOL | Frontal presentation                                      |
|                                 | 10. | Economic evaluation of public health response strategies against pandemics   | Ariel Beresniak, DMI                                 | Frontal presentation                                      |
|                                 |     | Methodologies and results of the FLURESP EC project about cost-effectiveness of interventions against flu pandemics  | Ariel Beresniak, DMI                                 | Frontal presentation                                      |
|                                 | 11. | SiS in Pandemics and recent epidemics  | Agoritsa Baka, Pania Karnaki, PROLEPSIS              | Frontal presentation                                      |
|                                 |     | Case study day IV  | Agoritsa Baka, Pania Karnaki, PROLEPSIS              | Case study in small groups                                |



## PART II: DELIVERING THE FIRST SCHOOL EDITION (2015)

### 4. ORGANISATIONAL ASPECTS

Mirroring the costs listed at paragraph 2.3, the expenses that have effectively been paid are detailed at Table 5 that follows.

**Table 5. Amount of expenses to arrange the ASSET Summer School 2015**

| TYPE OF COST | ✓ n. 4 morning coffee breaks                        | 290.05 EUR          | ENTITY OF COST |
|--------------|---|---------------------|----------------|
|              | ✓ n. 4 light lunches                                | 1,328.00 EUR        |                |
|              | ✓ travel expenses for Dr. Luigi Migliorini (EU WHO) | 494.00 EUR          |                |
|              | ✓ n. 2 travel grants for best students              | 227.65 EUR          |                |
| <b>TOTAL</b> |   | <b>2,339.70 EUR</b> |                |

In the budget assigned to delivering this task, it is foreseen also 750.00 EUR to be spent for materials' acquisition (such as folders, pens, prints, etc.), but any sum was not used to this end because internal Centre resources were utilized.

### 5. SCIENTIFIC CONTENTS

As described at paragraph 3 and its sub-paragraphs, the first edition of the ASSET Summer School has been developed according to a macro-planning and micro-planning shared within all the contributing Partners and coordinated by the task leader.

#### 5.1 Methods and materials

Firstly the six main lines were identified overall (Governance of pandemics; Unsolved scientific questions about epidemics and pandemics; Crisis participatory governance; Ethical, legal and societal implications of pandemics; Gender pattern – vulnerability; Issues related to intentionally caused outbreaks).

Then, assigned Reference Partners to each specific issue were required to set up learning sessions strongly based on evidence that was studied and analysed in ASSET but also including a case study (one per day) or an exercise (the rest of the modules). This feature of making the School a real opportunity to learn mutually has been enhanced through a theory and practice-driven approach.



In the perspective to develop a “paperless” course as much as possible, all references and materials encompassed by teachers in their Learning Units have been sent out to participants by email at the end of the School.

## 5.2 A glimpse of the results per single day

Beside the Learning Unit Form that indicated objectives, focal points and useful/relevant related material, a brief descriptions of the real performance is here reported per single course day.

### 5.2.1 Day I: September 21

**Introductory speech; Luigi Migliorini, WHO/EU:** what are the role and responsibilities of the World Trade Organization and its technical bodies in matter of pandemic emergency? Starting from this very basic question, a huge discussion has been run among the class attendees (participants, teachers, facilitators and other present people) that has implied mainly the several editions of the International Health Regulations (IHR) since 2005.

**Vaccine and vaccination in Pandemics; Manfred Green, HU:** given the WP2 “Study and Analysis” leadership in ASSET and also the work carried out in the EU-funded research project TELL ME, very specific and technical aspects about virus strains and vaccines delivered over the years have been addressed. The whole learning unit has focused on a frontal presentation giving space to a final discussion but not to a practical *case study* to exercise on (the example of Tamiflu was chosen).

### 5.2.2 Day II: September 22

**Secrecy vs Transparency in Pandemics and other crises; Kjersti Brattekas, FFI:** basing on the issue of Intentionally Caused Outbreaks (task/Deliverable 2.6), Report results were presented, also with reference to the included taxonomy, and the first bioterroristic attack in the history was used as base for the *case study*. This last was introduced about the methods to follow, class was divided in workgroups and finally there was the plenary discussion answering the key-questions given by the teacher.

**The role of risk communication in Pandemics and other crises; Roberta Villa; Zadig:** risk communication was illustrated with concern both to theoretical frameworks (methods, procedures, approach) and to practical examples. Participants in fact exercised on press releases by CDC and WHO during the influenza A (H1N1) pdm 2009.

**How risk communication changes when it is 2.0; Michele Bellone and Debora Serra, Zadig:** the main social networks and media (Facebook, Twitter, LinkedIn, etc.) were analyzed and presented with reference to their function and use concerning pandemic and epidemic occurrences. Then, **Riccardo Scalco, Zadig:** an algorithm was presented to carry out social content analysis. Due to the quite high level of technicisms and logic complexity overall, the expected exercise was not finalised.



### 5.2.3 Day III: September 23

**How does a community react when under a threat? When the resilience becomes community hardiness; Kailash Gupta, TIEMS:** first of all terms and concepts about resilience, community and hardiness were clarified. Then, either an individual psychometric test for the personal resilience degree or a *case study* on an arsenic emergency in Bangladesh were delivered. After the presentation of the case to be studied, class worked in different subgroups which reported the answers identified to the issues posed by the teacher.

**To what extent do citizens participate in crisis governance?; John S. Haukeland, DBT:** being the ASSET Danish Partner Fonden Teknologirådet (DBT) an Institute leader in the public consultation activities, this function of bridging citizenship and Institutions was explained with particular reference to the different phases of the policy-making process. In line with the theoretical presentation, a short exercise in workgroups was carried out to further exemplify the concepts presented.

**Influenza pandemics/epidemics and vaccinations: overview from a life course approach and in line with a multi-stakeholder approach to participatory governance; Maeve Cusack, Peggy Maguire and Vanessa Moore, EIWH:** gender issues in relation to influenza pandemics and epidemics were explored mainly focusing on vaccination coverage that is low among women, even if not in all countries as for instance reported by Romanian colleagues and course students. Apart from the low vaccination rate in females, their role in advocacy and supporting the compliance by other population groups, such as children or elderly, has been highlighted. Afterwards, an interactive workshop was developed by writing debate items on a flip board and diving class in crossnational groups. In the end, one presenter per group told the class what have been discussed, specifying differences experiences for represented countries.

### 5.2.4 Day IV: September 24

**Unsolved Scientific Questions in Epidemics/Pandemics; Alberto d'Onofrio, IPRI and Mitra Saadatian, LYONBIOPOLE:** basing on the work delivered on main unsolved problems regarding epidemics and above all influenza pandemic, results of analysing steps occurring in decision-making processes were shown. Thus, issues presented concerned the state of the art in surveillance of emerging pathogens with potential risk of causing pandemics; decisions, preparedness and response enacted during H1N1 pandemics; risk communication addressed and human behaviours.

**Economic evaluation of public health response strategies against pandemics; Ariel Beresniak, DMI:** the frontal presentation showed methodological concepts such as efficacy, effectiveness and efficiency for carrying out an economic evaluation to assess the impact of actions or policies on monetary costs to be paid during epidemics/pandemics. To exemplify mathematical formula presented, the teacher illustrated some practical simulations and the EC project FLU-RESP study as application case.

**SiS in Pandemics and recent epidemics; Agoritsa Baka and Pania Karnaki, PROLEPSIS:** SiS dimensions and complexity were explored in the nowadays context and specifically associated to pandemics and epidemics. Some examples were made: SARS outbreaks, measles epidemic in California in 2014-2015,



MERS since 2012. The *case study* dealt with two different scenarios about public health professional managing the Ebola emergency: one as working on the field and another in a EU national institute.

### 5.3 Discussion

The background and rationale of activity encompassed within the first edition of the ASSET Summer School denote all essential project elements: the fundamental reason basing this EU research program (need to re-establish trust between research/policy making and citizens), the strategy (improving efficiency and efficacy of communication between these two “worlds”, according to the scenario of the Science in Society and, to do that, the European approach of the Responsible Research and Innovation, RRI) and finally the outcome (getting the citizens not only beneficiaries of an improved communication, but also promoters within the policy cycle of a new deal in preparedness and response against epidemics and pandemics).

Given all these features characterizing ASSET, the delivery of T7.6 takes on even more challenging hints because it is a training to adults, in particular addressed to professionals involved on the field. Then, a huge attention has been paid to the methodological aspect and the planning phase in order to make all teachers and facilitators converge on a homogenous learning approach to be developed.

Furthermore, the intended peculiar pluri-disciplinarity to face epidemics and pandemics enlarges potential target of interest but does not find specific addresses as well. We can argue that the first edition has to be seen as a test for retrieving contents to be proposed within the ASSET Summer School.

#### ***LIMITATIONS***

Suitable deviations cannot be actually reported, but also T7.6 has partially been affected by the general delay that ASSET had since its start-up. This issue and its impact can be observed mainly concerning the preparation phase, when all Partners were asked by task leader to disseminate the event as much as possible in their own country. Despite dissemination activities developed were notified to ISS, a high interest in participating was achieved (e.g. more than 1,000 course programs downloaded by the website) but in the end a quite low participation was reached effectively.



## PART III: EVALUATING THE FIRST SCHOOL EDITION (2015)

### 6. ORGANISATIONAL ASPECTS

Through the long course arrangement process, many organisational items have been planned but due the huge amount of activities that were required, something did not match full standard criteria.

#### 6.1 Satisfaction of participants

Within the evaluation questionnaires filled in by participants, about items concerning the organisation we retrieved that five students agreed and three strongly agreed with the statement saying that “the number of teachers/facilitators was appropriate”. Moreover, generally speaking, six pupils strongly agreed and two agreed that “the course was well-organised”.

#### 6.2 Autoevaluation

The Organisational Committee members listed all those items that were not fully encompassed within arranging the first Summer School edition:

- ✓ Event dissemination did not work as expected or at least one or two potential candidates per country have to be indicated by each Consortium Partner. This action should be upheld by a better description of course objectives
- ✓ The school should not be delivered in the late summer but it is preferable the month of June
- ✓ A clearer definition of roles and responsibilities (who does what) should be addressed
- ✓ Among expenses to be supported by ISS also transfers from/to airport for invited teachers/experts have to be considered
- ✓ The update of participants' list to be efficient as much as possible
- ✓ Information on flights and accommodation solutions chosen by participants (as teachers and students) to be gathered and stored
- ✓ A welcome-letter to be distributed to participants (teachers and students) including information on the course but also on useful city facilities (public transportation, restaurants, etc.).



## 7. SCIENTIFIC CONTENTS

As described in the previous paragraphs, issues to be dealt within the course were scientifically grounded regarding both methods and subjects, and it was supposed to guide teachers in the most efficient and effective way in order to make them deliver consistent learning units.

Despite this effort in developing an efficient plan, overall the school could be perceived somehow discontinuous.

### 7.1 Satisfaction of participants

Taking rates on scientific issues out of the evaluation questionnaires filled in by participants, it emerges that the course was appreciated in terms of knowledge increased, learning methods developed and materials delivered, and time allocation for each component.

On the other hand, although high values were assigned as well, points to be further improved concern definition of objectives, their own alignment with candidates' expertise and usability of issue learnt by students in daily professional practice.

### 7.2 Autoevaluation per single Learning Unit

The Scientific Committee members evaluated each Learning Unit about three different aspects:

- ✓ Timing: just in one case out of 12 (one LU was splitted in two parts) the timing was not respected as foreseen
- ✓ Theoretical subjects: three sessions achieved a low score because contents developed were not totally in line with the ones expected
- ✓ Interactive/practical part:
  - Discussion: two discussions resulted very participative but one did not;
  - Case study: the first was not performed, the second was optimally developed, the third was good enough and the fourth quite well conducted and interesting but little useful;
  - Exercise: one exercise was fine and effective, on the contrary other two developed were poorly focused on pandemics. In one case, no one exercise was delivered.





## CONCLUSIONS/FINAL CONSIDERATIONS FOR A BETTER PERFORMANCE IN THE NEXT EDITION (2016)

Following the challenges and critical points that have been reported above, in the evaluation section, a sort of final "ready to make receipt" is here presented to better orient the next edition performance.

- ✓ **TIMING:** at month 24, when the present report (Deliverable 7.9) is being issued, the T7.6 leader has already identified the dates for the second edition of the ASSET Summer School that is from June 2016 15 to 17;
- ✓ **ARRANGEMENT:** within the "Save the Date" actions planning, ISS has considered the first experience in delivering such this course: three days instead of four and a different placement in the calendar as early summer;
- ✓ **EXTERNAL DISSEMINATION:** even in the first edition this aspect was finely addressed (both centrally and in different countries), activities to communicate the event have to be made effective as much as possible;
- ✓ **INTERNAL COMMUNICATION:** as already done for the first edition, also for the second school a dedicated discussion thread will be populated on the project CoP web platform in order to make all Partners be constantly updated about the work evolution. Indeed, this communication (and mutual learning) approach has to be further used despite email system;
- ✓ **APPLICATIONS:** basing on evaluation of organisational aspects, the most critical point to be addressed concerns the participation of students either from a quantitative point of view and implying an increased geo-representativeness of EU countries. Thus, the organizer Partner shall improve secretariat efforts in soliciting and periodically recalling that registration forms are sent out;
- ✓ **SCIENTIFIC/METHODOLOGICAL ISSUES:** given that the main scientific issues proposed will be replicated because of a project consistency overall (i.e. with its own Strategic and Action Plans), an improved harmonisation of different learning units identified shall be realised. The ASSET Consortium is in fact made of Partners who are experts in different fields ranging from epidemiology and public health to communication and social science; then, not necessarily they get used to the same methodological approaches and items.






In conclusion, a timetable of actions can be such as that follows at Table 6.

**Table 6. Calendar of activities to carry out for delivering the Second ASSET Summer School (2016)**

| Month      | Activity to finalize   | Responsible Partner(s)        |
|------------|--|-------------------------------|
| January    | Launch of “Save the date” activities   | ISS/ZADIG                     |
| February   | Macroplanning Phase:<br>Draft of Scientific Program,<br>dissemination of event in<br>the own country                                   | ISS+All contributing Partners |
| March      | Microplanning Phase:<br>Advanced version of<br>Scientific Program,<br>dissemination of event in<br>the own country                     | ISS+All contributing Partners |
| April      | Final version of Scientific<br>Program, dissemination of<br>event in the own country   | ISS+All contributing Partners |
| May        | Organizational issues<br>(administrative procedures<br>for expenses to cover,<br>closure of registrations,<br>selection of candidates) | ISS                           |
| June 1-14  | Preparation of learning<br>materials   | ISS+All contributing Partners |
| June 15-17 | Delivery of the Second<br>ASSET Summer School  | ISS+All contributing Partners |



## ANNEX I – Form 1 for Task 7.6

|   |   |
|---|---|
| <p><b>Quality Assurance Plan</b></p> <p><b>Form 1 Task/WP requirements</b></p>  |  |
| WP 7  | Beneficiary Leader Number 15  |
| Task 7.6 Summer School on SiS related issues in Pandemics   | Beneficiary Leader Number 8   |
| <b>Contributors:</b> LYON, PROLEPSIS, EIWH, DBT, FFI, IPRI, NCIPD, TIEMS, DMI, UMFCD, HU, ZADIG   |   |
| <p><b>Task description as from the DOW</b></p> <p>Within the scope of the ASSET Action we will be organising a Summer School on SiS related issues in Pandemics. The objective of the course is to foster exchanges on foundational and methodological approaches as well as on contemporary and educational issues in SiS related aspects of Pandemics. This course works from an transdisciplinary (social sciences, science communication, public health, vaccinology, bioethics, gender issues, clinical ethics, political science) perspective. During the course, project partners and invited prominent international experts will give presentations on various topics concerning SiS related issues in Pandemics. There will be time for intensive discussions. The language of instruction will be English. The course is of interest to participants from diverse professional backgrounds, such as public health, medicine, philosophy and social science, media, health care administration, and PhD students undertaking courses of study in these areas. For the first three editions of the school, we will not ask registration fees but twenty participants will be selected each year on the basis of their CVs and the relevance of their interests to the programme of the school. The first edition of the course will start by m18 and we plan to keep three editions of the school during the project life.</p>   |   |
| <p><b>Strategies</b></p> <p>Pandemics as well as other major outbreaks and infectious disease crises impact not only on mortality/morbidity, but also on socio-economic aspects. Such characterization requires a multidisciplinary approach. The ASSET Summer School covers several issues:</p> <ul style="list-style-type: none"> <li>▶ Governance of pandemics</li> <li>▶ Unsolved scientific questions about epidemics and pandemics</li> <li>▶ Crisis participatory governance</li> <li>▶ Ethical, legal and societal implications of pandemics</li> <li>▶ Gender pattern – vulnerability (Issues related to) intentionally caused outbreaks</li> </ul> <p><b>Objectives</b></p> <p>At the end of the Summer School, trainees will be able to:</p> <ul style="list-style-type: none"> <li>▶ identify and describe Pandemics and crisis management issues from a SiS perspective,</li> <li>▶ identify and monitor SiS issues occurring in pandemics and crisis management</li> <li>▶ apply and adapt an analytical approach to the own country-specific situation.</li> </ul> <p><b>Targets</b></p> <p>The ASSET Summer School would be of interest and suitable for professionals with a background education and a working experience in the following fields: medicine, public health, philosophy, social science, communication, health care, health economics, administration (max 20).</p> <p>Because of the SiS nature, it could be quite ideal that fields of education and working experience are different. For example, a MD working as scientific journalist or a sociologist working within healthcare administration.</p> <p>Additionally to these identified professional figures, PhD students undertaking courses of study in these areas are allowed to apply, too.</p> |   |



## Methods

The intended learning approach implemented in the ASSET Summer School is interactive and participatory. To better address a critical approach on research methodologies, analytical perspectives and dilemmas from practice, it will be possible to join in

- ▶ lessons given by top experts or witnesses in the field;
- ▶ exchange of study- or practice-based experience;
- ▶ mainly case studies (meaning that small groups are first assigned a real or self- case to be analysed; then, wrapping-up plenary session follow to discuss methods, processes and outcomes)

The case method represents a teaching approach that uses decision-forcing cases to put participants in the role of people who were faced with difficult decisions at some time in the past. In sharp contrast to many other teaching methods, the case method requires that facilitators refrain from providing their own opinions about the decisions in question; rather, their chief task is asking participants to devise and defend solutions to the problems at the heart of each case.

participants' workgroups - heterogeneous with regard to background - to adopt a constructivist approach also by using, analyzing and producing/developing innovative multimedia tools to communicate, circulate or propose new ideas

## Outputs

3 Summer School editions (2015, 2016, 2017)

(Optionally) If you consider that could help, please, try to set up a Logical Framework Analysis following the table in the scheme below

|                           | Definition   | Indicator  | Source of information     | Risks and assumptions  |
|---------------------------|--|--|---------------------------|--|
| <b>Specific objective</b> | <b>Different kinds of EU professionals trained/skilled on SiS related issues in Pandemics according to a transdisciplinary perspective</b> | <b>60 trainees (20 participants per edition)</b> | <b>D7.9, D7.10 report</b> | <b>European Institutions/Organisations interested in SiS related issues in Pandemics</b>               |
| <b>Result 1</b>           | 3 Summer School editions delivered   | 1 Summer School by 2015; 1 by 2016; 1 by 2017    | ASSET website             | Interest for the learning contents offered<br>Availability/sustainability to participate in the school |
| <b>Activity 1</b>         | Define rationale (structure, target, topics of interest)   |  |                           |  |
| <b>Activity 2</b>         | Launch the event by the web, networking  |  |                           |  |
| <b>Activity 3</b>         | Assemble a scientific program (interventions and teachers)   |  |                           |  |
| <b>Activity 4</b>         | Choose participants  |  |                           |  |
| <b>Activity 5</b>         | Arrange the course   |  |                           |  |

(You can add more lines for more results and, certainly, much more lines for different activities)


Finally, in any case, for the results and activities that you consider as qualifying your task you should define the **Quality Requirements**



| <b>Result 1 A cross-cultural exchange among different EU professionals</b>                               |   |
|--|---|
| Activity 1.1   | Pluridisciplinary approach for target profiles and subjects   |
| Activity 1.2   | A dedicated webpage and dissemination reference by Partners   |
| Activity 1.3   | Learning Units form filled in by assigned teacher/s   |
| Activity 1.4   | Number of applications received   |
| Activity 1.5   | Satisfaction questionnaires   |
| <b>Propose a list of potential feedings towards other tasks/WPs</b>                                      |   |
| 1  | Mainly internally the WP7: 7.3 the web portal, 7.4 media office, 7.7 the Best GP Award, 7.10 the RRI Newsletter |
| 2  | T6.2 Elements for the Bulletin  |
| <b>Propose a list of potential feedings necessary for your task accomplishments from other tasks/WPs</b> |   |
| 1  | WP2 SiS issues in Pandemics   |
| 2  | WP3 Strategic and action Plan construction  |
| 3  | WP4 Elements of Public Consultation   |
| 4  | WP5 for Mobilisation means and activities   |
| <b>Timetable of the main activities</b>  |   |
| 1 <sup>st</sup> School   | Summer 2015   |
| <b>1<sup>st</sup> Deliverable</b>  | <b>December 2015</b>  |
| 2 <sup>nd</sup> School   | Summer 2016   |
| 3 <sup>rd</sup> School   | Summer 2017   |
| <b>2<sup>nd</sup> Deliverable</b>  | <b>December 2017</b>  |



## ANNEX II – Presentation of Task 7.6 progress at TDW



**ASSET**  
share and move to face nasty bugs

**ASSET WP7  
T7.6 Summer School**

COORDINATION MEETING PART II:  
SCIENTIFIC PROGRESS & EVALUATION &  
MANAGEMENT

Geneva, 25.02.2015

[www.asset-scienceinsociety.eu](http://www.asset-scienceinsociety.eu)

co-funded by the EU, GA: 612236

ASSET Action plan on Science in Society related issues in Epidemics and Total pandemics

Action plan on Science in Society related issues in Epidemics and Total pandemics

**Summer School on SiS related issues in Pandemics**

- Starting in summer 2015 (1<sup>st</sup> edition)
- Focus on SiS related aspects of Pandemics
- Transdisciplinary perspective
  - social sciences, science communication, public health, vaccinology, bioethics, gender issues, clinical ethics, political science
- Different backgrounds
  - public health, medicine, philosophy and social, science, media, health care administration,

share and move to face nasty bugs

Action plan on Science in Society related issues in Epidemics and Total pandemics

**Summer school: initial ideas**

- **Venue:** Rome, ISS
- **Period:** late summer, 31 August – 4 September
- **Participants:** up to 28 participants
- **Main web site:** ASSET, links
- **Settings covered:** RRI, Pandemics
- **Areas:** 6 main study areas from WP2
  - (Governance, participatory governance, gender issues, intentionally caused outbreaks, unsolved questions, Ethics and Laws)

share and move to face nasty bugs

Action plan on Science in Society related issues in Epidemics and Total pandemics

**Summer School on SiS related issues in Pandemics**

- All Consortium members involved (not only virtually) giving lessons and engaging in discussions with other prominent international experts
- First opening a specific thread in WP7 forum

**Thank you for the attention!**  
By Alberto Perra, ASSET, ISS

share and move to face nasty bugs



## ANNEX III – Discussion thread about T7.6 on the ASSET CoP web platform

### 7.6 Summer School on SiS related issues in Pandemics

by [Valentina Possenti](#) - Tuesday, 5 May 2015, 4:36 PM [Dear Partners\\_7.6 on letterhead.docx](#)

Dear ASSET Colleagues, as you know and would remember from presentation given at the meeting held in Geneva in late February (25th), ISS is leading task 7.6 that stands for “**Summer School on SiS related issues in Pandemics**”. You should be aware that we have published the “[Save the date](#)” with fundamental information on the ASSET website. For your convenience, contents available on that webpage are reported in the file here enclosed. It is time to advertise this important appointment promoted by ASSET project! Thus, we ask you all to put the **link to the Summer School webpage in evidence** on institutional and relevant websites in your own country, and to give a **feedback on this dissemination activity** via email to [eva.appelgren@iss.it](mailto:eva.appelgren@iss.it). By the end of the next week, we will develop a more detailed training programme and about that will gather all inputs from you in adding up or modifying and specifically concerning your role in contributing. We believe this task (and moreover the 2015 edition!) does actually represent one of the first activities witnessing a true “mutual learning” undertaking! ISS team for ASSET

### Re: 7.6 Summer School on SiS related issues in Pandemics

by [Alberto d'Onofrio](#) - Wednesday, 6 May 2015, 10:39 AM

Dear Valentina, very well. A small note: please change the current information INTERNATIONAL PREVENTION RESEARCH INSTITUT-IPRI MANAGEMENT - IPRI (France); into the following: INTERNATIONAL PREVENTION RESEARCH INSTITUT - IPRI (France); I am looking forward to hear about the scheduling of our lessons. Best wishes, Alberto

### Re: 7.6 Summer School on SiS related issues in Pandemics

by [Alberto d'Onofrio](#) - Wednesday, 6 May 2015, 10:52 AM

Dear Valentina, sorry for this second post. In the summer school webpage I strongly suggest that that the current topic: Unsolved scientific questions regarding influenza and pandemics such as vaccines, research and innovation (which might be very misleading with respect to the actual content WP2.2, which will be the fil rouge of our lessons) should be changed in the following one: Unsolved scientific questions related to Pandemics and Epidemics. Best wishes, Alberto

### Re: 7.6 Summer School on SiS related issues in Pandemics

by [Michele Bellone](#) - Thursday, 7 May 2015, 7:40 AM

Dear Alberto, I just made the corrections you recommended on the webpage. Let me know if there are other changes to be made. Best, M.

### Re: 7.6 Summer School on SiS related issues in Pandemics

by [Valentina Possenti](#) - Friday, 8 May 2015, 12:46 PM

Thanks a lot Alberto for giving the input and Michele for implementing it on web as well. I would invite all Partners to follow the example in making suggestion to correct and/or modify but above all, please, to **disseminate as much as possible the First edition of the ASSET Summer School by the relevant websites in your own country** otherwise a low application will be achieved! Have a pleasant we! Valentina

### Re: 7.6 Summer School on SiS related issues in Pandemics

by [Vanessa Moore](#) - Monday, 18 May 2015, 11:13 PM

Dear Valentina, Please see below link where EIWH has posted information about the School on our website. <http://eurohealth.ie/2015/05/18/eu-science-in-society-school-in-pandemics> Best wishes, Vanessa



**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Valentina Possenti](#) - Tuesday, 19 May 2015, 8:49 AM

Dear Vanessa, thanks for letting us know this action of disseminating ASSET Summer School. Then, I would invite all Partners to do the same, or also listing the websites where the link to the School has been placed on by email to Eva Appelgren ([eva.appelgren@iss.it](mailto:eva.appelgren@iss.it)). In the meanwhile, at ISS we are working on the programme with a detail about the schedule overall, expected learning objectives and appropriate contributions to be given by lecturers and teachers. Between today and tomorrow we will be able to post this preparation material here on the CoP. Bye, Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [elodie vidal](#) - Tuesday, 19 May 2015, 10:58 AM[NEXT.pdf](#)

Dear Valentina, We do the promotion of the Summer School on our website: <http://lyonbiopole.com/agenda/tous-les-evenements-de-lyonbiopole> <http://lyonbiopole.com/agenda/summer-school-asset-italy-september-2015> And we also included it in our "Next" (information about all events sent to 700 contacts), see the document attached. Best regards, Elodie

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Anna Kurchatova](#) - Wednesday, 20 May 2015, 12:12 PM

Dear Valentina, Please find below the link to NCIPD website where we have posted the announcement about the Summer School. <http://www.ncipd.org/?page=208> All the best, Anna

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Valentina Possenti](#) - Monday, 25 May 2015, 9:55 AM[Storyboard22\\_5.docx](#)[Proposed external teachers.docx](#)

Hi All, thanks to Partners who have disseminated the "Save the date" for the ASSET Summer School! We are in hurry because summer is shortcoming and at least the programme has to be defined ASAP. Then, find here enclosed a Storyboard complete with **rationale**, tentative **programme**, **timetable** and a **questionnaire**. You all are required to fulfill in this last by **Friday 29 May**. Furthermore, for your convenience, you find also a list of potential **teachers** but please consider it just a suggestion by a research on the web, so that you are really invited to add, modify, propose, etc. Thanks, bye Alberto, Valentina, Barbara and Eva

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Andreea Tanase](#) - Monday, 25 May 2015, 10:15 PM[17 ASSET Medical Life.pdf](#)

Dear Valentina, Please find attached a copy of 'Medical Life' Romanian journal where prof. dr. Mircea-Ioan Popa mentioned details about Summer School on SiS in april. Best regards, Andreea Tănase

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Alberto d'Onofrio](#) - Tuesday, 26 May 2015, 1:39 PM

Dear Valentina, sorry but Ma 29 is an excessively close deadline for me. Best, Alberto

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Valentina Possenti](#) - Wednesday, 27 May 2015, 8:44 PM

Dear Alberto, I understand your point and we are sorry for giving such a tight deadline, but beside and in support of the dissemination activity we all are carrying on, we think it is quite necessary that at least a tentative programme schedule would be circulated otherwise potentially interested people cannot decide if they really want to apply. Let us know how you think we can best deal, if for instance this idea of programme (without any name) could be put on the web by the end of this week. Or if you can give your feedback within next week. Have a good evening! Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Ariel Beresniak](#) - Wednesday, 27 May 2015, 11:11 PM

Dear Valentina Thank you for sharing the draft program of the summer school. I think that one important missing topic would be the Economic assessment of public health response strategies against pandemics. Of course this aspect could be developed in a next issue of summer school.

I would be happy to present appropriate methodologies and the results of the FLURESP EC project about cost-effectiveness of interventions against flu pandemics. However I don't know if this would be manageable this year as I have a meeting in Brussels on Sep 23, and won't be able to join Rome before Sep 24 pm. Best Wishes Ariel

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Kjersti Brattekas](#) - Thursday, 28 May 2015, 11:03 AM [Questionnaire FFI.docx](#)

Hi Valentina, Questionnaire attached from our side: Please let me know if you need anything more. Best, Kjersti

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Kailash Gupta](#) - Thursday, 28 May 2015, 1:36 PM [Kailash Gultas response to questionnaire in Storyboard22\\_5.docx](#)

Dear Alberto, Valentina, Barbara, Eva, and other colleagues, Thanks. I am attaching my filled-in questionnaire. I am impressed and convinced about over all thought to develop the summer school, particularly introduction, general and specific objectives, and methods. However, in my opinion the main topics and the program is not in tune with them. I am unable to see six thematic topics (D2.1 to D2.6) in the four-day program. Some more thought need to be given to the topics for matching them with the six thematic areas. In the Consortium Meeting at Geneva on 25 February, Alberto Perra, Scientific Coordinator, made a presentation on Summer School, available at <http://community.asset-scienceinsociety.eu/mod/folder/view.php?id=91>. In the presentation he stated, "All Consortium members involved (not only virtually) giving lessons and engaging in discussions with other prominent international experts". I think task leaders of D2.1 to D2.6 should be invited to make separate presentations on their reports. During the discussions, I have showed interest for being a teacher/facilitator for presenting D2.3 Crisis Participatory Governance Report and discussions on a case study based on this theme. I reiterate my interest. Kailash Gupta T2.3/D2.3 Task Leader TIEMS

**Re: 7.6 Summer School on SiS related issues in Pandemics**by [Valentina Possenti](#) - Thursday, 28 May 2015, 2:15 PM [Storyboard With Some Partners Viewpoint.docx](#)

Dear Kjersti and Kailash, I would first reply to you both because your - however positive - feedback on the proposed programme is pretty similar concerning the idea that the six issues from WP2 are not greatly covered and/or represented at the moment. That is a little bit wired because your appreciation about general rationale and specific approaches is quite high. As it is specified, in fact, additionally to those six aspects we would intend to focus the Summer School on four topic areas (vaccines, risk communication, resilience, leadership). Given that it is just a proposal and it is the reason why we ask your opinion about, the sense of this action is to link each topic with one or more issue(s). For instance, we thought about a natural match between Vaccination and unsolved scientific questions (e.g. Why efficacy has not been proven?) This is mainly the scope of the table that is placed at page 3 of 9 in the updated storyboard you have here available. Then, Manfred and Ariel have proposed two contributions, even specifying possible days due to their own commitments, and we took them in the proposal. So, please, feel free to give such a suggestion. @Kjersti: thanks for refining terms that are included in the presentation! @Kailash: for sure we think about a general opening by Stefania Salmaso on ASSET, followed by Alberto P who will present specifically the Summer School and how it is encompassed





within project's goals. About a single frontal presentation by each WP2' tasks (2.1-2.6) leaders, we would think that it is not a quite appropriate teaching/learning method in line with what we outlined in the storyboard. This is the reason why, giving space to all six issues, we would see as more opportune and effective a logical set-up as we presented. In that, as we said, the aim is to make the six issues interweaving with the four topic areas. Let's keep on reasoning about it! Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Vanessa Moore](#) - Thursday, 28 May 2015, 11:21 PM

[Storyboard EIWH.docx](#)

Dear Valentina, Please find attached the EIWH's response to the questionnaire. Best wishes, Vanessa

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Eva Benelli](#) - Friday, 29 May 2015, 12:19 PM

[eb Storyboard22\\_5.docx](#)

Dear Valentina, here some considerations on the programme and the Zadi response to the questionnaire. Ciao eva

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [elodie vidal](#) - Friday, 29 May 2015, 1:49 PM

[Storyboard22\\_5.docx](#)

Dear Valentina, Please find attached the questionnaire filled in. Best regards, Elodie

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Friday, 29 May 2015, 2:58 PM

[Storyboard With Some Partners Viewpoint.docx](#)

Dear All, at the moment we got the most of responses! Here you can find the storyboard updated. Alberto D told us that his feedback would have not come by today, it is missing by DBT, NCIPD, PROLEPSIS.

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Savina Stoitsova](#) - Wednesday, 3 June 2015, 10:26 AM

[Storyboard22\\_5 NCIPD.docx](#)

Dear Valentina, First, with regard to both the Summer School and the Consortium meeting, we regret to announce that we will not be able to attend either. We will nevertheless do our best to help in planning and structuring of the Summer School. Second - sorry for the delay, but here's our comments on the Storyboard: Congratulations on the good job! Here's our answers to the questionnaire. The plan is very good, though there seems to not be a complete match between the six topics and the objectives, listed in the beginning, and the lecture topics. Maybe it's not possible to address all issues in such a short time, and you can reduce the number of topics/objectives in the beginning. Another suggestion from us is to briefly clarify what SiS is - this concept is known to us through the project, but maybe not everyone from the target audience of this Summer School is familiar with what SiS exactly means, so it would be nice to clarify it in announcements/advertisements. The answers to the questionnaire + some corrections are attached. Best, The NCIPD Team

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Pania Karnaki](#) - Thursday, 4 June 2015, 2:57 PM

[Storyboard22\\_5 PROLEPSIS.docx](#)

Dear Valentina and all, thank you for all the preparatory work for the Summer School. Please find attached our storyboard and suggestions. We think that there is till little tweaking to do. Hope our suggestions are helpful and apologies for the delay in sending the responses. Always available for discussion. We are trying to figure out the financial part and see how we can participate in the School, however with the current situation it looks difficult to cover the whole week. Regards, Agoritsa and Pania

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Thursday, 4 June 2015, 3:25 PM



Hi everyone, thanks a lot for your suggestion and contribution! In the meanwhile, by tomorrow Zadig will take care of a preliminary programme dissemination on the web and within professional networks (e.g. Tell Me project). Then, we keep on further finalizing it according to your all indications. Bye, Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Thursday, 11 June 2015, 3:37 PM

[ASSET Summer School - Preliminary Programme for internal use.docx](#)

Hi All, the work on the ASSET Summer School is on its own road! A [preliminary programme](#) is available on the website, but we have to go quickly ahead for a better definition of the learning modules and units that are intended to be developed. In turn, this action is also relevant to the end of subscriptions (are you keeping on disseminating the course?). Then, please find here an **overall version for internal use** because of the inclusion of each input we received. The next step will foresee that each section leader will be asked to fill in a "Learning Unit Form" for the own slot of competence. As you can see, we tried to make six dimensions from WP2 converge into the relevant topic areas which have been identified. Plus, each Partner has been included (apart from UMFCF that had no a specific assignment within WP2 tasks. For this reason, it is up to UMFCF finding a fitable allocation) according to the "natural" link with activities to be developed. It is a working progress situation so you all are invited to further improve the general arrangement. For obvious reasons, we would ask you to give a feedback within the next few days. Afterwards we will send out the learning unit forms to be completed. Best, Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Wednesday, 17 June 2015, 3:55 PM

Dear All, you have just received personal emails for better planning learning units that are foreseen in the Summer School. As it is specified in the communication sent, deadline for filling in forms is next Friday 26 June. Thank you, Valentina, Alberto, Barbara and Eva A.

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Thursday, 18 June 2015, 8:28 AM

[ASSET Summer School - Preliminary Programme for internal use.docx](#)

To be more complete also on the CoP platform, please find here the current version of the School programme. When you all will send learning units' forms filled in, within the first week of July we will be ready to disseminate the final schedule on the ASSET site and on the web in general (by specific networks and social media). This working step is pretty crucial to improve the appeal of the course and to attract applicants. Beside a dissemination activity that is promoted by the ASSET Partners overall, we would remind you that it is fundamental each of us is engaged with constant attempts of disseminating this course in the own specific country. Thanks a lot, bye. Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Veronika Dimitrova](#) - Tuesday, 23 June 2015, 5:16 PM

Dear Valentina, Do you think it is good idea to translate the summary of the Summer school announcement and to disseminate it through Universities, Bulgarian doctor union, Bulgarian health mediators union, etc.? Best wishes, Veronika

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Wednesday, 24 June 2015, 1:06 PM

Dear Veronika, I think this idea is more than good! I would invite everyone to do the same in the own country. Even if the school is developed in English, the dissemination could achieve better results if delivered in the



national language. Within the first week of July, we will have the definitive program so that such a dissemination would have been further enhanced. Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Wednesday, 1 July 2015, 4:22 PM

[LUs Overview.docx](#)

[Ehm ehm](#), hi... do you remember the current stage of structuring Learning units of our Summer School we are? Among eligible LUs reference Partners, just three out of ten sent out their schedule filled in. This implies a delay in making the definitive programme circulate on the web. Please find here the file including the three LUs schedules filled in. Bye, on behalf of the ISS team, Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Tuesday, 7 July 2015, 4:26 PM

Even if an input from yours on this issue were solicited, things did not change within the last week and other LU forms filled in were not sent out. Then, even if we do not have the real titles and/or speakers' names, an advanced version of programme has been uploaded [here](#) and spread out to the wider ASSET mailing list (deadline for application is now Aug 7th). Please, send your own LU form filled in because it is important to better arrange the school setting (both physical and learning environments) and to complete the notebook for students. Best wishes, Valentina

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Vanessa Moore](#) - Sunday, 12 July 2015, 11:45 PM [EIWH - Outline draft for Summer School.docx](#)

Dear Valentina, Please find attached the EIWH LU form for the ASSET Summer School. Apologies for the delay. Best wishes, Vanessa

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [Valentina Possenti](#) - Friday, 17 July 2015, 4:32 PM

[LUs Overview.docx](#)

Hi, that's me again! About Summer School: on the blackboard we have half of Partners complying with submission of LUs forms and the other half (in number of five: HU, Zadig, IPRI, LYON, PROL) not. Apart from giving marks, we would invite all Partners to fill in the templates and please, find here the updated situation. Best, Valentina I will be back at work on next Monday 27 July

**Re: 7.6 Summer School on SiS related issues in Pandemics**

by [elodie vidal](#) - Thursday, 6 August 2015, 2:45 PM

[IPRI and BIPOLE LU9 Vers1.docx](#)

Dear Valentina, Please find here the LU9 unit filled in by IPRI and Lyonbiopole. Best regards, Elodie



## ANNEX IV – Storyboard

### Arranging the ASSET SUMMER SCHOOL. A cross-cultural learning environment

#### STORYBOARD

#### Summer School on Science in Society related issues in Pandemics

National Centre for Epidemiology, Surveillance and Health Promotion (CNESPS) - Istituto Superiore di Sanità (ISS)

Via Giano della Bella 34, Rome; September 2015, 21 – 24

#### GENERAL CRITERIA

##### Introduction

Pandemics as well as other major outbreaks and infectious disease crises impact not only on mortality/morbidity but also on socio-economic aspects. Such characterization requires a multidisciplinary approach. The First Edition of the ASSET Summer School will cover several issues:

- ▶ Governance of pandemics
- ▶ Unsolved scientific questions about epidemics and pandemics
- ▶ Crisis participatory governance
- ▶ Ethical, legal and societal implications of pandemics
- ▶ Gender pattern – vulnerability
- ▶ (Issues related to) intentionally caused outbreaks

##### General objective

The ASSET Summer School aims at

- ▶ establishing an interactive learning space for researchers and practitioners in the field of Science in Society (SiS) related issues in Pandemics;
- ▶ sharing and exchanging issues related to conducting and communicating research in SiS according to a transdisciplinary perspective, ranging from public health to social science and communication;
- ▶ addressing and critically discussing current discourses on research methodologies and findings as well as on practice-based cases.

##### Specific objectives

At the end of the Summer School, trainees will be able to:

- ▶ identify and describe Pandemics and crisis management issues from a SiS perspective,
- ▶ identify and use indicators for monitoring SiS issues occurring in pandemics and crisis management<sup>7</sup>
- ▶ apply and adapt an analysis format to the own country-specific situation.

##### Methods

The intended learning approach implemented in the ASSET Summer School will be interactive and participatory. To better address a critical approach on research methodologies, analytical perspectives and dilemmas from practice, it will be possible to join in

- ▶ **lessons** given by top experts or witnesses in the field;
- ▶ **exchange** of study- or practice-based experience;
- ▶ mainly **case studies** (that means small groups are first assigned a real or self- case to be analyzed; then, wrapping-up plenary session follow to discuss methods, processes and outcomes)

*The case method represents a teaching approach that uses decision-forcing cases to put participants in the role of people who were faced with difficult decisions at some time in the past. In sharp contrast to many other teaching*

<sup>7</sup> Savina Stoitsova (NCIPD): *In the objectives you state two things, which are not clearly addressed through the topics at this point. First – “identify and use indicators for monitoring SiS issues occurring in pandemics and crisis management” – which indicators do you refer to? Which topic in the plan focuses on that specifically?*



methods, the case method requires that facilitators refrain from providing their own opinions about the decisions in question; rather, their chief task is asking participants to devise and defend solutions to the problems at the heart of each case.

- ▶ participants' workgroups - heterogeneous with regard to background - to adopt a constructivist approach also by using, analysing and producing/developing innovative **multimedia** tools to communicate, circulate or propose new ideas

## Main Topics

Beside the six thematic vectors, some key-points will be explored that, crosswise, deal with Science in Society related issues in Pandemics and crisis management in case of major outbreaks. An attempt of matching main topics with issues is shown in the table below

|                |  |   |
|----------------|--|---|
| <b>I day</b>   | <b>Vaccine</b> and <b>Vaccination</b> SiS related issues in Pandemics – Case study of Tamiflu  | Unsolved scientific questions about epidemics and pandemics                             |
| <b>II day</b>  | <b>Risk Communication</b> (developed by issuers, e.g. public health institutions): perceived risk, rumours, health technology, social networks | (Issues related to) intentionally caused outbreaks <sup>8</sup>                         |
| <b>III day</b> | Individual <b>Resilience</b> / community hardiness (as the real outcome from SiS), inequalities  | Gender pattern – vulnerability<br>Crisis participatory governance <sup>9,10</sup>       |
| <b>IV day</b>  | <b>Leadership</b> – capacity building; mitigation strategy; economic assessment  | Governance of flu pandemics. Ethical, legal and socioeconomic implications of pandemics |

## Candidates to the course participation (type and number)

- ▶ The ASSET Summer School would be of interest and suitable for professionals with a background education and a working experience in the following fields: medicine, public health, philosophy, social science, communication, health care, health economics, administration (max 20).
- ▶ Because of the SiS nature, it could be quite ideal that fields of education and working experience are different. For example, a MD working as scientific journalist or a sociologist working within healthcare administration.
- ▶ Additionally to these identified professional figures, PhD students undertaking courses of study in these areas are allowed to apply, too.

<sup>8</sup> Kjersti Brattekas (FFI): As T2.6 leaders, FFI would change "Risk of intentionally caused outbreaks" in "Issues related to intentionally caused outbreaks" or just "intentionally caused outbreaks" because we have not conducted a full risk assessment of intentionally caused outbreaks – we have looked into governance issues with intentionally caused outbreaks. It is also not stated clearly in the preliminary agenda where this topic is specifically addressed.

<sup>9</sup> Kailash Gupta (TIEMS): During the discussions, I have showed interest for being a teacher/facilitator for presenting D2.3 Crisis Participatory Governance Report and discussions on a case study based on this theme. I reiterate my interest.

<sup>10</sup> Savina Stoitsova (NCIPD): The topic of "participatory governance" is not addressed in the topics. It would be very interesting to have a lecture exploring different forms of participatory governance – through deliberative polling, structured online participation to decide action on specific issues, and the citizen consultation idea we will be experimenting with.





| Monday 21 September - SiS related issues about Pandemics and other major crisis management |         |   |                                      |  |
|--|---------|---|--------------------------------------|--|
| Time   | Minutes | Title   | Teacher/Facilitator                  | Method/approach                                      |
| 09.00  | 30      | Registration  | Eva Appelgren, ISS                   |  |
| 10.00  | 15      | General Presentation  | Stefania Salmaso, ISS                | Introductory Speech                                  |
| 10.15  | 15      | Summer School Presentation (objectives, programme per day)  | Alberto Perra, ISS                   | Frontal presentation                                 |
| 10.30  | 30      | Participants' presentation  | Alberto Perra, ISS                   | Brief personal presentation                          |
| 11.00  | 15      | Coffee break  |                                      |  |
| 11.15  | 1 h 15' | Lectio magistralis on strong points and challenges concerning the last pandemic crisis management     | Luigi Migliorini, WHO/EU             | Frontal presentation                                 |
| 12.30  | 30      | Comments and questions  | Luigi Migliorini, WHO/EU             | Discussion with expert in the field                  |
| 13.00  | 60      | Lunch   |                                      |  |
| 14.00  | 45      | Vaccine and vaccination in Pandemics and other crisis management from a SiS perspective <sup>11</sup> | Manfred Green, University of Haifa   | Frontal presentation                                 |
| 14.45  | 60      | Case study: Tamiflu issue during the H1N1 2009 pandemic   | Manfred Green, University of Haifa   | Case study in small groups                           |
| 15.45  | 45      | Plenary discussion on exercise results from four working groups                                       | Manfred Green, University of Haifa   | Plenary: results discussion with expert in the field |
| 16.30  | 30      | Thoughts and feelings from the first day of Summer School   | Stefania Salmaso, Alberto Perra, ISS | Brief personal presentation                          |
| 17.00  |         | End of the first School day   |                                      |  |

| Tuesday 22 September – Risk Communication within Pandemics and other major crisis management |         |   |                                       |  |
|--|---------|---|---------------------------------------|--|
| Time   | Minutes | Title   | Teacher/Facilitator                   | Method/approach                                      |
| 08.45  | 30      | Registration  | Eva Appelgren, ISS                    |  |
| 09.15  | 15      | Second School Day Presentation (objectives, modules)            | Alberto Perra, ISS                    | Frontal presentation                                 |
| 09.30  | 45      | Secrecy vs. Transparency in intentionally caused outbreaks      | Kjersti Brattekas, FFI                | Frontal presentation                                 |
| 10.15  | 60      | Case study Day II   | Kjersti Brattekas, FFI                | Case study in small groups                           |
| 11.15  | 15      | Coffee break  |                                       |  |
| 11.30  | 60      | Plenary discussion on exercise results from four working groups | Kjersti Brattekas, FFI                | Plenary: results discussion with expert in the field |
| 12.30  | 60      | Lunch   |                                       |  |
| 13.30  | 30      | The role of risk communication in Pandemics and other crises    | Roberto Satolli, Roberta Villa, Zadig | Frontal presentation                                 |
| 14.00  | 30      | Exercise  | Roberto Satolli, Roberta Villa, Zadig | Small group work exercise                            |
| 14.30  | 30      | Plenary discussion on exercise results from four working groups | Roberto Satolli, Roberta Villa, Zadig | Plenary: results discussion with expert in the field |
| 15.00  | 15      | Coffee break  |                                       |  |
| 15.15  | 30      | How risk communication changes when it is 2.0                   | Debora Serra, Michele Bellone, Zadig  | Frontal presentation                                 |
| 15.45  | 45      | Exercise (looking for best practice on YouTube, Twitter, etc.)  | Debora Serra, Michele Bellone, Zadig  | Small group work exercise                            |
| 16.30  | 30      | Plenary discussion on exercise results from four working groups | Riccardo Scalco, Zadig                | Plenary: results discussion with expert in the field |
| 17.00  |         | End of the second School day                                    |                                       |  |

<sup>11</sup> Manfred Green (HU): I think the program is very appropriate. I will only be able to be at the Summer School on Monday, September 21, so I would be happy to help in any way on the first day of the Summer School. For example, I could present something on the Tamiflu issue during the H1N1 2009 pandemic.



| Wednesday 23 September – Resilience and community hardness into Pandemics and other crisis management |         |  |                            |  |
|---|---------|--|----------------------------|--|
| Time  | Minutes | Title  | Teacher/Facilitator        | Method/approach  |
| 08.45   | 30      | Registration   | Eva Appelgren, ISS         |  |
| 09.15   | 15      | Third School Day Presentation (objectives, modules)  | Alberto Perra, ISS         | Frontal presentation                                     |
| 09.30   | 30      | From Individual Resilience to Community Hardiness: Understanding Vulnerability and Protective Factors  | Kailash Gupta, TIEMS/India | Frontal presentation                                     |
| 10.00   | 45      | Case study Day III   | Kailash Gupta, TIEMS/India | Case study in small groups                               |
| 10.45   | 30      | Plenary discussion on exercise results from four working groups  | Kailash Gupta, TIEMS/India | Plenary: results discussion with expert in the field     |
| 11.15   | 15      | Coffee break   |                            |  |
| 11.30   | 45      | Resilience, Pandemics and Management: what's the link?   | John S. Haukeland, DBT     | Frontal presentation                                     |
| 12.15   | 45      | To what extent did citizens participate in last pandemic governance?   | John S. Haukeland, DBT     | Presentation of historical documents/multimedia material |
| 13.00   | 60      | Lunch  |                            |  |
| 14.00   | 45      | Influenza pandemics/epidemics and vaccinations: overview from a life course approach and in line with a multi-stakeholder approach to participatory governance | Peggy Maguire, EIWH        | Frontal presentation                                     |
| 14.45   | 45      | Mind the Gender Gap - Promoting Vaccinations   | Peggy Maguire, EIWH        | Frontal presentation                                     |
| 15.30   | 15      | Coffee break   |                            |  |
| 15.45   | 45      | Exercise   | Peggy Maguire, EIWH        | Small group work exercise                                |
| 16.30   | 30      | Plenary discussion on exercise results from four working groups  | Peggy Maguire, EIWH        | Plenary: results discussion with expert in the field     |
| 17.00   |         | End of the third School day – Social event/programme   | Eva Appelgren, ISS         |  |

Vanessa Moore (EIWH): *We think overall it is very good, however we feel it might be useful to add some further specific focus on gender. We therefore have the following suggestions. On day III, Wednesday 23 September, we would suggest filling the first 45 minute morning session, 09.30-10.15 with an external expert (yet to be decided, we are currently exploring options) to give an overview of influenza pandemics/epidemics and vaccinations from a life course approach, in line with a multi-stakeholder approach to participatory governance. We then propose to fill the second 45 minute session, 10.15-11.00 with a presentation by the EIWH on vaccinations, "Mind the Gender Gap - Promoting Vaccinations".*



| Thursday 24 September – Emergency Preparedness and Response related to Pandemics and other crisis management |         |   |   |  |
|--|---------|---|---|--|
| Time   | Minutes | Title   | Teacher/Facilitator                           | Method/approach                                      |
| 09.00  | 30      | Registration  | Eva Appelgren, ISS                            |  |
| 09.30  | 15      | Fourth School Day Presentation (objectives, modules)  | Alberto Perra, ISS                            | Frontal presentation                                 |
| 09.45  | 45      | Unsolved Problems in Pandemics and Epidemics  | Alberto d’Onofrio, IPRI                       | Frontal presentation                                 |
| 10.30  | 45      | Unsolved Problems in Pandemics and Epidemics  | Mitra Saadatian, LYON                         | Frontal presentation                                 |
| 11.15  | 15      | Coffee break  |   |  |
| 11.30  | 45      | Economic evaluation of public health response strategies against pandemics <sup>12</sup>                                | Ariel Beresniak, Data Mining International SA | Frontal presentation                                 |
| 12.15  | 45      | Methodologies and the results of the FLURESP EC project about cost-effectiveness of interventions against flu pandemics | Ariel Beresniak, Data Mining International SA | Frontal presentation                                 |
| 13.00  | 60      | Lunch   |   |  |
| 14.00  | 45      | SiS in Pandemics and recent epidemics   | Agoritsa Baka, PROLEPSIS                      | Frontal presentation                                 |
| 14.45  | 45      | Case study day IV Ebola   | Agoritsa Baka, PROLEPSIS                      | Case study in small groups                           |
| 15.30  | 15      | Coffee break  |   |  |
| 15.45  | 45      | Plenary discussion on exercise results from four working groups   | Agoritsa Baka, PROLEPSIS                      | Plenary: results discussion with expert in the field |
| 16.30  | 30      | Attending the ASSET Summer School: conclusions  | Alberto Perra, ISS                            |  |
| 17.00  |         | End of the Summer School – Release of attendance certificates   | Eva Appelgren, ISS                            |  |

**Please fill in the questionnaire at the following pages**

<sup>12</sup> Ariel Beresniak (DMI): I think that one important missing topic would be the Economic assessment of public health response strategies against pandemics. Of course this aspect could be developed in a next issue of summer school. I would be happy to present appropriate methodologies and the results of the FLURESP EC project about cost-effectiveness of interventions against flu pandemics. However I don't know if this would be manageable this year as I have a meeting in Brussels on Sep 23, and won't be able to join Rome before Sep 24 pm.





## WHAT'S YOUR OPINION ABOUT?

Please, answer this micro-planning questionnaire **no later than Friday 29 May** (that is the first coming deadline in the timetable at page 10)

### A. FORMAT

Are you convinced about how, overall, we have thought to develop the Summer School?

- ☐ Yes
- ☐ Not so much
- ☐ No

If yes, pass to the following question, otherwise give an input/suggestion for change:

---



---



---



---

### A1. Topics

Are you convinced about topics that have been selected?

- ☐ Yes
- ☐ Not so much
- ☐ No

If yes, pass to the following question, otherwise give an input/suggestion for change:

---



---



---



---

### A2. Sequence

Are you convinced about the sequence that we would follow in analysing and presenting identified topics?

- ☐ Yes
- ☐ Not so much
- ☐ No

If yes, pass to the following question, otherwise give an input/suggestion for change:

---



---



---



---

### A3. Matching With Six Thematic Areas

Are you convinced about how topics would match with the six issues of interest?

- ☐ Yes
- ☐ Not so much
- ☐ No

If yes, pass to the following question, otherwise give an input/suggestion for change:

---



---



---



---

**B. FACILITATORS****B1. External**

Would you suggest someone in particular to give a specific lesson?

- ☐ Yes  
☐ No

Please specify NAME/SURNAME – AFFILIATION/BRIEF CV – LESSON TO GIVE

**B2. Internal**

As planned in DOW, ASSET partners are expected to participate and, as it has been depicted above, we would intend 6 RRI components (which have been studied within WP2) be declined with the 4 main areas.

Concerning that, we need to know WHO, as Partner representative, is facilitating during the different days of the course and a short abstract about lines/approaches for developing within the presentations and/or for the group work\*.

Please specify NAME/SURNAME – AFFILIATION – ABSTRACT

\* keep in mind both the issue of costs to cover by your own budget as ASSET Partner and the participation due on September 25 – Friday, project meeting. Basing on the single partner effort on this task, PROLEPSIS is supposed to partake in all the School long

**C. APPROACH**

As you would have noticed, within the Summer School we would develop a learning method that, beside role playing or forum theatre, mainly uses the case study. Are you convinced about this approach?

- ☐ Yes  
☐ Not so much  
☐ No

If not, give an input/suggestion for change:

---



---



---



---



## TIMETABLE

### Overall timetable for planning activities related to the ASSET Summer School

| Activity   | Responsible        | May | June | July | Aug | Sept  |
|--|--------------------|-----|------|------|-----|-------|
| Overall planning <b>proposal</b> on CoP web platform                         | ISS                | 25  |      |      |     |       |
| Planning definition completed by submission of the <b>questionnaire</b>      | Contributors       | 29  |      |      |     |       |
| <b>Programme</b> dissemination on ASSET website (with potential names)       | ZADIG              |     | 5    |      |     |       |
| Programme dissemination on relevant websites/networks (with potential names) | Contributors       |     | 10   |      |     |       |
| Programme definition   | ISS                |     | 15   |      |     |       |
| Programme dissemination with confirmed teachers' names                       | ISS + Contributors |     | 15   |      |     |       |
| Late/Postponed <b>registration</b> deadline<br>(current date is 15 June)     | Applicants         |     |      | 15   |     |       |
| Second/Postponed <b>confirmation</b> deadline<br>(current date is 30 June)   | ISS                |     |      | 31   |     |       |
| Logistic <b>organization</b>   | ISS                |     |      | 31   |     |       |
| Contact and <b>coordination</b> of external teachers                         | ISS                |     |      |      |     | 24    |
| Learning <b>material</b> preparation   | ISS + Contributors |     |      |      |     | 14    |
| Assembling School <b>kit</b> : Storage/Print out of slides                   |                    |     |      |      |     | 21    |
| <b>Summer School</b> development   | ISS + Contributors |     |      |      |     | 21-24 |



## ANNEX V – Learning Units' Forms filled in

### ASSET SUMMER SCHOOL: LU2 FORM

|   |   |    |                              |  |
|---|---|----|------------------------------|--|
| <b>Title</b>                                    | <b>Vaccines, vaccinations and drug use during the H1N1 2009 pandemic</b>  |    | <b>Learning Unit: 2</b>      |  |
|   |   |    | <b>Duration: 150 minutes</b> |  |
| <b>Teacher(s)</b>                               | Manfred Green, HU   |    |                              |  |
| <b>Learning Objectives</b>                      | At the end of the LU2, participants will be able to understand the... <ol style="list-style-type: none"> <li>1. strengths and limitations of influenza vaccines</li> <li>2. strengths and limitations of influenza medications</li> <li>3. issues related to influenza vaccination compliance</li> <li>4. controversies surrounding the drug companies role in promoting influenza vaccines and medications</li> </ol>  |    |                              |  |
| <b>Methods</b>                                  | Frontal lesson (FL)<br>Case study (CS) on the role of drug companies and group work on the case study (GW),<br>plenary presentation and discussion (PL)<br>Conclusion of the presenter (FL)   |    |                              |  |
| <b>Sequence of contents, timing and methods</b> | 1.1. Introduction to influenza vaccines, vaccination and medications in pandemics and crisis management from an SiS perspective. The MMR controversy  | FL | 10'                          |  |
|   | 1.2. Rationale: The development and use of influenza vaccines and medications.  | FL | 30'                          |  |
|   | 1.3. The pharmaceutical industry and vaccines   | FL | 20'                          |  |
|   | 2.1. Case study: The Oseltamivir (Tamiflu) controversies during the H1N1 2009 pandemic. Introduction and guidelines for the group exercise.   | CS | 15'                          |  |
|   | 2.2. Group work   | GW | 45'                          |  |
|   | 2.3. Presentation by the groups   | PL | 20'                          |  |
|   | 3.1. Conclusion of the presenter  | FL | 10'                          |  |
| <b>Learning material</b>                        | For the teacher: PowerPoint slides<br>For participants and working groups: References<br>Course material provided: Documents accessible on the internet   |    |                              |  |
| <b>To evaluate</b>                              | Participation in class and presentations  |    |                              |  |
| <b>Essential bibliographic material</b>         | <ol style="list-style-type: none"> <li>1. Qiu S, Shen Y, Pan H, Wang J, Zhang Q. Effectiveness and safety of oseltamivir for treating influenza: an updated meta-analysis of clinical trials. Infect Dis (Lond). 2015 Nov;47(11):812-23.</li> <li>2. Fry AM. Effectiveness of neuraminidase inhibitors for severe influenza. Lancet Respir Med. 2014 May;2(5):346-8.</li> <li>3. Torjesen I. Cochrane review questions effectiveness of neuraminidase inhibitors. BMJ. 2014 Apr 9;348:</li> <li>4. Mizuno T, Mizuno S, Kanda T. Effects of vaccination and the new neuraminidase inhibitor, laninamivir, on influenza infection. PLoS One. 2014 Apr 3;9(4):e92601.</li> <li>5. Michiels B, Van Puyenbroeck K, Verhoeven V, Vermeire E, Coenen S. The value of neuraminidase inhibitors for the prevention and treatment of seasonal influenza: a systematic review of systematic reviews. PLoS One. 2013;8(4):e60348.</li> <li>6. Cohen D. Questions remain over safety and effectiveness of oseltamivir. BMJ. 2012 Jan 17;344:e467.</li> </ol> |    |                              |  |

**ASSET SUMMER SCHOOL: LU3 FORM**

|  |  |                       |     |
|--|--|-----------------------|-----|
| Title                                    | Secrecy vs. Transparency in intentionally caused outbreaks   | Learning Unit: 3      |     |
|  |  | Duration: 165 minutes |     |
| Teacher(s)                               | Kjersti Brattekas, FFI   |                       |     |
| Learning Objectives                      | At the end of the LU3, participants will be able to:<br>1. Identify main problems related to intentionally caused outbreaks<br>2. Describe the main issues of secrecy vs. transparency<br>3. Discuss possible solutions to coping with intentionally caused outbreaks  |                       |     |
| Methods                                  | Frontal lesson (FL), Case study (CS) and group work on the case study (GW), plenary presentation and discussion (PL), Conclusion of the presenter (FL)   |                       |     |
| Sequence of contents, timing and methods | 1.1 Introduction to Secrecy vs. Transparency Issues in intentionally caused outbreaks  | FL                    | 15' |
|  | 1.2 Rationale of intentionally caused outbreaks  | FL                    | 10' |
|  | 1.3 Identified issues of intentionally caused outbreaks<br>a) The tension between secrecy and transparency<br>b) Freedom of research and security<br>c) Citizen involvement<br>d) Experts' decisions   | FL                    | 20' |
|  | 2.1 Case study: Oregon 1984 – the Rajneeshee cult<br>As one of two proven cases of bioterrorism in the USA, this case is very appropriate for highlighting many of the problems identified in the previous section. It is a very interesting and quite complex case, which may have been handled differently, had the involved responders been aware of the problems identified.   | CS                    | 15' |
|  | 2.2 Group work: Identifying the main problems faced by law enforcement, health professionals and decision makers in the case study. What could have been done differently and how did the problems identified occur in this case? What has changed since?  | GW                    | 45' |
|  | 2.3 Presentation of the group works  | PL                    | 50' |
|  | 3.1 Conclusion of the presenter  | FL                    | 10' |
| Learning material: class + participants  | For the teacher: Computer, Web material, Projector/beamer, Handouts for participants<br>For participants and working groups: Flipcharts, Coloured markers/pencil/pens;<br>Course material provided: List of identified problems, Copy of presentation, Short summary of case study   |                       |     |
| To evaluate                              | By open discussion, discussion led by facilitator, pop quiz (?), short written essay   |                       |     |
| Essential bibliographic material         | For participants and teacher:<br>1. CDC Bioterrorism overview: <a href="http://www.bt.cdc.gov/bioterrorism/overview.asp">http://www.bt.cdc.gov/bioterrorism/overview.asp</a><br>2. Council of Europe (2004), Parliamentary Assembly, "Resolution 1367 (2004)1, Bioterrorism: a serious threat for citizens' health", from <a href="http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta04/ERES1367.htm">http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta04/ERES1367.htm</a><br>3. Tu, Michael (2012), «Between Publishing and Perishing? H5N1 Research Unleashes Unprecedented Dual-Use Research Controversy", the Nuclear Threat Initiative, May 3 2012, from <a href="http://www.nti.org/analysis/articles/between-publishing-and-perishing-h5n1-research-unleashes-unprecedented-dual-use-research-controversy/">http://www.nti.org/analysis/articles/between-publishing-and-perishing-h5n1-research-unleashes-unprecedented-dual-use-research-controversy/</a><br>4. FFI FOCUS 02/2012, from <a href="http://www.ffi.no/no/Publikasjoner/Documents/FFI-Fokus_nr2_2012_Bio_web.pdf">http://www.ffi.no/no/Publikasjoner/Documents/FFI-Fokus_nr2_2012_Bio_web.pdf</a> |                       |     |



### To know more

- Crowe, Kristin (2007), "Salad Bar Salmonella", Forensic Examiner Summer2007, Vol. 16 Issue 2, p24-26
- Selgelid, Michael J. (2013), "Ethics and Dual-use Research", paper from workshop on "Promoting Dual-use Ethics", ANU, Canberra Australia, 2010, from <http://press.anu.edu.au/wp-content/uploads/2013/12/ch014.pdf>
- Tucker, Jonathan B. and Sands, Amy (1999), "An unlikely threat", Bulletin of Atomic Scientists, Vol. 55, No. 4, pp. 46-52
- Casadevall, Arturo and Relman, David A. (2010), "Microbial threat lists: obstacles in the quest for biosecurity?", Science and Society, Vol. 8, pp.149-154
- Biological Weapons Convention, Article I: <http://disarmament.un.org/treaties/t/bwc/text>
- Commission of the European Communities (2007), "Green Paper on Bio-Preparedness", presented by the Commission, Brussels, 11.7.2007, COM(2007) 399 final
- Szinicz, L. (2005), "History of chemical and biological warfare agents", Toxicology 214 (2005), Elsevier Ireland, pp.167-181
- National Research Council (National Academies Press, 2004), *Biotechnology Research in an Age of Terrorism: Confronting the Dual Use Dilemma*, from [http://www.nap.edu/catalog.php?record\\_id=10827](http://www.nap.edu/catalog.php?record_id=10827)

**ASSET SUMMER SCHOOL: LU4 FORM**

|  |   |                      |     |  |
|--|---|----------------------|-----|--|
| Title                                    | The role of risk communication in Pandemics and other crises  | Learning Unit: 4     |     |  |
|  |   | Duration: 90 minutes |     |  |
| Teacher(s)                               | Roberto Satolli, Roberta Villa; Zadig   |                      |     |  |
| Learning Objectives                      | At the end of the LU4, participants will be able to:<br>1. enlist the main principles of risk communication in infectious outbreaks;<br>2. adapt a message to different phases of crises;<br>3. recognize psychological factors and cognitive bias influencing the perception of risk.  |                      |     |  |
| Methods                                  | frontal lesson (FL)<br>exercise (EX) and following group work (GW), plenary presentation and discussion (PL)<br>conclusion of the presenter (FL)  |                      |     |  |
| Sequence of contents, timing and methods | 1.1 Introduction to risk communication in Pandemics and other crises  | FL                   | 15' |  |
|  | 1.2 Cognitive bias in risk communication  | FL                   | 15' |  |
|  | 1.3 Communication in different pandemic phases  | FL                   | 15' |  |
|  | 2.1 Exercise in group: error check in communication in previous crises  | EX/GW                | 20' |  |
|  | 2.2 Presentation of the group works and discussion  | PL                   | 20' |  |
|  | 3.1 Conclusion of the presenter   | FL                   | 5'  |  |
| Learning material: class + participants  | For the teacher: computer, web material, projector/beamer<br>For participants and working groups: paper, pens/pencils<br>Course material provided: copies of articles and press releases from previous crises for exercise, copy of presentation  |                      |     |  |
| To evaluate                              | By open discussion  |                      |     |  |
| Essential bibliographic material         | 1. Sandman P and Lanard J. Risk Communication Recommendations for Infectious Disease Outbreaks. Prepared for the World Health Organization SARS Scientific Research Advisory Committee. Geneva, Switzerland — October 20–21, 2003.<br><a href="http://www.psandman.com/articles/who-srac.htm">http://www.psandman.com/articles/who-srac.htm</a><br>2. 2008 World Health Organization Outbreak Communication Planning Guide<br>3. 2005 World Health Organization Outbreak Communication Guidelines |                      |     |  |
| To know more                             | - ECDC. A literature review on effective risk communication for the prevention and control of communicable diseases in Europe Insights into health communication, ECDC, 2013<br><a href="http://ecdc.europa.eu/en/publications/Publications/risk-communication-literary-review-jan-2013.pdf">http://ecdc.europa.eu/en/publications/Publications/risk-communication-literary-review-jan-2013.pdf</a>   |                      |     |  |



**ASSET SUMMER SCHOOL: LU5.1 FORM**

|  |   |                      |    |     |  |
|--|---|----------------------|----|-----|--|
| Title                                    | How risk communication changes when it is 2.0   | Learning Unit: 5     |    |     |  |
|  |   | Duration: 30 minutes |    |     |  |
| Teacher(s)                               | Debora Serra, Michele Bellone; Zadig  |                      |    |     |  |
| Learning Objectives                      | At the end of the LU5, participants will be able to recognize <ol style="list-style-type: none"><li>1. Data on main social network worldwide and reachable target through web 2.0</li><li>2. Main actors involved within risk communication 2.0 and to what extent it works out</li><li>3. Some case-studies on social media risk communication</li></ol>   |                      |    |     |  |
| Methods                                  | Frontal presentation (FP)   |                      |    |     |  |
| Sequence of contents, timing and methods | 1.1 Introduction on social media: which, how many, where  |                      | FL | 5'  |  |
|  | 1.2 risk communication on web 2.0: issuers, platforms, results  |                      | FL | 10' |  |
|  | 1.3 case study  |                      | FL | 5'  |  |
|  | 2.1 discussion  |                      | PL | 5'  |  |
|  | 3.1 Conclusion of the presenter   |                      | FL | 5'  |  |
| Learning material: class + participants  | For the teacher: computer, web material, projector/beamer<br>For participants and working groups: paper, pens/pencils<br>Course material provided: copy of presentation   |                      |    |     |  |
| To evaluate                              | By open discussion  |                      |    |     |  |
| Essential bibliographic material         | <ol style="list-style-type: none"><li>1. Wendling, C., J. Radish and S. Jacobzone (2013), "The Use of Social Media in Risk and Crisis Communication", OECD Working Papers on Public Governance, No.24, OECD Publishing</li><li>2. Anat Gesser-Edelsburg; Emilio Mordini; James J. James; Donato Greco; Manfred S. Green "Risk Communication Recommendations and Implementation During Emerging Infectious Diseases: A Case Study of the 2009 H1N1 Influenza Pandemic"</li></ol> |                      |    |     |  |
| To know more                             | - Tell me Decalogue: ten points for an effective pandemic communication ( <a href="http://www.tellmeproject.eu/content/tell-me-decalogue">http://www.tellmeproject.eu/content/tell-me-decalogue</a> )   |                      |    |     |  |

**ASSET SUMMER SCHOOL: LU5.2 FORM**

|  |  |  |                      |     |
|--|--|--|----------------------|-----|
| Title                                    | An example of Social Network Analysis  |  | Learning Unit: 5     |     |
|  |  |  | Duration: 75 minutes |     |
| Teacher(s)                               | Riccardo Scalco, Zadig   |  |                      |     |
| Learning Objectives                      | At the end of the LU5, participants will be able to:<br>1. describe an example of social network analysis<br>2. list some tools for social network analysis (web apps, programming libraries, ..)  |  |                      |     |
| Methods                                  | Frontal lesson (FL)<br>Exercise (EX) and case study (CS)   |  |                      |     |
| Sequence of contents, timing and methods | 1.1 General discussion   |  | FL                   | 25' |
|  | 2.1 Exercise: get data from twitter (by hand)  |  | EX                   | 25' |
|  | 2.2 Description of a case of study   |  | CS                   | 25' |
| Learning material: class + participants  | For teacher: computer, web material, projector/beamer<br>For participants and working groups: web connection (computer, smartphone, iPad.); coloured markers/pencil/pens, flipchart<br>Course material provided: base for exercise, copy of presentation   |  |                      |     |
| To evaluate                              | By open discussion   |  |                      |     |
| Essential bibliographic material         | 1. Social Network Analysis: Methods and Applications (Structural Analysis in the Social Sciences) 1st Edition - by <a href="#">Stanley Wasserman</a> , <a href="#">Katherine Faust</a><br>2. Understanding Social Networks: Theories, Concepts, and Findings 1st Edition - by <a href="#">Charles Kadushin</a> |  |                      |     |

**ASSET SUMMER SCHOOL: LU6 FORM**

|  |  |                       |     |  |
|--|--|-----------------------|-----|--|
| Title                                    | From Individual Resilience to Community Hardiness: Understanding Vulnerability and Protective Factors  | Learning Unit: 6      |     |  |
|  |  | Duration: 105 minutes |     |  |
| Teacher                                  | Kailash Gupta, TIEMS India Chapter   |                       |     |  |
| Learning Objectives                      | At the end of the LU 6, participants will be able to:<br>1. Understand the concepts of community, resilience, and hardiness in relation to vulnerability and protective factors;<br>2. Know their own degree of resilience;<br>3. Understand community hardiness and its importance; and<br>4. Identify the vulnerability and protective factors during crisis in community.   |                       |     |  |
| Methods                                  | Frontal lesson (FL), Psychometric testing (PT), Group work on the case study (GW)<br>Plenary presentation and discussion (PL), Conclusion of the presenter: SWOT analysis (FL)   |                       |     |  |
| Sequence of contents, timing and methods | 1.1 Introduction to individual resilience and community hardiness  | FL                    | 10' |  |
|  | 1.2 Importance of community hardiness.   | FL                    | 10' |  |
|  | 2.1 Testing by Summer School participants of their own resilience  | PT                    | 10' |  |
|  | 3.1 Case study   | CS                    | 10' |  |
|  | 3.2 Group work   | GW                    | 35' |  |
|  | 4.1 Presentations by the groups and discussions  | PL                    | 20' |  |
|  | 5.1 Conclusion of the presenter: SWOT analysis   | FL                    | 10' |  |
| Learning material: class + participants  | For the teacher: Laptop, Internet access, Projector/beamer, Teaching notes<br>For participants and working groups: Notebooks, Flip charts, Coloured markers/Pencils/Pens<br>Course material provided: Copy of the presentation, Concept note, Resilience questionnaire, Copy of case Study, Web links to references and bibliography   |                       |     |  |
| To evaluate                              | Open discussions, Psychometric test, Group presentation  |                       |     |  |
| Essential bibliographic material         | 1. Block, J. & Kremen, A. M. (1996). IQ and ego-resiliency: Conceptual and empirical connections and separateness. <i>Journal of Personality and Social Psychology</i> , 70(2), 349-361 (for psychometric test)<br>2. Kobasa, S. C. (1979). Stressful life events, resiliency, and health: An inquiry into hardiness. <i>Journal of Personality &amp; Social Psychology</i> . 37 (1), 1-11<br>3. Maddi, S. R. (2013). <i>Hardiness: Turning stressful circumstances into resilient growth</i> . New York: Springer<br>4. Zolli, A. & Healy, A. M. (2012). <i>Resilience</i> . London: Headline Publishing Group. (Chapter 7. Communities that bounce back. Pp. 211-227 for case study)   |                       |     |  |
| To know more                             | - Central for Disease Control and Prevention (n.d.). <i>Topline* assessment of community hardiness by selected domains</i> . Retrieved from <a href="http://emergency.cdc.gov/cerc/cerconline/pandemic/pandemic/transcripts/checklist10.pdf">http://emergency.cdc.gov/cerc/cerconline/pandemic/pandemic/transcripts/checklist10.pdf</a><br>- Green, S., Grant, A., & Rynsaardt, J. (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. <i>International Coaching Psychology Review</i> . 2(1), 24-32. Retrieved from <a href="http://www.appa.asn.au/conferences/2010/green-article.pdf">http://www.appa.asn.au/conferences/2010/green-article.pdf</a><br>- Maddi, S. R. (2013). <i>Hardiness: Turning stressful circumstances into resilient growth</i> . New York: Springer<br>- Masten, A. S. & Reed, M. J. (2002) Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.) <i>Handbook of positive psychology</i> (pp. 74-88). New York: Oxford University Press<br>- Zolli, A. & Healy, A. M. (2012). <i>Resilience</i> . London: Headline Publishing Group |                       |     |  |

**ASSET SUMMER SCHOOL: LU7 FORM**

|  |   |                      |     |  |
|--|---|----------------------|-----|--|
| Title                                    | Resilience, Pandemics and Management: what’s the link?  | Learning Unit: 7     |     |  |
|  |   | Duration: 90 minutes |     |  |
| Teacher(s)                               | John S. Haukeland, DBT  |                      |     |  |
| Learning Objectives                      | At the end of the LU7, participants will be able to:<br>1. Understand participatory governance method in crisis management<br>2. Analyse and critically strengths and weaknesses of different methods |                      |     |  |
| Methods                                  | Frontal lesson (FL)<br>Presentation of historical documents/multimedia material (MM), plenary presentation and discussion (PL)<br>Conclusion of the presenter (FL)                                    |                      |     |  |
| Sequence of contents, timing and methods | 1.1 Introduction to individual resilience and community hardness  | FL                   | 10’ |  |
|  | 1.2 Teaching, presentation of results and reflection questions in plenary   | FL                   | 15’ |  |
|  |   | FL                   | 15’ |  |
|  | 2.1 Presentation of historical documents/multimedia material  | MM                   | 10’ |  |
|  | 2.2 Plenary Discussion  | PL                   | 30’ |  |
|  | 3.1 Conclusion of the presenter   | FL                   | 10’ |  |
| Learning material: class + participants  | For the teacher: ASSET Report deliverable 2.3; and associated literature list<br>For participants and working groups: ASSET Report deliverable 2.3  |                      |     |  |
| To evaluate                              | By open discussion and discussion led by facilitator  |                      |     |  |
| Essential bibliographic material         | ASSET Report deliverable 2.3  |                      |     |  |

**ASSET SUMMER SCHOOL: LU8 FORM**

|   |  |       |                              |
|---|--|-------|------------------------------|
| <b>Title</b>                                    | <b>Influenza pandemics/epidemics and vaccinations: the gender gap</b>  |       | <b>Learning Unit:</b> 8      |
|   |  |       | <b>Duration:</b> 165 minutes |
| <b>Teacher(s)</b>                               | Vanessa Moore, EIWH  |       |                              |
| <b>Learning Objectives</b>                      | <p>At the end of the LU8, participants will be:</p> <ol style="list-style-type: none"> <li>1. aware of the importance of including gender issues within ASSET;</li> <li>2. more aware of the latest evidence-based research regarding gender and pandemics/epidemics and vaccination;</li> <li>3. able to disseminate this information within their own professions and to a wider audience.</li> </ol>  |       |                              |
| <b>Methods</b>                                  | Frontal lesson (FL); exercise (EX) and following group work (GW), plenary presentation and discussion (PL); conclusion of the presenter (FL)   |       |                              |
| <b>Sequence of contents, timing and methods</b> | 1. Introduction to EIWH and our involvement in ASSET   | FL    | 10'                          |
|   | 1.1 Influenza pandemics/epidemics and vaccination: overview from a life course approach and in line with a multi-stakeholder approach to participatory governance  | FL    | 20'                          |
|   | 1.2 Discussion of presentation and issues arising from it  | DF    | 15'                          |
|   | 2. Mind the Gender Gap – Promoting Vaccinations; overview of general issues  | FL    | 15'                          |
|   | 2.1 Research and vaccinations  | FL    | 10'                          |
|   | 2.2 Vaccinations and Pregnancy   | FL    | 10'                          |
|   | 2.3 Gender issues in vaccination uptake  | FL    | 10'                          |
|   | 2.4 Older people and vaccinations  | FL    | 10'                          |
|   | 2.5 Migrants and other marginalized groups   | FL    | 5'                           |
|   | 3. Exercise; panel discussion interacting with the participants on the range of issues   | DF/EX | 15'                          |
|   | 3.1 Exercise; in groups, participants discuss a number of examples of how they can address gender issues in their own area of expertise  | EX    | 15'                          |
|   | 1. Discussion of outcome of workshop   | DF    | 15'                          |
|   | 4.1 Creation of a set of recommendations led by participant input  | EX/DF | 15'                          |
| <b>Learning material: class + participants</b>  | <p>For teacher: Computer; projector; flip chart; markers</p> <p>For participants: Paper; flip chart; markers</p> <p>Course materials: Background briefing; policy briefs; copies of presentations; agenda/breakdown of LU8</p>   |       |                              |
| <b>To evaluate</b>                              | By open discussion, and discussions/workshop led by facilitator  |       |                              |
| <b>Essential bibliographic material</b>         | <ol style="list-style-type: none"> <li>1. European Institute of Women's Health policy briefs: <a href="http://eurohealth.ie/policy_briefs/">http://eurohealth.ie/policy_briefs/</a></li> <li>2. European Centre for Disease Prevention and Control <a href="http://ecdc.europa.eu/en/healthtopics/influenza/Pages/index.aspx">http://ecdc.europa.eu/en/healthtopics/influenza/Pages/index.aspx</a></li> <li>3. Bish, A., Yardley, L., Nicoll, A., and Michie, S. (2011) 'Factors associated with uptake of vaccination against pandemic influenza: A systematic review' Vaccine, 29(38), 6472-6484.</li> <li>4. Davidson, P.M., Di Giacomo, M., and McGrath, S.J. (2011) 'The feminization of aging: how will this impact on health outcomes and services?' Health Care for</li> </ol> |       |                              |

**To know more**

- Women International, 32(12), 1031-1045.
5. Klein, S.L., Jedlicka, A., and Pekosz, A. (2010) 'The Xs and Y of immune responses to viral vaccines', *The Lancet Infectious Diseases*, 10(5), 338-349.
  6. World Health Organisation (2010a) Sex, gender and influenza, Geneva: World Health Organisation.
- DG Santé [http://ec.europa.eu/health/index\\_en.htm](http://ec.europa.eu/health/index_en.htm)
  - ASSET webpage: <http://www.asset-scienceinsociety.eu>
  - Endrich, M.M., Blank, P.R., and Szucs, T.D. (2009) 'Influenza vaccination uptake and socioeconomic determinants in 11 European countries', *Vaccine*, 27(30), 4018-4024.
  - European Centre for Disease Prevention and Control (2013) Review of scientific literature on drivers and barriers of seasonal influenza vaccination coverage in the EU/EEA, Stockholm: ECDC.
  - European Centre for Disease Prevention and Control (2012b) Communication on immunization – building trust, Stockholm: ECDC.
  - International Longevity Centre UK (2011) Life Course Immunisation Improving adult immunisation to support healthy ageing, London: International Longevity Centre - UK.
  - Jiménez-García, R., Hernández-Barrera, V., Lopez de Andres, A., Jimenez-Trujillo, I., Esteban-Hernández, J., and Carrasco-Garrido, P. (2010) 'Gender influence in influenza vaccine uptake in Spain: Time trends analysis (1995-2006)', *Vaccine*, 28(38), 6169-6175.
  - Klein, S.L., and Pekosz, A. (2014) 'Sex-based Biology and the Rational Design of Influenza Vaccination Strategies', *Journal of Infectious Diseases*, 209, 114-119.
  - Mamelund, S-E, Riise Bergsaker, M.A. (2011) 'Vaccine history, gender and influenza vaccination in a household context', *Vaccine*, 29(51), 9441-9450.
  - Ryan, J., Zoellner, Y., Gradl, B., Palache, B., and Medema, J. (2006) 'Establishing the health and economic impact of influenza vaccination within the European Union 25 countries', *Vaccine*, 24(47-48), 6812-6822.
  - Seale, H., Heywood, A.E., McLaws, M-L., Ward, K.F., Lowbridge, C.P., Van, D., and Raina MacIntyre, C. (2010) 'Why do I need it? I am not at risk! Public perceptions towards the pandemic (H1N1) 2009 vaccine', *BMC Infectious Diseases*, 10(99), 1-9.
  - World Health Organisation, Swiss Centre for International Health, Swiss Tropical and Public Health Institute (2010) Gender and Immunisation Summary Report for SAGE, Geneva and Basel: World Health Organisation.
  - Zhang, J., While, A.E. and Norman I.J. (2011) 'Nurses' knowledge and risk perception towards seasonal influenza and vaccination and their vaccination behaviours: A cross-sectional survey', *International Journal of Nursing Studies*, 48(10), 1281-1289.



**ASSET SUMMER SCHOOL: LU9 FORM**

|   |  |                         |
|---|--|-------------------------|
| <b>Title</b>                                    | <b>Unsolved Problems in Pandemics and Epidemics</b>  | <b>Learning Unit: 9</b> |
| <b>Teacher(s)</b>                               | Alberto d'Onofrio (IPRI) and Mitra Saadatian (LYONBIOPOLE)   |                         |
| <b>Learning Objectives</b>                      | At the end of the LU9 participants will be able to <ol style="list-style-type: none"> <li>1. Know the main unsolved problems concerning pandemics and epidemics</li> <li>2. Know the main tools/methods available to face and solve these unsolved questions</li> </ol>  |                         |
| <b>Methods</b>                                  | Frontal Lessons, Discussion with the pupils, Conclusions by the presenters   |                         |
| <b>Sequence of contents, timing and methods</b> | DECISION MAKING PROCESS<br>CRITICAL ISSUES IN RESPONSE AND PREPAREDNESS <ul style="list-style-type: none"> <li>- Vaccine availability</li> <li>- Target population</li> <li>- Who should apply the decision?</li> <li>- Infection control measure</li> <li>- Utilization of available resources</li> </ul> KEY CHALLENGES & UNSOLVED PROBLEMS CONCERNING RISK COMMUNICATION DURING PANDEMICS AND EPIDEMICS<br>HUMAN BEHAVIOUR DURING EPIDEMICS/PANDEMICS/ENDEMIC<br>Enacting of non-pharmaceutical steps<br>Vaccine Propensity<br>Interactions with animals carrying the virus<br>CONCLUSIONS AND RECOMMENDATIONS  |                         |
| <b>Learning material: class + participants</b>  | For teacher: Computer<br>For participants and working groups, Course material provided: Copy of presentations; Bibliographic Materials (PDF files when possible); Report on Task 2.2 of ASSET project  |                         |
| <b>To evaluate</b>                              | By open discussion, discussion led by the presenters, short written test.  |                         |
| <b>Essential bibliographic material</b>         | For teacher and pupils: <ol style="list-style-type: none"> <li>1. Report of Task 2.2 of ASSET project</li> <li>2. R.E. Loefstedt Risk Management in Post-Trust Societies. Palgrave-MacMillan (2005) (Selected Chapters)</li> <li>3. P. Manfredi and A. d'Onofrio (eds) Modeling the Interplay Between Human Behavior and the Spread of Infectious Diseases. Springer (2013)</li> <li>4. Bodemer N. Gaissmaier W. Risk Communication in Health. In: S Roeser, R Hillerbrand, P Sandin, M Peterson (Eds.) Handbook of Risk Theory Springer (2012). Pages 621-660</li> <li>5. Commission of the European Communities. Vaccination strategies against pandemic (H1N1) 2009 (PDF file)</li> <li>6. <a href="http://goo.gl/Ym9WtR">http://goo.gl/Ym9WtR</a></li> </ol> |                         |
| <b>To know more</b>                             | <b>For teachers and pupils:</b><br>Bibliography from the Report on the Task 2.2 of ASSET project (the most important papers will be highlighted during the lessons).<br><b>Selected Websites:</b><br>Assemblée Nationale. Rapport : La manière dont a été programmée, expliquée et gérée la campagne de vaccination contre la grippe A(H1N1).<br><a href="http://www.assemblee-nationale.fr/13/pdf/rap-eng/r2698.pdf">http://www.assemblee-nationale.fr/13/pdf/rap-eng/r2698.pdf</a>   |                         |





There have been many projects founded on preparedness to face pandemics and relevant epidemics and there are still ongoing projects aiming at improving preparedness throughout the world.

For example:

The world bank is financing several preparedness projects in developing countries such as the “Health Systems Strengthening and Ebola Preparedness Project” for Cote d'Ivoire which was approved on November 25th, 2014) <http://www.worldbank.org/projects>;

The USDA (United States Department of Agriculture) have been financing several zoonosis preparedness projects such as “Influenza pandemic preparedness” which was financed from September 15th, 2012 to September 30th, 2013 <http://goo.gl/CDuCY3>;

The National Institute of Allergy and Infectious Diseases NIAID (part of the National Institutes of Health) conducts and supports basic research into the viral biology, pathogenesis, epidemiology and vaccinology of influenza viruses, and host immune responses to these agents.

In 2014 a candidate vaccine to prevent Ebola virus disease was co-developed by the NIAID and GlaxoSmithKline, GSK

<https://www.niaid.nih.gov/about/Pages/default.aspx>

Nottingham University is working with WHO performing funded projects to look at pandemic preparedness across Europe and Asia as well as reasons for acceptance or refusal of flu virus vaccine <http://goo.gl/LHmVjt>;

Through its Framework Programmes (5-7), the EC has supported projects on:

- Influenza : [http://ec.europa.eu/research/health/poverty-diseases/doc/influenza-research\\_en.pdf](http://ec.europa.eu/research/health/poverty-diseases/doc/influenza-research_en.pdf)
- Vaccines and Correlates of Protection:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-vaccines\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-vaccines_en.html)
- Diagnostics and Surveillance:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-diagnosis\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-diagnosis_en.html)
- Biology, Target Search and Drug Discovery:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-biology\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-biology_en.html)
- Public Health Aspects, Networking and Training:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-network\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-network_en.html)
- Preparedness and capacity building for emerging epidemics:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-preparedness\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-preparedness_en.html)
- Dengue and other haemorrhagic fevers:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-denge-other-fevers\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-denge-other-fevers_en.html)
- SARS: [http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-sars\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-sars_en.html)
- Transmissible spongiform encephalopathies:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-spongiform-encephalopathies\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-spongiform-encephalopathies_en.html)
- Zoonosis, food- and waterborne emerging epidemics:  
[http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-zoonoses\\_en.html](http://ec.europa.eu/research/health/infectious-diseases/emerging-epidemics/projects/l-zoonoses_en.html)

**ASSET SUMMER SCHOOL: LU10 FORM**

|   |   |                       |           |
|---|---|-----------------------|-----------|
| <b>Title</b>                                    | <b>Economic assessment-FLURESP</b>  | <b>Learning Unit:</b> | <b>10</b> |
| <b>Teacher(s)</b>                               | Ariel Beresniak, DMI  |                       |           |
| <b>Learning Objectives</b>                      | <p>At the end of the LU10, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. distinguish cost-benefit, cost-effectiveness and cost-utility studies;</li> <li>2. understand the QALY and DALY methodological controversy;</li> <li>3. understand economic evaluation of public health measures against pandemics</li> </ol>  |                       |           |
| <b>Methods</b>                                  | Frontal lesson (FL); Presentation of scientific documents (SD), plenary presentation and discussion (PL); Conclusion of the presenter (FL)  |                       |           |
| <b>Sequence of contents, timing and methods</b> | 1.1 Presentation of cost-consequences methodologies   | FL                    | 10'       |
|   | 1.2 Methodological background and underlying assumptions of QALY and DALY indicators  | FL                    | 20'       |
|   | 2.1 Presentation of example of economic evaluation of public health interventions against human influenza pandemics   | SD                    | 30'       |
|   | 2.2 Discussion  | PL                    | 20'       |
|   | 3.1 Conclusion of the presenter   | FL                    | 10'       |
| <b>Learning material: class + participants</b>  | <p>For the teacher: paper board, projection screen and publications</p> <p>For participants and working groups: case studies + publications</p> <p>Course material provided:</p>  |                       |           |
| <b>To evaluate</b>                              | A questionnaire to be delivered in 15 minutes   |                       |           |
| <b>Essential bibliographic material</b>         | <ol style="list-style-type: none"> <li>1. Beresniak A, Public health. Be prepared: what work in fight against flu. <u>Health Serv J.</u> 2014 May 23;124(6399):19-21.</li> <li>2. Beresniak A, Medina-Lara A, Auray JP, De Wever A, Praet JC, Tarricone R, Torbica A, Dupont D, Lamure M, Duru G. <u>Validation of the underlying assumptions of the quality-adjusted life-years outcome: results from the ECHOUTCOME European project.</u> Pharmacoeconomics. 2015 Jan;33(1):61-9.</li> <li>3. Beresniak A, Bertherat E, Perea W, Soga G, Souley R, Dupont D, Hugonnet S. <u>A Bayesian network approach to the study of historical epidemiological databases: modelling meningitis outbreaks in the Niger.</u> Bull World Health Organ. 2012 Jun 1;90(6):412-417A.</li> <li>4. Briand S, Beresniak A, Nguyen T, Yonli T, Duru G, Kambire C, Perea W; Yellow Fever Risk Assessment Group (YF-RAG). <u>Assessment of yellow fever epidemic risk: an original multi-criteria modeling approach.</u> PLoS Negl Trop Dis. 2009 Jul 14;3(7):e483</li> </ol> |                       |           |
| <b>To know more</b>                             | - Keeney RL, Raïffa H. Decisions with multiple objectives, Preferences and value tradeoffs. Cambridge University Press 1993.  |                       |           |

**ASSET SUMMER SCHOOL: LU11 FORM**

|  |   |                       |     |  |
|--|---|-----------------------|-----|--|
| Title                                    | SiS in Pandemics and recent epidemics   | Learning Unit: 11     |     |  |
|  |   | Duration: 135 minutes |     |  |
| Instructors                              | Agoritsa Baka, Pania Karnaki, Institute Prolepsis (GR)  |                       |     |  |
| Learning Objectives                      | At the end of the LU11, participants will be able to:<br>1. Describe what SiS entails in relation to epidemics and pandemics<br>2. Identify the inter-relations between SiS and society<br>3. Describe main SiS issues as they emerged from recent outbreaks of communicable diseases and focus in the recent Ebola crisis<br>4. Identify in crucial settings the main investigation steps for responding to an Ebola crisis  |                       |     |  |
| Methods                                  | 1. presentation (FL)<br>2. case study (CS) and group work on the case study (GW), plenary presentation and discussion (PL)<br>3. conclusions by the presenter (FL)  |                       |     |  |
| Sequence of contents, timing and methods | 1. Introduction to SiS in Pandemics and recent epidemics. Rationale and importance of SiS. Examples of SiS issues in recent epidemics: SARS, MERS, Measles outbreak in California, discussion   | FL & GW               | 30' |  |
|  | 2. <b>Introduction:</b> the Ebola virus– definitions of response strategies<br>2.1. Discussion<br>2.2. What we knew until the recent epidemic   | CS & GW               | 25' |  |
|  | 3. <b>Case study:</b> Ebola outbreak in West Africa: identify and respond to SiS issues, Group work   | GW                    | 35' |  |
|  | 4. <b>Presentation of the group results</b>   | PL                    | 30' |  |
|  | 5. <b>Conclusions</b> - what we know now, lessons learned   | FL                    | 15' |  |
| Learning material: class + participants  | For the teacher: computer, web material, projector/beamer<br>For participants and working groups: flipchart, colored markers/pencil/pens<br>Course material provided: copies of presentations   |                       |     |  |
| To evaluate                              | By open discussion; discussion led by facilitator;  |                       |     |  |
| Essential bibliographic material         | ECDC, Rapid Risk Assessment: Outbreak of Ebola Virus disease (EVD) in West Africa – 12th update - See more at:<br><a href="http://ecdc.europa.eu/en/healthtopics/ebola_marburg_fever/risk-assessment/Pages/default.aspx#sthash.UsTyFsB9.dpuf">http://ecdc.europa.eu/en/healthtopics/ebola_marburg_fever/risk-assessment/Pages/default.aspx#sthash.UsTyFsB9.dpuf</a><br>WHO fact sheet on EVD <a href="http://www.who.int/mediacentre/factsheets/fs103/en/">http://www.who.int/mediacentre/factsheets/fs103/en/</a><br>WHO training Are you Ebola Aware?<br><a href="http://www.who.int/csr/disease/ebola/training/awareness/en/">http://www.who.int/csr/disease/ebola/training/awareness/en/</a><br>WHO Community Engagement and social mobilization<br><a href="http://www.who.int/csr/disease/ebola/training/community-engagement/en/">http://www.who.int/csr/disease/ebola/training/community-engagement/en/</a> |                       |     |  |
| To know more                             | WHO, Ebola virus disease outbreak <a href="http://www.who.int/csr/disease/ebola/en/">http://www.who.int/csr/disease/ebola/en/</a><br>CDC, USA: Ebola, Ebola Virus Disease <a href="http://www.cdc.gov/vhf/ebola/">http://www.cdc.gov/vhf/ebola/</a><br>Ebola Then and Now, NEJM<br><a href="http://www.nejm.org/doi/full/10.1056/NEJMp1410540">http://www.nejm.org/doi/full/10.1056/NEJMp1410540</a><br>Ebola — Underscoring the Global Disparities in Health Care Resources<br><a href="http://www.nejm.org/doi/full/10.1056/NEJMp1409494">http://www.nejm.org/doi/full/10.1056/NEJMp1409494</a>   |                       |     |  |



Interactive perspective: Ebola Virus Disease: Current knowledge

<http://www.nejm.org/doi/full/10.1056/NEJMp1410741>

Community Trust and the Ebola Endgame

<http://www.nejm.org/doi/full/10.1056/NEJMp1508413>

The Next Epidemic — Lessons from Ebola

<http://www.nejm.org/doi/full/10.1056/NEJMp1502918>

Ebola and Quarantine <http://www.nejm.org/doi/full/10.1056/NEJMe1413139>

Creating a Global Health Risk Framework

<http://www.nejm.org/doi/full/10.1056/NEJMp1509136>