

# **Landscape analysis of pharmacogenomic education within ISCC-PEG partner organizations**

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# Genomic medicine is a rapidly growing field

- Individualized care
  - Environment
  - Lifestyle
  - Genes
- Increased demand on providers
- Increased need for readily available education

# There is practitioner hesitancy in utilizing genomic medicine

- Unprepared
  - Lack of provider familiarity
- Uneven adoption of genomics
- Barriers
  - Limited time
  - Quantity of information
  - Where information is located

# A landscape analysis is a new approach

- Limitations to prior studies
  - Learners' perspective only
  - Previously minimal direct feedback from organizations
- Goal: Determine gaps in pharmacogenomic education across ISCC-PEG partner organizations

# Study aims

Aim 1 is to determine the currently available PGx education within organizations in ISCC-PEG

Aim 2 is to determine the perceived barriers to PGx education implementation

Aim 3 is to determine the opinions on helpful PGx educational materials

# Methods

- ISCC-PEG and IRB approved Qualtrics survey
- ISCC-PEG mailing list (n=272)
  - Open for 6 weeks
  - 25.7% response rate
- Answer as individual or on behalf of organization
- Domains:
  - Currently available education
  - Barriers to implementation
  - Perceived helpfulness of educational materials

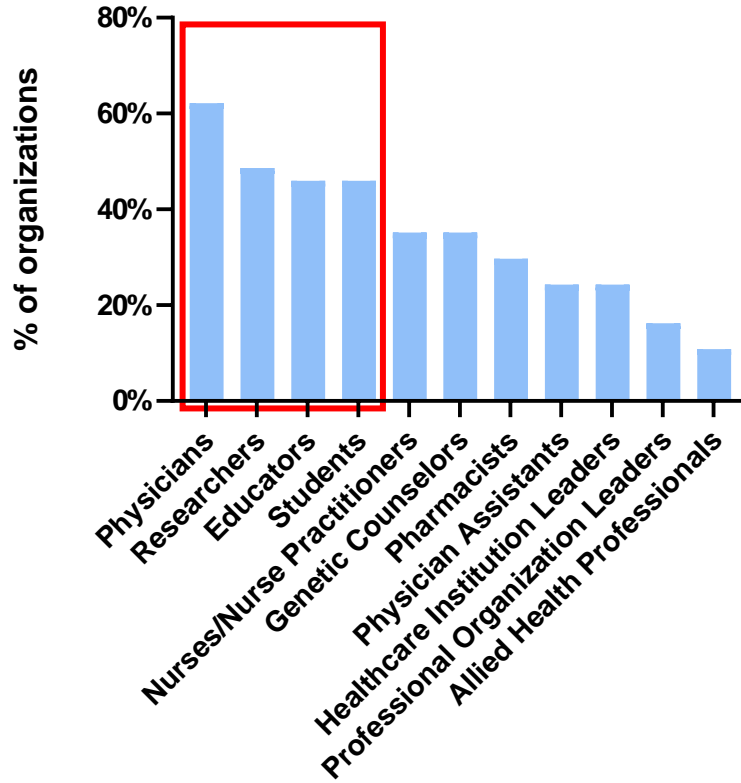
# Demographics

- 70 unique responses
  - 28 individuals
  - 46 from organizations
- 37 unique organizations

Group	# of Organizations (n=37)
Professional Societies	13
Medical Centers	11
Educators	6
Industry	4
Research Groups	3

# Variety of professions represented

Percent of Organizations which Represent a Specific Profession (n=37)

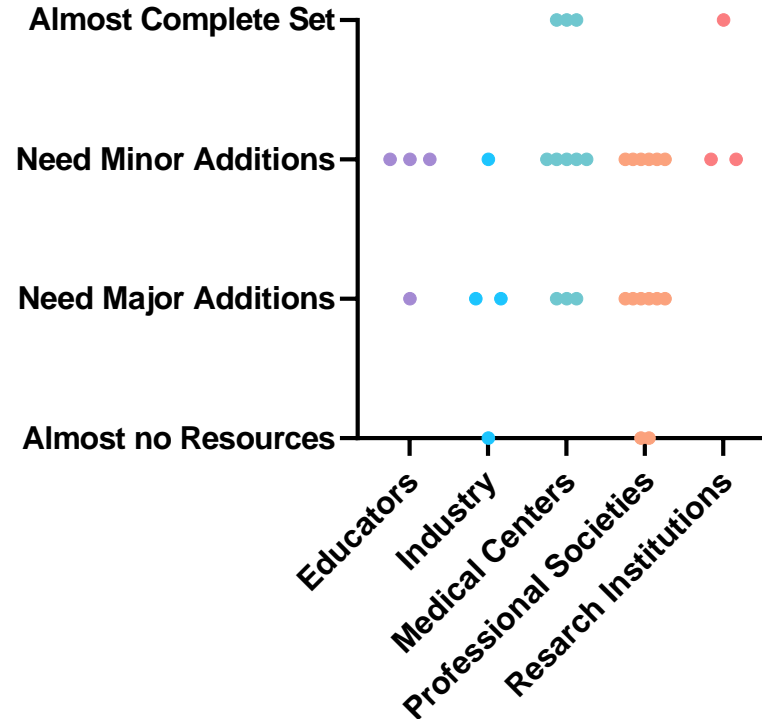




# 95% of organizations have education

Amount of Education Available within Grouped Organizations (n=35)

58% have an almost complete set of resources or need minor additions

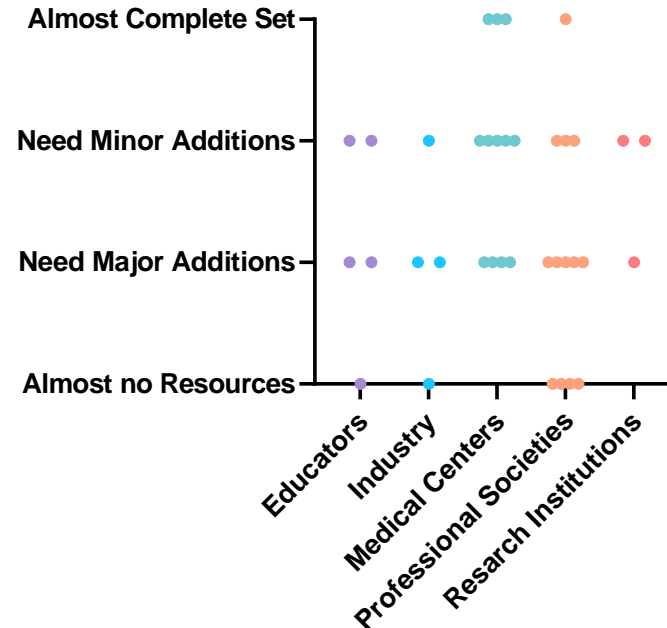


# There are fewer organizations with genomic education

89% of those with any education have genomic education

54% felt they needed major additions or have almost no resources

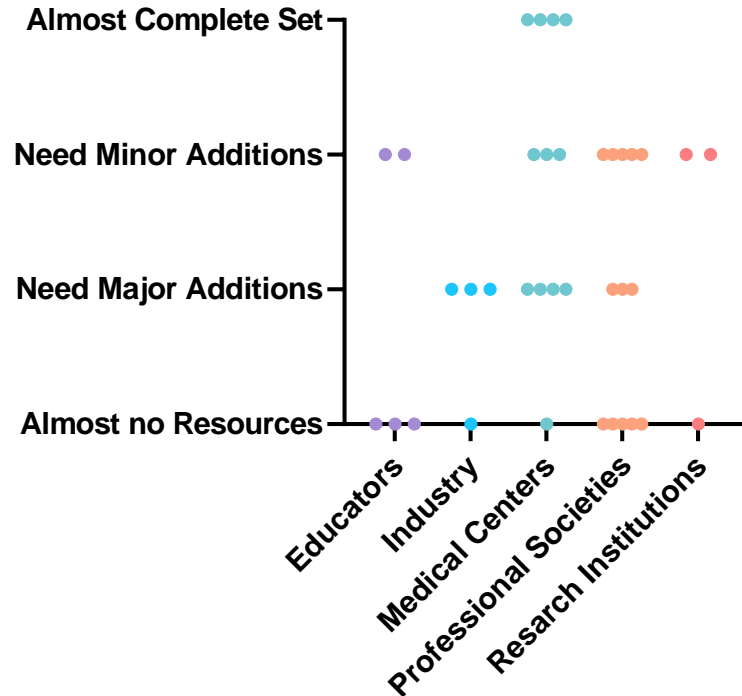
Amount of Genomic Education Available within Grouped Organizations (n=31)



# 68% of organizations have PGx education

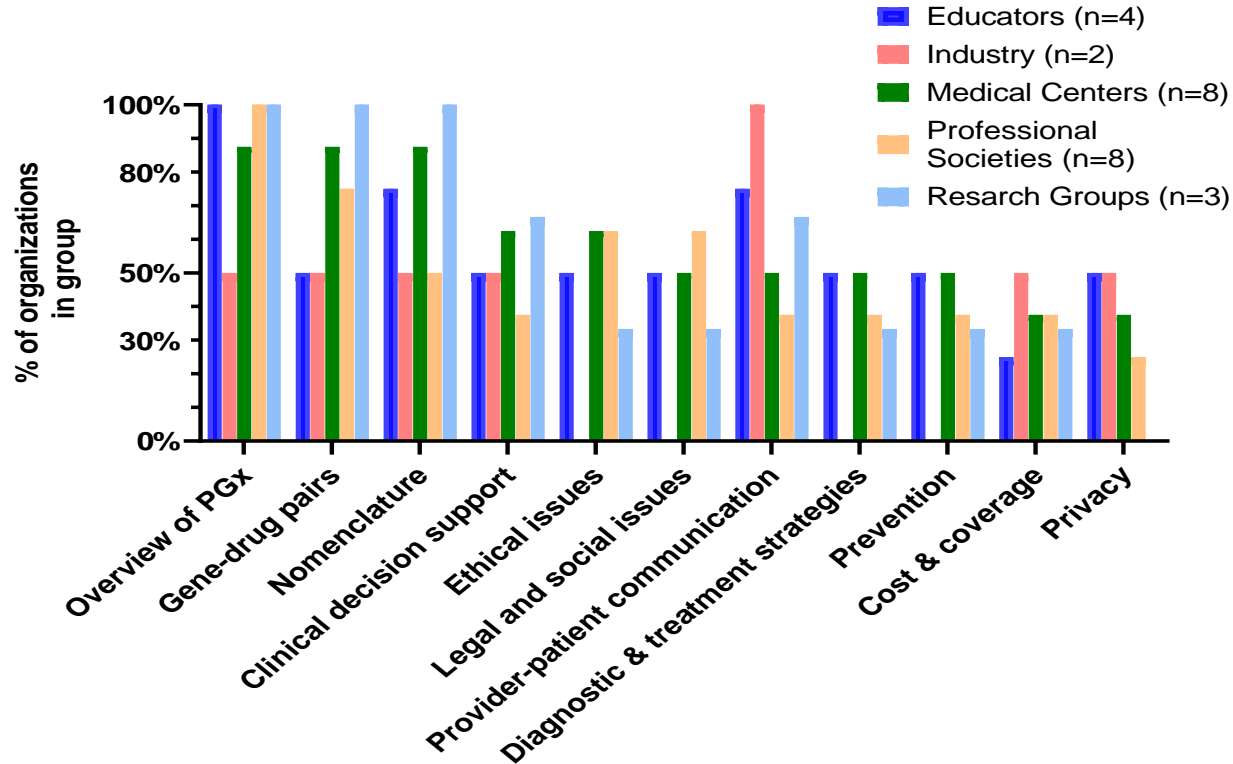
81% of those with genomic education have PGx specific education

PGx Education Available within Grouped Organizations (n=25)

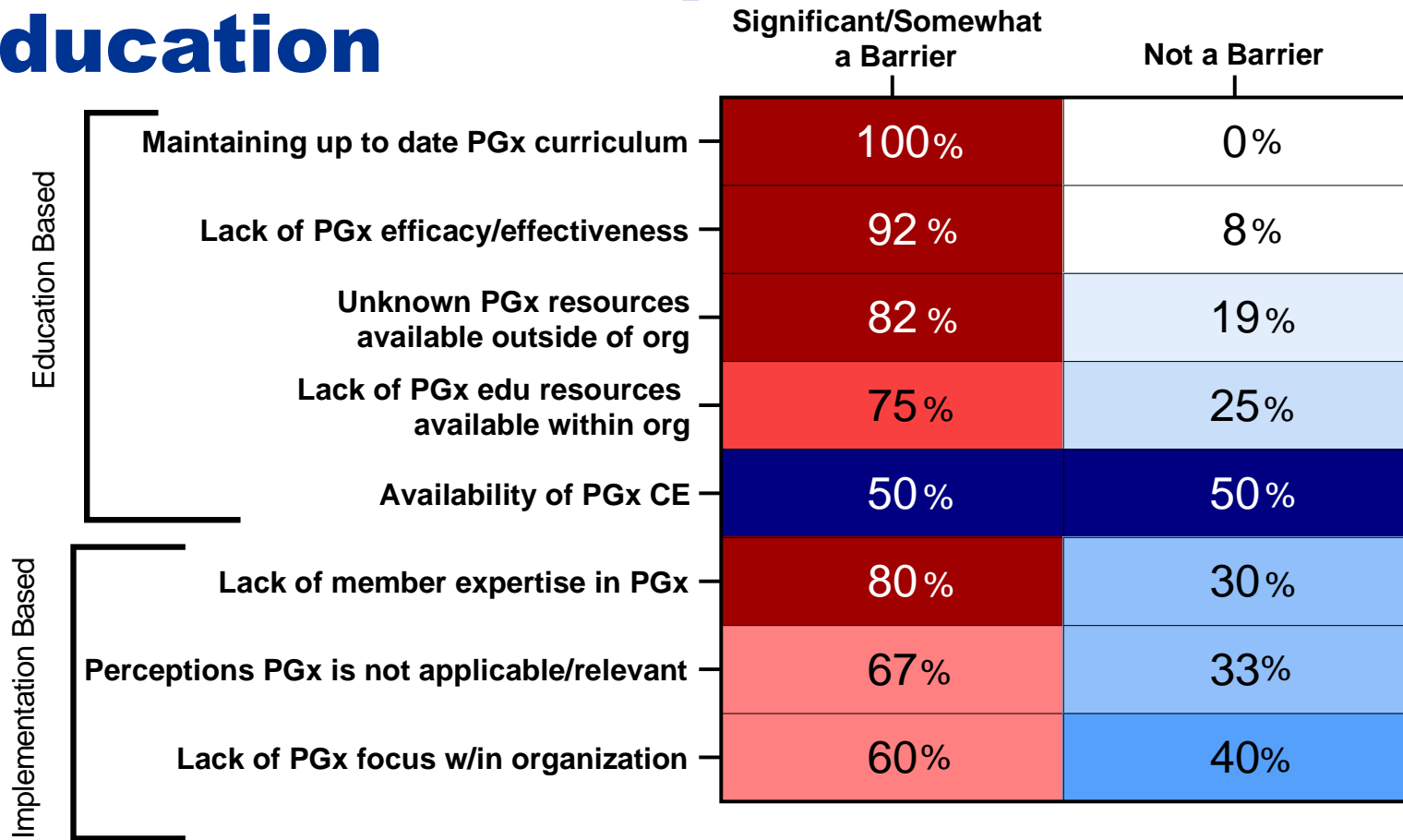


# PGx education domains vary

Percent of Organizations within groups that have education in specific PGx Domains (n=25)



# Barriers to incorporation of PGx education



# Helpful PGx educational materials

	Significant/Somewhat Helpful	Not Helpful
Webinar	97 %	3%
Hybrid course	91 %	9%
Self-study	84 %	16%
Workshop before/after professional meeting	83 %	17%
In-person training	79%	21%
Drug-gene info cards	71 %	29%

# Conclusions

- Most organizations have PGx education, but require major additions
- Barriers
  - Up to date curriculum
  - Access to available education
- Many organizations view materials ISCC-PEG is already creating as valuable
  - Creation of educational materials with live sessions
  - Increase member involvement

# Future directions

- Post hoc analysis
  - Between profession differences
  - Include individual responses
- Interviews with interested respondents
- PGx working group to continue development of materials
  - May include domains where education is needed
  - Partnering with specific organizations to bolster materials



# Acknowledgements

## Survey Participants

### Mentor

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### Pharmacogenomics Project Group

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### ISCC-PEG

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### ISCC-PEG Members