

Criteria	0 - Not Present	1 - Needs Improvement	2 - Meets Expectations	3 - Exceeds Expectations
Learning Objective 1.1: Estimate the demand for a new drug.	Estimation of the demand of a new drug is missing.	Presentation provides an unclear or illogical estimate of demand for the new drug described in the case presented. Calculations are inaccurate or incorrect.	Presentation provides a logical estimate for the demand of the new drug described in the case presented, noting the number of customers for the drug. Presentation is supported by accurate calculations.	Demonstrates the same level of achievement as "2," plus the following: Presentation justifies estimates used by making reference to data used to inform estimates of demand.



**Criterion Feedback**

Your assignment concerns me a bit because there are a lot of things that are too similar to other authors, which you have put into your own words or given credit to the original author. Plagiarism, intentional or unintentional are still very serious issues. In addition all of your slides in both presentations are missing discussion and rationale in the discussion notes. Please keep in mind that you are presenting to a Board and that they are looking for you to discuss your plans and strategies as opposed to you just reading to them. Please contact me with any questions or concerns.

Learning Objective 1.2: Estimate the price of a drug that the market will bear.	Estimation of the price of a drug that the market will bear is missing.	Presentation includes an estimate of the price but the estimate is not plausible. Rationale for the estimate is weak or missing discussion of how effective the drug is and relates this information to its substitutes.	Presentation provides a clear and logical estimate for the price of the drug that the market will bear. Rationale is given for the estimate.	Demonstrates the same level of achievement as "2," plus the following: Presentation notes other factors, besides the availability of substitutes.
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Done

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<p>Learning Objective 1.2: Estimate the price of a drug that the market will bear.</p>	<p>Estimation of the price of a drug that the market will bear is missing.</p>	<p>Presentation includes an estimate of the price but the estimate is not plausible. Rationale for the estimate is weak or missing discussion of how effective the drug is and relates this information to its substitutes, and/or it does not take into account the estimates of average life expectancy in the U.S.</p> <p style="text-align: right;">✓</p>	<p>Presentation provides a clear and logical estimate for the price of the drug that the market will bear. Rationale is given for the estimate, and it includes discussion of how effective the drug is and relates this information to its substitutes. It takes into account the estimates of average life expectancy in the U.S.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Presentation notes other factors, besides the availability of substitutes that could impact price.</p>
<p>Learning Objective 1.3: Describe where, and to whom, to market a new drug.</p>	<p>Description of where, and to whom, to market a new drug is missing.</p>	<p>Presentation includes a partial or unclear description of where, and to whom, the new drug in the case presented should be marketed. Rationale is not logical or missing.</p> <p style="text-align: right;">✓</p>	<p>Presentation provides a clear and accurate description of where, and to whom, the new drug in the case presented should be marketed. Description is supported by a logical rationale.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Presentation includes strategies for maximizing market share for the new drug.</p>

<p>Done</p>	<p>Objective in how to ensure that</p>	<p>Explanation of how to ensure that insurance</p>	<p>Presentation explains fewer than three ways to ensure that insurers pay for the new drug, or explanations are unclear or inaccurate.</p>	<p>Presentation explains three clear and accurate ways to ensure that</p>	<p>Demonstrates the same level of achievement as "2," plus the following:</p>
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Learning Objective 1.4: Explain how to ensure that insurance companies pay for a drug.

Explanation of how to ensure that insurance companies pay for a drug is missing.

Presentation explains fewer than three ways to ensure that insurers pay for the new drug, or explanations are unclear or inaccurate.



Presentation explains three clear and accurate ways to ensure that insurance companies pay for the new drug.

Demonstrates the same level of achievement as "2," plus the following:  
Presentation explains more than three ways to ensure that insurance companies pay for the new drug.

#### Criterion Feedback

Explanation is missing

Learning Objective 1.5: Explain the elasticity of demand for a drug.

Explanation of the elasticity of demand for a drug is missing.

Explanation of the elasticity of demand for a drug like the new one described in the case presented is incomplete, inaccurate, or unclear.  
Presentation explains fewer than two factors that could potentially change the elasticity of demand or the factors are not relevant.



Presentation clearly and accurately explains the elasticity of demand for a drug like the new one described in the case presented.  
Presentation clearly and accurately explains two factors that could potentially change the elasticity of demand.

Demonstrates the same level of achievement as "2," plus the following:  
Presentation includes more than two factors that could potentially change the elasticity of demand for a drug like the new one described in the case presented.

Done

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<p>Learning Objective 2.1: Explain how long a drug can receive patent protection.</p>	<p>Explanation of how long a drug can receive patent protection is missing.</p>	<p>Explanation of how long the new drug will receive patent protection is incomplete or incorrect. Explanation does not include references to academic/professional resources, or the resources are not relevant.</p> <p style="text-align: right;">✓</p>	<p>Presentation accurately explains how long the new drug will receive patent protection. Explanation includes references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Response notes how the requirements for patent protection would differ in other countries.</p>
<p>Learning Objective 2.2: Explain why drugs and healthcare products are covered under patent protection laws.</p>	<p>Explanation of why drugs and healthcare products are covered under patent protection laws is missing.</p>	<p>Explanation of why drugs and healthcare products are covered by patent protection laws is inaccurate or incomplete. Explanation does not include references to academic/professional resources, or the resources are not relevant.</p> <p style="text-align: right;">✓</p>	<p>Presentation clearly and accurately explains why drugs and healthcare products are covered under patent protection laws. Explanation includes references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Explanation of why drugs and healthcare products are covered under patent protection laws includes a detailed reference to one or more cases involving patent protection.</p>
<p>Learning Objective 3.1: Compare</p>	<p>Comparison of spending on healthcare, per capita, and life expectancy in various countries is</p>	<p>Presentation includes a chart featuring some (but not all) of the four countries, or presents inaccurate statistics on life expectancy and per capita healthcare spending. Information on the chart is not supported by references to academic/professional</p>	<p>Presentation includes an accurate chart comparing the average gross domestic product (GDP) per capita healthcare spending and life expectancy of</p>	<p>Demonstrates the same level of achievement as "2," plus the following: The chart refers to additional indicators, such as income inequality, infant mortality, spending on</p>

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Taskbar area containing application icons (Edge, Chrome, File Explorer, Teams, Outlook, PowerPoint, Word), system tray icons (network, volume, battery), and system clock (8:43 AM, 11/4/2020).

<p>Learning Objective 3.3 Compare spending on healthcare, per capita, and life expectancy in various countries.</p>	<p>Comparison of spending on healthcare, per capita, and life expectancy in various countries is missing.</p>	<p>Presentation includes a chart featuring some (but not all) of the four countries, or presents inaccurate statistics on life expectancy and per capita healthcare spending. Information on the chart is not supported by references to academic/professional resources or the resources are not relevant.</p>	<p>Presentation includes an accurate chart comparing the average gross domestic product (GDP) per capita, healthcare spending, and life expectancy of Germany, the United States, China, and Brazil. Information on the chart is supported by references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "C" plus the following: The chart refers to additional indicators, such as income inequality, social inequality, spending on education etc. to support arguments.</p>
<p>Learning Objective 3.3 Analyze the relationship between life expectancy and healthcare expenditure.</p>	<p>Analysis of the relationship between life expectancy and healthcare spending is missing.</p>	<p>Presentation provides an unclear, vague, or inaccurate analysis of the relationship between life expectancy and healthcare spending. Explanation does not include references to academic/professional resources, or the resources are not relevant.</p>	<p>Presentation accurately and clearly explains the relationship between life expectancy and healthcare spending. Explanation is supported by references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "B" plus the following: Explanation of the relationship between healthcare spending and life expectancy gives examples of factors that weaken the correlation between these two variables—such as, the</p>

Done

<p>Learning Objective 3.2: Analyze the relationship between life expectancy and healthcare spending.</p>	<p>Analysis of the relationship between life expectancy and healthcare spending is missing.</p>	<p>Presentation provides an unclear, vague, or inaccurate analysis of the relationship between life expectancy and healthcare spending. Explanation does not include references to academic/professional resources, or the resources are not relevant.</p> <p style="text-align: right;">✓</p>	<p>Presentation accurately and clearly explains the relationship between life expectancy and healthcare spending. Explanation is supported by references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Explanation of the relationship between healthcare spending and life expectancy gives examples of factors that weaken the correlation between these two variables—such as, the high cost of healthcare technology or the decreasing marginal gains from healthcare expenditures.</p>
<p>Learning Objective 3.3: Describe how different countries structure their healthcare systems.</p>	<p>Descriptions of how different countries structure their healthcare systems are missing.</p>	<p>Presentation inaccurately or vaguely describes how the United States, Ghana, and Brazil structure their healthcare systems, or not all three countries are addressed. Description does not include references to academic/professional resources, or the resources are not relevant.</p> <p style="text-align: right;">✓</p>	<p>Presentation accurately and clearly describes how the United States, Ghana, and Brazil structure their healthcare systems. Description is supported by references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Presentation includes a fifth slide, which summarizes the key differences in the structures of the healthcare systems of the four countries.</p>

Criterion Feedback

Done

description in your narrative

Windows taskbar showing search bar, taskbar icons (Edge, Chrome, File Explorer, Teams, Outlook, PowerPoint, Word), system tray (network, battery, volume), and system clock (8:43 AM, 11/4/2020).

Criterion Feedback

Missing description in your narrative

Learning Objective  
3.4: Analyze the economic strengths, weaknesses, opportunities, and threats associated with entry into different healthcare markets.

Analysis of the economic strengths, weaknesses, opportunities, and threats associated with entry into different healthcare markets is missing.

Analysis includes fewer than two economic strengths, weaknesses, opportunities, and threats associated with entry into each of the following healthcare markets: Germany, the United States, Ghana, and Brazil; or all four markets are not addressed, and/or the strengths, weaknesses, opportunities, and threats are not accurate.

Analysis includes two economic strengths, two weaknesses, two opportunities, and two threats associated with entry into each of the following healthcare markets: Germany, the United States, Ghana, and Brazil.

Demonstrates the same level of achievement as "2," plus the following:  
Analysis includes more than two economic strengths, more than two weaknesses, more than two opportunities, and more than two threats associated with entry into each of the following healthcare markets: Germany, the United States, Ghana, and Brazil.



Criterion Feedback

You are still missing the discussion in this slide.

Objective  
Recommendations  
Done  
recommendations

Recommendations for countries that are most

Recommendation is made for only one country that is appropriate for marketing the new drug described in the case presented

Recommendations are made for two countries that are most appropriate

Demonstrates the same level of achievement as "2," plus the following:

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Criterion Feedback

You are still missing the discussion in this slide.

<p>Learning Objective 3.5: Make recommendations for countries that are most appropriate for marketing a new drug.</p>	<p>Recommendations for countries that are most appropriate for marketing a new drug are missing.</p>	<p>Recommendation is made for only one country that is appropriate for marketing the new drug described in the case presented and/or the rationale for the selection(s) is illogical or not based on economic principles.</p> <p style="text-align: right;">✓</p>	<p>Recommendations are made for two countries that are most appropriate for marketing the new drug described in the case presented. Presentation provides a clear and accurate rationale for the selection of the countries. The rationale is based on economic principles.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Presentation compares and contrasts different healthcare markets to illustrate why recommended countries are most desirable for market entry.</p>
<p>Learning Objective 4.1: Explain the gain in health outcomes in a drug.</p>	<p>Explanation of the gain in health outcomes in a new drug is missing.</p>	<p>Explanation of the gain in health outcomes that the new drug described in the case presented provides is incomplete, inaccurate, or unclear.</p> <p style="text-align: right;">✓</p>	<p>Presentation clearly explains the gain in health outcomes that the new drug described in the case presented will provide.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Presentation addresses two gains in health outcomes that can be expected from the new drug (for</p>

Done

<p>Learning Objective 4.2: Compare the effectiveness of different drugs for a particular disease or health condition.</p>	<p>Comparison of the effectiveness of different drugs for a particular disease or health condition is missing.</p>	<p>Presentation provides weak or general comparison between the new drug described in the case presented, and two other drugs, for their effectiveness in treating the targeted disease, or only one other drug is addressed. Comparison does not include references to academic/professional resources, or the resources are not relevant.</p>	<p>Presentation provides a detailed comparison between the new drug described in the case presented, and two other drugs, for their effectiveness in treating the targeted disease. Comparison is supported by references to relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Comparison supported by compelling data shown in graphics/charts.</p>
<p>Learning Objective 4.3: Compare the effectiveness of a drug for different people.</p>	<p>Comparison of the effectiveness of a drug for different people is missing.</p>	<p>Presentation inaccurately indicates how many people will benefit from the drug, and/or presentation only partially or vaguely explains why some people will benefit from the drug more than others. Explanation is not supported by academic/professional resources, or the resources are not relevant.</p>	<p>Presentation accurately indicates how many people will benefit from the drug. Presentation clearly explains why some people will benefit from the drug more than others. Explanation is supported by relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Explanation of why some people will benefit from the drug more than others is supported by two or more specific examples.</p>

Done

<p>Learning Objective 4.3: Compare the effectiveness of a drug for different people.</p>	<p>Comparison of the effectiveness of a drug for different people is missing.</p>	<p>Presentation inaccurately indicates how many people will benefit from the drug, and/or presentation only partially or vaguely explains why some people will benefit from the drug more than others. Explanation is not supported by academic/professional resources, or the resources are not relevant.</p>	<p>Presentation accurately indicates how many people will benefit from the drug. Presentation clearly explains why some people will benefit from the drug more than others. Explanation is supported by relevant academic/professional resources.</p>	<p>Demonstrates the same level of achievement as "2," plus the following: Explanation of why some people will benefit from the drug more than others is supported by two or more specific examples.</p>
<p>Written Communication PS 1.1: Use proper grammar, spelling, and mechanics.</p>	<p>Multiple major and minor errors in grammar, spelling, and/or mechanics are highly distracting and seriously impact readability.</p>	<p>Multiple minor errors in grammar, spelling, and/or mechanics are distracting and negatively impact readability.</p>	<p>Writing reflects competent use of standard edited American English. Errors in grammar, spelling, and/or mechanics do not negatively impact readability.</p>	<p>Grammar, spelling, and mechanics reflect a high level of accuracy in standard American English and enhance readability.</p>
<p>Written Communication PS 1.2: Organize</p>	<p>Writing is poorly organized and incoherent.</p>	<p>Writing is loosely organized. Limited use of introductions, transitions, and conclusions provides partial continuity.</p>	<p>Writing is generally well-organized. Introductions, transitions, and conclusions provide continuity and a logical progression of ideas.</p>	<p>Writing is consistently well-organized. Introductions, transitions, and conclusions are used effectively to enhance clarity, cohesion, and flow.</p>

Done

<p>Written Communication PS 1.2: Organize writing to enhance clarity.</p>	<p>Writing is poorly organized and incoherent. Introductions, transitions, and conclusions are missing or inappropriate.</p>	<p>Writing is loosely organized. Limited use of introductions, transitions, and conclusions provides partial continuity.</p>	<p>Writing is generally well-organized. Introductions, transitions, and conclusions provide continuity and a logical progression of ideas.</p>	<p>Writing is consistently well-organized. Introductions, transitions, and conclusions are used effectively to enhance clarity, cohesion, and flow.</p>
<p>Written Communication PS 1.3: Apply APA style to written work.</p>	<p>APA conventions are not applied.</p>	<p>APA conventions for attribution of sources, structure, formatting, etc., are applied inconsistently.</p>	<p>APA conventions for attribution of sources, structure, formatting, etc., are generally applied correctly in most instances. Sources are generally cited appropriately and accurately.</p>	<p>APA conventions for attribution of sources, structure, formatting, etc., are applied correctly and consistently throughout the paper. Sources are consistently cited appropriately and accurately.</p>
<p>Written Communication PS 1.4: Use appropriate</p>	<p>Vocabulary and tone are inappropriate and negatively impact clarity of concepts to be conveyed.</p>	<p>Vocabulary and tone have limited relevance to the audience.</p>	<p>Vocabulary and tone are generally appropriate for the audience and support communication of key concepts.</p>	<p>Vocabulary and tone are consistently tailored to the audience and effectively and directly support communication of key concepts.</p>

Done

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<p>Critical Thinking PS 5.1: Analyze assumptions and fallacies.</p>	<p>Analysis of assumptions is missing.</p>	<p>Response is weak in assessing the reasonableness of assumptions in a given argument. Response does not adequately identify and discuss the implications of fallacies or logical weaknesses in a given argument.</p> <p style="text-align: right;">✓</p>	<p>Response generally assesses the reasonableness of assumptions in a given argument. Response identifies and discusses the implications of fallacies and/or logical weaknesses in a given argument.</p>	<p>Response clearly and comprehensively assesses the reasonableness of assumptions in a given argument. Response provides a detailed and compelling analysis of implications of fallacies and logical weaknesses in a given argument.</p>
<p>Critical Thinking PS 5.2: Generate reasonable and appropriate assumptions.</p>	<p>Assumptions are missing.</p>	<p>Response does not adequately present and discuss key assumptions in an original argument.</p> <p style="text-align: right;">✓</p>	<p>Response presents and discusses key assumptions in an original argument.</p>	<p>Response justifies the reasonableness and need for assumptions in an original argument.</p>
<p>Critical Thinking PS 5.3: Assess multiple perspectives and</p>	<p>Assessment of multiple perspectives is missing.</p>	<p>Response does not identify nor adequately consider multiple perspectives or alternatives.</p>	<p>Response identifies and considers multiple perspectives and alternatives.</p>	<p>Response justifies selection of chosen alternative relative to others.</p>

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assumptions.		✓		
Critical Thinking PS 5.3: Assess multiple perspectives and alternatives.	Assessment of multiple perspectives is missing.	Response does not identify nor adequately consider multiple perspectives or alternatives.	Response identifies and considers multiple perspectives and alternatives.	Response justifies selection of chosen alternative relative to others.
Critical Thinking PS 5.4: Use problem-solving skills.	Problems and solutions are not identified.	Response presents solutions, but they are ineffective in addressing the specific problem.	Response presents solutions that are practical and work in addressing the specific problem.	Response presents compelling supporting arguments for proposed solutions.

Criterion Feedback

Your responses are missing in your narrative/speaker notes.

Overall Score