

1 You want to be sure that the
2 effective therapy, which produced no events at
3 all, is matched by the new therapy. But it
4 could also produce no events at all. That
5 would be very reassuring, if you believe the
6 population you've put into the trial are the
7 people who would have had events, had they not
8 been treated.

9 So you can't put people with a
10 little viral pneumonia in the trial, and then
11 learn anything, but if you put people with the
12 bad pneumonias that led to these bad outcomes
13 in the past, and now show that there are no
14 bad outcomes, that's the whole point. So
15 that's okay, if you're sure that you put sick
16 people into the trial.

17 ACTING CHAIR TOWNSEND: Dr.
18 Musher?

19 DR. MUSHER: I wanted to comment
20 further on the point of the bacteriologic
21 cure. Dr. Gitterman is, of course, correct,
22 and I just was moving along too rapidly.

1 It's a tiny bit more complicated
2 than, at a ten day period, deciding that you
3 want everybody who has been in your study to
4 go ahead and cough, and provide a specimen.
5 That's the kind of information that I was
6 proposing was not relevant.

7 If a patient is not doing well
8 clinically, and you repeat a sputum gram stain
9 and culture, and you show lots of organisms,
10 that is strongly supportive of the notion that
11 you've got an inadequate drug. And that is
12 the way that kind of a study is used. And I
13 think I commented yesterday, it is in one of
14 my backup slides, Dr. Finland, in the JB
15 Amberson lecture, pointed out that, in the
16 early days of penicillin, when they were using
17 minuscule doses of penicillin, it would often
18 take five or six days for the sputum to clear
19 of pneumococci. And then he himself said, in
20 the text of that lecture, he said that, as we
21 increase the doses of penicillin, we
22 eradicated the pneumococci much more rapidly.

1 And see then what you are left
2 with is the problem, at ten days, if you've
3 got an asymptomatic patient, and he coughs up
4 something, you might still grow your
5 pneumococcus, because the person is colonized
6 by it, or the same thing with a haemophilus.

7 So it happens to be kind of
8 complicated. I was absolutely not meaning to
9 dismiss the notion of failure to eradicate the
10 organism from a patient who is remaining
11 symptomatic.

12 ACTING CHAIR TOWNSEND: Thank you.
13 Dr. Follmann?

14 DR. FOLLMANN: I guess I would
15 like to amplify on Dr. Calhoun's question, and
16 Bob Temple's reaction to it.

17 So, the FDA's position seems to be
18 that, if we could do a placebo controlled
19 trial, and show that the new drug beat
20 placebo, we're happy. And I just wonder if
21 that's the right way to think about it. And
22 in some ways, it's the way we have to think

1 about it if we are going to be viewing these
2 margins.

3 For example, some of the margins
4 that Dr. Fleming proposed yesterday were on
5 the order of ten percent margin, and so on.
6 If we look at a relative risk, they might,
7 like, allow a 50 percent increase in the
8 mortality rate for some of them. Now, that
9 doesn't seem reasonable really to me, if
10 you're thinking, the new drug is up to a 50
11 percent increase in the death rate compared to
12 standard, we are okay with that. The only way
13 I think we can be okay with that view is to
14 say, well, we would have beaten placebo.

15 And so it boils down to really,
16 are we comfortable with the paradigm that we
17 want to be assured that the new drug would
18 have beaten placebo. And I have heard people
19 talk today about placebo controlled trials are
20 unethical in this situation. They can't be
21 done. And so, why are we using the placebo
22 controlled hypothetical study to justify a

1 non-inferiority margin?

2 Why don't we look at, you know,
3 what it's doing relative to a comparator? To
4 me, that seems to be the more relevant,
5 because the comparator is, you know, within
6 the armamentarium, it's the relevant question
7 for 2010, isn't it? Not what would have
8 happened in 1930.

9 DR. TEMPLE: You are looking at it
10 relative to the comparator, but you have to
11 know what it means.

12 Let's take the scary model. You
13 put people into your trial who have no chance
14 of having a bad outcome. You now study drug
15 A and drug B, and nobody has a bad outcome.
16 But it's not because either drug did anything.
17 It's because it was a population that wasn't
18 going to have a bad outcome. That means
19 you've learned nothing about your new drug.
20 There is no bulb in the colorimeter. There is
21 nothing, there is no what we call assay
22 sensitivity. You couldn't have learned

1 anything from that trial, because nobody would
2 have had the outcome you're worried about.
3 That is the worry.

4 So, the premise of the non-
5 inferiority design is, look to the past to
6 say, about a defined population, what would
7 have happened in the absence of treatment. So
8 the numbers Tom showed, and our people showed,
9 suggest that maybe 30, for properly defined
10 ill people, the bad outcomes might have been
11 30 percent, 40 percent, sometimes 80 percent.
12 Now, you could, in some sense, set that as
13 your non-inferiority margin and say, okay, you
14 rule out a 50 percent mortality difference,
15 then you have shown your drug is better than
16 nothing. But nobody believes that would be
17 acceptable. We call that margin, sorry about
18 this, M1. The margin that shows that the drug
19 is better than nothing, which, by the way, is
20 the standard for most placebo controlled
21 trials. If you tested a product at a P of
22 0.05, what you have shown is that it's better

1 than nothing. That's all you've shown. Now,
2 there is a point estimate, which people
3 actually believe, even though that hasn't been
4 proved, but all you've really shown is better
5 than nothing.

6 So in the present case, we define
7 something called M-2. And the reason for that
8 is, the whole reason you can't do a placebo
9 controlled trial is that you don't want to
10 leave people untreated, because you value the
11 treatment so much. So the idea of losing all
12 but the tiniest little bit of it is as
13 offensive to the people who like these as it
14 is to you.

15 So, you set M-2 as a small
16 fraction, in this case, of what you believe
17 the effect is. So if you believe there is a
18 40 percent reduction in mortality, you might
19 set M-2 at ten percent. Then you're ruling
20 out a difference of ten percent. Now,
21 somebody could say, I don't want to be ten
22 percent worse, that's no good. But always

1 remember, we are getting this level of
2 assurance at a very high statistical level.
3 We use, for example, the 0.05 when you try to
4 show that a treatment is different from
5 placebo, but there is also a point estimate
6 that is larger than just better than zero, and
7 the true value of the effect is somewhere
8 along a 95 percent confidence interval. What
9 you have done is make absolutely sure it's
10 better than nothing.

11 So in the present case, you would
12 make absolutely sure that you haven't lost
13 more than the M-2 that you are willing to
14 lose. But the likelihood that you've lost
15 that much is low, and in fact, the point
16 estimates of these effects are usually going
17 to be on top of each other. So you're pretty
18 reassured, and you are statistically very
19 certain that you haven't lost that much.

20 But you absolutely are right. In
21 these non-inferiority studies, we don't want
22 to show that you've lost all but the tiniest

1 little bit, so we always ask that some
2 fraction be preserved. The trouble in many
3 areas, not this one, but in cardiovascular
4 medicine, if you start to show that you have
5 preserved almost all of the effect of
6 something, you end up with a trial of a
7 hundred thousand people, and you can't do it.
8 Tom can elaborate.

9 DR. FLEMING: Dean, do you want to
10 go first?

11 DR. FOLLMANN: Let me follow up.
12 So, M-2 is really what's important, not
13 necessarily what the new drug would have
14 beaten placebo with.

15 Now, we've had a lot of evidence
16 in terms of mortality for the margin M1, and
17 we all agree that it's overwhelming. And I
18 think, you know, to step back a little bit,
19 part of the reason we are here today is
20 because we had margins on clinical failure
21 endpoints, which we felt were not justified by
22 the data, and we wanted data to come up with

1 an M1 margin. And we've gone through that
2 exercise. We found M1 really is too loose to
3 be comfortable with. We want to have an M-2.
4 And so that's sort of where we are at at this
5 point.

6 Now, clinical failure wasn't
7 examined in the '30s, and so we don't have any
8 data on it. Yet, I would guess it's a fair
9 assumption that, had we had data on clinical
10 failure, we would have seen a whopping effect
11 on clinical failure in the '30s, just as we
12 saw on mortality in the '30s. And so, if we
13 had that data, we would come around and say,
14 M1 is really too big, let's talk about M-2.
15 And so, we could be at the same place, really,
16 on clinical failure talking about an M-2, had
17 we had that data.

18 DR. TEMPLE: Yet, there is only
19 one thing to remember. You have to know M1
20 for sure before you can talk about M-2. So
21 for severe, severely ill people, or people
22 over 50, or whatever it was, everyone seems

1 very comfortable that, whether it's mortality,
2 and you could translate that into clinical
3 failure, that's a judgment you guys have to
4 make, that the effect is large. And then you
5 are going to set M-2 as small. So you are
6 very, very sure that M1 is smaller than M-2,
7 and that you will be absolutely sure the drug
8 has some effect, and you are going to put
9 pressure on the study to make sure that you
10 haven't lost more of that effect than you want
11 to do.

12 But let me tell you, there has
13 been a confusion of this. And sometimes
14 people have said, for situations where they
15 have no idea what M1 is, I'll be happy if I
16 rule out a difference of ten percent. Well,
17 if you don't know that the treatment
18 difference of the active control was at least
19 ten percent, that's completely meaningless.
20 You haven't shown anything.

21 And I can say this because I did
22 it. We used to do this in oncology. We would

1 approve drugs that were within ten percent of
2 the standard therapy, or 20 percent of the
3 standard therapy, even if the standard therapy
4 hadn't been shown to have any effect. And we
5 finally figured that out, you know, so then we
6 stopped doing that, with Tom's help, actually.

7 So, it's the same thing here. And
8 my worry would be that, for the less ill
9 people, it doesn't seem so obvious that we
10 know how to say what the effect size is. So,
11 it might be perfectly true that you would be
12 willing to accept a drug that was within five
13 percent of another drug, but you have to know
14 for sure that the active control had a five
15 percent effect to do that.

16 DR. FLEMING: So let me just kind
17 of go back to some examples to reinforce what
18 Bob is saying. We have the most evidence here
19 about what the effects of antibiotics are on
20 a mortality endpoint in a more severe patient
21 population. And so to use a hypothetical, but
22 not so far off of what the facts are, we may

1 well have had a population that had 50 percent
2 mortality, and the existing antibiotics, the
3 sulfonamides and penicillins at the time,
4 could reduce that to 20 percent.

5 Because of the uncertainty about
6 whether that 30 percent was, in fact, reliably
7 estimated, i.e., taking into account the
8 variability in any estimate, and this
9 uncertainty as to whether that effect
10 translates to the context of today, and
11 because of what Dean is talking about as to
12 how much excess mortality are you really going
13 to allow before it's really clinically
14 unacceptable, all of those together led to a
15 margin of ten percent, okay, in the population
16 that would have a 20 percent mortality on the
17 existing therapies.

18 So now you come along with today's
19 therapy, and you do a non-inferiority trial
20 against that appropriate active comparator, we
21 are using a ten percent margin. So, keeping
22 the same example, if it is a high risk

1 population that has a 20 percent mortality,
2 you are ruling out in excess of ten percent,
3 going from 20 to 30. The point estimate that
4 will be positive will be in excess of about
5 three percent. You have to be in excess of
6 three percent neutral or better to rule out
7 ten percent.

8 So, to reassure Dean here, when we
9 do this margin of ten percent, and you compare
10 today's new antibiotic against an appropriate
11 standard comparator, you are not going to
12 declare victory unless you are in excess of
13 mortality of about three percent. That's
14 pretty reassuring when the historical data
15 said it was 30 percent higher.

16 Now, here's the challenge. We
17 would like to extend this to some lower risk
18 patients. The data aren't inconsistent with
19 the possibility that you have the same
20 relative risk effect. But they are not
21 conclusively establishing that, because it's
22 much harder to do that in small numbers.

1 But let's suppose, and the data
2 seem potentially consistent with the scenario
3 where a lower risk patient, untreated, using
4 no specific therapy, had a nine percent
5 mortality, and on the control antibiotics, the
6 penicillin sulfonamides, they had a three
7 percent mortality. Okay, that six percent,
8 again, is estimated with some uncertainty,
9 addressing the need to preserve half the
10 effect, you would have a two percent margin.
11 That is how the math would work out on that.
12 That turns out to be a constant margin on a
13 relative risk scale. That's what we talked
14 about yesterday, using a relative risk margin
15 of 1.67, you could then put patients into the
16 trial that would have preferably the 15, 20,
17 25, 30 percent mortality, but at least 15
18 percent mortality using the ten percent
19 margin, but it would allow you to put in some
20 patients at lower risk, where you are
21 preserving or ruling out the relative risk of
22 1.67.

1 And that was the approach that we
2 were talking about yesterday that would allow
3 the greatest flexibility to enter patients
4 into trials, hoping, of course, that you would
5 be able to put in patients at true high risk,
6 because that's where we have the most
7 confidence about the validity of the counts of
8 the assumption. Of course, then, the payoff
9 to the sponsor is that such trials would only
10 take about 600 people. But if you ended up
11 putting patients in that had half that death
12 rate, half of a 15 to 17 percent death rate,
13 about a six or seven percent, it's about a
14 thousand person trial.

15 And so this is the concept. So
16 coming back to defend or to amplify what Bob
17 Temple is saying, if we do a non-inferiority
18 trial with a ten percent margin, the concept
19 behind that is, yes, we realize we have highly
20 effective antibiotic therapies. We don't want
21 to do a placebo control trial because we can't
22 deprive patients of something that is really

1 effective. If we're going to approve
2 something new, then the standard is, yes, we
3 want it to be better than placebo, but we
4 certainly also want to know we're not
5 meaningfully losing or putting patients at
6 risk of meaningfully losing the benefits of
7 existing therapies. And that is the concept
8 that has led to the non-inferiority margin.

9 It is, in fact, preserving a
10 substantial or an important fraction of the
11 effect of the existing therapy, but it is also
12 allowing for an approach that is an
13 achievable, scientifically achievable and
14 feasible design, in terms of the size of the
15 trial. Of course, as Dr. Temple pointed out,
16 there needs to be assay sensitivity. If you
17 put patients in with viral pneumonia, then
18 non-mortality isn't persuasive, or no
19 difference in mortality, I should say, with
20 the active comparator isn't persuasive.

21 So, coming back to what Dr. Musher
22 is saying, it will be important, in my words

1 for what he's saying, is assay sensitivity.
2 It will be important to have a substantial
3 fraction of the population with
4 microbiological confirmation to help on this
5 assay sensitivity.

6 ACTING CHAIR TOWNSEND: Dr.
7 Wiedermann.

8 DR. WIEDERMANN: This is, I guess,
9 partly related to these discussions, but sort
10 of away from mortality, and getting to the
11 other endpoints, or potential endpoints or
12 outcomes that might be more useful for the
13 patients with milder disease.

14 And in the background information
15 we were sent, there was a little bit of a
16 discussion of hierarchical primary endpoints,
17 but I haven't heard anything about that as a
18 technique in the presentations here. We're
19 talking about a lot of slippery slopes in
20 study design, and I would be interested to
21 hear what any of the experts think about
22 potential slippery slopes when you invoke that

1 kind of measurement.

2 DR. COX: I can try and make some
3 comments on that, and maybe others can fill
4 in. The issue with the hierarchal endpoint
5 is, I think, when you are looking at a
6 composite to make sure that there isn't, you
7 know, in the overall endpoints, if two, if the
8 endpoints look the same across study arms, the
9 question is, is there a difference in one of
10 the components. And for instance, is there a
11 difference in one of the important components,
12 like mortality?

13 So, looking at things
14 hierarchically, you know, to make sure there
15 isn't a problem, or a difference in mortality
16 before moving on to a composite endpoint, is
17 to help to protect against that, because you
18 wouldn't want to have a situation where the
19 two drugs looked the same on a composite
20 endpoint, but in fact, there is a mortality
21 difference that is hidden within.

22 DR. MUSHER: So you still have to

1 go ahead and deal with the others. I mean,
2 that is exactly the point. Just go beyond
3 mortality. I can come back and ask you. I
4 would still say to you, as a distinguished
5 group of statisticians, guys, you pretend that
6 you have no data from the 1930s. I think
7 there is a totally different way to look at
8 it. And you could design the thing
9 differently, and you could show whether drug
10 B is as good as, better than, or worse than
11 drug A.

12 And I think there are ways to do
13 it, and you don't have to refer to some
14 baseline data from 60 years ago that you are
15 thinking kind of looks like thus and so. I
16 happen to think, my intuition tells me that,
17 if you really put your mind to it, you could
18 find something better. But leave that for
19 now. We can come back to it. What about all
20 the other parameters in the more mild cases of
21 pneumonia? Rates of defervescence, rates to
22 go on, time to going back to work. See, I am

1 looking at you. I am saying, give me some way
2 to analyze it statistically. That is the
3 problem, because that is what we are treating.
4 I want to be able to compare how long it took
5 them to go back to work, when they got out of
6 bed, when they felt better, when they
7 defervesced. You tell me how to do it.

8 DR. TEMPLE: It's not a
9 statistical question. You need to know what
10 the effect of the control agent is on those
11 things.

12 So, I throw it back to you. If
13 the past experience, or any place else you can
14 get it, tells you what the control drug does
15 on fever resolution, then you can set a
16 margin, and then you can do all the
17 comparisons.

18 DR. MUSER: Okay. Control --

19 DR. TEMPLE: But if you don't know
20 what the control drug did, then you don't know
21 how to interpret similarity of the control and
22 the test drug. You have to have --

1 DR. MUSHER: When you say control
2 drug, you mean no drug. You mean placebo.
3 What do you mean, control drug?

4 DR. TEMPLE: Well, no. You are
5 talking now about a trial in which you are
6 comparing one drug with another.

7 DR. MUSHER: That is correct. So
8 you mean the B with A. Okay, I'm sorry.

9 DR. TEMPLE: Yes. And what you
10 are always looking at is the difference, the
11 difference you see between the control drug
12 and the test drug.

13 DR. MUSHER: Correct.

14 DR. TEMPLE: What we call C minus
15 T. And you are always trying to show that C
16 minus T is less than some amount that would
17 trouble you. And what would trouble you is if
18 the difference between the two accounts for
19 the entire effect of the control. So, if the
20 test drug is worse by the whole effect of the
21 control drug, well, you have lost the whole
22 effect. So, that's bad. But you can't even

1 start that discussion until you know what the
2 effect of the control drug is. And on
3 mortality, or on mortality equivalent, maybe
4 things going down the tube might be the same,
5 we have pretty decent numbers. And Tom and
6 others, and our people have shown those. If
7 there is similar data for defervescence, then
8 you could start doing that. But without that,
9 you don't have a basis for setting a margin.
10 That's the trouble.

11 DR. MUSHER: And I just don't
12 accept that presupposition.

13 ACTING CHAIR TOWNSEND: Dr.
14 Musher, if you can hold that thought.

15 DR. MUSHER: I'm sorry.

16 DR. TEMPLE: There is no
17 presupposition. I'm just saying, if you can
18 find what the margin is, those are perfectly
19 fine endpoints. Nobody doubts that. But you
20 have to have a basis for the endpoint. You
21 have to know what the control drug does.

22 DR. MUSHER: You let him go, and

1 you wouldn't let me go, but that's okay.

2 (Laughter.)

3 ACTING CHAIR TOWNSEND: I was
4 going to cut him off in a second, too.

5 Dr. Wiedermann has a follow-up
6 question.

7 DR. WIEDERMANN: Or maybe an
8 attempt to rephrase. So, say we design a non-
9 inferiority trial that everyone is happy with,
10 and the mortality rates are not meaningfully
11 non-inferior, but we look at duration of
12 fever, or something else, and the new
13 Gorillacillin patients have longer duration of
14 fevers. Are we now into a range of violating
15 multiple comparison rules, or what do you do
16 with that in a non-inferiority trial?

17 DR. TEMPLE: It's, as is pointed
18 out in some of those documents, if you design
19 a non-inferiority trial and win, you know, you
20 beat the control, that's okay. That's
21 interpretable. That's like setting a margin
22 of 0.05, and winning at 0.001. We let you

1 claim it.

2 So, there's nothing that says, if
3 the most important thing is shown to be non-
4 inferior, for example, you rule out the margin
5 you are worried about on survival, if you had
6 pre-specified a secondary endpoint about
7 defervescence, and you win, that's fine. Now,
8 you won't get to that unless you show non-
9 inferiority first, but probably you will be
10 able to do that. But you can get to it. We
11 have a lot of ways of dealing with additional
12 endpoints. You do worry about having too many
13 of them. They should be specified, but there
14 is nothing that says a non-inferiority study
15 can't lead to a claim of superiority for a
16 secondary endpoint, such as time to
17 defervescence.

18 Moreover, even if you didn't
19 anticipate it, and it looked really worse on
20 some of those endpoints, I think people would
21 be very nervous, although statistically, it
22 would be hard to say exactly how to figure

1 that. But you could also lose unexpectedly,
2 too, I think.

3 ACTING CHAIR TOWNSEND: Dr.
4 Fleming, did you have anything?

5 DR. FLEMING: Well, just to
6 respond to Bud's question, the question you
7 are asking, Bud, is relevant in any trial,
8 whether it's a non-inferiority or superiority.

9 The primary endpoint of any trial
10 should reflect substantially what is
11 critically important, or very important to
12 patients in a given setting. And obviously,
13 there can be many different outcomes that are
14 very important. I've talked about a hierarchy
15 where mortality would be the most compelling
16 endpoint. Major complications, breakthrough
17 infections, would be next. Symptoms, such as
18 cough dyspnea, chest pain, fatigue, other
19 measures that, when Donna Lamping, in her PRO
20 activities in these areas were validated by
21 patients from a content validity perspective
22 to be important to them, kind of a hierarchy.

1 So ideally, you would be doing a trial on the
2 measures that are the most persuasive, but
3 also measures that you think are likely to be
4 impacted by the intervention.

5 Now, if it's a non-inferiority
6 trial, or a superiority trial, if your trial
7 is assessing effects on those measures, you
8 will always look at what the effects are on
9 other measures, and on safety issues, and
10 quality of study conduct, et cetera, you are
11 going to look at totality of the data. You
12 are going to factor those in. So, if you are
13 doing a non-inferiority trial, and the results
14 seem to be just the same thing in a
15 superiority trial, the results seem to be
16 consistent, but marginally with what you would
17 consider a successful trial, you will be
18 influenced in the totality of the data by what
19 the rest of the measures show. So you do
20 factor in all of those, but the ideal is to be
21 able to, first and foremost, define what the
22 principal interest is, what the principal

1 measure of importance to patients would be in
2 this setting, reliably estimate and test that,
3 either in non-inferiority or superiority, and
4 then factor in these other measures that are
5 collected in the totality of the data.

6 ACTING CHAIR TOWNSEND: Dr. Rex.

7 DR. REX: I recognize we are
8 getting close to the end of this slot, so
9 there are a lot of things to comment on, but
10 there is one thing I particularly want to say
11 right now. It has to do with this whole
12 mortality debate we have been having.

13 Yesterday, Dr. Fleming and Dr.
14 Powers gave us a very nice demonstration of
15 how there were very strong mortality benefits
16 in people with strong evidence of a bacterial
17 pneumonia. A really very attractive summary.
18 And we heard from Dr. Musher the importance of
19 knowing that you actually have the disease in
20 your study.

21 And so, if you think about what
22 those people had, they had a very strong case

1 for a bacterial pneumonia. And let me just
2 read to you from one paper how they diagnose.
3 Gaisford. The diagnosis of lobar pneumonia
4 has been based throughout on the same
5 essentials: sudden onset of rigor or vomiting,
6 fever, pain in the side of the chest, cough,
7 often rusty sputum, physical signs of
8 consolidation. So, a very strong syndrome
9 that every physician recognizes.

10 Now, the mortalities that were seen
11 in the '30s and '40s were quite striking. And
12 even with treatments, you still had a 20
13 percent mortality. But let me read you one
14 case of someone who died, and then point out
15 why mortality now is different than mortality
16 then.

17 A 31 year old man comes in, and is
18 proven to have pneumococcal pneumonia. He
19 starts on a drug. He actually defervesces
20 over a period of three or four days, and then
21 he starts to have a little nausea. So they
22 stop the drug, and then the fever comes back.

1 And then they put him back on the drug, but
2 they say the patient was very toxic, and the
3 condition became worse. He died 21 days
4 later.

5 At autopsy, it turned out that this
6 young man, 31-year-old, had a chest full of
7 pus. He had an empyema. Now, in the modern
8 era, he either wouldn't have had it, or we
9 would have found it and drained it. Okay, so
10 this guy would not have died in 2008, because
11 we would have said, your fever has come back,
12 do another chest x-ray. Dr. Musher would have
13 noticed the infiltrate. That would have led
14 to a tap of the chest. We would have found
15 the pus. We would have drained it. He
16 wouldn't have died.

17 So the mortalities that we saw in
18 the '30s and '40s, some of them are going to
19 go away. And so this is why it is actually
20 very important that we not focus just on
21 mortality. And Dr. Temple said it well. It
22 could well be that, in a very high risk group,

1 I drive the mortality, not down to 20 percent,
2 maybe even down to ten percent, maybe even
3 down to five percent, because I am working
4 really hard. I am putting people in the ICU.
5 I am not letting them die. They are going on
6 pressers. As a matter of fact, anybody who
7 winds up in a modern ICU on a vent was dead in
8 1939, because there weren't ICUs. There
9 weren't vents in 1939. They all died.

10 So, it is an important contrast to
11 the modern era. So if we focus just on
12 mortality, we are going to very frustrated,
13 because we are going to end up with smaller
14 mortalities.

15 And then the statisticians can see
16 what's coming. If now the mortality rate is
17 not ten percent, but five percent, and now I'm
18 forced to exclude a margin around that, and
19 the numbers become very large, if I believe
20 that the only thing I know is this low
21 mortality.

22 So, it's actually very important to

1 have a clinical combination of the clinical
2 event of response without complications, for
3 which you also have to not die. So that is
4 the theme I want to point out. It can't be
5 just mortality. But that mortality thing,
6 that huge mortality benefit that Dr. Fleming
7 showed us yesterday, is there in everybody who
8 doesn't die. Okay? I mean, it sounds like a
9 silly thing to say, but we always have kind of
10 death the same way. And I like that phrase
11 from yesterday. But these days, we don't let
12 people die for the same easy reasons. We
13 would not let a 31-year-old die of empyema in
14 2008. At least, not without trying real hard.

15 So, that's the comment I want to
16 make about not being too hung up on proving,
17 at a high level of statistics, that the
18 mortalities of three percent exclude plus or
19 minus one and a half percent. If that was the
20 only data we had, if we had no biological
21 prior probability, if we knew nothing about
22 the drug, if we had never seen this disease

1 before, then you would be absolutely right.
2 But it's actually not the only thing we know.
3 We know that the dog that didn't bark, the
4 patients that didn't die, the empyemas that
5 didn't happen, is actually a very real thing.
6 So, I'll shut up.

7 ACTING CHAIR TOWNSEND: Thank you,
8 Dr. Rex. Dr. Venitz.

9 DR. VENITZ: I want to follow up on
10 the discussion that we had about non-
11 inferiority margins, and I think what we
12 haven't discussed yet is the experience that
13 Dr. Nambiar shared with us that apparently,
14 currently since 2000, you had multiple
15 registration trials designed as non-
16 inferiority trials with non-inferiority
17 margins of 10 to 15 percent.

18 To me, that implies that the
19 Agency, number one, believes there's assay
20 sensitivity, meaning, if you had used clinical
21 cure 50, 60 years ago, you would have seen a
22 significant treatment effect, and number two,

1 that a 10 or 15 percent margin would preserve
2 sufficient treatment effect to conclude non-
3 inferiority. Is that correct?

4 DR. COX: I think one of the
5 reasons we're here today and talking about
6 this is because we are taking, you know, a
7 look at clinical trial designs for community-
8 acquired pneumonia, and you can tell we are
9 asking the question now of what is an
10 informative study. So, you know, those
11 studies were done at a time where we were
12 selecting margins, in part, based upon
13 convention or sample size issues. Now what we
14 are here talking about today is non-
15 inferiority margins selected upon, or based
16 upon data, and understanding what the
17 available treatment effect is. So that is
18 really the question that we are talking about
19 here today.

20 DR. VENITZ: No, I understand, but
21 my point is then you do have some experience
22 with things other than mortality, which is

1 what the whole discussion has been, you know,
2 comparing retrospectively to what happened
3 decades ago, whether we have assay
4 sensitivity, what the margins should be. You
5 have experience with endpoints other than
6 mortality, based on eight years worth of
7 registration trials.

8 DR. COX: Right.

9 DR. VENITZ: Your question is to us
10 whether we think that is acceptable or not.

11 DR. COX: And you are correct.
12 Those studies did look at whether the patient
13 had clinically responded, whether there was a
14 need for further antibiotic therapy, and also
15 included in there, you know, patients who died
16 would be considered failures. But the reason
17 that we are asking the question here today
18 about the appropriate endpoint is to get to
19 this issue of the treatment effect, and what
20 is the appropriate endpoint based upon what we
21 know from information that's out there on
22 treatment effects. So, you know --

1 DR. TEMPLE: What population?

2 DR. COX: Yes, and what is the
3 correct population. So we're really trying to
4 get to an understanding of what the treatment
5 effect is in this group in order to be able to
6 appropriately pick a margin, or set a margin,
7 when appropriate to do so.

8 DR. VENITZ: But the 10 or 15
9 percent that was chosen presumably then
10 already reflects some expectation that the
11 treatment effect on clinically cure is similar
12 to what it supposedly is on mortality. Is it
13 not?

14 DR. COX: I don't think so. I
15 think that really reflects convention at that
16 point in time, you know, selection of a
17 margin. And at one point, we were selecting
18 margins largely based upon what the expected
19 cure rate would be, and then what sample size
20 that would be that would fall in the range of
21 two to three hundred patients per treatment
22 arm.

1 ACTING CHAIR TOWNSEND: Dr.

2 Calhoun.

3 DR. CALHOUN: I'd like to follow up
4 on something that Dr. Rex and Dr. Musher were
5 talking about. I think this really is maybe
6 the crux of the matter. It's clear that
7 antibiotics work in pneumonia. I think the
8 evidence is pretty compelling, and that
9 underlies Dr. Musher's assertion that a
10 placebo controlled trial is unethical, because
11 we know that antibiotics work.

12 The evidence that has been
13 presented to us so far has really focused on
14 mortality, but that's simply because mortality
15 was the thing that was measured. It doesn't
16 mean that there were not also effects on some
17 of the clinical outcomes that Dr. Musher was
18 talking about. So the fact of the matter is
19 that a non-inferiority trial, using some of
20 those other measures, would not necessarily
21 need to have already established what the
22 effect of standard antibiotic therapy is on

1 resolution of fever, for example. It would
2 not necessarily have to demonstrate, we
3 wouldn't necessarily need to know that a
4 priori.

5 I think, not to speak for Dr.
6 Musher, but I think the point is that there
7 are outcomes other than mortality that would
8 necessarily have had to improve with
9 treatment. And then showing that a new drug
10 is not worse than, or perhaps, if it shows
11 superiority, better yet. But I think if we
12 are completely focused on having to
13 demonstrate your M1 first, and then pick a
14 small piece of that as an M2, we are going to
15 be stuck in this mortality hole.

16 ACTING CHAIR TOWNSEND: Dr.
17 Fleming.

18 DR. FLEMING: The reality is, we
19 have spoken greatly about mortality because
20 there, it's on that endpoint that we have
21 substantial evidence to be able assess what
22 the effect is of standard interventions. In

1 a non-inferiority trial, if you want to, in
2 essence, show you are similar to the active
3 comparator, and to be able to conclude that
4 you have reliable evidence of benefit, we need
5 to have valid documentation of what the effect
6 of the active comparator is on that endpoint.
7 We've had a lot of discussion in lesser
8 severe, in mild cases, that showing non-
9 inferiority on mortality would require very
10 large numbers, and that there are other
11 measures that are important, and that would be
12 more frequently occurring.

13 So in a mild patient's resolution
14 of symptoms, cough, dyspnea, chest pain,
15 fatigue, et cetera, would be, in fact, also
16 important measures. Of course, hoping or
17 needing some reassurance that, when you
18 achieve those benefits, it's not at a negative
19 or inferior effect on mortality, but there
20 could, in fact, be more attention given to
21 those other measures in less severe patients.

22 But to do so, we would have to

1 follow the traditional approach. We would
2 have to, first of all, identify what are the
3 measures that are most clinically relevant to
4 the patients at this point, and what would be
5 an instrument that would be reliably able to
6 assess what the effects are on those measures.
7 And you get into issues of content validity,
8 criterion validity, construct validity.

9 And, by the way, a lot of work is
10 being done on that, Lamping, the Dial-Lamping
11 article that Dr. Musher referred to in Chest
12 is one such example. And, interestingly, when
13 patients are asked from a content validity
14 what are those measures, you do see things
15 like cough, dyspnea, chest pain, fatigue. You
16 don't see fever. Fever is, appropriately, a
17 measure physicians use in guiding management.
18 That doesn't mean it's the predominant measure
19 that patients use to characterize what it is
20 that they feel, or how they want to improve.
21 That's what content and criterion validity is
22 all about. And when that work has been done,

1 you see things showing up like cough, dyspnea,
2 chest pain, and fatigue.

3 Once you have those measures, once
4 you have a PRO, this is not unique to this
5 setting. The science of PRO is something that
6 has been pursued across all clinical areas,
7 and it is a very difficult science. What
8 we're trying to do is easily justified. We're
9 trying to establish benefits on what matter to
10 patients from a symptom perspective. That's
11 where PROs come in. But the devil is in the
12 details to be able to do that in a rigorous
13 and reliable way. So you establish the
14 validity of the PROs.

15 Once that's done, you can now use
16 those measures, but you can't use them in an
17 non-inferiority trial unless you have the
18 ability to determine, what was the effect of
19 the active comparator on those measures? We
20 can use those in superiority. And so it's
21 very appropriate to build on the work of
22 Lamping and others with PROs on these measures

1 that will give us valid assessments of the
2 effects on symptoms, and to compare to an
3 active comparator showing non-inferiority on
4 mortality, or superiority on the PROs.

5 ACTING CHAIR TOWNSEND: Dr. Musher.

6 DR. MUSHER: Listen guys, you are
7 asking. Dr. Cox, Dr. Temple, Dr. Fleming, you
8 are asking, but you are simply not listening.

9 If your non-inferiority model, the
10 way you're defining it, doesn't work, then I
11 am proposing to you we figure out some totally
12 different way. I hate to use a cliché, but
13 then think out of the box. I'm not a
14 statistician, but there are ways to compare
15 drugs, and you don't go back to makeup data
16 from the pre-antibiotic era to do it.

17 If you are comparing drug B to drug
18 A, I don't know, look at the -- if the patient
19 is treated with drug B, don't defervesce for
20 7.4 days on average, and the patients on drug
21 A defervescing in 3.2 days, you do a
22 statistical analysis, and they are

1 significantly different based on the size of
2 the group you have, and then you have got a
3 difference. And if it's 7.3, if you think
4 it's worse to have fever for 7.3 days then it
5 is for 3.2 days, then that is worse. And that
6 is significantly worse.

7 Figure out a way to do it. But to
8 say all you can use is mortality, the
9 outpatient mortality, it has been shown, guys,
10 the mortality is 0.3 percent. You have got to
11 15,000 patients in your studies. Nobody is
12 going to do it. Just drop it, and think of
13 something else. You are not listening to the
14 answers.

15 DR. TEMPLE: Yes, who is not
16 listening I think could be debated. Look --

17 DR. MUSER: Bob --

18 DR. TEMPLE: I'm sorry, but --

19 DR. MUSER: -- you are a
20 statistician, and I am a doctor.

21 DR. TEMPLE: I am most assuredly
22 not a statistician.

1 (Laughter.)

2 DR. MUSHER: Well, I am most
3 assuredly a doctor, and I am the one taking
4 care of the patient.

5 DR. TEMPLE: Me, too.

6 DR. MUSHER: Well, but then you
7 have got, and we have got to say, this is the
8 way we evaluate patients, please design for us
9 a statistical model that will help us
10 objectify our data. You can't keep saying, I
11 got to have a comparison with people who
12 weren't treated in the 1930s. I haven't got
13 the data from the 1930s, and you haven't got
14 it, and it doesn't exist.

15 ACTING CHAIR TOWNSEND: Dr. Musher,
16 let Dr. Temple respond.

17 DR. TEMPLE: Let's be clear on what
18 the problem is. It's our obligation under law
19 to reach a conclusion that a drug will do what
20 it's cracked up to do. And you have an
21 interest in that, too. You don't want an
22 ineffective antibiotic, either.

1 If somebody shows that a new drug
2 causes more rapid defervescence than an old
3 drug, that's a trial, that's a superiority
4 trial. Nobody has any trouble with that.
5 That's the old way.

6 DR. MUSHER: That's a label.

7 DR. TEMPLE: We're very happy with
8 that.

9 DR. MUSHER: I don't know what it
10 means, that's a superiority trial.

11 DR. TEMPLE: I mean --

12 DR. MUSHER: I don't know what that
13 means.

14 DR. TEMPLE: Sorry. That is an
15 interpretable result. Everybody would be very
16 happy with that result. That's no problem.

17 DR. MUSHER: Thank you.

18 DR. TEMPLE: The problem is when
19 what your goal is is to show that a new drug
20 works, because it is not inferior to another
21 drug. And to do that, you have to know what
22 the effect of the drug you are comparing it is

1 to.

2 DR. MUSHER: Well, that is what you
3 keep saying, and I just don't think so.

4 DR. TEMPLE: Well, I mean, it is
5 logically necessary. You don't have to be a
6 statistician to understand it, because if you
7 did, I wouldn't be able to understand it.
8 It's fairly straight forward.

9 Now, it's also true that people
10 have not always recognized this. People used
11 to do trials of A versus B, show no
12 significant difference, and declare that A
13 works. That's not correct. It's illogical.
14 It's very common practice, but it isn't true.
15 Before you can reach that conclusion, you have
16 to know what the effect of the control was.

17 Now, you don't want to be over
18 rigid about it. We were allowed to use some
19 intuition. We recognize this is a sort of
20 qualitative thing, but you do have to know
21 that, or your trial is not interpretable. We
22 call it assay sensitivity. I like to think of

1 whether there is a bulb in the colorimeter.

2 This has been recognized by people for 30
3 years. Lou Lasagna used to write about this.

4 DR. MUSHER: But we do think that
5 the antibiotics --

6 DR. TEMPLE: So it's not something
7 we just --

8 DR. MUSHER: We think that the
9 antibiotics work, and that's not what the
10 question is. So the question is whether a new
11 antibiotic works as well as, or is not worse
12 than the old one. You don't have to go back
13 to the controls every time.

14 DR. TEMPLE: Now, before you leave
15 that --

16 ACTING CHAIR TOWNSEND: Gentlemen,
17 is it possible to have this discussion maybe
18 later? There are a couple more questions. We
19 are almost out of time. Is that okay? Okay.

20 Dr. Patterson.

21 DR. PATTERSON: Well, I appreciate
22 Dr. Temple and Dr. Cox seeking the input and

1 appropriate answers here, and I also
2 appreciate the statistician's viewpoint, and
3 the numbers in black and white. I guess, you
4 know, in clinical medicine, we have a sense
5 that things are not always black and white,
6 and so I think that's why we are all here.

7 I did want to comment on the aspect
8 of fever. I think fever is a valid clinical
9 sign to interpret in terms of response. It is
10 a very prominent patient complaint, and it is
11 a very valid monitor by the patient of how
12 they are doing. Patients are quite aware of
13 when they are having high fevers.

14 I don't buy this argument about
15 serum therapy in the 1930s that caused febrile
16 reactions, and people having lower mortality
17 compared to untreated. I don't buy that as a
18 valid argument for why we can't use fever
19 because, number one, serum was a treatment,
20 and fever itself was a treatment in the pre-
21 antibiotic era. We used to use, or physicians
22 used to use induction of fever to treat things

1 like syphilis, and other bacterial infections.
2 Fortunately, we have better therapies these
3 days.

4 But all that aside, I just think
5 that we should not toss out fever as a very
6 valid response to therapy.

7 ACTING CHAIR TOWNSEND: Thank you.
8 Dr. Rex?

9 DR. REX: I am going to follow up
10 right where Dr. Patterson left off about
11 fever.

12 Fever is really both overanalyzed
13 and underappreciated. The overanalyzed bit is
14 to say that it's just fever that we are
15 treating. Well, it's actually not. Fever is
16 -- you can't get better if your fever doesn't
17 go away. I mean, at the end of the day,
18 nobody goes away improved still with a fever.

19 Now, of course, there are
20 exceptions. They might have a drug fever.
21 Their pneumonia might have gotten better.

22 But if you look at the big pattern

1 of things, fever is merely the most prominent
2 and easily measured for a physician of the
3 complex of symptoms that represents community-
4 acquired pneumonia. And it's one that we
5 write down. It's one that everybody in all
6 the old papers would show a little graph of.
7 It would also show respiratory rate and heart
8 rate, but fever has, as a quality of standing
9 out from a physician's perspective, in that we
10 can graph it in the interim. Every morning
11 we'll say, and Mrs. Smith's temperature over
12 the last 24 hours, her Tmax was --

13 So, it is important to recognize
14 the value of it. And then let me point out
15 that it is quite underappreciated. We have
16 talked about the idea of time to fever
17 response as if it's something we've never
18 studied before. Actually, every study we have
19 ever done has incorporated a time to fever
20 response.

21 You say, what? Where did this come
22 from? Where is this? It's right there in the

1 way that you get to the end of the case report
2 form. Think about a case report form, the
3 page that says final outcome, improved, yes or
4 no. Did we get to that final outcome by
5 starting the patient on drug, walking away for
6 two weeks, coming back and saying, hi, Mrs.
7 Smith, haven't seen you for two weeks, how did
8 you do? No. We actually typically will see
9 the patient, or talk to the patient every day,
10 sometimes even twice, or three, or four times
11 a day, depending on how sick they are. But
12 you will have lots of data along the way, and
13 the patient can fail at any time along the
14 way.

15 And indeed, in every study I have
16 ever done, somewhere around day three or four,
17 as a physician, if this person is not getting
18 better, I am pretty unhappy, and I may very
19 well wash them out of the trial. And indeed,
20 that is often part of the way the protocol is
21 written. If the patient is not better by day
22 three or four, you are out of here.

1 And so the fact that we say that
2 the success is defined at end of therapy plus
3 seven days does not mean that there wasn't a
4 time to event measure in there. You actually
5 could fail at any point along the way, and
6 people were failing at points along the way
7 earlier on. So we have always incorporated,
8 at least at a basic level, a test that,
9 somewhere around day three, four, or five, in
10 most infections, if you are not getting
11 better, pretty much every physician is going
12 to wash you out. That's no good. By day
13 three or four, you better be showing me
14 something that says, I'm improving. And there
15 are lots of ways for that to occur.

16 And Dr. Musher and I might see the
17 same patient, and we might disagree on whether
18 or not today Mrs. Smith has passed over that
19 boundary. But between today, tomorrow, and
20 the next day, we are probably going to agree
21 that she is either headed up, or headed down.
22 So it may not be as precise as we might wish,

1 and a PRO might be more precise, but it
2 certainly is an aggregate accurate. And I
3 think that's the theme to be picked up on
4 here, is we've got more time to resolution
5 data than you've actually realized. It's
6 built into all of these studies.

7 So, the idea of fever. Think of it
8 not by itself. And Dr. Fleming, it is not the
9 fever that we are going after, and the fact
10 that fever is not the reason that we can't do
11 a placebo study. If fever was the disease, if
12 that was the entire disease, then you're
13 right, we could do a placebo study. But it's
14 not. The concern is about the disease that
15 can rapidly progress. Even a young person
16 with pneumococcus can go downhill in a big
17 hurry.

18 And we've got data. Go back to
19 like the Agranat. I love the Agranat report
20 from 1939, because there is this beautiful
21 demonstration in that report of the effect of
22 antibiotics on fever by cohort. I mean, it's

1 not perfectly randomized, but clearly, it
2 moves the peak of the resolution from about a
3 week, to about three days. Very encouraging
4 demonstrations. And is there something that
5 we can do with that statistically? That's
6 really what I'm asking.

7 So, that's my comment on fever, and
8 I thank Dr. Patterson for bringing up the
9 subject.

10 ACTING CHAIR TOWNSEND: Dr. Fleming
11 has the last comment, and I think that will be
12 it.

13 DR. FLEMING: The Agranat data does
14 address this issue. And the issue, what is
15 not at issue here is whether care givers use
16 fever as a guide to assessing the patient's
17 condition, and as a guide to use of
18 interventions. That's a separate issue from
19 what the actual outcome is, and what the
20 patient values as an actual outcome.

21 And this is a phenomenon that's
22 true across all clinical areas. If I had more

1 time, I would give many examples. But in that
2 Agranat study, he did talk about how fever
3 resolved more quickly. But he also went on to
4 say secondary pyrexia was very common, and the
5 ultimate average time in reduction wasn't
6 impressive.

7 Then Flippin talked about, most
8 clinical reports have stressed the frequency
9 of initiation of drug treatment, and it's
10 followed by, within 24 to 36 hours of a drop
11 in temperature. So he was referring to the
12 recognition of the drop in temperature. It
13 goes on to say, resolution of pneumonia then
14 follows within a variable period of days,
15 although we cannot say that it was hastened or
16 retarded by the fall in temperature.

17 The evidence that that fall in
18 temperature is causally leading to the
19 benefits that patients care about is the weak
20 point. And when we look at what patients care
21 about from a symptoms perspective, and
22 patients are asked, which is what the Lamping

1 survey was done from a content and criterion
2 validity, fever isn't on the list of what was
3 listed there.

4 So the distinction is, this isn't
5 challenging the appropriateness of clinicians
6 monitoring fever, and a recognition that this
7 is one of the measures that clinicians use in
8 guiding interventions. That is a separate
9 issue, though, from what is it that patients
10 ultimately are trying to achieve?

11 ACTING CHAIR TOWNSEND: Thank you,
12 Dr. Fleming. Real quick.

13 DR. REX: Very quickly. I don't
14 disagree with you that, with the older, less
15 effective, and somewhat toxic agents, the
16 fever patterns, double pyrexias, late
17 empyemas, all of that could certainly occur,
18 but it's kind of like my discussion earlier
19 about mortality. In the current era, things
20 are cleaner. The drugs, actually the drug
21 fevers are less common. We weren't dealing
22 with the sulfa that wipes out your bone

1 marrow. So, there is an improvement that has
2 occurred along the way. And I am not saying -
3 - fever is not the disease. I agree with you
4 100 percent. It is not the disease. It is
5 not the disease. It is not the disease.

6 But with modern, relatively clean
7 drugs, if your fever doesn't go away, you
8 don't ultimately get better. And so they are
9 very closely linked. And that is my point.

10 DR. FLEMING: But the Lamping
11 experience is from current day, where people
12 are asked current day, what is it that they
13 are looking to achieve.

14 ACTING CHAIR TOWNSEND: Excellent
15 questions. We will have lots more time to
16 discuss this after the break. And then this
17 afternoon, clearly, there are many things to
18 resolve. We'll take a break for 15 minutes.
19 Be back here at 10:35.

20 Panel members, there is going to be
21 a list going around for anybody who needs a
22 taxi.

1 (Whereupon, the meeting went off
2 the record at 10:22 a.m. and went back on the
3 record at 10:45 a.m.)

4 ACTING CHAIR TOWNSEND: It has
5 become apparent, I think, to most of the panel
6 members and probably members of the audience,
7 that we have a lot of questions that need to
8 be answered, many of which we are actually
9 planning to answer in a formal question
10 session later this afternoon. In the interest
11 of trying to get that session accomplishing
12 its goals, we are going to move things up and
13 shorten things a bit on the schedule before
14 then, so we can start that part earlier.

15 So, what we are going to do is we
16 are going to run the remainder of this
17 question clarification session until 11:15.
18 We are then going to have the open public
19 hearing from 11:15 to 12:15. And then we will
20 have lunch from 12:15 to 1:00. So we are
21 going to shorten the lunch session a bit.
22 There is vending machines upstairs. And then

1 we will start the advisory committee question
2 session at 1:00. So, we are going to give
3 ourselves an extra hour to try to get through
4 some of these questions. Okay?

5 Dr. Rex, you have a question.

6 DR. REX: I wanted to, Dr. Fleming
7 and I were having a conversation just before
8 the break about fever in pneumonia PRO
9 efforts.

10 There have been five studies that
11 I was able to find in the literature where
12 somebody tried to put together a PRO-ish tool
13 for community-acquired pneumonia. Lamping,
14 and I have put up a slide. Lamping, Metlay,
15 I can't pronounce this person's name, Dean and
16 Marrie. I'm sorry, I clipped this slide out
17 really quickly so it doesn't actually have the
18 cites, but if anybody wants them, I can
19 provide them readily. They are easy to find.

20 So these are the five where people
21 have attempted to develop a scheme. And
22 across the top are the symptoms. The symptoms

1 that got into their scheme. So, if you look
2 part way across, you will see sweating and
3 chills in the Lamping scheme. Metlay and Dean
4 didn't use sweating and chills. They actually
5 called it fever, whatever that was. Again,
6 this is patient-based stuff. These are the
7 symptoms, these are the words they used for
8 the symptoms. So, in fact, the Lamping
9 CAP-Sym score does include an element that
10 represents fever.

11 Now, I should point out that
12 sweating and chills don't necessarily equal
13 fever. There are times when I sweat, like
14 right now, that have nothing to do, I hope,
15 with having a fever. But in these general
16 scheme of things, in this setting, I will
17 argue that most of the time sweating and
18 chills reflect actually the physiologic
19 abnormality of having a significant variation
20 in your body temperature, i.e., a fever.

21 So, most of the time, though I will
22 admit the caveat. So that is the comment.

1 That is their data.

2 ACTING CHAIR TOWNSEND: Dr. Musher.

3 DR. MUSER: I would like to add
4 just to that and then I am going to make some
5 other comments afterwards.

6 Let it be noted that Dr. Lamping is
7 a psychologist. Doctors Metlay and Dean are
8 practicing physicians. My feeling remains
9 that there is too much emphasis on death or
10 what patients report.

11 And doctors are sitting here and
12 saying, guys, there is a whole bunch of things
13 that we look at. This is what we look at
14 every day when we take care of patients and I
15 am asking you to tell me how you would
16 evaluate the rapidity of the response in six
17 or seven parameters.

18 And every time I ask, I am told,
19 well you have got to know what it was like in
20 the pre-antibiotic era and I don't think the
21 data are available. And if I don't know what
22 it was like in the pre-antibiotic era, then we

1 have got to do something about it. You can't
2 just dismiss it or say well, we have got to
3 talk about death or now there is some data on
4 defervescence. There have got to be better
5 ways. It was already stated. And guys, it is
6 absolutely true.

7 Defervescence in the pre-antibiotic
8 era is just a totally different thing. It
9 actually biases it away from what my point is.
10 But I will tell you, that if a complication
11 appeared, which it did because the original
12 infection didn't get treated, the fever would
13 go on for weeks and months until a patient
14 died of wasting away or empyema. That is what
15 happened. So the fever never went away.

16 We don't have that nowadays. The
17 rate of empyema used to be somewhere between
18 10 and 15 percent pneumococcal pneumonia. Now
19 it is two percent. And the reason is we have
20 got antibiotics.

21 I am telling you, this, ladies and
22 gentlemen, is what we as doctors use to

1 evaluate patients. And you can be a nihilist
2 and you can say, if you don't think antibiotic
3 A is any good, it is not doing anything, then
4 your comparison with drug B is not valid. You
5 have got to go compare with controls.

6 Well, I am not a nihilist. I am
7 just an ordinary doctor and drug A is working.
8 So along comes drug B and I just want to know
9 that drug B is not significantly worse. I
10 think that there are ways to do that without
11 going back to the 1930s and getting data. And
12 I think that the statisticians can help me.
13 I have already said just tell me if there is
14 a statistically significant difference for
15 five parameters between the response in drug
16 B and drug A. There have got to be ways to
17 do it.

18 ACTING CHAIR TOWNSEND: Dr. Cox.

19 DR. COX: Dr. Townsend. If it
20 would be helpful, I mean, I can go and show a
21 couple of slides on this that will try and
22 graphically illustrate this point. Is that --

1 ACTING CHAIR TOWNSEND: That would
2 be great.

3 DR. COX: -- okay?

4 ACTING CHAIR TOWNSEND: Thank you.

5 DR. WHITNEY: While he is setting
6 that up, I just wondered if I could follow up
7 on the slide that was just up there. Were the
8 blue squares the things that were
9 statistically significant?

10 DR. MUSHER: No, they were what
11 were looked at.

12 DR. WHITNEY: What was the blue
13 versus the white?

14 DR. REX: No, the blue is what each
15 system used.

16 DR. MUSHER: What they looked at.

17 DR. REX: So, Lamping has 18, you
18 know, Lamping has this series of 12 to 18
19 things. But the white just means that it
20 didn't appear in the other person's system.

21 And I thought this chart was
22 interesting because I was sort of interested

1 in what appeared in everybody's scheme, or at
2 least in three or four of the schemes. And so
3 that is actually, I had a health economist
4 pull this together for me so that I could see.
5 And it is interesting how strong fatigue is,
6 how strong dyspnea is, how strong coughing is.
7 But in addition, this feverish thing appears
8 in three of the five schemes.

9 DR. WHITNEY: Well, I am still
10 confused. Does that mean that the
11 investigators just asked if the patients had
12 those symptoms and not how many patients
13 actually reported having?

14 DR. REX: No. Okay, so thank you
15 for asking. So let me just talk about a
16 couple of them and give you an idea of how
17 they occurred.

18 So, what did Lamping do? Lamping
19 interviewed 33 CAP patients from the UK and
20 France and recorded verbatim the conversations
21 and then had somebody go through and kind of
22 pick out the things that recurred. And that

1 is how they cooked down to their list of 12 to
2 18 items. Okay? So they did some
3 psychometric work on the text.

4 Metlay looked at the symptoms from
5 the original Fine patient outcome research
6 team, the original Fine PORT study. And the
7 experts selected questions based on symptoms
8 in two previous CAP cohort studies. They
9 created a questionnaire. The questionnaire
10 was then modified based on another little
11 investigation with people. So, in each case,
12 the groups are basically, they are starting
13 with some data from patients, kind of picking
14 out some things based on a little bit of
15 intuition, a little bit of summarizing of
16 patient comments and creating a scheme
17 represented by the blue boxes that they then
18 thought was interesting.

19 So, it is not, you know, I don't
20 know how else to say it. They were proceeding
21 kind of in combination, they were proceeding
22 iteratively to come up with a list of symptoms

1 that they thought were relevant to community-
2 acquired pneumonia.

3 Moussaoui questionnaire developed
4 using text books, literature, and expert
5 opinions. Dean used a symptom assessment
6 developed from the literature. So, does that
7 answer your question, how they got to it?

8 DR. WHITNEY: So, in other words,
9 these are what patients said they had, or
10 doctors picked up from the patients at the
11 onset of pneumonia, and therefore we might be
12 able to use them to follow the resolution of
13 pneumonia.

14 DR. REX: Right. That was kind of
15 the idea.

16 And Lamping was probably the best
17 one because they found, they got 33 CAP
18 patients and had some trained interviewers sit
19 down with them and talk to him. Talk to me
20 about your experience of having had community-
21 acquired pneumonia, that is kind of how I read
22 the paper. And you know, you spend an hour

1 talking about what did it feel like, what
2 bothered you? And then, as you were getting
3 better, what still bothered you?

4 And they took all these transcripts
5 and analyzed them. And out of that, distilled
6 a set of symptoms. And they have actually
7 done a little, you know, they did some
8 iterative validation work on the symptoms to
9 be sure that like the wording that you would
10 use to ask somebody about that, would be a
11 wording that most people would understand the
12 words being used. You know, I am not a PRO
13 developer, but you are trying to make the
14 language clean.

15 DR. WHITNEY: And is there a
16 similar thing? These are patient reported.
17 Is there a similar analysis that could be
18 done, those things that physicians monitor,
19 the respiratory rate, the white count, the
20 fever? Because I think that is Dan's point.
21 This is the patient side. Is there something
22 from the physician side that also could be --

1 DR. MUSHER: The paper by Halm, et
2 al. I gave the reference in my slide. I
3 think that there are just two sides to the
4 same coin and I think it all should be used.

5 DR. REX: And we saw at the January
6 workshop, perhaps somebody here who may have
7 presented the slide, I don't remember who did,
8 but there was a slide that looked at an
9 experience from the '40s or '50s where at
10 least a couple of physicians were sent in to
11 interview the same person back to back and
12 looked at the correlation between what the
13 physicians got out of that patient in back to
14 back interviews.

15 And the correlation wasn't awful
16 but it wasn't great either. So it is telling
17 you that, you know, if Dan and I go interview
18 the same patient, we may walk away with a
19 summary of that patient that is a little bit
20 different on any given day and I fully
21 recognize that.

22 So physicians have variability and

1 bias. But I think the reason people got
2 interested in PROs, if you think about patient
3 to physician to case report form, if you put
4 a physician in the middle, it is sort of
5 intuitively better to go directly from patient
6 to case report form, if you can, even though
7 we know that at each step there is some bias.
8 You know, the less of it we have got in there,
9 the better.

10 But I still think that things like
11 fever, which is relatively objective, and some
12 of the physicals signs the physicians focus
13 on, plus the aggregate sense of I got better,
14 I am ready to get out of bed, I actually feel
15 like having dinner. Those things do capture
16 a lot of the patient's sense of the disease.
17 They are not the same and I fully recognize
18 that. So they are not as precise but they
19 certainly, in aggregate over time, I think,
20 are an accurate representation of this person
21 got better.

22 So, you know, that is the theme

1 that I want to build on.

2 ACTING CHAIR TOWNSEND: Dr.
3 Fleming.

4 DR. MUSHER: But is on the same
5 point. Just to finish up, the Halm paper
6 takes the objective data the physicians use,
7 which is oxygen saturation, respiratory rate,
8 pulse, and does the same thing and looks at
9 the rate of improvement of those. So that is
10 why I said it is the other half.

11 It is not how the physician
12 interprets information given to him or her by
13 the patient, it is the objective data the
14 physicians use. And I think that they should
15 all be used together.

16 So, what the patient says about his
17 own symptoms is going to be more reliable than
18 through the doctors and interpreter in some
19 ways, not always. But certainly the objective
20 data need to be included and can be.

21 DR. FLEMING: So just for a little
22 more amplification clarification, so there are

1 the domains, the components, the signs, the
2 physicians will use to guide management of
3 patients. The focus of this is to say,
4 ultimately, we are assessing the affect of
5 treatment on what patients value. And so, in
6 the concept of saying what is it that patients
7 value? Certainly death but much more than
8 death.

9 So, essentially, in the Chest
10 article for Lamping, what she is saying here
11 is that trained interviewers conducted
12 telephone and face-to-face interviews asking
13 patients about their daily life with CAP,
14 their symptoms and circumstances in which they
15 were most bothered and limited because of CAP,
16 basically focusing on patients' views about
17 the bothersomeness of their symptoms and this
18 is what emerged.

19 And indeed, chills and sweating are
20 here. Those are symptoms. Those are symptoms
21 that are related to fever but they are not
22 fever, identically fever. I.e., you could

1 have a raised temperature and not have chills
2 and sweating. And you could have sweating
3 without fever.

4 The reality though is yes, they are
5 the symptoms that are related to fever. But
6 it is also relevant to say that what comes
7 forward here are a dozen. So, when you are
8 looking at this, the comprehensive aspect of
9 this is much more than just the chills and
10 sweating, if you were using chills and
11 sweating.

12 And it is interesting, I agree with
13 Dr. Rex, to look to see. It is the coughing,
14 the shortness of breath, dyspnea, and fatigue
15 are the ones that really show up consistently
16 across all of those measures.

17 DR. MUSHER: Dr. Fleming, you said
18 something along the way, excuse me, but it is
19 very important and not correct. You said we
20 all agree what is really important is how the
21 patient feels. Look, I am a doctor, of course
22 it is how the patient feels.

1 The patient says, Doctor, I have
2 got shortness of breath today. It is not much
3 better. And you see the patient is lying
4 there comfortably with a respiratory rate of
5 16, which is normal, then the doctor's
6 observation needs to be included, along with
7 the patient's observation. That is all I am
8 saying. And, therefore, I am trying to tell
9 you that the doctor's observation, the medical
10 observations on pulse, and respiratory rate,
11 and on temperature are very important. Please
12 don't dismiss them.

13 DR. FLEMING: They are indeed.
14 This is such a key point. We aren't
15 dismissing them.

16 DR. MUSHER: But you did. You
17 said, we agree that what is important is how
18 the patient feels.

19 DR. FLEMING: We aren't dismissing
20 them in terms of what guides a physician. A
21 physician is guided by --

22 DR. MUSHER: And the physician

1 judges the outcome. The physician largely
2 judges the success of the therapy.

3 DR. FLEMING: The ultimate judge of
4 the success of the therapy and the ultimate
5 goal of what we are trying to do is to benefit
6 patients in prognosis and in quality of life.
7 And patients, ultimately, are weighing in on
8 what aspects they most care about. We do
9 appropriately use a lot of signs to address
10 how to manage a patient.

11 DR. MUSHER: But we are evaluating
12 the effect of an antimicrobial agent and the
13 patient may not be able to distinguish the
14 effect of the antimicrobial agent from all
15 sorts of other things in his or her life. So
16 you cannot just focus on the patients'
17 symptoms.

18 ACTING CHAIR TOWNSEND: I think we
19 are probably agreed that we need to be
20 comprehensive on our evaluation. We are going
21 to talk about endpoints when we get to the
22 question discussion session.

1 Dr. Cox still needs to talk. And
2 then if you have got a follow-up, then you can
3 go after Dr. Cox.

4 DR. COX: I thought it might be
5 helpful just to take a step back for a moment
6 and just, you know, look at sort of a
7 simplified depiction here of outcomes in a
8 study. And this really could be any endpoint.
9 I know we have had a lot of discussions about
10 mortality, fever, other clinical symptoms that
11 patients may exhibit.

12 And let's just put that aside for
13 a minute and just say that this is the primary
14 endpoint. And maybe it is a constellation of
15 clinical symptoms such as fever. And I think
16 the key point here, that we are trying to get
17 at, in a circumstance like this, where the
18 test drug is behaving the same as the active
19 control, in essence, in this study, against
20 this primary endpoint. And let's say for
21 instance, this is a constellation of clinical
22 findings and there is no difference in

1 mortality, this study is informative because
2 although we don't have it from this particular
3 study what the placebo rate would be, it is
4 that difference that we are seeing between the
5 test and the active and what a placebo would
6 have done if it were included in such a study.
7 And that is the key point that makes this
8 study informative.

9 When we get to this situation where
10 we may be looking at clinical symptoms,
11 mortality, I mean, whatever the endpoint is,
12 if there is really no difference between the
13 test active and what a placebo would have done
14 if it were included, and it is not going to be
15 included because we are not, you know, we are
16 doing an active controlled study in patients
17 who are sick, in this setting, it is not
18 informative. So this, I think, is a key
19 point.

20 And how do we know where the
21 placebo is? Is it over here, close to where
22 the test and active are or is it on the other

1 side? And that's why we keep trying to find
2 information that informs us about that. And
3 one of the pieces of information that we do
4 have is all this old historical data. And if
5 there is other information that helps us to
6 understand where that placebo rate is, whether
7 it be current day, whether it be on any of a
8 variety of meaningful endpoints or a
9 constellation of findings that would
10 constitute an endpoint, is really what we need
11 to get at.

12 So, it is this critical point of,
13 you know, what makes the comparison of the
14 test and the active informative.

15 DR. MUSER: Well, if you think
16 that your test drug, if you think that your
17 existing drugs aren't effective, then we have
18 a whole other problem. I mean, if you think
19 that -- I'll just take an example.

20 If you think that moxifloxacin is
21 not effective in treating pneumonia so,
22 therefore, when you come along with a new drug

1 which I will call drug B and moxifloxacin is
2 drug A, if you don't think the moxifloxacin is
3 effective, then you are absolutely right, you
4 have got to have some kind of control.

5 So, then the question is, are you
6 a nihilist and say that the moxifloxacin is
7 not effective or do you say well, yes, it is
8 effective and we are going to compare drug B
9 to drug A?

10 We just haven't got the data from
11 the pre-antibiotic era. And things were
12 totally different then. It was different
13 patients, a different era, different
14 expectations. It was all different.

15 DR. COX: Right. And I think the
16 question that we are asking is actually
17 different than that. The question is, how do
18 we design a clinical trial that is
19 informative? And I think, you know, obviously
20 this is a very difficult topic. I mean, it
21 has not been easy for any of us to figure this
22 out but that is what we are trying to get at

1 today and that is what we are hoping to
2 understand. What are the options for a trial
3 that will be informative? And that is what we
4 are hoping to hear from folks today.

5 ACTING CHAIR TOWNSEND: Dr. Dowell.

6 DR. MUSHER: Well, I still say if
7 drug B, which is a new one, is about as good
8 as drug A, which is a old one, and because I
9 am not a nihilist, then I am going to accept
10 that drug B is effective. It just seems like
11 common sense to me.

12 ACTING CHAIR TOWNSEND: Dr.
13 Dowell?

14 DR. DOWELL: Yes, the problem is,
15 you just don't have that many examples in the
16 modern era where it has been clearly shown
17 that a drug is not effective. So, where is
18 that placebo?

19 But I have to come back to that
20 daptomycin trial and really compliment the
21 people, I don't know if they are here, who
22 worked on that trial.

1 DR. MUSHER: It was a beautiful
2 study.

3 DR. DOWELL: But it seems like that
4 gives us a lot of information for what we are
5 going to be discussing this afternoon.
6 Because, in fact, they did show that one of
7 the drugs was not as good as the other. And
8 so, what did they do? We talked yesterday.
9 They enriched the trial for patients who are
10 more severely ill. They didn't just look at
11 mortality as an outcome. They looked at a
12 variety of outcomes. So I don't actually
13 think this whole thing is hopeless. I think
14 there are some things that we can learn from
15 that trial and others that will help you guys
16 to set out the parameters that other companies
17 can do the same thing.

18 ACTING CHAIR TOWNSEND: Thank you.
19 Dr. Whitney?

20 DR. WHITNEY: Yes, I guess just
21 getting back to the discussion of the patient
22 reported outcomes. I think I guess that is

1 fine for the mild disease, where you could ask
2 the patient, well, how are you doing. Do you
3 have, you know, are you fatigued today?

4 But for something that is a little
5 more serious, you know, what can we use that
6 is short of death, where you are trying to get
7 at, you know, in Dr. Gitterman's talk, he
8 talked about some sort of composite clinical
9 endpoint for clinical failure. And what goes
10 in that category, I guess is my question. Do
11 we have some consensus on that?

12 ACTING CHAIR TOWNSEND: Hold on a
13 second. Just, I was given a reminder. The
14 daptomycin information is not -- some of it
15 not yet public information? So we actually --
16 okay.

17 UNIDENTIFIED SPEAKER: If it is
18 public, it is okay.

19 ACTING CHAIR TOWNSEND: Okay. I
20 guess we are just reminded to stay on task.

21 Okay, where are we now? Dr.
22 Temple, I think, had a question.

1 DR. TEMPLE: Let me just drop back
2 and get away from antibiotics for a second so
3 it won't bother everybody who knows all about
4 antibiotics.

5 If someone wanted to develop a new
6 antidepressant, okay, they would have to come
7 to grips with the fact that about 50 percent
8 of all trials of depression drugs that we know
9 work, can't distinguish drug from placebo.
10 Okay? That is long-standing, well known.

11 So, if someone was nervous about
12 leaving people who are depressed on a placebo
13 and said, I want to do an active control
14 trial, they would have to then say, okay, what
15 is the effect of the drug I know works in this
16 trial? And we know from enormous experience,
17 that they can give us no reassurance at all
18 that the drug that they know works worked in
19 any given trial because half of them fail.
20 You get the same results with antihistamines.
21 There is a lot of symptomatic treatments where
22 that is true.

1 I don't know how many people have
2 participated in it, but we are having the same
3 problem in otitis and sinusitis where it is
4 not so clear that the drugs that have been
5 used really work or can regularly be shown to
6 work, even though everybody sort of believes
7 they must work in some people.

8 So, in all of those cases, doing a
9 non-inferiority study is hard to interpret
10 because you can't say what the effect of the
11 active control is. You can't find information
12 that allows you to say, in this trial what
13 that effect size was, which makes it hard to
14 interpret it.

15 The essential requirement for the
16 study that you do and for the particular
17 people you put into the trial is to be able to
18 say with reasonable confidence, you never
19 really know because you don't measure it, what
20 the effect of the drug was in those people.

21 So, everybody has become quite
22 comfortable, Tom included, with a relatively

1 severe population of people with pneumonia
2 because in a fair number of studies, it was
3 very clear that there was always a difference
4 between the treated and untreated. So,
5 everybody is very confident about that.

6 Whether there are other populations
7 less sick in which you can pull together data
8 that make you confident that you know for a
9 well defined population what the effect would
10 have been, is the crucial question here. We
11 all understand that that is the question. It
12 is not that people oppose putting a broader
13 population into trials. It is how can we say
14 what the effect was so we know whether the
15 failure to find a difference is meaningful.
16 You will never find a difference if the
17 control drug didn't work. Then there will
18 never be a difference. And I just want to
19 remind everybody that we all think we know
20 whether antibiotics are going to be effective
21 because we know what they do in a test tube
22 but it really would be bad if an antibiotic

1 didn't work as well. So you really want to
2 know that your system will be able to detect
3 that. It is a real worry. People could die
4 if you are wrong. So, it is very important to
5 know.

6 And it is not that some of these
7 other ways of measuring effectiveness on
8 defervescence or whatever it is are in any way
9 invalid, it is that we don't yet know or
10 haven't been able to figure out yet how to say
11 what the effect of the control drug on those
12 things will be in the trial, so that we will
13 know whether failure to see a difference is
14 meaningful or not.

15 I mean, I don't think this is all
16 that arcane. It comes up over and over again
17 and has been coming up repeatedly in the
18 antibiotic world. There are several cases
19 where what we used to do, which is define a
20 difference and say, okay, I have ruled that
21 out, doesn't seem valid anymore because we are
22 no longer confident that the drugs we were

1 using as the control have that effect.

2 And in very mild degrees of
3 pneumonia, that is the worry here. We don't
4 know how to define what the effect of the
5 active drug is. And you must know that before
6 you can use the non-inferiority design. You
7 must know it.

8 Does that mean you have to have
9 perfect placebo controlled trials from 1930?
10 No. But you have to be able to figure out in
11 some way that has a certain amount of
12 integrity and allows you to say I know the
13 effect was this big. And you somehow have to
14 get to that point.

15 We all know there are compromises
16 in getting there. We know that. And you go
17 back and look at the old data. It is not
18 perfect, wouldn't meet modern standards in a
19 lot of ways but because the effect seems so
20 large, we are very confident that there is at
21 least some effect in these trials so that you
22 can go forward.

1 So far, though, the place where it
2 seems best is in the relatively severely ill
3 patients. That poses some difficulties that
4 everybody is worried about. Especially, can
5 you study drugs that come only in oral dosage
6 form. But that is the problem.

7 It is not all that arcane. It
8 comes up all the time and has been coming up
9 for a long time. It is not Fleming being an
10 obscurant tester or anything. This is
11 something that has been part of the deal for
12 two decades.

13 ACTING CHAIR TOWNSEND: Dr. Rex.
14 Dr. Musher, Dr. Rex was next.

15 DR. REX: Thank you. Let me try to
16 summarize something, Dan, because you are
17 close, but you are drifting a little bit off
18 the edge in a direction that is important.

19 Let me start by saying that the
20 neat thing about antibiotics, and the thing I
21 tell my management all the time, is that we
22 can do so much prior to going into human

1 beings with an antibiotic. We can prove that
2 it kills a bacterium. We can prove that it
3 kills the bacterium in the mouse. We can
4 prove that it cures the mouse's pneumonia, you
5 know, mice aren't people but you know, it is
6 a step in the right direction.

7 We can do very elegant
8 pharmacodynamics to tell us what kind of an
9 exposure. What is the shape of the exposure
10 curve that would drive an effect? We then go
11 in to man in phase one. We demonstrate that
12 exposure shape. We demonstrate it not just in
13 the plasma, but in the tissue of relevance.
14 We can sample in skin. We can sample
15 epithelial lining fluid.

16 So, when we go into a trial, our
17 prior probability, and this is the important
18 idea, is very high that this would work
19 microbiologically. Now, there may be things
20 that go wrong and that is why we must do the
21 studies.

22 But you go into the experiment

1 thinking, you know, it ought to work. And
2 more than that, I am going to put in enough
3 drugs so that it really ought to work. And
4 unless all the tenants of microbiology are
5 flawed, or unless some bolt from the blue
6 occurs, daptomycin turned out to be
7 inactivated by cerfactin. We're going to come
8 back to that in a second because you are
9 absolutely right, that is a really pivotal bit
10 of data.

11 So, theme number one is, our prior
12 probability with a well tested, preclinical
13 antibiotic of it doing something against the
14 bacteria is very, very high.

15 Theme number two, past history
16 tells us that there is a huge effect of
17 treatment. In the olden days, people had the
18 pneumococcus, looked sick, were sick, and even
19 if they lived, they often lived with
20 complications. We have talked about that.
21 The key is not actually severity. The key is
22 really has a bacterial pneumonia.

1 So even a young person with
2 pneumococcus can get in deep trouble. Even
3 the 18-year-olds had a substantial mortality
4 in the olden days when you didn't do anything
5 but hold their hand and give them some tea.
6 That's a very important thing. Those people
7 didn't start off -- they might have showed up
8 on the first day. Make the patient under the
9 care of a third year medical student. A young
10 18-year-old man. Acute onset of a syndrome
11 just like Gaisford described. Perfect case.
12 Was he severely ill? Well, he was acutely
13 ill. But was he hypotensive? No. Was he
14 confused? No. Was he throwing up? No. So,
15 was he severely ill? No. However, had I sat
16 around and just given him tea and crackers, he
17 would have been severely ill by the next day.
18 That is what we know about bacterial
19 pneumonia.

20 So, I am not discounting severity.
21 Severity is important. But I want us to also
22 to recognize, it is not just severity. It is

1 also knowing that it is bacterial, Dr.
2 Musher's theme.

3 So, now, Dan, the issue is not
4 whether or not antibiotics have an effect. I
5 think everybody in this room is going to say
6 moxifloxacin has an effect. That is not the
7 question. As Ed said, the question is how do
8 we measure it? What do we choose to measure
9 that is meaningful? And here my answer is
10 two-fold. The first thing is the thing that
11 we have been using in the modern era is not
12 actually all that bad. It is a composite of
13 mortality and got better. And remember what
14 I said earlier. It is not just -- we have
15 often described this in negative terms. Say,
16 oh, it's just a measure. After a week's worth
17 of therapy and another seven to 21 days later
18 and that is, we have waited so long, that you
19 have blurred all differences.

20 That is not so. You could fail
21 earlier. In order to succeed, you had to make
22 it all through all those other days, but you

1 could fail at any time you wanted. And by day
2 three or four, any physician worth his or her
3 salt is washing you out of the study if you
4 are not better.

5 So, it actually is. It includes
6 time. It includes mortality. It includes
7 very relevant patient-based outcomes. If you
8 got better, you didn't develop an empyema.
9 It's not just fever but recognize it is a key
10 symptom.

11 So, is it perfect? No. Could we
12 make it better? I'm sure we could. Does it
13 have assay sensitivity? Is there a bulb in a
14 colorimeter? Absolutely so, when you have a
15 good population. And this is where the Pertel
16 paper is just superb. They insisted on people
17 having a syndrome that really looked like
18 bacterial pneumonia. And they actually got a
19 bacterial isolate. I'm sorry, I am blanking
20 out on the number. It was about a third --
21 I'm sorry. I won't say. A pretty good
22 frequency. Somebody can look it up for me and

1 tell me. It is a good frequency. And we know
2 that if you are in that sick of a group, you
3 are actually finding the isolate.

4 We know there are some more people
5 where you just missed it. You know, there was
6 that study we saw yesterday about doing
7 transthoracic aspirates. I mean, it is there.
8 People that sick, that is bacterial more times
9 than not. When you go into that one, and you
10 use this crummy, I'll use the word I often
11 denigrate it, this outcome of, how was it
12 defined, clinical response. You know, you got
13 to the end of therapy and didn't record
14 anything else and you waited a while. Fine,
15 it worked. It detected the inactive drug. It
16 detected it very nicely.

17 We also heard a very nice exposure
18 response analysis yesterday. Now, admittedly,
19 the numbers are small but they are really
20 consistent. Remember, what is the value of
21 the statistical test? It is to tell -- a P
22 value is all about the extent to which the

1 data at hand contradict your initial
2 hypothesis. P values aren't truth. Okay? P
3 values do not represent the probability that
4 something is true. A P value represents the
5 degree to which the current data contradict
6 your initial hypothesis.

7 In the case of exposure response,
8 in the case of clinical response, we have a
9 lot of reasons to believe it ought to be true
10 and what we are seeing is that all signs, all
11 arrows point in the same direction.

12 So, that is the theme that I want
13 to hear here. And Dan, I hope that answers
14 your question. We are not saying that we
15 think that moxi didn't work. We do. If moxi,
16 levo, ceftriaxone didn't work, we would have
17 hospital wards full of people with empyema.
18 They clearly do work. That is not the debate.

19 The debate is, what can we agree on
20 to measure reasonably such that we can say,
21 when I studied A versus B and they came out
22 about the same, it is on the basis, the

1 percent response. What is response on that Y
2 axis? What is it? And I am saying that we
3 have actually been smarter than we thought.
4 The clinical response measure that we have
5 been using for the past 15 years is really
6 quite good because it does detect in a good
7 population a disease that is actually where
8 you can fail. It detects it. It detects it
9 by daptomycin. It detects it by exposure
10 response. And it is not just the quinolones.
11 You can also see it for a macrolide and for
12 other things.

13 So, I actually think we have done
14 better than we think. And what we need to do
15 is be aware of that. It is not perfect, but
16 it is a good start.

17 DR. MUSER: I just wanted to say
18 that I agree with Dr. Temple's previous
19 remarks and I agree with -- let the record
20 note that once in a while I do.

21 And the whole point is, again, if
22 you do have a population that includes

1 patients who are going to respond. So the key
2 really is to have enough patients in there who
3 are not going to be responding to the placebo
4 effect because they have a viral pneumonia
5 that doesn't respond to any antibiotic at all.

6 So, you need to try to have enough
7 in there with bacterial pneumonia. Then, what
8 we should be doing is just finding criteria
9 that will follow them and death rate isn't
10 going to do it because it is just going to be,
11 thank goodness, three per thousand people
12 treated in that fashion, out-patients being
13 treated.

14 DR. TEMPLE: So the question is a
15 part -- I mean, various people talked
16 yesterday about how to define a population
17 that the drugs definitely work in. You are,
18 I think, Dr. Rex, suggesting that it isn't
19 only their score on this but it is certain
20 other features that tell you that it is very
21 likely they have a bacterial pneumonia. And
22 that is the population we think it works in.

1 And I don't think anybody disagrees with that.

2 I think if you can define that
3 population and get them into the trial, you
4 are in fact, home.

5 I just want to ask Tom one specific
6 thing. Use of death as an endpoint is not, I
7 don't think, disadvantageous. If nobody dies
8 in the trial, then you rule out your margin.
9 As long as you know this -- I mean, it doesn't
10 really matter, I don't think, whether you call
11 it death or of course, looked like they might
12 die or doing very badly, any of those. But if
13 those rates are very low with the antibiotics,
14 that doesn't mean you need a bigger trial,
15 that means you are likely to be successful and
16 rule out the difference you are worried about.

17 So, getting other things into it,
18 I don't think helps do the trial.

19 DR. FLEMING: Well, as you noted
20 earlier, if you have a population of people in
21 which you are assured the death rate would
22 have been substantial and you see no deaths,

1 that is certainly reassuring. So, if we put
2 everybody on an antibiotic in a population
3 that we were highly persuaded would have been
4 having a high death rate and there were not
5 deaths, that would certainly provide
6 substantial evidence. That is the kind of
7 evidence we had for the sulfonamides and the
8 penicillin.

9 DR. TEMPLE: But I just wanted to
10 say, having no deaths --

11 DR. FLEMING: Of course, what that
12 is saying though, that is talking about using
13 an historical control when you have a huge
14 effect.

15 DR. TEMPLE: But there seemed to be
16 some worry that there wouldn't be a lot of
17 deaths or whatever these endpoints are. That
18 is not a problem here, if you are confident
19 that the population would have done badly
20 without treatment. Having no deaths doesn't
21 mean you need a bigger trial. It's not like
22 endpoints in a different showing trial.

1 ACTING CHAIR TOWNSEND: I think we
2 need to move on.

3 DR. TEMPLE: Okay.

4 ACTING CHAIR TOWNSEND: I'm sure we
5 will have plenty of opportunity to discuss
6 this during the question session.

7 So, we are going to start the open
8 public hearing part of the agenda. I will
9 read a prepared statement.

10 The FDA and this committee place
11 great importance on the open public hearing
12 process. The insights and comments provided
13 can help the agency and this committee in
14 their consideration of the issues before them.

15 That said, in many instances and
16 for many topics, there will be a variety of
17 opinions. One of our goals today is for this
18 open public hearing to be conducted in a fair
19 and open way where every participant is
20 listened to carefully and treated with
21 dignity, courtesy and respect. Therefore,
22 please speak only when recognized by the