

Impact of Therapeutic Complexity on Practice Patterns for MBC in the United States: Results of a 2-Phase National Study

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Background

 Rapid clinical advances in the management of metastatic breast cancer (MBC) have increased the complexity of clinical decision making in patient care



- Clinicians in both academic and community cancer centers are challenged to understand and integrate new data
 - Affects guality of care and patient outcomes
 - · Need for ongoing education and training to understand rapidly evolving standards of care

Study Objectives

- Increase understanding of the factors that affect the clinical reasoning of US oncology specialists who care for patients with MBC
- Identify practice performance gaps and critical educational needs among medical oncologists, nurse practitioners, and nurse navigators in the United States who care for patients with MBC
- Draw attention to the need for educational interventions to improve patient care



Inclusion Criteria

- Actively practicing oncology clinicians in the US
- Caseload of at least 1 patient with MBC per year

Results			
Participant Characteristics, %	Qualitative (n = 35)	Quantitative (n = 181)	Analyzed Sample (n = 216)
Position			
Physician	86	72	74
Nurse practitioner	11	12	12
Nurse navigator		13	11
Physician assistant	3	3	3
Years in practice			
1-5	11	22	20
6-15	40	31	32
16-25	11	30	26
≥ 26	38	16	19
Practice setting			
Academic	17	33	31
Nonacademic	83	67	69
MBC caseload (patients/month)			
1-5	3	26	22
6-15	11	21	19
16-25	29	18	19
26-50	49	19	24
> 50	9	17	15

Choice of Treatment for HER2-Positive MBC Following Progression

Case: A patient with HER2+ MBC was previously treated with weekly paclitaxel plus trastuzumab. At her 18-month follow-up, radiographic imaging reveals progression with multiple new lesions in the lung, liver, and bones. Her PS is 0 but she does use daily ibuprofen for pain in her right hip



Choice of Initial Therapy for HR-Positive MBC After **Previous Endocrine Therapy**

 Case: History of T4N0 invasive ductal carcinoma presents with lower back and hip pain 40 months after completing 5 years of adjuvant letrozole. Imaging reveals bone metastases (lower vertebrae/pelvis) and 2 lesions (< 1 cm) in the right lung. Biopsy confirms ER+/PgR+/HER2- disease



 Case: Postmenopausal woman with history of early-stage ER+/PgR+/ HER2- presents with mildly symptomatic bone metastases and 2 liver metastases (< 1.2 cm) 30 months after completing 5 years of adjuvant AI therapy; her PS is 0



Knowledge of MOA for Newly Approved and Investigational MBC Therapies





- management approaches of newer agents/regimens · Potential consequences to patient access and QoL through reduced integration, inadequate monitoring, and early discontinuation

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Management of Treatment-Related Toxicities of Newer **Approved Therapeutic Regimens**

Case: A patient with ER+/PgR+/HER2- MBC is being treated with exemestane plus everolimus. After 8 months of treatment, she notes shortness of breath upon exertion but not from her normal daily activities. Imaging reveals a patchy infiltrate in both lungs

Conclusions

 This study identified clinical challenges among US clinicians potentially hindering delivery of optimal care to patients with MBC

- · When making first-line treatment choices for HR+ MBC, clinicians reported reliance on chemotherapy in scenarios where additional endocrine therapy is recommended
- When making second-line treatment choices for HER2+ MBC, many clinicians did not choose preferred therapy

Many clinicians were unfamiliar with treatment-related AEs and

 Most respondents lacked knowledge of the unique MOA of newly approved and promising investigational agents

 May lack competence and confidence to effectively apply emerging clinical trial data and agents with new indications into clinical practice

Implications for Education/Practice

 Expedited FDA approvals will increase the challenge for clinicians to remain current with best practices

 Findings should be considered in the design of continuing professional development and educational programs

· Clinician feedback is important to optimal educational design