



Developing Educational Materials About Biosimilars for Cancer Patients and Caregivers

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Disclosures

- Nothing to Disclose



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Session Objective

Discuss Cancer Support Community's qualitative research and how the findings informed revisions to the Frankly Speaking About Cancer Biosimilars education materials.



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Background

- First anti-cancer biosimilars became available 2019 in the U.S. market
- Patient questions and confusion
- Importance of patient education to increase awareness of safety and efficacy



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Study Objectives

- Inform the development of educational materials and resources aimed at educating cancer patients and their caregivers about biosimilar drugs.
- Gauge patient and caregiver reactions to biosimilars materials.
- Understand if patient/caregivers are more amenable to the concept of biosimilars if materials emphasize “similarities” rather than differences.
- Evaluate if revised materials resulted in patients feeling either neutral or positive about biosimilars, rather than have negative feelings about biosimilars as their take-away from reading the booklet.



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Research Method

- Qualitative research conducted between 2019-2021
- Facilitated a series of iterative focus groups and online discussion boards
- Mix of cancer survivors and caregivers



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Methods

Participants were asked to review and provide feedback on the clarity of definitions and concepts, such as:

- What is a biosimilar drug?
- How are biosimilars drugs made?
- Are biosimilars drugs safe?
- Why am I getting a biosimilar?

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Qualitative Research 2019 Results Round 1

- 3-day online discussion board
- Answered a series of 9 questions
- Participants provided responses and follow-up prompted by the moderator

These questions included:

- First impressions of the brochure
- Detailed discussions of individual brochure pages
- Response to the video and accompanying resource guide



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Qualitative Research 2019 Results Round 2

- Optimized materials based on data gathered
- Additional testing with 2 focus groups
- Clarity and conciseness of materials



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Participant Feedback

- “...after I read the words, I was then able to see the visual and think ‘got it’.”
- “This is so great as two of the drugs in my chemo cocktail are there!!!”
- “A biosimilar may or may not be less expensive for the patient...I’m glad there are alternatives.”



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Participant Feedback

Many, however, do misinterpret the main purpose of the brochure:

- They initially assume that its purpose is to promote biosimilars as cheaper alternative to biologics
- They want to know **why** they should consider them
- They express frustration at not knowing about cost



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Re-evaluation

- Research came out in Fall 2019 which addressed patients' perceptions of biosimilar information
- In reaction, the FDA adjusted their patient-facing materials
- Led to CSC re-evaluating the language that was used in the FSAC education materials, therefore additional rounds of market research

<https://www.fda.gov/drugs/therapeutic-biologics-applications-bla/biosimilars>



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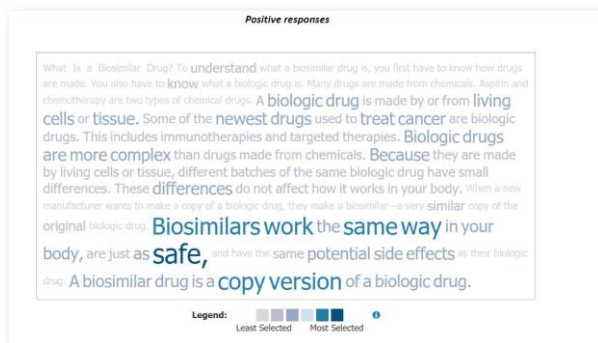
Qualitative Research 2020 Results Round 3

- Conducted online discussion board to garner patient and caregiver feedback
- Discussion board was live for 4 consecutive days
- Respondents asked to review and mark up each individual section of the Biosimilars booklet



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Heatmaps and Clarity Score



Concept	Clarity Score
Page 1-Cover	87%
Page 2-What is a Biosimilar Drug?	87%
Page 3-How is a Biosimilar Approved	93%
Page 4-Drug Names	79%
Page 5-Changing a Prescription	84%



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Qualitative Research 2021 Results Round 4

- To garner patient and caregiver feedback on an E-Learning tool, an Ask Ruby video, and a Biosimilars Infographic
- Feedback was used to refine materials
- 2 Online focus groups, 90-minutes in length using Zoom



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Results

Participants reported that while most of the concepts were clear and informative, patients and caregivers desired more information about the following:

- Differences between biosimilar, biologic, and generic drugs
- Safety and efficacy of biosimilar drugs
- Composition of biosimilars, and if they are made from chemicals or living cells/tissue
- Whom they should talk with about biosimilars



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Conclusion

- CSC's qualitative research indicates that understanding safety and efficacy of biosimilar drugs are top of mind for patients.
- By addressing those concerns, patients are able to consider biosimilars equally with other treatment options.
- This underscores the importance of developing resources to help patients and caregivers understand biosimilar drugs and foster an open dialogue with health care providers about treatment decisions.



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A Special Thank You to our Education Research Team

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Jenny Karubian, MA, CEO, Ready to Launch Research







Claire Saxton, MBA, VP, Patient Experience, CSC

Maria Gonzalo, MS, Project Consultant, CSC

Asia Cutforth, BA, Project Manager, CSC



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	<p style="text-align: center;">A Special Thank You to Our Funders</p> <hr style="width: 30%; margin: auto;"/>	
 		

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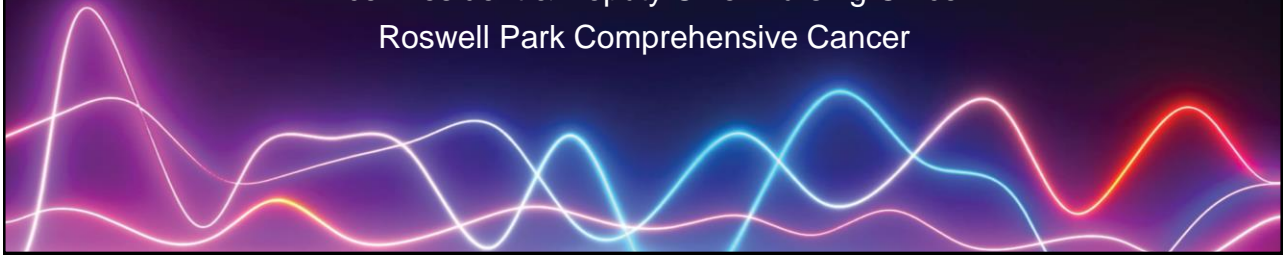
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Summer Nursing Research Education Program: Spawning interest in nursing research

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- Nothing to Disclose



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Session Objectives

- Describe an evidence-based approach to increase interest and grow the next generation of the oncology research workforce
- Examine an interdisciplinary summer research program focused on mentoring future researchers at critical points in their career
- Discuss the experience of having nursing student research participants participate in nursing research at a National Comprehensive Cancer Center



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Background & Significance

- Increasing demand for nursing scientists to study methods to improve patient experience and outcomes
- Less than 1% of nurses have a PhD
- Nurses obtain their PhD at the average age of 46 (13 years above other disciplines)
- Ever-growing and diversifying cancer patient population contributes to the complexity of cancer prevention, treatment, and survivorship
- Supply and demand: Need for more PhD nurses



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Purpose

- Primary purpose was to orient nursing students into the cancer workforce pipeline
- Primary aim was to integrate core research experiences with supporting co-curriculum alongside an interdisciplinary group of students
- Data shows that short-term immersive mentored clinical and research experiences inform decisions pursue graduate training in research in clinical oncology
- Influencing career directions at critical stages of training
- Nursing students do not routinely have access to “the world of nursing research”



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Interventions

- Eight-week summer immersion experience (part of larger institutional R25)
- Offered a financial subsidy so that students could participate full time
- Students from various disciplines, at various stages of undergraduate/graduate studies
- Participated in general orientation, core research experience and weekly clinical and biomedical research series
- Mentored research experience and cancer health disparity service learning with an independent investigator focused on:
 - original research project
 - engaging Mentorship
 - final capstone presentation



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Interventions

Students participated in multiple studies at various stages of development and enrollment:

- conceptualization phase
- literature reviews and methodology development
- IRB submission
- enrollment (consent, participation, etc.)
- data analysis
- dissemination



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Research Studies

- A comparison of four different temperature measurements in medical oncology patients
- Moral distress in oncology nurses
- Optical scanning device to detect peripheral extravasation
- Subepidermal moisture scanning to prevent hospital acquired pressure injuries



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Evaluation

- Competitive application process to select three rising senior undergraduate nursing students
- Post-assessment data demonstrated:
 - Satisfaction with the program
 - Desire to pursue oncology research
 - Increases in self-efficacy with nursing research
 - Expanded in knowledge of nursing research



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