

## WHAT TO FINANCE IN HEALTH AND AT WHAT PRICE?



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## GENERAL FEATURES OF THE COURSE

### 1. COURSE DESCRIPTION

Welcome to the course **What to Finance in Health and at What Price?** offered by the Inter-American Development Bank (IDB) through the edX platform.

Since 2014, the IDB, through the IDBx program, has developed a series of massive open online courses (MOOCs) aimed mainly at **public officials** from Latin American and Caribbean countries and at **citizens** interested in learning about the reality in their countries.

Within the framework of this initiative, we are offering you this course which, with the support of more than 40 experts from around the world, presents you with a vision of how to move towards Universal Health Coverage (UHC) by managing spending efficiently through the implementation of explicit priority setting mechanisms and the use of strategies to obtain more affordable prices for medicines.

To do this, you will examine the gap that exists between the needs of the population and learn that more or less health can be obtained according to how finite resources are allocated. You will review different ways to explicitly prioritize resources and focus on explicit health benefits packages as a tool that is increasingly used in the world to progress towards UHC.

You will be given an insight into the main methods of explicit priority setting and costing of the prioritized interventions, as well as the principles of good governance that must accompany these explicit priority setting policies and processes.

Finally, we will explain why governments intervene in the pharmaceutical market and invite you to review the main regulatory mechanisms used by governments to obtain more affordable prices.

## 1.1 SOME KEY QUESTIONS AND ANSWERS

### 1.1.1 WHAT TYPE OF COURSE IS THIS?

This is an "instructor-paced" MOOC course - i.e., a Massive Online Open Course, or MOOC - that is characterized by the fact that **one new module will be available every week**, starting with the modules Starts Here and 1.

### 1.1.2 HOW MANY SECTIONS DOES THE COURSE HAVE AND WHAT ARE THEY ABOUT?

The course is structured in 7 modules, plus an introductory and closing module, in which you will find the following contents:

- **Start here:** the purpose of this module is to guide you throughout the course.
- **Module 1:** you will identify why it is important to efficiently manage the gap that arises between the needs of the population, which are infinite, and limited resources, as well as the key factors that have been influencing the increase in health spending.
- **Module 2:** you will learn to recognize why explicit priority setting is a fundamental tool to support countries on the pathway to UHC, as well as its advantages over implicit priority setting.
- **Module 3:** you will take a close look at health benefits packages (HBP), an explicit priority setting tool that allows countries to ensure coverage of the most important services according to the epidemiological profile and the preferences of the population.
- **Module 4:** you will recognize the importance of making explicit priority setting decisions based on evidence, using consistent analytical methods. In addition, you will have an in-depth look at some fundamental tools for prioritizing health spending, such as health technology assessment (HTA), cost-effectiveness thresholds and the costing of prioritized services.
- **Module 5:** you will learn that although the methods are a fundamental ingredient of explicit priority setting, this must be accompanied by participatory, transparent, coherent, and consistent processes so that it is sustainable. These elements of good governance will contribute to ensure the legitimacy of the decisions and acceptance by stakeholders.
- **Module 6:** you will learn that the efficiency of health spending not only depends on what is financed, but also on what is paid for each of the health services and technologies, and that one of the great challenges on the pathway to UHC are precisely the prices that are paid for medicines. What tools can countries use to

achieve more affordable prices for medicines? Here you will get an overview of the available strategies, accompanied by examples from countries around the world.

- [Module 7](#): applying lessons learned in real life
- [End here](#): in this section you will find a survey to give us your opinion on the course in general.

Each module offers you instructional videos, animated videos, readings, exercises, infographics, practical activities, simulations, and quizzes, among other learning resources.

### 1.1.3 WHAT DOES IT MEAN THAT I CAN TAKE THE COURSE IN “DIFFERENT MODES”?

Remember that you can take the course in one of the following modes:

- **Audit track:** access to all course materials, except graded evaluations. You will not get a certificate at the end of the course. You will be able to access the free content (readings, videos, practical training activities, among other resources) for 10 weeks from the day of your registration. Once these 10 weeks have elapsed, you will no longer be able to access the course material.
- **Verified or paid certificate:** full access to all course materials, including graded or summative assessments until the course ends. After completing the course, you will continue to have access to the material, but you will no longer be able to submit assignments that contribute to your grade or obtaining a certificate. If you pass, you will get an official certificate issued by the IDB and edX as well as a [digital badge](#) that you can share on your CV and on LinkedIn.

During the course, you will be informed when your access expires. Take the opportunity to review or download the materials you are interested in before that day. Remember to check the [personalized dates](#).

### 1.1.4 WHEN DOES THE COURSE START AND END?

The MOOC starts on **October 7, 2021** and ends on **March 21, 2022**, there are no prerequisites. For a short time, the content will be available openly for all those interested in learning more about the course.

### 1.1.5 WHAT DO I NEED TO FOLLOW THE COURSE?

To follow the course, you will need a computer or mobile device with Internet access.

## 1.1.6 I AM TAKING A COURSE IN EDX FOR THE FIRST TIME. IS THERE A PRELIMINARY COURSE I CAN TAKE TO LEARN HOW TO BETTER USE THE EDX PLATFORM?

If this is the first time you are taking a course in edX, we recommend that before starting you visit the [demo course](#) where you will be able to learn how to navigate the course. If you already know the platform, we recommend you review the content of the first section of the course, [Start here](#), where you will find all the information you need to successfully complete this MOOC.

## 1.1.7 HOW MUCH TIME SHOULD I SPEND ON THE COURSE?

We estimate that you should dedicate about **3 - 4 hours per week** to the course to complete all the activities.

## 1.1.8 IS THERE A PLACE IN THE COURSE WHERE I CAN INTRODUCE MYSELF TO MY COLLEAGUES?

We invite you to introduce yourself in the [Discussion Forum](#). This course **does not have** tutors, and therefore the forum will not be moderated by the course team.

## 2. GENERAL LEARNING OBJECTIVES

At the end of this course, you will be able to:

- Identify the economic and social benefits associated with the implementation of explicit priority setting mechanisms in health and interventions that help obtain more affordable prices for medicines, recognizing their contribution to the goal of achieving universal health coverage (UHC).

To achieve this main overall objective, in each module you will have to meet specific objectives that will help you carry out this task successfully.

## 3. COURSE STRUCTURE AND SPECIFIC LEARNING OBJECTIVES

The course content is structured in 7 content modules plus an introductory module and a closing module.

Below you can see the **objectives of the modules**, the learning resources in each one, the indication in parentheses of the objective they refer to, and their dedication time.

## MODULE: "START HERE"

### Learning objectives

- Get to know the edX platform and identify how to access learning resources.
- Identify the participation rules and the guidance and support resources contained in the course.
- Identify the general objectives of the course.

Unit	General description of activities	Type of activity	% Final grade
0.1.1 Welcome to the course	0.1.1 Welcome to the course	Text on screen	N/A
	0.1.2 A synthesis of what you will learn	Text on screen	N/A
	0.1.3 Meet your instructors and the course team	Text on screen	N/A
0.2 How does the course work?	0.2.1 How do I navigate the course?	Text on screen	N/A
	0.2.2 How does the course work?	Text on screen	N/A
	0.2.3 How will I be evaluated?	Text on screen	N/A
0.3 Tell us about yourself	0.3.1 Introduce yourself to your classmates	Word cloud and forum	N/A
	0.3.2 Tell us about yourself	Survey	N/A

\*N/A = Not applicable

## MODULE 1: THE GAP BETWEEN AVAILABLE FUNDS AND THE NEEDS OF THE POPULATION

### Learning objectives

- A. Identify the characteristics that define universal health coverage (UHC).
- B. Indicate the benefits of improving the efficiency of health spending to achieve better health outcomes with the same resources.
- C. Recognize the financial constraints that countries face in ensuring universal, quality and free access to health services.
- D. Identify demographic, epidemiological, social, economic, and technological factors that determine the increase in health expenditure in countries.
- E. Recognize the different ways in which the gap between resources and health needs manifests itself.

- F. Identify the main strategies for addressing the gap between resources and health needs.

Unit	General description of activities	Type of activity	Graded?
<b>1.0 Introduction</b>	1.0.1 Survey: Health coverage in my country	Survey	No
	1.0.2 Mind map: What will I learn in this module?	Mind map	No
	1.0.3 Description and learning goals	Reading	No
	1.0.4 Animated video: How do health spending policy decisions affect me?	Animated video	No
<b>1.1 UHC and the gap between resources and needs</b>	1.1.1 Ferdinando Regalia: UHC and the financial constraints on achieving it	Video	No
	1.1.2 Survey: UHC in wealthy countries	Survey	No
	1.1.3 Ursula Giedion: Why does health spending keep rising?	Video	No
	1.1.4 Exercise: Why does health spending keep rising?	Exercise	No
	1.1.5 Amanda Glassman: What happens when there is a gap?	Video	No
	1.1.6 Diana Pinto: How do we improve spending efficiency in the context of UHC?	Video	No
	1.1.7 (Optional) Reading: Ten leading sources of inefficiency.	Reading	No
	1.1.8 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>1.2 Activity: How is the gap manifested in my country?</b>	1.2.1 Activity: How is the gap manifested in my country?	Activity	No
<b>1.3 Evaluation test</b>	1.3.1 Evaluation test (Available if you opted for the verified certificate)	Questionnaire (graded)	Yes



1.4 Key ideas and additional resources	1.4.1 Infographic: Key ideas of the module	Infographic	No
	1.4.2 Readings and other additional resources	Additional resources	No

## MODULE 2. EXPLICIT PRIORITY SETTING: AN INESCAPABLE NEED

### Learning objectives

- A. Compare explicit priority setting to implicit priority setting, identifying the advantages and disadvantages.
- B. Identify the main arguments in favor of implementing explicit priority setting mechanisms in health.
- C. Recognize the main mechanisms for explicit priority setting in health spending.

Unit	General description of activities	Type of activity	Graded?
2.0 Introduction	2.0.1 Survey: Are there policies of explicit priority setting in health in my country?	Survey	No
	2.0.2 Mind map: What will I learn in this module?	Mind map	No
	2.0.3 Module description and learning objectives	Reading	No
	2.0.4 Animated video: How does health service priority setting affect me?	Animated video	No
2.1 What is and why adopt explicit priority setting?	2.1.1 Diana Pinto: What are implicit and explicit priority setting?	Video	No
	2.1.2 Olè F. Norheim: The benefits of explicit priority setting	Video	No
	2.1.3 Amanda Glassman: Explicit priority setting: more health with the same resources	Video	No
	2.1.4 Exercise: Implicit priority setting vs. explicit priority setting	Exercise	No
	2.1.5 Self-evaluate your understanding	Question(s) (ungraded)	No

<b>2.2 Overview of explicit priority setting tools</b>	2.2.1 Marcella Distrutti: Main explicit priority setting tools	Video	No
	2.2.2 Eduardo González Pier and Kalipso Chalkidou: What is the best explicit priority setting tool a country should adopt?	Podcast	No
	2.2.3 Manuel Espinoza: Characteristics of the combined priority setting system in Chile	Video	No
	2.2.4 Karl Lauterbach: Explicit priority setting without HBP: The German case	Video	No
	2.2.5 Exercise: Explicit priority setting tools	Exercise	No
	2.2.6 Activity and forum: Examples of explicit priority setting in my country	Activity and forum	No
	2.2.7 Word cloud: Which services should be explicitly prioritized in my country?	Word cloud	No
	2.2.8 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>2.3 Evaluation test</b>	2.3.1 Evaluation test (Available if you opted for the verified certificate)	Questionnaire (graded)	Yes
<b>2.4 Key ideas and additional resources</b>	2.4.1 Key Ideas of the module	Video	No
	2.4.2 Readings and other additional resources	Additional resources	No

## MODULE 3. WHAT IS A HEALTH BENEFITS PACKAGE AND HOW IS IT DEVELOPED (HBP)?

### Learning objectives

- A. Identify the main characteristics of health benefits packages (HBP).
- B. Recognize the relationship between HBPs and universal health coverage (UHC).
- C. Recognize the different types and components of health benefits packages (HBP).
- D. Identify the steps in designing and adjusting benefits packages (HBP).

- E. Identify the factors that come into play and promote the successful implementation of a health benefits package (HBP) policy.

Unit	General description of activities	Type of activity	Graded?
<b>3.0 Introduction</b>	3.0.1 Survey: Do I have access to an explicit health benefits package?	Survey	No
	3.0.2 Mind map: What will I learn in this module?	Mind map	No
	3.0.3 Module description and learning objectives	Reading	No
	3.0.4 Animated video: How does the effective implementation of an HBP affect me?	Animated video	No
<b>3.1 What is and why is a health benefits package (HBP) important?</b>	3.1.1 Marcella Distrutti: What is - and what is not - a health benefits package?	Video	No
	3.1.2 Exercise: What is and what is not an HBP?	Exercise	No
	3.1.3 Ursula Giedion: Why use a benefits package for explicit health priority setting in health?	Animated presentation	No
	3.1.4 Adolfo Rubinstein: HBPs in the context of universal health coverage (UHC)	Video	No
	3.1.5 Martin Sabignoso: Health benefits packages: A heterogeneous universe	Video	
	3.1.7 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>3.2 How do you develop an HBP?</b>	3.2.1 Amanda Glassman and Ursula Giedion: 10 essential steps in defining a benefits package	Video	No
	3.2.2 Amanda Glassman and Ursula Giedion: Building the benefits package from a systemic approach	Video	No
	3.2.3 Exercise: 10 steps for building an HBP	Exercise	No

	3.2.4 Martín Sabignoso: Key enablers of an HBP policy	Video	No
	3.2.5 Survey and forum: What are 3 key enablers in my country?	Survey and forum	No
	3.2.6 Eduardo González Pier: Key elements for a successful HBP implementation	Video	No
	3.2.7 Simulation: What happens when a step or an enabler is missing?	Simulation	No
	3.2.8 Amanda Glassman: Why and how to align funding with an HBP?	Animated presentation	No
	3.2.9 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>3.3 Evaluation test</b>	<b>3.3.1 Evaluation test</b>  (Available if you opted for the verified certificate)	Questionnaire (graded)	Yes
<b>3.4 Key ideas and additional resources</b>	3.4.1 Key Ideas of the module	Video	No
	3.4.2 Readings and other additional resources	Additional resources	No

## MODULE 4. ANALYTICAL METHODS FOR DEFINING AND MANAGING EXPLICIT PRIORITY SETTING MECHANISMS

### Learning objectives

- A. Recognize the advantages of using analytical methods for explicit priority setting.
- B. Identify the basic criteria for selecting what is covered with public resources.
- C. Recognize the role of HTA as a key input to establish a priority setting method for health spending.
- D. Identify the basic concepts, as well as the advantages and limitations of the health priority setting method, CEA.
- E. Specify the advantages and constraints of the fixed budget method and the cost effectiveness threshold.
- F. Specify the advantages of cost estimation in explicit priority setting policies for health spending.

Unit	General description of activities	Type of activity	Graded?
<b>4.0 Introduction</b>	4.0.1 Exercise: What criteria should be taken into account when deciding which health services to cover?	Exercise	No
	4.0.2 Mind map: What will I learn in this module?	Mind map	No
	4.0.3 Module description and learning objectives	Reading	No
	4.0.4 Animated video: How are the services I receive from my health system defined?	Animated video	No
<b>4.1 Criteria for prioritizing what to cover with public resources</b>	4.1.1 Peter Smith: Why should analytical methods be used in priority setting?	Video	No
	4.1.2 Olè F. Norheim: Criteria for assessing the services that will be covered with public resources	Exercise	No
	4.1.3 (Optional) Reading: Example of the use of criteria to evaluate the services included in the HBP	Reading	No
	4.1.5 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>4.2 Priority setting methods for coverage decisions</b>	4.2.1 Francis Ruiz: HTA as a method for selecting what to finance (part 1)	Video	No
	4.2.2 Kalipso Chalkidou: HTA as a method for selecting what to finance (part 2)	Video	No
	4.2.3 Peter Smith: 3 methods for evaluating technologies and prioritizing	Video	No
	4.2.2 Exercise: 3 HTA methods	Exercise	No
	4.2.5 Peter Smith: CEA for coverage decisions	Video	No
	4.2.6 Simulation: Analysis of technologies using the CEA method	Simulation	No
	4.2.7 (OPTIONAL) Alia Luz: Use of analytical methods in Thailand	Video	No

	4.2.8 David Watkins: An HBP model based on DCP3 evidence	Simulation:	No
	4.2.9 Aurelio Mejía: What do we need to implement analytical methods? (Part 1)	Animated presentation	No
	4.2.10 Katharina Hauck: What do we need to implement analytical methods? (Part 2)	Question(s) (ungraded)	No
	4.2.11 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>4.3 Which technologies should be financed once they have been evaluated?</b>	4.3.1 Peter Smith: How do we decide which technologies to finance once they have been evaluated?	Video	No
	4.3.2 Exercise: Advantages and disadvantages of two approaches for deciding which evaluated technologies should be covered	Exercise	No
	4.3.3 Andrés Pichon-Riviere: Exploring further the cost-effectiveness threshold method	Video	No
	4.3.4 Andrés Pichon-Riviere: How is the cost-effectiveness threshold calculated?	Video	No
	4.3.5 Andrés Pichon-Riviere: Beyond the cost-effectiveness threshold	Video	No
	4.3.6 Andrés Pichon-Riviere: Challenges and constraints on choosing well: the experience of Latin America	Video	No
	4.3.7 Activity and forum: What criteria should be considered to determine what to cover?	Activity and forum	No
	4.3.8 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>4.4 Cost estimation methods</b>	4.4.1 Survey: How important is it to perform a costing of an HBP?	Survey	No
	4.4.2 Annette Ozaltin and Cheryl Cashin: Costing as a key element of explicit priority setting	Video	No

	4.4.3 Ricardo Bitrán: Why and how to calculate the cost of a benefits package	Video	No
	4.4.4 Ricardo Bitrán: What does costing an HBP involve?	Animated presentation	No
	4.4.5 Ricardo Bitrán: Technical challenges in the costing of an HBP	Video	No
	4.4.6 (OPTIONAL) Ricardo Bitrán: The importance of a second costing and its data sources	Video	No
	4.4.7 Ricardo Bitrán: Challenges and recommendations for costing an HBP	Video	No
	4.4.8 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>4.5 Evaluation test</b>	4.5.1 Evaluation test (Available if you opted for the verified certificate)	Questionnaire (graded)	Yes
<b>4.6 Key ideas and additional resources</b>	4.6.1 Key ideas of the module	Video	No
	4.6.2 Readings and other additional resources	Additional resources	No

## MODULE 5. CRITICAL FACTORS IN THE DESIGN AND IMPLEMENTATION OF EXPLICIT PRIORITY SETTING POLICIES

### Learning objectives

- A. Identify the importance of good governance in the design and implementation of explicit priority setting policies in health.
- B. Identify the main principles of good governance in the context of explicit priority setting policies in health.
- C. Identify stakeholder participation as a key input to ensure the sustainability of explicit priority setting decisions.
- D. Recognize the groups that should participate in explicit priority setting decisions, when they should do so and under what premises.
- E. Identify the link between prioritizing health and the human-rights based approach.

Unit	General description of activities	Type of activity	Graded?
<b>5.0 Introduction</b>	5.0.1 Word cloud: Accepted and sustainable decisions on the coverage of health services	Exercise	No
	5.0.2 Mind map: What will I learn in this module?	Mind map	No
	5.0.3 Module description and learning objectives	Reading	No
	5.0.4 Animated video: How does participatory governance influence my health system?	Animated video	No
<b>5.1 Good governance principles for an explicit priority setting policy</b>	5.1.1 Ursula Giedion: Why is good governance so important in explicit priority setting?	Video	No
	5.1.2 Javier Guzmán: Principles of good governance: transparency, participation, coherence and consistency	Video	No
	5.1.3 Exercise: Principles of good governance	Exercise	No
	5.1.4 Tony Culyer: Stakeholder participation as a principle of good governance	Video	No
	5.1.5 Reading: Value judgments and key participants	Reading	No
	5.1.6 (Optional) Reading: Principles of good governance for designing and reviewing health benefits packages (HBP)	Reading	No
	5.1.7 Exercise: Types of participation	Exercise	No
	5.1.8 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>5.2 Ethics, interests and the right to health</b>	5.2.1 Olè F.Norheim: An ethical view of explicit priority setting	Video	No
	5.2.2 Alejandro Gaviria: Ethical dilemmas arising in explicit priority setting policy from the experience of a decision maker	Video	No



	5.2.3 Exercise: Handling ethical dilemmas in explicit priority setting	Exercise	No
	5.2.4 María Luisa Escobar: The right to health and explicit priority setting: incompatible approaches?	Video	No
	5.2.5 Reading: Priority setting and the right to health - incompatible views?	Reading	No
	5.2.6 Activity and forum: Coverage decisions: What would I do?	Activity and forum	No
	5.2.7 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>5.3 Evaluation Test (graded)</b>	<b>5.3.1 Evaluation Test (graded)</b> (Available if you opted for the verified certificate)	<b>Questionnaire (graded)</b>	<b>Yes</b>
<b>5.4 Key ideas and additional resources</b>	5.4.1 Key ideas of the module	Video	No
	5.4.2 Readings and other additional resources	Additional resources	No

## MODULE 6. SEARCHING FOR MORE AFFORDABLE MEDICINE PRICES

### Learning objectives

- A. Recognize the contribution to the goal of UHC made by strategies that seek to achieve more affordable medicine prices
- B. Identify the reasons (economic, financial, and social) why governments intervene in the pharmaceutical market to obtain more affordable prices for medicines.
- C. Identify market failures that justify government intervention to obtain more affordable prices for medicines.
- D. Specify the factors that influence the prices of the different types of medicines in countries.
- E. Identify the main mechanisms that make it possible to achieve more affordable medicine prices.
- F. Recognize the outcomes and potential effects of implementing intervention tools in pharmaceutical markets.

Unit	General description of activities	Type of activity	Graded?
<b>6.0 Introduction</b>	6.0.1 Survey: Access to affordable and quality medicines	Survey	No
	6.0.2 Mind map: What will I learn in this module?	Mind map	No
	6.0.3 Module description and learning objectives	Reading	No
	6.0.4 Animated video: How does medicine price regulation affect me?	Animated video	No
<b>6.1 Key ideas of the module</b>	6.1.1 Self-evaluation: Basic economic concepts	Question(s) (ungraded)	No
	6.1.2 Paul Rodríguez: Key economic concepts to support the search for more affordable prices	Video	No
<b>6.2 Understanding the medicine market and the reasons for intervening in its prices</b>	6.2.1 Leonardo Arregocés: Types of medicines and their markets	Animated presentation	No
	6.2.2 Ursula Giedion: What is the relationship between medicine prices, health expenditure and UHC?	Video	No
	6.2.3 Joan Rovira: What are efficient prices and why are they relevant to progress towards UHC?	Video	No
	6.2.4 Jaime Espín: Conditions that enable competition in the medicine market	Video	No
	6.2.5 Exercise: Reasons justifying intervention in the pharmaceutical market	Exercise	No
	6.2.6 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>6.3 Markets and other determinants of medicine prices</b>	6.3.1 Leandro Safatle: Relevant markets and market structure	Video	No
	6.3.2 Leandro Safatle: Market failures that affect the price of medicines	Video	No
	6.3.3 Leandro Safatle: Cross-cutting factors that affect the price of medicines	Video	No

	6.3.4 Simulation: Effect of medicine prices on UHC	Simulation:	No
	6.3.5 Self-evaluate your understanding	Question(s) (ungraded)	No
<b>6.4 Policies to achieve more affordable prices</b>	6.4.1 Sabine Vogler: Overview of policies for achieving fair prices	Video	No
	6.4.2 Veronica Wirtz: Tools to achieve more affordable prices for off-patent medicines	Video	No
	6.4.3 (OPTIONAL) Lorena Prieto: Reverse auction as an acquisition mechanism. The experience of Peru.	Podcast	No
	6.4.4 (OPTIONAL) Mariana Barraza: Centralized medicine price negotiation. The experience of Mexico.	Video	No
	6.4.5 Wolfgang Greiner: Clinical benefit evaluation and cost-effectiveness analysis to establish prices for patented medicines	Video	No
	6.4.6 Wolfgang Greiner: Tools for achieving more affordable prices for patented medicines	Video	No
	6.4.7 Exercise: Tools for achieving more affordable prices	Exercise	No
	6.4.8 (OPTIONAL) Joan Rovira: Taking an in-depth look at value-based pricing	Video	No
	6.4.9 (OPTIONAL) Carolina Gómez: A closer look at International Reference Pricing	Podcast	No
	6.4.10 Fatima Suleman: More about strategies to promote the use of generic medicines	Video	No
	6.4.16 Self-evaluate your understanding (Graded)	Question(s) (ungraded)	No
<b>6.5 Experiences and outcomes from implementing</b>	6.4.11 (OPTIONAL) Leandro Safatle: Brazil's experience with medicine price regulation	Video	No

pharmaceutical policies	6.4.12 Ryu Jong-su: Optimizing medicine prices on the pathway to UHC: the case of Korea	Video	No
	6.4.13 Tommy Wilkinson: Explicit priority setting in New Zealand	Video	No
	6.4.14 Marcella Distrutti: Summary of results and policy considerations	Video	No
	6.4.15 Activity and forum: Creating a price regulation policy for my country	Activity and forum	No
6.6 Evaluation Test (graded)	6.5.1 Evaluation Test (graded) (Available if you opted for the verified certificate)	Questionnaire (graded)	Yes
6.7 Key ideas and additional resources	6.6.1 Key ideas of the module	Video	No
	6.6.2 Readings and other additional resources	Additional resources	No

## MODULE 7. APPLYING LESSONS LEARNED IN REAL LIFE

Unit	General description of activities	Type of activity	Graded?
7.1 Explicit priority setting and the search for affordable medicine prices in the context of COVID-19	7.1.1 Survey: My country's response to COVID-19	Survey	No
	7.1.2 Amanda Glassman: Explicit priority setting in the context of a pandemic	Video	No
	7.1.3 Robert Klitzman: Ethical considerations during the COVID-19 pandemic	Video	No
	7.1.4 Javier Guzmán: Affordable medicines in the context of a pandemic	Video	No
7.2 Final ideas and the next steps	7.2.1 Ferdinando Regalia: Decisions and processes to achieve more health with the same resources	Video	No
	7.2.2 Animated video: Greater efficiency = More health for people	Animated video	No

	7.2.3 Word cloud: What do I take with me from the course?	Word cloud	No
	7.2.4 Register in the CRITERIA Network and keep learning	Reading	No

FINISH HERE

Unit	General description of activities	Type of activity	Graded?
8.1 What did you think of the course?	8.1.1 What did you think of the course?	Survey	No
	8.1.2 End of the course	Closing Message	No

## 4. PARTICIPANT PROFILE AND PREREQUISITES

The course is aimed at:

- Decision makers and public officials working in the areas of health policies and the financing of services.
- Specialists in economics, medicine, and the right to health.
- Academics (researchers, teachers, students).
- Opinion leaders.
- Citizens interested in learning about the decision processes and available policies to improve the effectiveness, quality, and coverage of health services.

Requirements for participating in the course are:

- A computer with Internet access.
- We also recommend having updated versions of one of the following browsers: Chrome, Firefox, Safari, or Internet Explorer (version 9 onwards).
- It is also possible to access the course through your cell phone or tablet by downloading the edX application from Google Play or Apple Store.

## 5. COURSE METHODOLOGY

In the design of the course, we have combined passive learning resources, such as reviewing videos and readings, with active learning resources in which your participation and commitment are the basis for learning.

The objective of the active learning resources is to apply the theoretical contents to your reality through guided activities.

It is important to keep in mind that learning is what happens after a conscious effort to investigate, analyze, reflect, and share the topics of interest. We therefore invite you to get the most out of the course through your active participation in the course.

### 5.1 DESCRIPTION AND OBJECTIVES OF EACH MODULE

The third resource of each module consists of a page that contains the description and learning objectives of the module.

### 5.2 LEARNING RESOURCES

Each section or module is divided into subsections, where you will find several types of components or learning resources:

- **Instructional videos:** the main learning resource in which our instructor's comment on the most relevant contents of each course, using plain and straightforward language.
- **Animated videos:** videos that contain introductory content to each module.
- **Mind maps:** resources located at the beginning of each module, which graphically offer you an overview of the most important concepts that will be addressed in the module.
- **Readings:** Each module includes short readings that go into more depth or provide you with examples of the key concepts covered in the section.
- **Infographics:** a resource to easily visualize and remember some important concepts from the course.
- **Training questions (Self-evaluate your understanding):** These are non-graded questions, located at the end of each subsection of a module, which allow you to test what you have been learning in the course.
- **Simulations:** in accordance with the contents, we will propose exercises that will help you analyze hypothetical situations and promote understanding of the aspects covered in the course.

- **Animated presentations:** resources in which you will hear the voice of the expert explaining topics, usually of greater complexity, accompanied by animations to help you understand.
- **Open Resources:** in the case you are interested in reviewing extra information on the topics covered in the course, we recommend you review the Open Resources. Reviewing these resources is not mandatory.
- **Evaluation test (available only if you opted for the verified certificate):** throughout the course you will find questionnaires to evaluate your knowledge of the course material, which is mandatory if you want to gain enough points to obtain the verified course certificate. The questions that you will find in the questionnaires are multiple choice (only one correct option) and multiple answer (they have more than one correct option). This resource is the only one is evaluated in the course, i.e., the only test that gives a score.

## 5.3 DURATION AND DEDICATION TIME

The duration of the course is **10 weeks**, and for those who opted for verified certificate track, the course will be open until **March 21, 2022, at 23:59 Washington DC time**, after which date the program will be archived.

In each module you will have to meet specific objectives that will help you carry out this task successfully. In the section of this guide [Structure and contents](#) you will find the list of specific objectives per module.

Remember that if you chose to follow the course in audit track, you will have free access to course material such as videos, lectures, forums, additional resources, and practical exercises that are not graded. However, you will not have access to graded evaluation questionnaires. For more information, visit the question related to course modes in this document.

We recommend you keep in mind the Important dates so that you know when content of interest to you will be published.

## 5.4 EVALUATION CRITERIA

During the MOOC, you will find two types of activities:

- **Non-graded exercises:** all participants, regardless of the mode they chose (audit track or verified certificate track), will have access to the non-graded exercises (multiple-choice questions) in which you can check your understanding of the most important concepts of each module. These

exercises DO NOT count towards obtaining the validation of the course. These are activities, exercises and self-evaluations that will allow you to test your understanding of the course content.

- **Graded evaluation tests:** consists of 6 tests, each one of around 10 multiple choice questions (only one correct option) and multiple answer (which have more than one correct option), which are aimed at measuring the learning gain of each module. The questionnaires will only be accessible to participants who chose the verified certificate track.

To pass the course, you will have to answer all the graded evaluation questionnaires and obtain an average equal to or greater than 65% among all the graded activities.

To verify your progress in the course, go to the tab "[Progress](#)" that you can find in the top menu of the platform.

## 5.5 VERIFIED CERTIFICATE

To obtain the verified certificate of the course, you must choose the Verified Certificate track and meet three conditions:

- Pass the course by obtaining at least 65% of total points in the graded activities
- Pay \$25 dollars for the course fee.
- Perform identity verification in edX

You have until **March 12, 2022, at 18:59 Washington DC time** to opt for the verified certificate.

This means that you can start the course in audit track and, if the contents and methodology meet your expectations, switch to the verified certificate track, considering the requirements mentioned here and the deadline for making this change. If you choose this option, you can download the [tutorial with the steps on how to obtain the verified certificate](#).

## 5.6 IMPORTANT DATES

The most important dates you should keep in mind are the following:

- **Course starting date:** October 7, 2021, at 00:01 Washington D.C. time.
- **Deadline for opting for the verified certificate:** March 12, 2022, at 18:59 Washington D.C. time.
- **Date on which the course will be archived:** March 21, 2022, at 23:59 Washington D.C. time.



Remember to check the personalized dates on the initial page of the course on the right or in the tab "[Dates](#)"

In the Dates tab you will find a suggested schedule according to the track you have chosen and the date when you registered.

edX IDBx IDB25.1x  
What to Finance in Health and at What Price?

Course Progress **Dates** Participant Guide Discussion Book: What's In, What's Out

### Important dates

- Thu, Oct 7, 2021 Today  
**Course starts**
- Mon, Jan 24, 2022  
**Verification Upgrade Deadline**  
You are still eligible to upgrade to a Verified Certificate! Pursue it to highlight the knowledge and skills you gain in this course.
- Fri, Feb 4, 2022  
**Course ends**  
After the course ends, the course content will be archived and no longer active.

If you are enrolled in the verified certificate track, the edX platform will show you in this space a suggested course progress schedule: these are personalized dates to help you plan and control the pace of your studies.

If you cannot send a questionnaire, notice that an assignment is overdue or read a message mentioning that you have not met the suggested deadline, don't worry as you can change the suggested dates at any time until the end of the course, **March 21, 2022**.

You can change the due dates by clicking the button "Shift due dates" to update the calendar, as it appears in this image:

## Important Dates

It looks like you missed some important deadlines based on our suggested schedule. To keep yourself on track, you can update this schedule and shift the past due assignments into the future. Don't worry—you won't lose any of the progress you've made when you shift your due dates.

Shift due dates

This will not affect the progress you have made in the course so far.

Keep in mind that this button will not be activated when the suggested date has not expired. It will also not be possible to change the due date of any open response evaluation and the end of course date is not modifiable either.

## 6. MAIN COURSE INSTRUCTORS

To meet the main instructors of the course, click on "[Instructors and course team](#)". The link will take you to the introductory module "Start Here" of the course where you can find this information.

## 7. PARTICIPANT SUPPORT SERVICES

During the course you will have the following services available to you:

### 7.1 EDX HELP CENTER

[In the edX Help Center](#), you will find answers to frequently asked questions about how to start your course, basic information about edX, information about certificates and other related topics.

### 7.2 FREQUENTLY ASKED QUESTIONS AND PARTICIPANT SUPPORT

- General frequently asked questions ([General FAQ](#)): here you will find answers to general topics about the course, such as deadlines or questions about the format of the evaluation questionnaires.
- Frequently asked technical questions ([Technical FAQ](#)): here you will find answers to technical issues, such as the visualization of resources on computers or mobile devices.
- Technical assistance form: if you do not find an answer to your question, in the tab "[Participant support](#)" you will see a form in which you can request personalized technical attention. The response time is within 24 hours from Monday to Friday and within 48 hours on weekends.

## 8. COURSE POLICIES

### 8.1 IDBX ACCESSIBILITY POLICY

Since we use the edX platform to deliver the course, we have adopted the edX [accessibility policy](#).

### 8.2 ACADEMIC INTEGRITY POLICY

As we use the edX platform to deliver the course, academic integrity issues are addressed through the [edX honor code](#).

### 8.3 PRIVACY POLICY

Given that the edX platform is used to deliver the course, privacy issues are addressed through the [edX privacy policy](#).

### 8.4 LATE DELIVERY POLICY

If you opt for the verified certificate, the deadline for completing all the graded activities is the last day of the course. After the deadline, evaluation options will be disabled.