

Economic Plan

This document identifies the areas prioritised for economic modelling. The final analysis may differ from those described below. The rationale for any differences will be explained in the guideline.

1 Guideline

Antimicrobial stewardship – changing risk-related behaviours in the general population

2 List of Modelling Questions

Review questions by scope area	Question 1: Which educational interventions are effective and cost effective in changing the public's behaviour to ensure they only ask for antimicrobials when appropriate and use them correctly?
Population	The whole population
Interventions and comparators considered for inclusion	Interventions to reduce the misuse of antimicrobials, particularly antibiotics at population, community or individual level, versus not to do so.
Perspective	Please see below, under "Type of analysis"
Outcomes	<p>Changes in:</p> <ul style="list-style-type: none"> • knowledge and awareness of when, why and how antimicrobials should be used • knowledge and awareness of antimicrobial resistance • knowledge of the type of support people can expect from health professionals in relation to the use of antimicrobials • the ability and confidence of prescribers and dispensers to talk to people about the use and misuse of antimicrobials • demand for antimicrobials (particularly antibiotics) • adherence to prescribed antimicrobials

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	<ul style="list-style-type: none"> • inappropriate antimicrobial use • inappropriate antimicrobial prescribing by healthcare professionals.
Type of analysis	<p>Modelling will not be undertaken for this topic. Interventions that are not unduly costly will be automatically cost effective, because they will be net cost saving in the long run.</p> <p>When we reach a time where all antimicrobial agents have literally zero effectiveness, then no intervention will be cost effective, because there will be no future cost savings.</p> <p>At some stage before all agents lose their effect completely, interventions that would originally be cost effective will become not-cost-effective as the effectiveness of the antimicrobial agents lose their power to kill microbes. However, we cannot say at this point when this might happen.</p> <p>Small-scale modelling will tell us no more than this.</p>
Review questions by scope area	<p>Question 2: Which educational interventions are effective and cost effective in changing the public's behaviour to prevent infection and reduce the spread of antimicrobial resistance</p>
Population	The whole population
Interventions and comparators considered for inclusion	<p>Interventions to educate the public about the type of healthcare they should ask for to prevent or treat infectious diseases, versus not asking</p> <p>Interventions to educate the public about reducing the spread of AMR at home and in the community versus not doing so</p>
Perspective	Please see below, under "Type of analysis"
Outcomes	<p>Changes in:</p> <ul style="list-style-type: none"> • people's knowledge and awareness of how they can prevent infection and reduce the spread of antimicrobial resistant microbes • hand-washing behaviour • behaviour to reduce the spread of airborne diseases such as TB and flu (for example, use and appropriate disposal of tissues when coughing and

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	<p>sneezing)</p> <ul style="list-style-type: none">• food hygiene practices.
Type of analysis	<p>Modelling will not be undertaken for this topic. Interventions that are not unduly costly will be automatically cost effective, because they will be net cost saving in the long run.</p> <p>When we reach a time where all antimicrobial agents have literally zero effectiveness, then no intervention will be cost effective, because there will be no future cost savings.</p> <p>At some stage before all agents lose their effect completely, interventions that would originally be cost effective will become not-cost-effective as the effectiveness of the antimicrobial agents lose their power to kill microbes. However, we cannot say at this point when this might happen.</p> <p>Small-scale modelling will tell us no more than this.</p>