COVID-19 Critical Intelligence Unit

Daily evidence digest

24 February 2021

The daily evidence digest collates recently released reports and evidence – provision of these links does not imply endorsement nor recommendation.

Moderna vaccine and the South African variant of concern, uncertainty in modelling, insights from behavioural economics

Peer reviewed journals featured:

- Observational studies on:
 - o The association between US school closures, behaviour change and COVID-19 here
 - o The impact of uncertainty on predictions of the UK's CovidSim model here
 - Modeling COVID-19 epidemics with an excel spreadsheet <u>here</u>
 - Digital PCR for high sensitivity viral detection in SARS-CoV-2 patients here
- A tool to aid calculation of drugs needed during COVID-19 <u>here</u>
- · Commentary on:
 - Using observational studies to identify COVID-19 risk and inform control measures <u>here</u>
 - o Concerns about SARS-CoV-2 variants here
 - o The application of behavioural economics in effective leadership during COVID-19 here
 - o Fighting the fatigue pandemic in healthcare during COVID-19 here

Letters and correspondence discussed:

• Patent information, data, and genetic sequences of SARS-CoV-2 to support innovation here

Pre-peer review articles featured:

 Antibody binding and neutralisation of the B.1.351 (South African) variant, in acute and convalescent patients and in vaccinated mRNA-1273 (Moderna) individuals here

News and blogs

- Can COVID-19 vaccines stop transmission? here
- Testing asymptomatic individuals for SARS-CoV-2 here
- The Department of Health launches the first COVID-19 vaccination program in Australia here
- How to address COVID-19 vaccine hesitancy and improve vaccine acceptance here
- The UK government created "alert fatigue" <u>here</u>
- Protecting the rights of individuals who face both mental health and public health restrictions here
- The Therapeutic Goods Administration (TGA) released a guide on reporting suspected side effects associated with a COVID-19 vaccine here

