



COVID-19 EPIDEMIC

THE EXPERTISE OF A LEADING SCHOOL OF PUBLIC HEALTH

May 2020

The EHESP rallied its expert teams from the outset of the Covid-19 crisis:

- to anticipate the effects of the pandemic and support decision-making;
- to better understand the effects of the epidemic and the measures taken with respect to the various populations;
- to explain and to provide the clearest answers possible to a public regularly exposed to fake news, in light of rapidly evolving details every day;
- to adapt training to the expectations and needs of all its audiences.



EHESP

Analysing
Anticipating
Explaining
Supporting
decision-
making
Promoting

Plurality of subjects and
approaches:

Epidemiology

Sociology

Psychology

Management

Environment

Law - Ethics

History

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Research up to date with current events

What management for populations?

NB: underlined sections contain a link

- ▶ Study on the [impact of evacuations between intensive care units on the morbidity and mortality of Covid-19 patients](#) (*Request from French General Direction of Health - Coordination by the EHESP, in liaison with representatives from learned societies, intensive care physicians, accident and emergency unit managers from the French regional health agency (ARS), and the military health service*)
- ▶ Covid-19 spot surveys: analysis of the [impact of the crisis on private practice and primary care stakeholders](#): how did they adapt to the situation? (EHESP)
- ▶ Analysis of the repercussions of the [French Red Cross programme “Red Cross at home”](#). Programme offering counselling, the possibility of ordering basic goods, and having medicines delivered for people in precarious situations due to the crisis. 6,000 calls daily. (*EHESP Human and Social Sciences Team, Université de Picardie, CNRS*)
- ▶ MC-COVID 19 project: [impact of the crisis on admission of individuals coping with loss of independence](#) to institutions (*EHESP coordinated the French data for this project which was conducted in 15 European countries*)



What are the impacts of the epidemic and of the measures taken?

- ▶ Study on the [impact of lockdown in terms of hospitalisation, intensive care beds and deaths avoided](#) (*EHESP, Rouen University Hospital*)
- ▶ [COCONEL survey](#) (COronavirus and CONfinement: Longitudinal survey): [monitoring of the psychological, emotional and behavioural response of the French population](#) to the epidemic and to lockdown (*Consortium of researchers: EHESP, UMR Vitrome, Cochin-Pasteur clinical investigation centre, Sud-Provence-Alpes-Côte d’Azur regional health observatory, Ifop*).
- ▶ [SAPRIS survey](#) (Health, perception, practices, social relations and inequalities in the general population during the COVID-19 crisis): nationwide survey of 200,000 people to comprehend the main [epidemiological and social stakes](#) of the epidemic and the measures taken to fight it (*multidisciplinary consortium of researchers: EHESP, Inserm CNRS IPLES-UMR 1136*)
 - ▶ [DECHE project](#) (Rights of marginalized populations during the Coronavirus Crisis: Hospitality and Commitment: looks at the = situation of the most vulnerable populations during lockdown
- ▶ to compile research on the initiatives developed, in order to take account of the [basic rights and needs of vulnerable exiled populations](#) in Rennes (*multidisciplinary team: EHESP, UMR Arènes*)
- ▶ [COMET study](#) (Covid-19 Mental health Survey) to collect and assess the effects of the pandemic on the [mental health of citizens internationally](#), by evaluating whether the change in mental health symptoms is predicted by demographic characteristics, the degree of loss, fear of contamination, cultural values or adaptation strategies (*13 participating countries: international pilot Vrije Universiteit - Amsterdam, France pilot EHESP/Inserm*)
- ▶ Study [“Covid-19 and confinement: behaviours, attitudes and impact on the lives of French people”](#): [understanding and anticipating the reaction of populations to infectious risks](#) during an epidemic (*EHESP, Institut Arcane Research, ShoWhere*)
- ▶ Study [“Covid and Uro-Genital Tract \(Covid-UrGent\): presence of the virus in sperm, hormone homoeostasis, drug exposome”](#) (*EHESP, UMR Irset, LERES, consortium REActing-Inserm*).

What role does the environment play?

- ▶ [Covid-19 potential airborne transmission](#) (*EHESP signed a memo on the request of the chairman of the Covid-19 scientific advisory board to the French government*)

Screening in the field

- ▶ Participation in [tests to diagnose sick patients and to detect symptomatic and asymptomatic carriers of the virus](#) during the state of public health emergency (*University Hospital Rennes, EHESP/LERES*)

Daily requests for expertise

Daily interventions from EHESP's researchers and professors in international, national and regional media: epidemiological assessments, contributions in human & social sciences, in health environment etc. (almost 400 repeated since the end of February) [See press review](#)

Among the topics addressed:

- ▶ Organisation, management and performance of our health system: epidemic dynamics, public health and vaccination strategies;
- ▶ Environments and health: air quality;
- ▶ Health, populations and public policies: social psychology, history of healthcare, sociology of disability, law and ethics.



The strength of an international network

Contribution to the [ASPHER task force](#) (Association of Schools of Public Health in the European Region) on Covid-19:

- ▶ Facilitating networking of European public health schools to respond to the emergency;
- ▶ The EHESP, on the initiative of the [Declaration by the ASPHER on the coronavirus epidemic](#) published on 25 March 2020 in the International Journal of Public Health;
- ▶ Sharing of urgent information resources on COVID-19 and participation in preparing the announcement on the [strategic use of masks and on testing](#)



Support for international partners

Interstate centre for higher education in public health in Central Africa (Centre-inter Etats d'enseignement supérieur en Santé Publique d'Afrique Centrale - CIESPAC)

E-learning courses set up and support provided for the teaching team at the CIESPAC, to help them manage the first e-learning courses. Preparation for continuity of education for students in six countries (Cameroon, Congo, Gabon, Equatorial Guinea, Chad) (*Funding: Agence Française de Développement*)

Continuity of education by distance learning

Context and objectives

Rethinking the role of teachers and their relationship with learners

How to use a forum and social media to communicate with students? How to be present remotely, how to manage posture and pace?

Maintaining the dynamics of the teaching community

- ▶ Restructuring courses, acquiring new technical skills while remaining interactive, liaising with colleagues in a new way to advise, test tools etc.
- ▶ Maintaining courses by outside contributors whose time has been taken up by the crisis;
- ▶ Reorienting dissertation subjects that can no longer be handled due to the crisis;
- ▶ Allocating "volunteer" status to civil servant students wishing to become involved in managing the crisis in the field while partaking in classes;
- ▶ Maintaining social cohesion with all our international students remotely.



Relying on an internal centre of expertise and a teaching factory

A team dedicated to innovative teaching (the teaching support centre) and a "Teaching Factory" to support the educational transformation of learning and:

- ▶ maintain most online classes;
- ▶ ensure the same level of quality as in class;
- ▶ develop skills for remote teaching;
- ▶ provide or produce teaching activities and resources, especially videos;
- ▶ coordinate a weekly webinar bringing together more than 100 participants to share practices;

- ▶ produce 300 annotated digital resources, serious games;
- ▶ offer training workshops: web conferences, effective slide presentations, educational scriptwriting;
- ▶ coordinate a learning teaching platform: online support with tutorials, videos, teaching and document resources;
- ▶ redistribute the MOOC "Public Health and Health Systems" (more than 1,800 participants).

Investing in the future

The resources developed are an investment in continuing innovation, which will be used for blended or distance learning. The video capsules created will also be provided to healthcare establishments or professionals.

Some examples

Continuing education for carers through video

(Request from the French general director for health, in liaison with learned societies, healthcare professionals, doctors, epidemiologists and psychologists)

▶ [11 videos for carers](#)

published by French **Minister for Solidarity and Health**

Knowledge of the virus, health strategy, personal protective equipment, patient management, ambulance transfer, role of healthcare professionals, patient information, carers' welfare etc.
More than 100,000 views.

Released to healthcare professionals in French-speaking African countries via the Agence Universitaire de la Francophonie.

Learning in a crisis

Placements, volunteering... **around 50% of civil servant students** (260) committed to establishments or the ARS to reinforce and support the teams. These experiences are also part of interprofessional modules which look into public health issues, and which this year will be revisited to include the scope of this crisis, under the supervision of our researchers and experts from the professional setting.

Understanding reality through the virtual

Pharmacy and public health inspector students discover a virtual health agency where they follow their statutory placement.

The Nuclear Safety Authority (ASN) and the ANSES each held a discovery week on the theme of jobs, organisation of activities and areas of activity, through video conferences followed by individual research work into practical cases, and then group discussion. Two interactive virtual tours were also designed to show the facilities and pharmaceutical procedures. The students can follow a tour, filmed and guided by the centre manager, and see the facilities, answer interactive quizzes and take a 360° virtual walk around the premises

Erasmus Mundus Master Degree in Public Health

E-learning modules for students of 32 nationalities on the European Master **Europubhealth+**

Live sessions, video recordings and discussion forums for any time zone provided by the EHESP's professors and international teachers and experts from the United States, Ghana, Ukraine, Switzerland, Netherlands and Spain. Experience-sharing and virtual meetings on occupational integration.

"We invested a lot to be able to carry on "as before". It is not necessarily a heroic act. It is essential behind the scenes work. Society was kept afloat by the commitment of each and every person, there where they were. The duty of students volunteering for establishments was also to train, and most did so while putting in a lot of effort. I have never had so many attendees in online classes. This commitment to ensure training reached the same level as for previous years should be highlighted. I heard them talking about how they were worried their year would be considered less qualitative. They did everything in their power to ensure this wasn't the case." (a teacher)