

DEPARTMENT OF HEALTH AND HUMAN SERVICES
FOOD AND DRUG ADMINISTRATION
CENTER FOR DRUG EVALUATION AND RESEARCH

CLINICAL PHARMACOLOGY SUBCOMMITTEE OF THE
ADVISORY COMMITTEE FOR PHARMACEUTICAL SCIENCE

Wednesday, October 23, 2002

8:10 a.m.

Advisors and Consultants Staff Conference Room
5630 Fishers Lane
Rockville, Maryland

PARTICIPANTS

William Jusko, Ph.D., Acting Chair
Kathleen Reedy, Acting Executive Secretary

MEMBERS

Edmund V. Capparelli, Pharm. D.
Hartmut Derendorf, Ph.D.
Mike Hale, Ph.D.
Richard L. Lalonde, Pharm. D.
Howard L. McCleod, Pharm. D.
Mary V. Relling, Pharm.D. (by telephone)
Lewis B. Sheiner, M.D.

GUEST PARTICIPANT

Richard M. Weinshilboum, M.D.

FDA

Peter Lee, Ph.D.
Larry Lesko, Ph.D.
Rosemary Roberts, M.D.
Arzu Selen, Ph,D,
J

rgen Venitz, M.D., Ph.D.

Helen Winkle

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1 P R O C E E D I N G S

2 Call to Order

3 DR. JUSKO: Welcome everyone. My name is
4 William Jusko. I am Acting Chair of this
5 committee. We are calling to order the Clinical
6 Pharmacology Subcommittee of the Advisory Committee
7 of Pharmaceutical Sciences.

8 Dr. Lesko will be describing the
9 functioning of this committee in a short time, but,
10 as a way of beginning, I would like to have
11 everyone introduce themselves. Let's begin over
12 there with Peter Lee.

13 DR. LEE: I am Peter Lee with the Office
14 of Clinical Pharmacology and Biopharmaceutics.

15 DR. LESKO: Larry Lesko with the Office of
16 Clinical Pharmacology and Biopharmaceutics in CDER.

17 DR. VENITZ: Jrgen Venitz, Virginia
18 Commonwealth University, currently on sabbatical
19 with FDA.

20 MS. WINKLE: I am Helen Winkle. I am the
21 Director of the Office of Pharmaceutical Science.

22 DR. DERENDORF: Harmut Derendorf,
23 University of Florida.

24 DR. SHEINER: Lewis Sheiner, University of
25 California, San Francisco.

1 DR. CAPPARELLI: Edmund Capparelli,
2 University of California, San Diego.

3 MS. REEDY: Kathleen Reedy, Food and Drug
4 Administration.

5 DR. McCLEOD: Howard McCleod, Washington
6 University, St. Louis.

7 DR. LALONDE: Richard Lalonde, Pfizer
8 Global Research and Development.

9 DR. HALE: Mike Hale, GlaxoSmithKline.

10 DR. JUSKO: Thank you. We have two
11 members who may be in contact by phone; Dr.
12 Wolfgang Sadee from Ohio State University and Dr.
13 Mary Relling from St. Jude Children's Research
14 Hospital. The other member, Dr. Flockhart, was
15 unable to attend today.

16 Kathleen Reedy will now read the conflict
17 of interest statement.

18 Conflict of Interest

19 MS. REEDY: This is the acknowledgment
20 related to general matters waivers for the Clinical
21 Pharmacology Subcommittee of the Advisory Committee
22 for Pharmaceutical Science on October 23, 2002.

23 The following announcement addresses the
24 issue of conflict of interest with respect to this
25 meeting and is made a part of the record to

1 preclude even the appearance of such at this
2 meeting.

3 The topics of today's meeting are issues
4 of broad applicability. Unlike issues before a
5 committee in which a particular product is
6 discussed, issues of broader applicability involve
7 many industrial sponsors and academic institutions.

8 All special government employees and
9 federal guests have been screened for their
10 financial interests as they may apply to the
11 general topics at hand. Because they have reported
12 interests in pharmaceutical companies, the Food and
13 Drug Administration has granted waivers to the
14 following special government employees which
15 permits them to participate in today's discussions:
16 William J. Jusko and Lewis Sheiner.

17 A copy of the waiver statements may be
18 obtained by submitting a written request to the
19 Agency's Freedom of Information Office, Room 12A30
20 of the Parklawn Building.

21 Because general topics impact so many
22 institutions, it is not prudent to recite all
23 potential conflicts of interest as they apply to
24 each member, consultant and guest. FDA
25 acknowledges that there may be potential conflicts

1 of interest, but because of the general nature of
2 the discussion before the committee, these
3 potential conflicts are mitigated.

4 In the event that the discussions involve
5 any other products or firms not already on the
6 agenda for which FDA participants have a financial
7 interest, the participants' involvement and their
8 exclusion will be noted for the record.

9 With respect to all other participants, we
10 ask, in the interest of fairness, that they address
11 any current or previous financial involvement with
12 any firm whose product they may wish to comment
13 upon.

14 DR. JUSKO: Thank you, Kathleen.

15 Everyone on the committee has a copy of
16 the agenda. The schedule for the agenda is laid
17 out quite clearly. In relation to what is
18 scheduled, at this point there is no one who has
19 come forth to make presentations for the Open
20 Public Hearing so will have the possibility of
21 additional time for discussion or the possibility
22 of moving lunch to an earlier time.

23 The first thing on the agenda this morning
24 will be welcoming statements by Helen Winkle,
25 Acting Director of the FDA.

1 Welcome

2 MS. WINKLE: Thank you. I would love to be
3 Acting Director of the FDA. It is only of the
4 Office of Pharmaceutical Sciences. Dr. McClellan
5 might have some objections to that.

6 I do want to welcome everyone to the
7 committee. This is really an exciting day for us.
8 Larry and I have had the dream of having this
9 subcommittee for quite a long time now and it is
10 really good to see it come to fruition. We think
11 that the committee will be an excellent way to
12 discuss a number of really important issues that
13 are focused on clinical pharmacology and other
14 topics around that, and then be able to take those
15 issues to our advisory committee for further
16 recommendation and discussion.

17 I especially want to thank Dr. Venitz.
18 Dr. Venitz has been on sabbatical with us for the
19 last few months and has helped get this
20 subcommittee up and running. When he is through
21 with his sabbatical, he will then become an active
22 member of the subcommittee. It is through his
23 efforts and Larry's and others in his office that
24 this subcommittee has been set up.

25 I am going to keep my comments extremely

1 short because it is a very, very long agenda here
2 and I know you have a lot to accomplish and talk
3 about. But I look forward to the discussion today
4 and I look forward to future meetings of this
5 subcommittee. So thank you all.

6 DR. JUSKO: Thank you.

7 Presenting at this point is Dr. Lesko,
8 Director of the Office of Clinical Pharmacology and
9 Biopharmaceutics.

10 Introduction to Meeting

11 DR. LESKO: I would also like to extend a
12 warm greeting to all of the new members of our
13 Clinical Pharmacology Subcommittee and also the
14 guests that have agreed to come. We really
15 appreciate your accepting the invitation to
16 participate in this committee meeting and on the
17 committee, itself. As I look around the room, I
18 recognize the talent that we have assembled and the
19 fact that all of you are busy in your own worlds,
20 but to take the time and agree to participate in
21 this committee is extremely exciting and we
22 appreciate that.

23 [Slide.]

24 The Advisory Committee for Pharmaceutical
25 Sciences has a number of subcommittees that focus

1 on specific topic areas. This one, of course is
2 clinical pharmacology. It is the only advisory
3 committee I am aware of that is focusing on these
4 types of issues that have implications really
5 across all of the therapeutic medical divisions in
6 the center.

7 Clinical Pharmacology, as you know, is an
8 office in CDER that is matrixed across these
9 different therapeutic areas and a lot of the topics
10 that we are going to bring forward to this
11 committee will be of a general nature but with
12 widespread applicability.

13 So it is pretty exciting and I hope that
14 you will find that the topics we bring forward are
15 important, relevant to you and the drug development
16 and to regulatory decision making and we look
17 forward to your input.

18 [Slide.]

19 I am going to set the stage for today's
20 meeting and give a little bit of a framework for
21 us. As Helen mentioned, we had planned to
22 establish this committee for a long time and we
23 discussed it publicly in May. We have proposed the
24 formation of this committee which was heartily
25 endorsed by the Advisory Committee for

1 Pharmaceutical Sciences.

2 What we said at that point is we wanted to
3 assemble a critical mass of members along with
4 guests that would provide us expertise external to
5 the agency in the general field of clinical
6 pharmacology.

7 We indicated there were three broad areas
8 that we thought were important for us to focus on.
9 These were not intended to exclude other areas in
10 the future but, in the early days of this
11 committee, we wanted to take a look at issues in
12 pharmacometrics, pharmacogenetics and pediatrics,
13 all three areas where clinical pharmacology plays
14 an important role in the agency.

15 [Slide.]

16 The responsibility of the committee is
17 very straightforward and, as I look at the people
18 around the table, I am quite aware that we have
19 interacted in many other settings and can
20 appreciate what you can bring to the committee.
21 What we are looking for in this committee is your
22 advice and recommendations.

23 We hope to bring forward issues that
24 revolve around the use of new data or emerging
25 technology and ways in which we might apply that in

1 the regulatory environment in decision making and
2 with regard to, of course, our public-health
3 mission.

4 So we see the issues related to three
5 broad areas within the Office of Pharmaceutical
6 Sciences. We think this information from the
7 committee will be important in regulatory decision
8 making in our NDA reviews. We could easily imagine
9 taking some of this information to policy under our
10 good review practices and finally, because we are
11 involved in regulatory research, we can imagine a
12 lot of the issues and information filtering into
13 our research program in the development of
14 methodologies that can help in decision-making.

15 [Slide.]

16 Let me talk about what we plan for today
17 and the topics and a little bit of background on
18 them. The first topic is really the main course
19 for today's agenda and we have allocated the most
20 time for it. We want to look at the way we analyze
21 investigational PK studies to identify patient
22 populations at risk.

23 More importantly, we would like to think
24 about methods used to adjust dosing in the face of
25 this exposure-response information that comes in to

1 us. How is that best done? How is it best done in
2 the context of limited information?

3 The context for this topic relates to the
4 priority that CDER has in understanding the risk.
5 For the purposes of this advisory committee, I will
6 take risk and divide it into two broad areas.

7 [Slide.]

8 The first is risk assessment. I think of
9 this as something we do in the context of our
10 regulatory review where we attempt to get
11 science-based estimates of a risk based by a
12 special population who may be over and underexposed
13 to a drug.

14 Of course, that can be a safety issue or
15 an effectiveness issue. It is the responsibility
16 of the office to look at this information and make
17 proposals to the Medical Clinical Division in terms
18 of dosing adjustments.

19 The second part of risk is risk
20 management. Once we recognize a signal that may be
21 relevant, how do we manage it? The best way we
22 manage it is by looking at the need for a dosing
23 adjustment and putting clear information in the
24 package insert or in the product label.

25 [Slide.]

1 Risk assessment can easily be based on
2 exposure-response relationships if that information
3 is available and even if it is incomplete. We
4 currently do this now in regulatory review. We
5 have a range of quantitative methods we use to
6 analyze exposure-response information. It may
7 range from the simple methods, looking at mean
8 values in a reference population and in a special
9 population making a judgment about the differences
10 and how important they are.

11 We also look at more complex methods. In
12 the complex methods, which you are going to hear
13 about today when Dr. Lee gets up here, is when we
14 try to characterize both variability and
15 uncertainty, in other words, try to bring a little
16 more quantitative assessment to this risk in order
17 to express it both internally to other disciplines
18 but also to use in the context of do we need a
19 dosing adjustment or not.

20 Variability, I have defined in this
21 context as the true heterogeneity in the exposure
22 or in the response. Uncertainty, I have
23 differentiated that from variability. Uncertainty
24 is the lack of knowledge about exposure or response
25 and sometimes the two are intertwined in the types

1 of data that we see.

2 [Slide.]

3 Where we would like to go with this topic
4 and is unrealistic to think we will get to there
5 today, is to develop a standardized approach for
6 our office in the risk-assessment area,
7 particularly of safety.

8 We would like to develop standardized
9 methods of identifying at-risk populations from
10 clinical-pharmacology studies. The at-risk
11 populations are the typical special populations
12 that we evaluate; children, elderly, renally
13 impaired and so on.

14 We would like to find a way to formulate
15 the problem, identify the question, if and how
16 dosing should be adjusted. And the third thing, as
17 part of a standardized approach, is to specify the
18 data, the quality of the data, that we need to look
19 at and the methods of analyses. This has broad
20 range of implications in what exposure information
21 is important, what endpoints should be looked at,
22 what assumptions and what models should be
23 incorporated into this standardized approach.

24 I don't think I am saying we need a
25 standardized method. I think we need a

1 standardized approach from which will stem
2 different methods that reviewers would use on a
3 routine basis.

4 [Slide.]

5 Let me give you an example. I have only
6 picked this at random from the PDR. It is a
7 resperidone label and it illustrates the issue that
8 we will be talking about this morning.
9 Resperidone, like many other drugs, has
10 special-population information in the label. You
11 can see that the way it is expressed is quite
12 different from special population to special
13 population.

14 In the first case, we are talking about a
15 decrease in clearance, in the second case, an
16 increase in free fraction and, in the third case, a
17 change in half-life.

18 Is that the best way to express that
19 information and how should that information be
20 translated into a dosing recommendation. On the
21 right-hand side, you can see the dosage and
22 administration section of this label and what is
23 recommended. In each case, with all of the
24 different pieces of information included, the
25 recommendation is the same, a decrease in dosing of

1 50 percent from 1 milligram twice a day to half a
2 milligram twice a day.

3 I am not saying this is bad, or I am not
4 saying it is good. I am saying can we make it
5 better and be more specific in how we link changes
6 in exposure to the dosing changes in the label and
7 a way to do that.

8 [Slide.]

9 The method you will hear about this
10 morning from Peter will take on the following
11 features. It will start out by defining a response
12 of concern. That might be a QTc prolongation. It
13 might be a neutropenic reaction, whatever is
14 relevant to the safety.

15 The next step is to identify a special
16 population at risk based on changes in mean
17 arithmetic exposure. But, beyond that, the
18 proposal will be to look at the distribution of
19 that exposure and/or the distribution of response
20 and identify those patients at the high-end
21 exposure using a critical cutoff value.

22 These would be the patients that would
23 require a dosing adjustment, and we would like to
24 look at a method to establish that cutoff value and
25 identify those high-range exposure patients.

1 [Slide.]

2 We recognize that we don't always have
3 ideal data in this circumstance. Oftentimes, and
4 in particular with safety, exposure-response
5 information is incomplete. This is in contrast to
6 efficacy which is usually more complete in terms of
7 exposure-response relationships.

8 So when we have this situation, the
9 considerations that go through our mind in
10 reviewing the data is to look at the frequency of
11 adverse events at the available doses that have
12 been studied. We look at the overall mean change
13 in exposure in the special population.

14 In a little bit of the art, we look at the
15 sensitivity or what we think to be the sensitivity
16 of the patient subgroup and then come up with a
17 recommendation on the dosing adjustment. This may
18 not be as quantitative as we like it, but the data
19 is incomplete.

20 Today, you will see some examples of this
21 incomplete exposure-response information. One of
22 the questions we are going to have is what are the
23 best ways to deal with this in extrapolating beyond
24 the known data when, in fact, the change in
25 exposure in a special population goes either above

1 or below what we know to be the exposure-response
2 data from the actual study.

3 We think there are ways to do this and we
4 would like your input on that.

5 [Slide.]

6 We will finish off this morning with Dr.
7 Venitz who is going to talk about a concept that I
8 know many of you are familiar with called the
9 utility function. In my mind, I think of utility
10 function as a way of specifying the well-being of
11 patients, but it also relates to the main theme of
12 this morning and that is risk.

13 The two components of risk, I think, are
14 the probability that an adverse event or lack of
15 effect--we will call that harm--the probability
16 that harm will occur and the magnitude of harm that
17 results if the adverse event or lack of effect
18 occurs.

19 So I think, again, it is a two-component
20 part of risk as we look through these
21 methodologies.

22 The other value of the utility function is
23 an understanding of therapeutic index. I think we
24 would like to understand that better and maybe even
25 define it better because we certainly refer to

1 therapeutic index in several of our regulatory
2 guidance for industry stopping short of saying what
3 we mean.

4 So utility function brings in the notion
5 of safety and efficacy or harm/benefit and it
6 serves to identify as a visual method the maximum
7 attainable levels of utility and, in some ways, is
8 linked to dosing adjustments in special
9 populations. So the two, while different, are
10 interrelated.

11 [Slide.]

12 You will hear more about the specific
13 questions and, after Peter and Dr. Venitz are
14 finished, I will put specific questions on a slide.
15 But, from my point of view, these are what I think
16 the issues are for the program; are the proposed
17 methods that you will hear today feasible and
18 should the Agency pursue them further. How can the
19 proposed methods you will hear about be improved in
20 terms of a strategy and a way forward, or, what
21 other methods should the Agency consider for dosing
22 adjustments?

23 I am thinking of the work ahead of us and
24 when we leave the committee what are the directions
25 we are going to take.

1 [Slide.]

2 Let me move now to Topic No. 2 for today.

3 If the first topic was the main course, these are
4 appetizer topics because the time we have available
5 for today don't do them justice. But we would like
6 to bring them to the committee's attention to lay
7 the ground work for subsequent meetings and we
8 would like to get into this in a lot more detail.

9 The second topic is the use of
10 exposure-response relationships in the pediatric
11 study decision tree. You will see that today, and
12 the issue for today is what are the questions that
13 need to be asked of this database. It is extremely
14 rich. It is loaded with good information, clinical
15 pharmacology, clinical data. What would serve the
16 public, the drug industry, the regulatory agencies
17 the most in analyzing this data. It is a big task.
18 We need to go in the right direction and we are
19 looking for input.

20 You will hear from Dr. Roberts who is
21 involved in pediatrics and has been for a long
22 period of time and Dr. Selen from our office, also
23 involved a long time. Both of them will be looking
24 for your advice.

25 [Slide.]

1 To give you a little favor for this, the
2 Pediatric Rule, or, as we refer to it now as the
3 Best Pharmaceuticals for Children Act, despite the
4 recent ruling of Henry Kennedy and the FDA's
5 ability to ask for these studies, we have been
6 using adult clinical data from controlled studies
7 to draw conclusions about the efficacy and safety
8 of drugs in the pediatric patient.

9 There is a logic to doing this. It avoids
10 large-scale clinical trials in kids. It makes
11 things faster. It expedites access to drugs for
12 children. It is cost-effective. We are not doing
13 big clinical trials and, for the most part, I think
14 it has been successful and most people agree with
15 that.

16 [Slide.]

17 We have a pediatric decision tree that we
18 use in determining the pathway to bridging adult
19 data to pediatric data. It is general. You have
20 to read into it a bit but it clearly lays out
21 pathways to extrapolate these data based on the
22 different types of data; for example,
23 clinical-pharmacology data,
24 clinical-efficacy-and-safety data, and there are
25 certain questions in that tree.

1 It is an addendum to our current draft
2 exposure-response guidance. I think it was in the
3 background. You will certainly see it in a minute.

4 The types of bridging studies that are
5 utilized in pediatric decision is based on a key
6 decision in the beginning part of this decision
7 tree, the likelihood of two main assumptions being
8 true. Admittedly, these assumptions are often
9 deemed true or not true based on qualitative data,
10 maybe subjective data. It is not always based on
11 quantitative assessment but it based on judgment.

12 But, depending on the answer to those two
13 main questions, the decision tree takes us down the
14 path of doing safety and efficacy trials, PK or
15 PK/PD studies. And it depends on what we know.

16 [Slide.]

17 Here is the tree. The two main questions
18 are at the top. The key is is it reasonable to
19 assume similar disease progression and similar
20 response to intervention in the kids compared to
21 the adults. You can see that if the answer to both
22 of those is yes, one moves further down the tree to
23 talk about exposure-response information.

24 It asks questions about are there PD
25 measurements that can be used to predict efficacy

1 and, in each of those red boxes, the user of the
2 decision tree focuses on a type of study or types
3 of studies that would allow for bridging from the
4 adult to the pediatric situation.

5 This afternoon, you will hear more about
6 this. You will find out what drugs have been
7 approved by what box. As I say, this tree has led
8 us to a substantial database which has been
9 systematically being organized. It is in the
10 process by Dr. Selen. All of those on the
11 Pediatric Initiative would like to know what can we
12 glean from this database.

13 [Slide.]

14 We have issued over 250 written requests.
15 There have been approximately 600 studies in these
16 written requests. These involve more than 34,000
17 pediatric patients, nearly 60 approved active
18 moieties which have been given exclusivity because
19 of the Pediatric Rule. I think you will agree that
20 this database represents a gold mine.

21 But, like gold anywhere, we have to figure
22 out how to extract the most from the source.

23 [Slide.]

24 So the issue for the committee today is
25 what can we learn from this database. If you were

1 in our position, what would you think about it?

2 What would be the questions that would benefit the
3 public health, therapeutics, drug development.

4 Once we decide on a direction and we have
5 some ideas, we are going to move forward with the
6 analysis of the database and hopefully present this
7 in subsequent advisory-committee meetings.

8 You will hear today a description of the
9 data we are collecting. You will hear today also
10 about some main objectives of research into the
11 pediatric database. One can imagine this research
12 then leading to a possible revision of our
13 pediatric decision tree and the change in the
14 paradigm by which these drugs are approved.

15 [Slide.]

16 Again, I will go back to the main theme of
17 today which is a risk-assessment theme and go back
18 to the issues that were on the top of that decision
19 tree. This is the type of research we are thinking
20 about conducting. The issue of is it reasonable to
21 assume a similar PK/PD relationship in kids as we
22 have in adults.

23 We would like to look at methods and
24 standards for both drug-specific issues related to
25 this question as well as drug-class decisions.

1 Part of this decision tree is to conduct PK
2 studies. We do that using either full exposure
3 profiles, standard traditional PK or sparse
4 samples. We would like to see more sparse-sample
5 strategies used in pediatric drug approvals, but
6 the question is can we get to a standardized
7 study-design template for these studies that
8 everyone can agree is an appropriate one and the
9 studies become efficient and effective.

10 I don't think they have been entirely
11 efficient and effective to date.

12 [Slide.]

13 Then we conduct PK studies in the decision
14 tree to achieve levels similar to adults for the
15 purposes of dosing. We would like to delve into
16 that data a little bit more and evaluate trends and
17 exposure in kids due to differences in PK. What
18 are the critical factors? Are there break-points
19 in the maturation of enzymes?

20 Can we make some generalization about
21 classes of drugs that may minimize the testing in
22 pediatric patients? What specific questions would
23 be worth asking? This is what we are thinking
24 about on this topic.

25 [Slide.]

1 Now we move to the desert of our menu
2 today. Again, we are going to scratch the surface
3 of a very important topic to the agency and that is
4 the scientific and practical considerations in the
5 use of genetic tests, not to diagnose diseases, not
6 to provide prognosis of disease but to determine
7 drug dosage and administration. That is part of
8 the clinical-pharmacology question.

9 [Slide.]

10 We are going to use as an example, because
11 it is one of the most well-understood examples,
12 6-mercaptopurine. We know it is given chronically
13 to maintain remission in children with acute
14 lymphoblastic leukemia. We have data on the
15 extensiveness of its use in this disease state. We
16 also know, from our survey data, that it is widely
17 used in adults with GI disorders. That, by the
18 way, is an off-label use. We won't talk about that
19 data today.

20 But 6-mercaptopurine is activated by
21 conversion to 6-thioguanine. That is where its
22 efficacy comes from. It is deactivated by the
23 enzyme thiopurine-S-methyl-transferase, TPMT. We
24 know historically there are TPMT genotypes in the
25 general population that have either low,

1 intermediate or high activity of this enzyme, and
2 each of those special populations defined by the
3 genotype are at risk.

4 [Slide.]

5 Something to think about with regard to
6 genetic tests for TPMT polymorphism, what do we
7 know? We know the clearance rate of this drug
8 differs by a factor of 4 to 10 among children with
9 ALL. We know that 6-thioguanine leads to
10 cytotoxicity if it is in excess, if the drug can't
11 be metabolized via TPMT.

12 We also know that tests, while they have
13 been historically available in academic
14 research-hospital settings where this is a focus of
15 the research of that institution, have now become
16 more widely available and commercially available
17 and one of the barriers, availability, is being
18 broken down.

19 So this raises new questions, not only for
20 6-MP but for other drugs in the marketplace as the
21 science of pharmacogenetics evolves and advances.
22 At what point do we begin to include this
23 information in the package insert for the purpose
24 of determining appropriate dosing.

25 It is not only a question related to

1 approved drugs but new drugs as well, although one
2 might think, from experience, that older drugs
3 approved in the marketplace might be better
4 candidates for revision of labels based on genetic
5 tests because of the history of knowledge that we
6 have through actual therapeutic use.

7 [Slide.]

8 I am going to pause at this point. The
9 remaining slides I am going to save for this
10 afternoon as we get into this topic. I will give
11 an introduction to it in more detail, but we wanted
12 to get you thinking about it as we set the stage
13 for the meeting. We will also hear from Dick
14 Weinshilboun who has been involved with this topic
15 for at least twenty years and will present some of
16 his experience.

17 As we go beyond TPMT, there are other
18 areas that we need to be thinking about in terms of
19 relevance of genetic tests. Think about the large
20 number of substrates we have in the marketplace for
21 the enzyme 2D6. We know that there are poor
22 metabolizers in the population with a high
23 prevalence. 2D6 tests appear to be reliable,
24 widely available, and questions will revolve around
25 at what point does the evidence meet a standard

1 that leads us to put this information in the label
2 for a prescriber.

3 I recognize there are a lot of issues
4 here, but we need to talk about it. It is a
5 pending issue. It is going to hit us very soon and
6 we need to get some good input on that topic.

7 So, with that, hopefully I have set the
8 stage for the three topics today and I will turn it
9 back to our chair of the committee.

10 DR. JUSKO: Before we go on, are there any
11 questions of Dr. Lesko regarding the functioning
12 and activities of our committee?

13 No? Thank you, Larry.

14 The next presentation is by Peter Lee.

15 Topic No. 1

16 Consideration of Investigational Pharmacokinetic
17 Studies to Identify Patient Populations at Risk:

18 Methods Used to Adjust Dosing Given the
19 Availability of Exposure-Response Information

20 DR. LEE: Good morning.

21 [Slide.]

22 The first topic we are going to talk about
23 today is consideration of investigational
24 pharmacokinetics studies to identify patient
25 populations at risk. Basically, what I wanted to

1 talk about is how do we apply exposure-response
2 information for dose-adjustment recommendations in
3 special populations if we see the exposure change
4 in these populations.

5 What I will do is I will present several
6 case studies and also present a proposed measure
7 that we can use to apply exposure-response
8 information for dosing adjustment.

9 [Slide.]

10 As you know, most of the NDAs may contain
11 anywhere up to twenty or more clinical-pharmacology
12 studies. In these studies, exposure or intrinsic
13 or extrinsic factors may either increase or
14 decrease exposure of pharmacokinetics and we need
15 to have consistent approaches to determine the
16 dosing adjustment in this special population and
17 also interpret the change or experience change in
18 these special populations.

19 [Slide.]

20 Here are some examples of intrinsic and
21 extrinsic factors according to the ECH E5 Guidance.
22 We have drug-drug interactions. We have disease
23 states which include hepatic or renal impairment.
24 We have age differences which may include elderly
25 and pediatrics. We have sex, ethnicity difference.

1 We may have full interactions. High-fat foods,
2 grapefruit juice, are known to affect the
3 pharmacokinetics of the drugs.

4 We may have a formulation difference and
5 dose-regimen difference which may also change the
6 exposure of the drugs.

7 [Slide.]

8 Here I want to give one example of change
9 in exposure due to extrinsic factors. In this
10 particular NDA, we have about eleven clinical
11 pharmacology studies. As you can see, the
12 difference in the AUC between the reference and the
13 test can range anywhere from 0 percent difference,
14 which is no difference between reference and test,
15 to 60 percent difference between the reference and
16 the test.

17 So the question is where should we adjust
18 the dose? Should we adjust the dose at 20 percent
19 difference in the AUC or 30 percent or 60 percent
20 or anywhere beyond that?

21 [Slide.]

22 Some of our guidance offers a solution to
23 that question, when do we need to adjust the dose.
24 The first guidance is the Exposure Response
25 Guidance which we published the draft early this

1 year. In this guidance, we state that,
2 "Exposure-response information can sometimes be
3 used to support the use, without further clinical
4 data, of a drug in a new target population by
5 showing similar concentration-response
6 relationships."

7 But the question is can we establish a
8 standard to apply the exposure-response information
9 and can we establish a criteria for dosing
10 adjustment based on exposure-response information?

11 [Slide.]

12 Another guidance, Evidence of
13 Effectiveness Guidance, which was published in
14 1998, also states that, "If there is a
15 well-understood relationship between blood
16 concentration and response, including an
17 understanding of the time course of that
18 relationship, it may be possible to conclude that a
19 new dose regimen or dosage form effective on the
20 basis of PK data without an additional clinical
21 efficacy trial."

22 Again, the question is can we establish a
23 standard to apply exposure response? Is that a
24 standard criteria for dosing adjustment?

25 [Slide.]

1 Another guidance, the ICH Guidance on Dose
2 Response, also stated similar things;
3 "Concentration response may be useful for
4 ascertaining the magnitude of clinical consequences
5 of PK differences such as those due to drug-disease
6 or drug-drug interactions or assessing the effect
7 of altered pharmacokinetics of new dosage forms or
8 new dosage regimens without need for additional
9 clinical trials."

10 We have a similar question here; what is
11 the standard and what is the criteria?

12 [Slide.]

13 There are other specific guidance, For
14 example, the Drug-Drug Interaction Guidance, Renal
15 Guidance, General BA/BE Guidance and Hepatic
16 Guidance also state similar things, we can apply
17 exposure-response information for dosing
18 adjustment.

19 [Slide.]

20 Recently, we have drafted a Good Review
21 Practice MaPP which is an internal document. In
22 the this document, we have listed a number of
23 questions we typically ask during our OCPB review.

24 One of the major questions here is related
25 to intrinsic factors. What it says here is, "Based

1 upon what is known about exposure-response
2 relationship and their variability, and the groups
3 of patients studied, what dosage-regimen
4 adjustments, if any, are recommended for each of
5 these subgroups?"

6 So this is very similar and consistent
7 with the guidance that I just mentioned earlier.

8 [Slide.]

9 In the same document, there is another
10 question related to the extrinsic factors. It has
11 similar statements. So, based on all this FDA
12 guidance and internal documents, we propose that we
13 should use exposure-response information for dosing
14 adjustment in special populations.

15 So the big question is how do we establish
16 our standards and is there any criteria, or
17 consistent criteria, we can apply for dosing
18 adjustment in the special populations.

19 [Slide.]

20 First, I want to give another example. We
21 thought that this is a good example of consistent
22 dosing-adjustment recommendations based on
23 intrinsic or extrinsic factors. In this NDA, we
24 have four clinical pharmacology studies. We have
25 four interactions; food, renal impairment, elderly

1 or age difference and the gender difference.

2 In this case, the four interactions
3 actually reduce AUC by 20 percent. The label
4 states that drug has to be given before a meal to
5 avoid the food interactions. In the renal-impaired
6 patient and in the elderly, the changing AUC is not
7 clinically significant while in the
8 gender-difference study, a female patient shows a
9 two-fold or double the AUC than the male patients
10 and it turns out that the drug doesn't work in the
11 male patients, which is consistent with the PK of
12 the patients.

13 Another important or interesting point I
14 want to mention here is there is a 20 percent
15 change of AUC in both the food-interaction study
16 and the elderly studies. However, the label is
17 slightly different or maybe very different.

18 In the food-interaction, we recommend that
19 the drug has to be given without food. The reason
20 is that we are looking at efficacy in this case
21 because of the reduction in AUC. We are concerned
22 whether efficacy may be reduced due to the
23 pharmacokinetic change.

24 On the other hand, in the elderly study,
25 we see a 20 percent increase of AUC. In this case,

1 we don't have any safety concerns for a 20 percent
2 increase of AUC. So we are looking at two
3 different exposure-response relationships. For
4 food interaction, we are looking at the
5 exposure-efficacy relationship. For the elderly
6 study, we are looking at the exposure-safety
7 relationship.

8 [Slide.]

9 This is another example we thought may
10 illustrate an inconsistent dosing adjustment in the
11 proposed label. This is the proposed label but we
12 correct that later on.

13 There are six studies have been conducted
14 in this NDA. The food-interaction study reduced
15 AUC by 40 percent and the proposed label says that
16 it has to be given before a meal to avoid food
17 interactions. In the male and elderly patients,
18 the AUC change is less than 30 percent and the
19 proposed label says that it is not clinically
20 significant.

21 For the clarithromycin interaction, there
22 is a 70 percent increase of AUC and the proposed
23 label states that this is a significant drug-drug
24 interaction in the Precaution Section.

25 The mild hepatic-impaired patients, we

1 have an even greater than 70 percent, close to 80
2 percent, increase in AUC. However, the proposed
3 label states that this is not clinically
4 significant. So immediately, you see some
5 inconsistency here comparing the hepatic-impaired
6 and clarithromycin interactions.

7 [Slide.]

8 So there are several issues involved
9 related to dosing adjustment in drug labels of NDA
10 submissions. First, inconsistency in dosing
11 adjustment is frequently seen, as I have shown in
12 the previous example, in the initial label language
13 of NDA submissions.

14 Exposure-response information needed for
15 rational dosing adjustment is sometimes incomplete
16 or unavailable in the NDA submission and, as a
17 result, additional exposure-response analyses are
18 usually required and conducted by the FDA reviewer
19 to address the question of dosing adjustment.

20 Because we had to conduct the
21 exposure-response analyses, standard for analyzing
22 and interpreting exposure-response data for the
23 safety and efficacy assessment of drugs will be
24 beneficial to the decision-making.

25 [Slide.]

1 In think there are several considerations
2 in using exposure response for dosing adjustment.
3 First, we had to recognize that there is a limited
4 availability of exposure-response data in the NDA.
5 According to our informal internal survey, about 40
6 percent of the NDA has some sort of
7 exposure-response data or dose-response data.
8 However, the rest, or 60 percent, of the NDA
9 doesn't have that information. So we are working
10 on limited exposure-response data.

11 Second, we also need to consider how are
12 we going to select and combine different
13 exposure-response studies in the NDA to establish
14 the exposure-response relationship. We also need
15 to consider the quality and the quantity of data so
16 that we can get sufficient power to establish that
17 relationship.

18 In addition, model building and
19 verification are also very important processes for
20 establishing that relationship. Finally,
21 interpretation of the data and also the criteria
22 for dosing adjustment are also very important.

23 [Slide.]

24 So, to improve the current status, we
25 propose the following. We propose to develop an

1 evaluate a standardized approach for the reviewer
2 to quantitatively assess the impact of the exposure
3 change on either safety or efficacy that results
4 from changing pharmacokinetics due to intrinsic or
5 extrinsic factors.

6 [Slide.]

7 This is a flow chart that we proposed for
8 using exposure-response information for
9 dosing-adjustment recommendations. When we receive
10 an NDA, the first thing we like to do is to
11 identify or qualify exposure-response studies.
12 Once we have these studies together, we ask the
13 second question whether these pooled study is
14 sufficient for determining an exposure-response
15 relationship.

16 If the answer is yes, then we go to the
17 right-hand box. We want to define the goalpost for
18 dosing adjustment based on the pivotal
19 exposure-response information. However, if there
20 is no available exposure-response information in
21 the NDA, then we propose to use the goal post set
22 in the respective guidance. These are the guidance
23 I mentioned earlier, Hepatic Guidance, Renal
24 Guidance, BA/BE Guidance and Drug-Drug Interaction
25 Guidance.

1 In this guidance, there is a default
2 goalpost set for AUC and Cmax. At the end of this
3 presentation, we are going to raise several
4 questions to the committee for recommendations.
5 The first question is related to three of the boxes
6 in this flow chart.

7 [Slide.]

8 One of the goals here is to establish,
9 perhaps, a standardized output. The reason for a
10 need for a standardized output is that there are
11 many exposure-response models with a range of
12 complexity, as Larry has mentioned earlier. It can
13 be as simple as a linear model and as complicated
14 as a series of differential equations. So we would
15 like to establish a standardized approach to
16 interpreting the exposure-response data regardless
17 of the complexity of the model so that we can
18 better communicate useful and understandable
19 information to other disciplines such as the
20 medical officer here and the biostatistician and so
21 that we can facilitate rational use of
22 exposure-response information in regulatory
23 decisions.

24 [Slide.]

25 This slide illustrates a proposed method,

1 a generalized proposed method, that we may use to
2 present the exposure-response information.

3 Basically, we want to present the
4 information in terms of probability. For example,
5 if we have two published, and one is a test and the
6 other is a reference, for the clinical pharmacology
7 studies, we see a change of pharmacokinetics or
8 exposure from the reference to the test--in this
9 case, the test population has a higher exposure
10 than the reference.

11 At the same time, we have
12 exposure-response information. We also know the
13 distribution of the exposure-response information.
14 Then we can combine these two informations and
15 estimate the distribution of the response. In this
16 case, the distribution of the response for the test
17 population shifts to the right as a result of the
18 increase of pharmacokinetics.

19 Then we will need to establish a
20 clinically significant critical value for the
21 response and, beyond that critical value, the
22 response is considered clinically significant which
23 is the vertical line shown here. Then we can
24 integrate the area under the curve of the
25 distribution which are the red areas and divide the

1 area by the total area under the curve of the
2 distribution. This will give you the probability
3 of a clinically significant response.

4 Based on this probability of a clinically
5 significant response, then we can make a clinically
6 relevant decision on whether we are going to make a
7 dose recommendation for the test population or not.

8 So this is a process of interpreting the
9 significance of a PK change. First of all, the
10 approach is usually limited to interpolation which
11 means we will interpret a change in
12 pharmacokinetics only within the exposure-response
13 data and we don't normally extrapolate beyond the
14 observed exposure-response data.

15 Then we will resample pharmacokinetics and
16 response of PK/PD data to determine the change in
17 response as a result of changing pharmacokinetics.
18 Then we will estimate the probability in the
19 patient population with a response greater than the
20 clinically significant critical value. Based on
21 that probability, we will make dosing-adjustment
22 recommendations.

23 [Slide.]

24 In the next few slides, I am going to
25 present two examples where we can illustrate--we

1 can use an example to illustrate how we apply the
2 approach for dosing-adjustment recommendations.

3 The first example is an oncology drug.
4 The effectiveness response is time to death and
5 hematologic and cytogenic response. The safety
6 variable here is neutropenia. There are three
7 intrinsic and extrinsic factors that may influence
8 the pharmacokinetics of the drug which include
9 drug-drug interactions, body weight and age.

10 [Slide.]

11 This is the exposure-safety results based
12 on nonlinear mixed-effect modeling and regression
13 model. This was done in sets. Basically, we have
14 already identified the critical value of adverse
15 events, which is a Grade 2 change of neutropenia.
16 We calculate the probability of this adverse event
17 greater than Grade 2 in all populations as a
18 function of steady-state drug concentration and the
19 age of the patients.

20 As you can see, when the drug
21 concentration increases in that direction, you have
22 a higher probability of an adverse event
23 intuitively. If you take two cross sections along
24 age, one at twenty years old and one at sixty-five
25 years old, then you get two curves for this

1 relationship in the elderly and in the young
2 patient.

3 [Slide.]

4 This is what you get. You get one curve,
5 PK/PD curve, for young patients and a PK/PD curve
6 for elderly patients. We are further looking at
7 three different groups at different body weights.
8 What is observed here is, for the young patient,
9 body weight doesn't have any important effect on
10 the probability of an adverse event. However, in
11 the elderly patient, body weight has a significant
12 effect on the probability of adverse events; for
13 example, from 50 kilograms to 150 kilograms, there
14 is an increase of adverse events of greater than 10
15 percent.

16 [Slide.]

17 Similarly, we are looking at the effect of
18 ketoconazole, drug-drug interaction on Drug A. We
19 are also looking at two age groups. Ketoconazole
20 increases the plasma concentrations. However, that
21 increase of plasma concentration doesn't cause too
22 much increase of adverse events in the young
23 patient but it does increase the probability of
24 adverse events significantly in the elderly
25 patients.

1 So, based on this information, we can make
2 a clinically relevant judgment on whether we are
3 going to adjust the dose in the elderly patient or
4 for body weight or for drug-drug interactions.

5 [Slide.]

6 The second example I want to raise here is
7 an antiinfective drug which has nonlinear kinetics
8 in clearance. Several intrinsic and extrinsic
9 factors affect the pharmacokinetics. For example,
10 the elderly have a two-times higher AUC than young
11 patients, a 40 percent increase in AUC in the
12 renally impaired patients. In addition,
13 ketoconazole caused an almost 100 percent increase
14 in AUC.

15 [Slide.]

16 The major safety concern here for this
17 drug is QTc prolongations. This plot shows an
18 exposure-response relationship linking the change
19 of QTc to plasma concentrations. Apparently, there
20 is an increasing trend of QTc, Δ QTc, as a
21 function of concentration.

22 [Slide.]

23 Based on that information, we calculate
24 the probability of QTc change at several critical
25 values because we are not sure whether a 10

1 millisecond increase, 20 millisecond increase or 30
2 millisecond increase is clinically significant. So
3 we calculate the probability of change in all
4 cases.

5 For example, there is about a 25 percent
6 probability to have a 20 millisecond change in QTc
7 when the drug is given to the elderly patients.
8 There is about a 10 percent of the chance that the
9 elderly may experience a 30 millisecond or greater
10 increase in QTc when the patient is given the drug
11 at a clinical dose.

12 [Slide.]

13 Similarly, we are looking at a
14 ketoconazole interaction. We also calculate the
15 probability of delta QTc with monotherapy and
16 combined therapy at a steady state. As you can
17 see, the dashed line represents the probability of
18 delta QTc at different critical values for the
19 interactions and the solid line represents the
20 monotherapy. It is clear that with drug-drug
21 interactions, the probability of delta QTc, or QTc,
22 increase is much greater than monotherapy.

23 So, based on this information, we can
24 recommend dosing adjustment due to drug-drug
25 interaction of this drug with ketoconazole.

1 [Slide.]

2 To summarize the above two examples.
3 Safety assessment of intrinsic and extrinsic
4 factors has become a routine part of the
5 preapproval risk management. Exposure-response
6 information provides a rational basis for dosing
7 adjustment and estimating the probability of
8 adverse events allows identification of the
9 population at risk. A standardized approach for
10 interpreting exposure-response data ensures
11 consistent assessment across the review divisions
12 and should improve the information in drug labels.

13 [Slide.]

14 This is a summary of current approaches
15 for dosing adjustment in the FDA Guidance. The
16 first thing we would like to is to set the
17 "no-effect boundary." If there is
18 exposure-response information available, then we
19 will adjust the no-effect boundary according to the
20 exposure-response data.

21 On the other hand, if that information,
22 exposure-response information, is not available,
23 then we will use a default goalpost such as 80 to
24 125 confidence interval, a 90 percent confidence
25 interval, of the ratio between the test and

1 reference for AUC and Cmax.

2 The next step is, if there is a
3 significant change in PK beyond that no-effect
4 boundary due to intrinsic and extrinsic factors,
5 then we will apply concentration-response
6 relationship to determine whether there is a need
7 for dosing adjustment. Should we have certain
8 language in the Precaution or Warning Section of
9 the label.

10 [Slide.]

11 To put it in the flow chart of both
12 slides, this is what we recommend. The first
13 question we ask is, if there is a PK/PD available.
14 If the answer is no, then we will use the default
15 goalpost for AUC and Cmax. If the answer is yes,
16 then we ask the next question, whether that
17 exposure-response information is sufficient to
18 establish a no-effect boundary.

19 If the answer is yes, that will be great
20 so we establish the no-effect boundary based on the
21 exposure-response data. And then we ask if the 90
22 percent confidence interval of test and reference
23 is within that boundary. If the answer is yes,
24 then there is no dosing adjustment required for the
25 special populations.

1 If the answer is no, we have to look at
2 concentration-response data and see whether we need
3 to do a recommendation on dosing adjustment put in
4 the Precautions or Warnings.

5 There is a little box here with a question
6 mark. That is when we have a PK/PD relationship,
7 however we cannot establish a no-effect boundary
8 based on the PK/PD relationship. The question is
9 what do we need to do next. I will give an example
10 in the later part of this presentation to
11 illustrate the question here, and then we will ask
12 the recommendation from this committee in terms of
13 how do we deal with these type of issues.

14 [Slide.]

15 There are four remaining issues we would
16 like to ask the committee for recommendations. I
17 will go over one question at a time using several
18 examples to illustrate the questions.

19 The first question is what are the
20 acceptable study designs that provide reliable data
21 to establish an exposure-response relationship for
22 dosing adjustment.

23 [Slide.]

24 In the draft Exposure Response Guidance
25 which we published early this year, we suggest two

1 different approaches. The first approach is to
2 observe the plasma concentration attained in
3 patients who have been given various doses of drug
4 and relating the plasma concentration to observed
5 response. So this is your typical dose-response
6 study in which plasma concentration is obtained in
7 patients. We want to relate the response to the
8 plasma concentrations.

9 The second type of study is different. It
10 is to assign patients randomly to the desired
11 plasma concentration titrating doses to achieve
12 them, which means to achieve the plasma
13 concentrations, and to relate the concentration to
14 observed response. This is usually called a
15 concentration-response, or
16 concentration-controlled, study.

17 The major difference between these two
18 studies is that the first type of study randomized
19 the patient to dose and the second type of study is
20 to randomize the patient to drug concentrations.

21 I think, in general, we all agree that the
22 second approach is better than the first one in
23 terms of eliminating several potential biases in
24 terms of data analysis and the results. However,
25 the reality is that perhaps over 95 percent of the

1 time, we receive, in the NDA, the first type of
2 study.

3 [Slide.]

4 So the question is, are there any specific
5 considerations in terms of data analysis or study
6 design for these two types of study that we should
7 pay attention to so that we can eliminate or
8 minimize potential bias due to the study design,
9 itself.

10 I wanted to just present this table which
11 is also in the Exposure Response Guidance. This
12 table lists several considerations in terms of four
13 different types of study design; a crossover
14 design, a parallel design, a titration design and a
15 concentration-control design.

16 I want to mention this table so that,
17 perhaps, we can focus on some of the pros and cons
18 of different study designs and see if there are any
19 recommendations on special considerations so that
20 we can eliminate, perhaps, the drawbacks of the
21 typical study design we have seen in the NDA, which
22 is typically a parallel-study design.

23 [Slide.]

24 The second question that we have here is
25 how to model incomplete exposure-response data.

1 The first example I am showing here is a CNS drug.
2 We have four different datapoints for this drug
3 from four different doses. Theoretically, you can
4 actually draw a straight line through these four
5 datapoints.

6 It is also reasonable to connect the
7 lowest point, the lowest datapoint, to the origin
8 and to see a more complete exposure-response curve.

9 [Slide.]

10 The second example is just the opposite.
11 This example shows also four datapoints, or five
12 datapoints. But these five datapoints only
13 illustrate the lower part of exposure-response
14 curve. So the question is where does this exposure
15 or the response lead to when the dose is increased
16 beyond 40 milligrams.

17 [Slide.]

18 So the general issue is related to the
19 previous two examples, because we see this type of
20 data, incomplete data, a lot of times in the NDA
21 just because there is a limitation of the doses
22 that one can do in clinical development. So the
23 question is, if we see an incomplete dataset, can
24 we make any assumption in terms of the shape of
25 this exposure-response curve, monotonous or

1 U-shaped, or can we make any assumption in the
2 linear or nonlinear PK/PD relationship.

3 Also, when we see incomplete data, how do
4 we make use of this data? Can we model the data?
5 Can we make certain assumptions so that we can fit
6 the data to an Emax model or do we always use a
7 linear model? How about a sigmoid Emax model?

8 If we don't have a mechanism of action,
9 can we use a polynomial just to feed the dataset?

10 [Slide.]

11 The third question is how to assess the
12 risks and benefits of drug concentrations that are
13 not contained with a known PK/PD relationship.

14 [Slide.]

15 This is the one example of cardiovascular
16 drugs. In this case, AUC change due to different
17 factors ranges from 200 percent to 80 times the
18 increase of AUC.

19 [Slide.]

20 However, this is the only dose-response
21 data that is available in the NDA at four different
22 doses. The reference dose is 80 milligrams. So,
23 you have a 20 percent increase in AUC, it will be
24 160 milligrams. But anything beyond that, we don't
25 have exposure-response data to interpret or to get

1 the response based on the pharmacokinetic change.
2 In addition, the critical value or the clinical
3 significance of adverse events is beyond the dose
4 that we have exposure-response data. So the
5 critical value will be up here.

6 [Slide.]

7 So this is the question. What can we
8 conclude for dosing adjustment if we don't have a
9 complete exposure-response curve or we have a
10 narrow range of exposure-response curve. In the
11 previous example, the PK range of the
12 exposure-response curve is less than the PK change
13 due to different factors and the critical value is
14 not within the range of known PK/PD relationship
15 and the direction of the exposure-response trend
16 beyond the observed concentration range cannot be
17 determined or speculated.

18 Should we use the default goalpost in the
19 respective guidance for these drugs?

20 [Slide.]

21 Basically, this is the question for this
22 box. We have a PK/PD relationship. However, the
23 PK/PD relationship is in a very narrow range of
24 exposure so we cannot establish a no-effect
25 boundary.

1 [Slide.]

2 So, what do we do? Do we use a default
3 goalpost for dosing adjustment or should we request
4 additional studies?

5 [Slide.]

6 The last question is how do we establish
7 consistent criteria for determining the no-effect
8 boundary or changing the pharmacokinetics for
9 dosing adjustment.

10 [Slide.]

11 To establish a no-effect boundary, I think
12 we need to do two things. First, we need to
13 interpret the clinical significance of change in
14 response and establish critical values. Second,
15 based on the critical values, we have to estimate
16 the probability of an adverse event and therapeutic
17 response related to a change in exposures.

18 [Slide.]

19 So the question here is how do we
20 establish this critical value? Is there any
21 consistent way to do that and what are the
22 criteria?

23 [Slide.]

24 Going by the example of the antiinfective
25 drug where QTc prolongation is a concern, here we

1 have estimated the probability of QTc increase at
2 different levels. So the question is what is the
3 clinically significant change of QTc that would
4 cause a safety concern. Is there any criteria that
5 we can use to make that judgment?

6 [Slide.]

7 Here are some of the thoughts. Perhaps
8 the criteria may depend on the severity of the
9 adverse event. It may also depend on our
10 experience on another drug in the same class or our
11 experience on other drugs with similar adverse
12 events. It may also depend on the sensitivity of
13 the patient population to that particular adverse
14 event. Finally, perhaps we can establish some sort
15 of utility function to estimate the clinical
16 significance of each adverse event and this will
17 lead to the next presentation by Dr. Venitz.

18 [Slide.]

19 Finally, I want to thank the following
20 people who have either provided examples in this
21 presentation or provided their comment or
22 suggestion on my presentation.

23 I think we have, perhaps, one hour after
24 the break to go through the questions. Now, I want
25 to give the floor back to the Chairman.

1 DR. JUSKO: Before we continue with the
2 additional commentaries, perhaps there is the need
3 for a couple of clarifying questions. I have one,
4 in particular.

5 DR. LEE: Sure.

6 DR. JUSKO: In your slide where you say
7 proposed standard outputs for ER results--it is
8 about the eighteenth one in--you indicated that you
9 would be dividing the distribution of AUC values
10 from the high range over something else that would
11 serve as the denominator and I wasn't clear what
12 AUC values would serve as the denominator there.
13 Would it be the total exposures for reference and
14 test or just--

15 DR. LEE: The denominator is the total
16 area under the curve of the exposure distributions.
17 Let me go to that slide.

18 [Slide.]

19 DR. JUSKO: The way the slide is
20 structured, it looks like you would be using only
21 the test group.

22 DR. LEE: We would calculate--yes; the
23 example is for the test, but we will calculate the
24 same thing for the reference. But, in that case,
25 the probability in the reference population will be

1 very small.

2 The example I am giving here is for
3 calculating the probability of an adverse event in
4 the test population, so this area under the curve
5 will be the area under the curve of this
6 distribution here. But we will do the same thing
7 for the reference. In this example, the reference
8 will have a very small probability.

9 So we will draw a line and calculate or
10 extend this distribution to here and calculate the
11 area under the curve beyond the critical value for
12 the reference. As you can see, it could be very
13 small in this case.

14 DR. SHEINER: It is just a fraction of the
15 population that exhibits the response.

16 DR. LEE: Exactly.

17 DR. SHEINER: Or a greater one. I have a
18 question about the same picture, or actually, I
19 think it was the next one where you start to
20 compute some kind of an optimal dose. Neither of
21 the pictures there, the upper one which relates
22 exposure to the frequency of adverse response and
23 the bottom one which relates it to efficacy; is
24 that right--on the left-hand side.

25 DR. LEE: This one?

1 DR. SHEINER: Yes, both; the one above and
2 below, on the left, exposure versus--and frequency
3 of something.

4 DR. LEE: Frequency of exposures. For
5 example, it could be AUC.

6 DR. SHEINER: Ah; okay. Fine. Then,
7 pretty much, the bottom one is this one that I have
8 the question about which is that doesn't involve
9 any uncertainty, as Larry mentioned earlier. So
10 you are assuming that you know what the
11 distribution of efficacy is and those dotted lines
12 are inter-individual variability not uncertainty;
13 right?

14 DR. LEE: It is inter-subject variability;
15 yes.

16 DR. DERENDORF: Just another
17 clarification. You also assume that they are the
18 same for test and reference?

19 DR. LEE: Yes. That is a fundamental
20 assumption. But when we do the review, we had to
21 verify that, whether that exposure-response
22 relationship holds true for the reference compared
23 to the test published. Sometimes, it doesn't.

24 DR. DERENDORF: I think that is a very
25 important issue because your decision tree starts

1 out with is there a PK/PD relationship available,
2 that was the first question. That doesn't tell us
3 anything about what it is. It can be available but
4 it can look many different ways, particularly when
5 you go to--the whole assumption, when you
6 extrapolate from changes in exposure to response is
7 that the exposure-response relationship is a given
8 and known. If it changes, everything falls down.

9 DR. LEE: Yes; that is a very good
10 comment. But, a lot of times, the reality is that
11 you don't get different PK/PD relationships for
12 different populations.

13 DR. DERENDORF: I think the reality is a
14 lot of times, we don't know.

15 DR. LESKO: I was going to add to that
16 because, if you think about drug interactions, a
17 typical drug interaction is conducted in healthy
18 volunteers and the healthy volunteers and, unless
19 there is a reason to look at it, there frequently
20 isn't any look at pharmacodynamics of any sort
21 unless it is easily accessible or easily measured.

22 So the question could be how does that
23 drug interaction translate into the patient who is
24 the target patient for the drug in question and the
25 drug that would be interacting. I am not sure how

1 we can deal with that, actually.

2 DR. DERENDORF: I think the focus of
3 drug-interaction studies is mainly on the kinetics,
4 traditionally. I think that is something really we
5 need to look into if the PK/PD relationship changes
6 as a result of a drug interaction or a special
7 population. I think that is the challenge that we
8 have, not just focus on exposure alone.

9 DR. LESKO: I think the art of this is to
10 consider the protein-binding aspects and also the
11 absence or presence of active metabolites in the
12 test situation compared to the reference situation
13 and then deal with that in a somewhat art way
14 rather quantitative data on that information in
15 terms of changes in exposure response.

16 DR. JUSKO: In one of your very last
17 examples, where you talked about the cardiovascular
18 drug with the incomplete range of doses, if you
19 could show that one again. It is the third from
20 the end.

21 [Slide.]

22 That one and the next one; in these
23 studies, you clearly have an extremely wide range
24 of exposures. The next graph that you show relates
25 adverse effects in relation to dose. So I presume

1 there are no exposure data to accompany these
2 studies because the obvious thing is to examine
3 this relationship in terms of exposure which is the
4 basis of a lot of what we are going to be talking
5 about.

6 DR. LEE: You mean there is no exposure
7 data in the dose-response study?

8 DR. JUSKO: Right.

9 DR. LEE: No, because this is a clinical
10 phase II, phase III, study. We don't have exposure
11 data available. This is a very rare event, so they
12 require over 500 patients to get that.

13 DR. HALE: Peter, have you considered that
14 the decision tree and the use of default goalposts
15 might actually lead to the collection of less
16 exposure-response data? Would there be actually
17 some pressure just to see if we can show that we
18 hit the goalpost on pharmacokinetics and don't
19 worry about the exposure response?

20 DR. LEE: I don't know. If you use
21 goalpost, then the criteria will be more stringent
22 because if you exposure response, typically, you
23 can widen that goalpost, so you will have, for
24 example, in the label, less statement in terms of
25 the drug-drug interaction. So I would imagine that

1 if you have a PK/PD relationship, you would like to
2 use it.

3 DR. JUSKO: If there are no further
4 questions from the committee, then let's continue
5 with our presentations by committee members. This
6 is meant to be evaluation of methods and clarifying
7 questions. Richard Lalonde will be the first
8 commentator.

9 Evaluation of Methods and Clarifying Issues

10 DR. LALONDE: Good morning, everyone.

11 [Slide.]

12 I have, I think, about fifteen minutes to
13 offer some comments. I guess I will call them
14 Points to Consider and, hopefully, this will lead
15 to further discussion later on.

16 [Slide.]

17 Moving right along, I am offering some
18 comments here on Peter's slides that I got a few
19 days ago. Overall, essentially, the comment that I
20 would like to offer is that the proposal, the
21 general approach seems to be very logical. When I
22 have discussed this with a couple of colleagues, we
23 think that this is something that we would
24 definitely want to support.

25 In response to one of the last questions,

1 we do believe that this opens up an opportunity to
2 logically look at exposure-response relationship to
3 set no-effect boundaries separate from the 80 to
4 125 which tend to be quite stringent. I think the
5 argument of consistency across proposed labels from
6 sponsors would be a definite benefit. We also see
7 that in terms of consistency within the Agency. We
8 certainly have observed, at times, difference of
9 opinions depending on the groups that we deal with
10 for dealing with labels and what is considered to
11 be, let's say, an important pharmacokinetic
12 alteration.

13 Once a consensus is reached on some of
14 these key details, I don't know if this is the
15 intent, but sharing this information certainly
16 maybe as part of either a guidance or some other
17 means would certainly help sponsors and FDA
18 implement this in a more consistent fashion.

19 We have looked at some of these issues
20 within our own drug development, so I think if we
21 can speak the same language as we submit an
22 application, I presume this would only help the
23 different parties.

24 Just an interesting point, also, is that
25 studies have demonstrated quite well that labels

1 are not very effective at preventing drug-drug
2 interactions. I think you are all familiar with
3 the terfenadine story, cisapride, mibefradil and
4 the studies that have been done actually by
5 different groups showing how, despite labels and
6 "Dear Doctor" letters and a variety of warnings,
7 that drugs were co-prescribed and this led to
8 people really having significant adverse events.

9 So I feel this is a bit of the elephant
10 under the table here. We are talking about the
11 label and how we can improve the label. We should
12 really think about does anybody else read this
13 label except us and what we should do to increase
14 the effectiveness of the dose adjustments that are
15 recommended in the label.

16 I know the Agency is--obviously, this is a
17 major concern in the proposed changes to the
18 structure of the label, but what else can we do.
19 It may be something that we can discuss later on.
20 It is a bit off-topic but, again, I feel it is, as
21 I said, the elephant under the table to a certain
22 extent.

23 [Slide.]

24 This is the decision tree that Peter just
25 showed a few minutes ago. I want to focus briefly

1 on a couple of points that were brought up already,
2 but I think there are two sides to this.

3 As Peter indicated, to use the default
4 goalposts on one side if we have appropriate PK/PD
5 information to attempt to set a no-effect boundary.
6 So, about these no-effect boundaries, with that
7 adequate PK/PD data, the 80 to 125 would be used as
8 per different guidance that are already out there.

9 [Slide.]

10 With PK/PD data, or exposure-response
11 data, if you prefer, we would have the possibility
12 of defining another no-effect boundary. As was
13 pointed out earlier, the former is typically based
14 on a mean change and the 95 percent confidence
15 interval around this mean whereas the latter is
16 based on the distribution of exposure and
17 exposure-response relationships in the populations.

18 [Slide.]

19 This is shown in the slides that Peter
20 showed earlier so this is the distribution in the
21 populations and exposures and of response as a
22 function of exposure.

23 [Slide.]

24 These include components of variability
25 that are not included, if you wish, in the usual

1 criterion based on the mean. So there are some
2 elements there that are different between the left
3 side and the right side of this proposal. We can
4 talk a little bit more about this, the idea, for
5 example, that we are looking at a drug-drug
6 interaction. Is there a specific population of
7 people that may have a different response compared
8 to, let's say, just the mean and the uncertainty
9 around that mean.

10 The approach based on distribution of
11 response seems to be very logical and I think, as
12 Peter described, there are some examples. I would
13 like to see some more because we have struggled
14 with this also. We have not looked at it exactly
15 the same way as the Agency but we have struggled
16 with this and how to try to make some of these
17 judgment calls in looking at the impact of PK
18 variability and PK/PD variability on trying to
19 provide some rational basis for no-effect
20 boundaries, and the uncertainty, as was mentioned
21 earlier, also.

22 This is Peter's slide also.

23 [Slide.]

24 Some other points; the question about some
25 practical aspects of the proposed method. Peter

1 alluded to this, how to select the critical
2 fraction of patients while taking into account the
3 selected critical level of response. So how do we
4 set that critical level of response, and also take
5 into account the risk benefit for a particular drug
6 therapeutic indication.

7 Keeping in mind that, depending on the
8 area that we are concerned about in that tail of
9 the distribution, we may or may not be able to
10 estimate that very precisely depending on how
11 frequent these occurrences are in the trials that
12 we have in our database.

13 I believe we will hear more later on about
14 utility function so the point I am making here is
15 out of balance. For example, we will look at the
16 increased risk. As we increase exposure, let's
17 say, with drug-drug interaction or organ
18 dysfunction, there may be greater benefit so how
19 does one attempt to try to make that tradeoff. So
20 I think we will talk a little more about that later
21 on in terms of utility or cost function.

22 As I mentioned earlier, I think these are
23 all interesting questions. Once we reach a
24 consensus on this, it would be very nice to be able
25 to share this across groups to foster a greater use

1 in regulatory submissions.

2 In response to, I think, some earlier
3 comments also, this is something that I would say
4 we do now very routinely to model exposure-response
5 relationships for key responses in phase II-III
6 trials. I think historically this approach was not
7 as common. We would have looked at the population
8 PK in phase II-III trials and maybe PK/PD very
9 early in development. But now we definitely want
10 to focus on exposure-response relationships looking
11 at clinical outcomes--both of these are
12 adverse-event effects--in the target population in
13 the pivotal trials and we see this as an
14 opportunity, as I said, to put a rational basis
15 when we propose a label to say that here is the
16 information we have on exposure-response, here is
17 what we consider to be an important factor, here is
18 why this factor may not be so important.

19 The recent, actually, approval of
20 gabapentin for postherpetic neuralgia, I think, is
21 another interesting example of the use of
22 exposure-response relationship in regulatory
23 decision-making.

24 [Slide.]

25 A few more points. This one here, I am

1 not sure if I know exactly what the Agency's plans
2 are, so we will discuss this later on, I presume,
3 but current labels generally report effects of
4 intrinsic/extrinsic factors without necessarily
5 making a recommendation about dosing adjustments.
6 So, for example, we report a drug-drug interaction,
7 say, the exposure increased 30 percent and it is
8 not necessarily always accompanied with a dosage
9 recommendation.

10 So are we looking to make a change and
11 offer a dose recommendation for all studied
12 factors, keeping in mind that the default 80 to 125
13 goalpost is quite conservative. People who do
14 these kinds of studies readily recognize this, so
15 this is probably fine if we are trying to claim
16 that a dose adjustment is not needed using this
17 equivalence approach conservative because, to
18 remind people, in order for the 90 percent
19 confidence interval to be entirely between 80 and
20 125, the mean change typically has to be in the
21 range of 10 percent or less.

22 So many people who are not routinely
23 involved with these studies don't really appreciate
24 this. You don't typically see a study show no
25 effect in having a point estimate of, let's say,

1 123. That is essentially almost impossible.

2 Some other practical aspects that we
3 struggle with also when looking at this in the
4 equivalence world, what would be the dose adjusted,
5 if any, for the following situations based on the
6 default goalpost, or any other goalpost for that
7 matter, but when we have, let's say, a point
8 estimate that suggests that, really, there is no
9 mean difference but we don't have a lot of
10 confidence in this number.

11 So we have not met the regulatory standard
12 of claiming no effect but I would be at a loss to
13 recommend a dose adjustment because the mean
14 difference is really essentially 3 percent. So you
15 could argue that this was a badly designed study--I
16 made up these numbers, of course, but these things
17 happen. At times, these are the data that we deal
18 with maybe because of the limitations of doing
19 trials in patients. Maybe this is not practical to
20 study in healthy subjects.

21 Another situation would be where we have a
22 change on average so we fail, again, to meet the
23 equivalence criterion to say there is no effect.
24 But the 19 percent change for most drugs would
25 often not be considered important. So, again, I

1 think it speaks to the very conservative nature of
2 the 80 to 125 criterion. There aren't too many
3 drugs where we would typically say lower the dose
4 by 20 percent.

5 There are examples, but relatively few.
6 So these are challenges that we deal with at times.

7 Another factor that was touched in briefly
8 in one of the slides by Peter, should the dose
9 adjustment take into account the patient's current
10 dose. If a patient is taking essentially the
11 lowest dose that is recommended and there is an
12 increase in experience of 50 percent, is that a
13 different story, that someone is taking close to
14 the maximum recommended dose in terms of risk.

15 So that leads now to should dose
16 recommendations be based on the dose that the
17 patient is taking as opposed to an arbitrary dose
18 adjustment because of an extrinsic or intrinsic
19 factor.

20 [Slide.]

21 Another interesting thing that we
22 encountered recently that I want to comment on
23 here, and I have no idea if this is an FDA policy
24 or not, but dealing with pediatric dosing
25 recommendations and so-called negative efficacy

1 trials. So I am talking about trials that are
2 performed under the current Pediatric Regulations.

3 What I would like to propose is that
4 sponsors be allowed to provide pediatric clinical
5 PK information in an appropriate section of the
6 label even if a pediatric indication is not
7 approved.

8 We ran into some opposition here from the
9 Agency to do this. I guess my proposal would be
10 with appropriate wording about the lack of
11 demonstrated benefit in children for a particular
12 indication, that we include PK information and it
13 could provide information to clinicians who choose
14 to use the drug off-label.

15 I am not sure if this is completely
16 impossible from a regulatory point of view, but I
17 thought at first that at least there were a lot of
18 similarities to other intrinsic/extrinsic factors
19 in label for which we provide PK information
20 without specific evidence of safety/efficacy, such
21 as, for example, renal impairment. We just talked
22 about the drug interactions, for example.

23 I just came across this paper recently.
24 People in the audience here and on the panel who
25 are working pediatrics probably know this very

1 well, that off-label use is very common in
2 pediatrics so it seems that providing this
3 information in the label would be consistent with
4 the spirit of the pediatric regulations aimed at
5 generating data to guide clinical use of drugs in
6 children even if a particular indication was not
7 approvable because, let's say, the drug didn't
8 demonstrate the efficacy required to grant that
9 approval.

10 [Slide.]

11 So, in summary, I am generally very
12 support of the Agency's attempts to standardize
13 methods for dose adjustments based on
14 exposure-response data. I think there is a
15 benefit, potentially, to the industry. I think it
16 provides a rational basis for making these
17 judgments as opposed to the infamous, "Let's ask
18 one of our clinical colleagues and he will tell us
19 that this is not clinically important," or, "This
20 is clinically important."

21 I would like to see more examples to
22 better understand the properties of the proposed
23 method to define no-effect boundaries. I think,
24 like a lot of proposals, the devil may be in the
25 details. Maybe that sounds negative, but just to

1 try to better understand some of the properties and
2 the subjective judgements that have to be made, the
3 decisions about critical cutoff values, for
4 example.

5 As I said earlier, keeping in mind that we
6 are talking about the label here and that often
7 this is not having the impact that we would like it
8 to have, so what other measures should we consider
9 to increase the effectiveness of the dose
10 adjustments recommended in the label.

11 I think that is all I have. So, Mr.
12 Chairman, back to you.

13 DR. JUSKO: Any clarifying questions
14 needed of Dr. Lalonde? If not, we will proceed to
15 Dr. Sheiner.

16 DR. SHEINER: Can I make a suggestion that
17 we have a techno break, maybe move the break up,
18 because it turned out that the media on which I
19 brought my slides is not compatible with that
20 machine so I have to boot up my machine and see if
21 I can make it work. So maybe it would be more
22 efficient for us to take our break and then come
23 back.

24 DR. JUSKO: That would be fine. We are
25 scheduled for a fifteen-minute break in the

1 morning, so we will do it now and resume at five
2 minutes after 10:00.

3 [Break.]

4 DR. JUSKO: We will continue with our
5 schedule presentations at this point. Dr. Sheiner
6 will be giving commentary.

7 DR. SHEINER: Thank you.

8 [Slide.]

9 I want to echo Richard's sentiment that
10 this is a very good idea, that beginning to think
11 in a more formal way and a more careful way about
12 exactly how we arrive at the doses we give and how
13 we change those doses in light of differences among
14 patients is, I think, long overdue and I think that
15 we are poised at a point, in terms of both
16 theoretical and practical knowledge that will allow
17 us actually to make progress here.

18 So I commend you for being right on the
19 forefront and asking the right questions and going
20 after the right things. I think I am going to take
21 the position I usually take which is kind of a
22 theoretical one and try to give you a framework in
23 which I like to think about these things.

24 However, I don't feel that the theory
25 needs any apology because I believe strongly in the

1 statement that I heard once, I don't remember
2 where, which is that the most practical thing in
3 the world is a good theory. So what I think we
4 have to realize is that dosing adjustment, based on
5 exposure response, and dosage, based on whatever,
6 are really part of the same thing and you can't
7 separate them.

8 The issue just came up, for example, that
9 are we really, here, supposed to be talking about
10 the notion that, given that we have a desirable
11 dose in some normative set of population and now
12 people differ in their dose exposure relationship,
13 are we asking the question what do we do about
14 that?

15 That seems like a pretty simple question
16 and we don't really have any problem with that.
17 People differ in their PK and you know exactly
18 where you want to be. Then you change the dose so
19 that you compensate for the difference in PK.

20 But then we heard talk about no-effect
21 boundaries and goalposts and suddenly, now, we are
22 talking about what kinds of doses do we want to
23 give people to make them better, not how do we want
24 to adjust one person to get the same level or the
25 same exposure as another person.

1 So I think we have to think about the
2 whole thing and the special population just becomes
3 part of it. So the question, I guess, that is
4 being asked is are we ready for a standard
5 approach, and to give my brief answer, I think, no;
6 that is to say, I think there are ideas that we
7 could have about approaches, about things we ought
8 to ask for, but I think we are not quite ready to
9 say this is how everybody ought to proceed lock,
10 step, according to an algorithm.

11 Let me, though, paint the picture in the
12 context and leave you not without hope because I do
13 think there are some things that we can do.

14 I thought I would start with this. You
15 have all seen these three questions that I always
16 ask and I thought that, given that the ghost of
17 Roger Williams still inhabits the place and he like
18 these, I will start here.

19 There are three key questions that you ask
20 before you do any inquiry whether it is
21 dose-ranging or anything else. What do you want to
22 know? How certain do you need to be? And what are
23 you willing to assume?

24 If you can answer those three questions,
25 and domain-specific individuals have to answer

1 those questions. Those are not technical
2 questions. Those are questions about values and
3 about what you want.

4 Then what happens is--there is another
5 point here which is that the second and third
6 questions, how certain you need to be and what you
7 willing to assume, interact very strongly. The
8 more certain you need to be, the less you can
9 assume, in general. We will see why in a moment.

10 But the important point about this is once
11 these questions are answered by the domain-specific
12 people, by regulators, by physicians, by patients,
13 some of them, then we can start to get down to that
14 standard approach. Then we can start to get down
15 to the technical aspects because all the issues
16 after that are technical.

17 [Slide.]

18 So here are my answers for dose selection.
19 What do you want to know? I would say you want to
20 know dose response. I call that the response
21 surface. Now, the distinction here is you want to
22 know dose response, not exposure response. Dose is
23 what you do so that is what you want to know about.

24 Exposure response turns out to be very
25 useful in figuring out how to chose doses. I don't

1 deny that, but, fundamentally, you need to know
2 what you need to do. And you need to know
3 utilities. We have heard about these before and
4 Jrgen will talk more about them later. My talk
5 will serve as a bit of an introduction to that.

6 How certain do you need to be? I claim,
7 not very. What are you willing to assume? I am
8 going further than what you are willing to assume.
9 I claim that you can't do this at all unless you
10 are willing to assume valid scientific knowledge of
11 PK/PD, unless you are willing to believe that there
12 are mechanisms by which the drug acts and that you
13 can trust that you know something about those
14 mechanisms based on scientific inquiry which has
15 preceded your activities in dose ranging.

16 So let me elaborate on these things.

17 [Slide.]

18 Decisions should maximize expected
19 utility. There is a system, as you sort of heard
20 already and will hear more, for making decisions
21 that is a formal system. It tells us what we need
22 to know and how we combine our knowledge in order
23 to make those decisions.

24 I have a little notation. I am going to
25 say D, are what I call decisions. So there are

1 many of them, so I have subscribed them. Y are
2 outcomes and there are many possible outcomes.
3 Utility is the subjective value of an outcome, it
4 is what value you assign to an outcome, so that
5 utility is a function of outcomes.

6 Expected utility is the average utility
7 across all possible outcomes where each outcome is
8 weighted by its probability under your decision.
9 In other words, decisions affect probabilities of
10 outcomes and the expected utility is just the
11 average across all those possible outcomes, each
12 one counted by as much as its likelihood under your
13 decision.

14 If you change your decision, then the
15 probabilities of different outcomes changes and so
16 the utility of that decision changes. So there is
17 a simple formula, the expected utility of a given
18 decision, I , is the sum of the utilities of all the
19 possible outcomes weighted by their probabilities
20 under that decision.

21 The optimal decision is supposed to be the
22 one, the decision, that maximizes that expected
23 utility. So what is the necessary empirical
24 information here? It is those probabilities. That
25 is the empirical information. That is the stuff we

1 can all agree on.

2 The utilities, the transformation of
3 outcomes to values is subjective. Those are, in
4 principle, made by every patient, every individual
5 who is going to make a decision for him or herself.
6 Now, to some extent, especially in the health
7 world, we generally imagine that we all more or
8 less agree about utilities. You would rather be
9 alive than dead, things like that.

10 So it is not too much trouble to assign
11 sort of normative utilities, but the important
12 point is that those are subjective. There isn't
13 any data you can gather about what they ought to
14 be. You can gather data about what they happen to
15 be in a population.

16 [Slide.]

17 So the theoretical basis for combining
18 these things in this way has been known for a long
19 time and it has been known and presented in the
20 drug-dosage literature for a long time, especially
21 in a series of wonderful papers by John Wakefield
22 and his colleagues. So it is all laid out there in
23 exquisite detail. We have had this available to
24 us. We haven't used it much, but there are some
25 examples of where it has been used and I would

1 suggest that this is the place to start.

2 It is a complete theoretical framework.

3 It is based on a Bayesian approach to things
4 because whenever you are dealing with decisions,
5 you have to be Bayesian. Testing is not part of
6 decision making. Testing is a different function.
7 It is checking out whether your notion about the
8 world is right.

9 That is quite different than making
10 decisions under uncertainty. You are not testing
11 in that mode. In that mode, you are acting.

12 [Slide.]

13 So let's just talk about optimal dosage in
14 a very simple example. We have a binary decision,
15 treat or not. We have one binary efficacy so the
16 drug is either effective or it isn't in any given
17 individual and one binary toxicity, it is toxic or
18 not. This, Jrgen and I did not co-consult here
19 but I am using the same simple approach to utility
20 that he is using. I am saying that the value of
21 the single efficacy is equal and opposite in sign
22 to the value of the single toxicity.

23 So, perhaps the drug saves your life but
24 it might also kill you. The good things and the
25 bad things that can happen are of equal value.

1 That is not too impossible but it is very
2 unrealistic and idealized, and I want this to be an
3 idealized example.

4 So, in that case, where the weighting, so
5 to speak, the utility is exactly the same and they
6 are only binary things, the natural measure of the
7 amount of efficacy in this situation is the
8 probability of the efficacy and the probability of
9 the toxicity, and the difference between the two is
10 the utility because they are each weighted equally.

11 So that is all we have to compute. What
12 is the problem, then? The problem is that, of
13 course, the probability of efficacy, given the
14 treatment, is a function not only of the treatment
15 but of the patient, of the dosage, of a whole host
16 of other things that determine that relationship,
17 and similarly for toxicity.

18 [Slide.]

19 So you have all seen diagrams like this.
20 In fact, I often say that if you don't see a
21 picture like this, then it isn't me giving the
22 talk. Dose response is the probability of the
23 outcome, given these various factors. So, on the
24 left, I have a very idealized picture. The
25 probability is going up in the vertical direction.

1 Patient factors, of which there are many but I just
2 conglomerated them all on one axis, sex, age,
3 weight, other drugss, et cetera, and dose is the
4 dosage regimen, not just the amount but the
5 frequency, et cetera, whether you take it with
6 meals or not. It is whole program for how you take
7 a drug.

8 So you can imagine that there is some kind
9 of a surface. I have that thing in yellow which
10 describes this probability of efficacy as a
11 function of patient factors and dose. You have the
12 same thing for the probability of toxicity.

13 Then you shift the curve of toxicity over
14 to the efficacy one and what you are looking for
15 according to the utility function here because the
16 weights are identical. So I can just look at those
17 curves, themselves. For example, for such an
18 individual, a person who is at the origin of the
19 patient factor, the right dose is the one that
20 maximizes utility. That is the maximum difference
21 between the curves so it is going to be right there
22 and that is going to be the dose for that
23 individual.

24 Notice if you go to the other end of the
25 patient curve, the toxicity surface always is above

1 the efficacy surface. So, for that person, there
2 is no optimal dose. The best dose is none.

3 [Slide.]

4 So the dose response and the curse of
5 dimensionality. There are a large number of
6 distinct dosage decisions, timing, et cetera. Each
7 has multiple options. There are a large number of
8 distinct patient variables that affect the
9 relationship between dose and response and they
10 each have multiple possible values. That generates
11 a huge number of combinations.

12 The special-population paradigm is a kind
13 of an attempt to reduce the combinations to a
14 manageable number of homogeneous categories. So we
15 have got renal function. We have got old people.
16 We have got young people. And we imagine that, by
17 doing that, we can actually make this problem
18 tractable. We can actually figure out that there
19 are only four or five categories we need to worry
20 about and get it right for each one.

21 I don't think that is true. I don't think
22 it is possible. I claim it is still impossible to
23 study all the possible relevant combinations of
24 dosage by patient type variables. You need
25 something more than that. You need some kind of a

1 continuous function that maps from the space of
2 patient variables and dosages to efficacy, toxicity
3 and, ultimately, utility.

4 So the response surface that I showed you
5 a picture of implies a kind of a parsimonious
6 representation of dose response that smoothly
7 interpolates and extrapolates between and beyond
8 the necessarily limited data because you are never
9 going to have the amount of data that you need to
10 fill in every point. There is an infinite number
11 of points on that surface.

12 So that is the goal. That is what I mean,
13 the, by what we ought to be after, the big picture.
14 Obviously, part of that picture is special
15 populations, if you want to look at it this way.
16 There are certain points along the patient-variable
17 access, but the big picture is this whole picture.
18 I think we have to keep that mind because
19 everything that applies to choosing the dose for
20 people that are not in special populations applies
21 equally well to people in special populations. It
22 is just that their surface has shifted.

23 The interpolating and extrapolating
24 functions are assumptions. Now, they may be very
25 good assumptions. They may be based on science.

1 They may be based on mechanisms. But they are
2 fundamentally assumptions in the sense that we are
3 not going to prove that the shape of that surface
4 has a certain kind of a shape or the interpolation
5 is correct on our data because that would mean
6 filling in every point, and you can't do that.
7 There are just too many.

8 So this certainty assumption tradeoff that
9 I mentioned earlier hinges on the scientific
10 validity of the assumptions. If the assumptions
11 are right, then we have good certainty that we know
12 that what we are seeing is what we are going to
13 get.

14 If those assumptions are wrong, we could
15 be quite distorted. So that is where this tradeoff
16 occurs. So, if we need to be certain, if we claim
17 we need to be certain, then we are going to have
18 get a lot more data and prove a lot more things
19 because we won't be able to make as many
20 assumptions.

21 [Slide.]

22 So, now back to the second question, how
23 certain do you need to be. Why do I say not very?
24 Not very certain is okay because it is the current
25 standard. We usually only test three or four doses

1 before we leave and one of these is almost always
2 the one that is chosen to be the suggested dose.
3 This is not in our special population. This is the
4 original dose suggestion.

5 Preapproval special populations, as we
6 heard, and observational dose-response studies are
7 limited in scope and they are not often analyzed in
8 a response-surface-compatible way, and we have some
9 empirical evidence that a lot of labels, a lot of
10 dosing, is wrong. There is a great deal of
11 overdosing and I cite this recent work from CDDS.

12 For reasonably safe drugs, even though
13 that is the case, that is not necessarily wrong
14 either. For reasonably safe drugs, a wide dose
15 range is tolerable so it is not a disaster that we
16 can be a little uncertain about this. An
17 unpredictable individual variation makes individual
18 dose response uncertain no matter what.

19 A new person coming to you is always going
20 to be different than what you expect to some degree
21 so you have to tolerate that. You don't need to
22 know, then, precisely what dose a person like that
23 ought to get because you don't get any precise
24 output.

25 Dose titration is also a standard part of

1 medical practice which limits the harm of the wrong
2 initial dose. This is something that nobody speaks
3 about but we all know it which is that we are not
4 talking about getting the dose right in the label.
5 We are talking about getting a good starting point
6 and then we expect physicians and patients to
7 monitor what is going on and to adjust on that
8 basis, so the cost of getting it wrong is not very
9 great.

10 [Slide.]

11 So what are you willing to assume? As I
12 say, valid scientific knowledge of PK/PD. That
13 comes in defining the response surface. So let me
14 just raise a couple of technical issues in the
15 response surface; the kinds of models, what are
16 these interpolating and extrapolating functions?
17 They have to deal with real clinical data problems
18 because we are going to be estimating these things
19 from real clinical data.

20 I have a little footnote there, that paper
21 we wrote recently with Lee Ping Zhang, who is one
22 of my fellows, illustrates this really rather
23 nicely. What are the problems? The problems are
24 dealt with these things called hierarchical
25 statistical models. They deal with sparse data,

1 imbalance. Some patients have more datapoints than
2 others. High noise because, in the press of
3 clinical trials, we don't get everything. We don't
4 write down all the times we did things right or do
5 it exactly right, either.

6 These models allow essentially every
7 patient to contribute to the overall picture rather
8 than isolating each patient, estimating things from
9 them all by themselves and then putting it
10 together. So it is called borrowing strength.

11 Mechanistic structural models; this is
12 where the science comes in. You put models forward
13 that represent the science, the understanding.
14 Those assumptions are ones that we can trust. When
15 we use those kinds of models, then we can deal with
16 other problems that clinical data arises, what is
17 called informative missingness, that when the data
18 are missing because of their value when patients
19 don't show up to clinic, because they are sicker
20 that day, and so they would have had measurements
21 that we were supposed to take that were actually
22 more abnormal than the ones of the people when they
23 do come in. That kind of missingness can really
24 mess up inference and, if we have good scientific
25 models of what is going on, we can compensate for

1 that to some degree.

2 Use of biomarkers, knowing what to measure
3 and how they relate to outcome and doing valid
4 extrapolation, how do we go from situations that we
5 have studied to situations that we have not
6 studied. That is the whole point of the kinds of
7 things we are doing here.

8 What else can we say technically about
9 doing this? The measurements; they have to be
10 highly informative. We have to measure clinical
11 outcomes and they should be of all kinds. They can
12 be categorical. They can be single. They could be
13 delayed. We need to get good clinical outcomes.
14 But biomarkers are going to be really crucial here.
15 This is not the place to talk about it, but those
16 are multiple longitudinal quantitative and dynamic.

17 They have huge information content. The
18 clinical endpoints generally, if they are single or
19 categorical, have very low information content.
20 You can't learn a lot from them, so we are going to
21 need biomarkers and we need to know how they relate
22 to the outcomes we care about.

23 But, again, it doesn't have to be certain
24 because we don't need to be absolutely certain
25 here. We have to learn from natural variation

1 which means that, in all the clinical trials we do,
2 we have to measure compliance, measure
3 pharmacokinetics, measure multiple outcomes even if
4 we are not controlling them. That allows us to
5 build these kinds of models.

6 So that is the kind of changes that we
7 need in the industry in order to really deal with
8 this issue if we want to deal with it.

9 [Slide.]

10 How can the regulatory agencies help that?

11 I have a modest proposal. I chose that
12 deliberately. I hope that the analogy, the
13 reminder of Jonathan Swift and his modest proposals
14 is not to come to mind too readily here. How about
15 saying that the NDA must offer a reasonable
16 decision analytic justification for dosage
17 recommendation, not making a standardized procedure
18 yet.

19 Let's just say to the manufacturers, you
20 have got to come to us with a proposal for dose,
21 dose modification, special populations, all that
22 stuff, you have got to come to us with a proposal
23 that fits the rules for decision analysis.

24 Now, what do I mean by that? What is a
25 not reasonable one. 5 milligrams is safe and

1 effective. That is not a decision analysis. 5
2 milligrams is safe and effective and 1 milligram is
3 not effective. That is not a decision analysis.

4 What is reasonable? At the minimum, as I
5 sort of illustrated, one benefit, one risk and they
6 should both be continuous versus dose. This is an
7 important point. Probabilities are continuous.
8 They go on the entire line between 0 and 1 so they
9 are continuous. Even if it is a binary event, the
10 probability is continuous.

11 I want to see an analysis of utility that
12 says as I move dose continuously, I get a
13 continuous change in response if it is a
14 probability of binary event, if it is the level of
15 blood pressure, whatever it may be. I want
16 something continuous so I can know where to go.

17 If I make this whole thing discontinuous,
18 5 milligrams versus 1 milligram, then I have only
19 got two choices, 5 or 1. You have got to be able
20 to interpolate and that means we are going to bring
21 the science and you are going to bring in the
22 reasonable model.

23 So the minimum is one risk, one benefit
24 and some utility function. The utility functions
25 don't need to be complicated. It could be fraction

1 of time above the MIC for an antibiotic, or
2 fracture of time within the therapeutic range if
3 that has been well established for another type of
4 drug, or just the probability of efficacy minus the
5 probability of toxicity as I illustrated earlier
6 and as I have an actual real-world illustration but
7 I haven't got the time to show it. But maybe we
8 will want to look at those later.

9 What are the benefits of doing it this
10 way? I think one of them that I don't list is that
11 we will get a lot of ideas about how to do this
12 from the industry before we set down in stone any
13 requirements. It will start to come in and we will
14 see which ones seem to work and which ones don't.

15 I am suggesting a period of
16 experimentation, a period of learning, by everybody
17 involve, what works, what doesn't, what is a good
18 job, and sharing of this information between the
19 regulatory agencies and the manufacturers.

20 But, in particular, if we did this and if
21 it became a regular part of a drug approval, then
22 we would be exploring multiple doses between and
23 within individuals. That is something that we
24 don't tend to do. Yet, you need individual dose
25 response in order to be able to do this thing

1 really right.

2 Variation will be better assessed which
3 will lead to a better understanding of the causes
4 of variation and, perhaps, better ability to adjust
5 doses on that because the variation turns out to be
6 absolutely crucial. The kinds of utilities that
7 you are going to put forward will say, I want to
8 sort of pay a price for everybody who is above a
9 certain level, let's say, or has a certain
10 toxicity.

11 That means you need to know how variable
12 those things are. You need to know how likely it
13 is that people will vary with respect to their drug
14 levels and hence their effects.

15 Biomarkers are going to have to be used
16 and so we will start to generate databases for
17 validation of biomarkers as surrogates which is, I
18 think, a very important thing as we go forward in
19 developing drugs. We don't know where those
20 databases are going to come from.

21 It will encourage a metaanalysis of all
22 clinical trials in the dossier because you are
23 trying to put together this information across
24 trials. That is the only way to build up the whole
25 picture and maybe it will actually lead to more

1 rational therapy and better and more effective
2 doses.

3 [Slide.]

4 So what are some regulatory implications?

5 Here are some that just popped into my mind as I
6 thought about this. You may have to approve doses
7 that have never been tested because the optimal
8 point on the response surface is not any place you
9 actually put a bunch of people when you did your
10 studies.

11 That, I think, has problems possible for
12 issues around formulation. I don't know an awful
13 lot of formulations, but there is something about
14 stability of formulations and you have to have them
15 for a long time and things like that. You are
16 going to run your trials when you are developing a
17 drug with a formulation that allows you to give
18 multiple doses, like capsules with liquid in them
19 or something like that. Then you are going to have
20 a problem translating that into an approved
21 formulation.

22 Interpolation, obviously that is going to
23 be allowed. But what about extrapolation? Peter
24 sort of raised that issue of where you have missing
25 data on your curves, can you really go to those

1 places and say, "That is where we ought to be
2 operating, a place where there is no data to the
3 right or no data to the left?"

4 I don't think any of have problems when we
5 are talking about a place where we have data to the
6 right and left and we are just kind of
7 interpolating between points. Interesting
8 questions.

9 Explicit use of utility; that is really
10 new, I think, for regulatory agencies. It will
11 deal with the consistency issue and, in fact,
12 consistency of dosage recommendations is only
13 achievable through reduction of all these things to
14 a common scale and that scale is a utility scale.
15 But, how do we establish an expected utility
16 standard? Do we say we need to have a certain
17 amount of expected utility for a given drug,
18 otherwise you can't recommend it?

19 That begins to sound like we are starting
20 to only approve drugs that do better than the
21 competitor. So there are a lot of interesting
22 issues here and that is why I don't think we are
23 really quite ready for making these rules yet and
24 we need time to think about it.

25 [Slide.]

1 A couple of points that just came to mind
2 as I was preparing this presentation, formal
3 decision, Bayesian decision analysis deals with a
4 lot of the issues that he brought up. This
5 consistency thing. As I said, utilities is common
6 scale, risk-benefit goal posts, critical values, no
7 effective boundary. These are all attempts to be
8 dichotomous about utility judgments. Let's just
9 face it. We have to deal with utilities. Let's do
10 it in the right way acknowledging that it is not
11 yes or no, that as soon as you cross a boundary, it
12 is suddenly not bad and, before that, it is all
13 good.

14 We need to have these continuous functions
15 which tell us where we want to be located.
16 Otherwise, as soon as we are below a certain level
17 or threshold, we don't know where we want to be if
18 we have these flat utility functions that are just
19 step functions. We don't want those.

20 Pooling data from multiple studies; it is
21 required in a sense. It is built into the Bayesian
22 perspective here and yet it is not something that
23 is done as much as it ought to be and is an issue
24 that Peter raised.

25 Peter raised the issue of power and we

1 know a study is powered. That power becomes
2 totally irrelevant here. That is about hypothesis
3 testing. It is how much data have you got and what
4 can you conclude from those data. A standardized
5 interpretation--certainly, again, under this point
6 of view, the standardized interpretation is the
7 expected utility and it makes sense and it is
8 translatable across different preparations,
9 different drugs and even different diseases.

10 [Slide.]

11 So optimal dosage decisions maximize
12 expected utility. Decision analysis is the only
13 consistent and coherent theoretical framework for
14 decision-making under uncertainties. Nothing has
15 come along that does better. Nothing has come
16 along that does better so let's not reinvent the
17 wheel. Let's use what people have been working on
18 for fifty, a hundred years, and put ourselves in
19 that context and say what does that tell us.

20 That is one of things I tell my fellows.
21 It is the best thing that can possibly happen to
22 you is that you are working on a problem and you
23 discover that some other folks have been working on
24 that exact same problem. If you just change the
25 names, then their problem is your problem and they

1 have been working on it for a hundred years.

2 That is the situation here. There is a
3 lot of information about decision analysis and how
4 you go about doing it. So let's stick with that.

5 Utilities are subjective values of
6 outcomes. Expected utility is an average over
7 outcomes weighted by the probability under each
8 decision. The set of probabilities is the drug's
9 response surface. It is a function of dosage
10 regimen, patient features and it is derived through
11 experiment and observation and prior science, I
12 should say, because response-surface estimation is
13 best viewed as learning, not confirming. It is a
14 way of putting together information. It doesn't
15 involve power. It doesn't involve hypothesis
16 tests. That is not what it is about.

17 It means that you are trying to build in
18 all of your knowledge to say what is the best
19 current state of knowledge and make decisions based
20 on it. My modest proposal is to require phase II
21 to III to develop an empirical basis for optimizing
22 dosage according to a decision analysis which they
23 formally present and which would be based on a
24 clinically reasonable utility function.

25 If we do that for a little while, I think

1 we will get to see just where the hard parts are
2 and where the easy parts are.

3 I'm not going to show the examples. I am
4 done.

5 DR. JUSKO: Would anybody like Dr. Sheiner
6 to clarify any parts of his presentation? Larry?

7 DR. LESKO: I don't know if this is
8 clarifying or just a question because it is
9 something that we encounter in sort of a
10 statistical framework of using exposure-response
11 data. That was one of Peter's slides where he
12 talked about randomizing patients in a phase II or
13 phase III trial to dose and then looking at blood
14 levels as opposed to randomizing to a blood level.

15 In the first case, that is often viewed
16 from a biostatistical standpoint as being
17 exploratory, hypothesis-generating, something short
18 of confirmatory. The second case is viewed as
19 confirmatory and that gets in the way of
20 utilization of information when you have these
21 different dimensions of statistics in clinical
22 pharmacology.

23 I wonder, in the context of what you said,
24 how fatal a flaw is that when we have, as Peter
25 mentioned, most studies being conducted based on

1 dose randomization?

2 DR. SHEINER: It speaks to the "how
3 certain you need to be" issue. First of all, let
4 me say there is very exciting work within the last
5 decade on causality. I think we really understand
6 causality. I don't mean the huge philosophical
7 issue of causality but I mean the practical,
8 everyday, what you and I mean about causality, the
9 drug causes the toxicity, the notion of causality,
10 and how do you infer causality from natural
11 experiments.

12 We know how we infer causality from
13 designed experiments. We randomize people. Half
14 the people get it and half the people don't. We
15 know if the people come out differently, the cause
16 was what we did, although even working out exactly
17 how you know that, what kind of a theoretical
18 framework you need to be able to say, "That works,"
19 whereas just watching doesn't.

20 But the point is there has been tremendous
21 progress on this. So it turns out that if certain
22 assumptions hold, then measuring the drug levels
23 that arise in the course of the variability among
24 people, even including variability in compliance
25 which generates more variability in drug levels,

1 not only pharmacokinetic but compliance.

2 If certain assumptions hold, you can say
3 that the observed relationship is approximately the
4 same as the relationship that would obtain if you
5 actually set the doses to those various amounts,
6 which is what we want to know about. But you have
7 to look and make sure those assumptions hold.

8 Then there are ways of designing studies
9 in which you can be more sure that those
10 assumptions do hold because as soon as you know
11 what it takes to draw your conclusions, you know
12 what you need to do to make what it takes have to
13 happen.

14 That is the long answer. The short answer
15 is those data are usable but they are harder to use
16 and they need more thinking about exactly what
17 assumptions we are willing to buy. But, if we are
18 willing to say we don't need--as I say, the
19 competition is we don't do this job well at all.
20 So any improvement, it seems to me, is a good one.
21 The other stock phrase I always like to say is
22 let's not let the best be the enemy of the good.

23 We are not going to get perfect knowledge
24 from observational data and most of our information
25 about dose response and exposure response is going

1 to come from observational data in the sense that
2 we are going to take advantage, we are going to
3 have to take advantage, of natural variation to
4 generate varied drug levels and various input
5 patterns and see what the results are.

6 But I am very excited by the fact that
7 there is some good, solid theoretical work, people
8 who I thought would never ever be willing to deal
9 with those kinds of data, a guy like Butch Tsiatis
10 who has been a statistician, now at North Carolina
11 but formerly at Harvard, who was very, very much
12 just, "You have to do controlled trial," is now
13 doing work in causality with Jamie Robbins at
14 Harvard.

15 The reason why he always stayed away from
16 that and the reason why many people stay away is
17 because it just was a morass. You didn't know
18 whether you were right or wrong. There was no good
19 solid theory. Well, the solid theory is emerging.

20 DR. JUSKO: Mike?

21 DR. HALE: I have a couple of questions or
22 comments. You won't be surprised that I think that
23 utility is a definitely a very valuable approach to
24 follow. Have you given some thought as to how we
25 construct utility functions. Who does that? Is it

1 a public-health perspective? Is it
2 pharmacoeconomics? Is it the physicians?

3 The second; have you also thought about
4 risk avoidance? Is maximizing expected utility the
5 way to go or do we need to think about maximizing
6 the minimum payoff here?

7 DR. SHEINER: Mini-max. Let me first say,
8 again, the thing that I always fall back on when I
9 get hard questions like that is what is the
10 competition. What is the competition? We are
11 already--if you believe in decision analysis, if
12 you believe that that way of describing what
13 happens when you make decisions is right, then we
14 are already using utility functions but we are
15 being explicit about them.

16 So I say let's try to be explicit. We
17 might be embarrassed to look when we write it down
18 as to what we are actually saying is our value
19 system but that is still better than just making
20 believe that somewhere inside of us in some
21 intuitive way it all comes out right.

22 That doesn't mean that intuition isn't
23 very important. It is absolutely crucial. We need
24 people to make it public. So that is my first
25 statement.

1 My second is that is why I suggested in
2 the beginning let's let the manufacturer come
3 forward with the utility function that he thinks
4 will work and run the thing out on his data, simple
5 as it may be. Let's not be too critical. Let's
6 spend some period of time just looking at what
7 comes and maybe certain places and certain diseases
8 and certain things will emerge.

9 Where therapeutic range is reasonably well
10 established, why not just make it be some function
11 of the distance that you are from the therapeutic
12 range and make utility be minimum within that
13 range. Let's start there. So I think there are
14 ones where we can start. MICs for antibiotics
15 seems like an obvious place to start.

16 The other reason why I like this is
17 because it is going to encourage people to actually
18 think about it and then they will have to start to
19 think about, is it AUC? We keep talking about
20 Cmax. I think Cmax is absurd. A, we can't
21 estimate it without a model and we are not willing
22 to take models so we estimate it by the maximum we
23 observe, and that becomes a design-dependent
24 parameters.

25 If we sample very five minutes, we get a

1 different Cmax then if we sample every hour. So it
2 totally worthless in terms of an estimator and I
3 don't know how many drugs Cmax is important for. I
4 can think of a drug that is toxic to a rapidly
5 perfused organ, then maybe Cmax is important. But
6 how many of those are there?

7 Digoxin; remember that famous digoxin,
8 which is deadly. Cmax is totally irrelevant
9 because it takes about twenty minutes to a half an
10 hour to reach equilibrium with the heart. But we
11 stick with that because we have never written down
12 explicitly what we are saying the cost is of a Cmax
13 that is more than something or other.

14 I think the first time somebody tried to
15 do that, somebody else would look at and say, "That
16 is ridiculous."

17 DR. LEE: Dr. Sheiner, there are two
18 components in the utility function. One is for
19 effectiveness and the other one is for safety. I
20 am wondering if you put it in the context of special
21 populations, and I would say probably over 90
22 percent of the time, you see an increase of
23 exposures in special populations.

24 In that case, would it be possible to
25 simplify your utility function and just look at the

1 safety part and not worry about the efficacy
2 because, if you have an increase of exposure, you
3 would anticipate that efficacy will stay the same
4 or better, but then what you worry about is the
5 safety.

6 If you simplify that, then you can even go
7 one more step and say, let's not worry about the
8 utility part of it. Let's just worry about the
9 probability of an adverse event.

10 DR. SHEINER: I don't think so. Even if
11 you said that efficacy is monotone, so if you are
12 going to increase the exposure, you are going to
13 increase efficacy, or it will just reach a max and
14 stay there--even if you said that, you would still
15 need what you are calling your threshold. You
16 would still need to say when does toxicity get to a
17 point where we say we can't accept this, or that is
18 to say that we need to ask people to do some kind
19 of a dosage adjustment which, presumably, is some
20 kind of a bother, so it has got some negative
21 utility associated with it.

22 You would still need to have a value, a
23 utility function, on the toxicity and it would have
24 to, presumably, be in the context of the efficacy.
25 Again, I agree, if the efficacy was totally flat,

1 then it would go out of the picture. But you
2 didn't know that unless you studied it.

3 The other point was the point that Hartmut
4 made which is we are talking about a response
5 surface. There is just no reason a priori to
6 believe that things that change physiology in such
7 a way that they change drug levels might not also
8 change physiology the way that they change
9 responses.

10 I agree they are probably reasonably well
11 separated. There are many cases in which, if I had
12 to make an assumption, I would say they are
13 unrelated. If that is one of those I had to make
14 because I didn't have the data, I would go ahead
15 and say that. But it would be nice to have a
16 little bit of information on that.

17 DR. LEE: Let me ask one more question
18 before we move on. I saw, on the slide you didn't
19 present, actually, an oxybutynin example. It
20 brought to my mind another question and that is,
21 let's say, a standard approach is to look at an
22 area-under-the-curve change, given what you just
23 said about Cmax, although we look at that. But you
24 look at an area-under-the-curve change and you say,
25 "Okay; this has increased 60 percent."

1 But, along with that, it is usually a
2 change in clearance of a drug related to inhibition
3 of metabolism, et cetera. The usual dose
4 adjustment is to change the dose based on an area
5 under the curve. What, in fact, is going on is a
6 profile in the special population that probably
7 hasn't been studied in any kind of efficacy or
8 safety study, and how would that profile change and
9 its possible implications play into the
10 decisional-analysis framework that you presented?

11 DR. SHEINER: I think it would be a
12 wonderful exercise to say, okay, if I believe that
13 I ought to change the dose based on AUC, what other
14 assumptions must I be making? Again, a formal kind
15 of statement of, this is the efficacy I am
16 concerned about, this is the toxicity I am
17 concerned about, this is the kind of picture I
18 think exists, this is the utility I am dealing
19 with.

20 Then you can just see exactly what you
21 would have to assume for an AUC adjustment to be
22 the right thing to do. Then you can scratch your
23 head and say, do I buy those assumptions; for
24 example, that efficacy will proceed along the same
25 curve for somebody who has got a different AUC or

1 that my data are sufficient to say what goes on
2 when the AUC gets into this range, what was this
3 original thing based on, et cetera.

4 So I am sort of arguing that we don't yet
5 know exactly how we want to proceed in terms of
6 being able to say to somebody, "You don't know
7 anything. You follow these rules, you will be
8 okay." I don't think we are there. But I think we
9 are in a place, and I think Richard pointed out,
10 the industry and he and others like him are really
11 thinking about these things.

12 I think if we give him a chance and
13 encouragement and tell him--we say, "You got to do
14 this." It has got to be some reasonable rationale.
15 And then you don't turn around and shoot everyone
16 down so no drug gets approved. That is the other
17 side.

18 DR. JUSKO: Thank you very much, Lewis.

19 Committee Discussion

20 DR. JUSKO: At this point, the schedule
21 calls for committee discussion. It would be useful
22 for Peter to put up his main slides, probably
23 starting with the flow chart, the decision tree,
24 and then we will go on to the specific remaining
25 issues, questions to the committee that were posed.

1 It would be best if we did these in the same order.

2 DR. LEE: Dr. Jusko, do you to see the
3 flow chart or the questions?

4 DR. JUSKO: We want to, in logical order,
5 consider the main questions that the Office would
6 like the committee to address. It is my
7 interpretation that these questions to the
8 committee are the secondary questions and your
9 primary questions pertain, first of all, to the use
10 of the decision tree and your standardized output
11 method.

12 DR. LEE: Yes; these are more specific
13 questions. So do you want to move to the flow
14 chart, perhaps?

15 DR. JUSKO: Yes. It seems to me that the
16 first question is for further commentary on the use
17 of this decision tree for dosing-adjustment
18 recommendations.

19 [Slide.]

20 Richard, you had some comments on the use
21 of 90 percent confidence intervals? Maybe you
22 could restate those.

23 DR. LALONDE: The point I was making was
24 that when you go down the left side, and we use the
25 80 to 125 default no-effect boundaries as we

1 currently apply them, we don't take into
2 account--maybe it is implicit in there, but we
3 don't really think in terms of the variability
4 across the population in the same way that we are
5 trying to incorporate when we go down the
6 right-hand side.

7 I think we kind of do, but it is not
8 really stated the same way. So, when Peter showed
9 I think it is called the desired output and he has
10 the distribution of the population of
11 pharmacokinetic variability and the distribution of
12 the population of exposure-response relationship,
13 and then you look at the tail of that distribution
14 in terms of outcome, to say that beyond this tail,
15 there will be concern about it, I am just saying
16 that, while I think there is a very logical
17 approach, I am just saying that there is subtle, or
18 not so subtle, differences between the left side
19 and the right side. It just may be the nature of
20 the beast.

21 DR. LEE: I would agree with your
22 observation. I think this flow chart is what is
23 stated in the current guidance, that if you have
24 exposure-response information, you can use that
25 information to establish a 90 percent confidence

1 interval or a no-effect boundary.

2 But the two examples I showed actually
3 didn't follow this flow chart exactly. It was
4 calculated in the probability of an adverse event.
5 So we haven't worked out the technical details of
6 how do you get from the PK/PD relationship to the
7 no-effect boundary. That is something we need to
8 work out technically. How do you get that value
9 and what types of assumptions do you have to make
10 in order to get from intersubject variability of
11 exposure response to a 90 percent confidence
12 interval of the mean value between the test and the
13 reference?

14 DR. SHEINER: Setting aside, for the
15 moment, that I don't think that this is the way to
16 go, and assuming that you do, take a look at what
17 that is. That statement, the 90 percent confidence
18 interval, is a statement about certainty. A
19 confidence interval is a statement about
20 epistemology, how well do you know that something
21 is within a range.

22 The 90 percent interval loosely
23 translated--my apologies to all frequentists who
24 will find this objectionable--it, loosely
25 translated, says something about the probability of

1 your degree of belief that it is within that range.

2 Why 90 percent? What degree of belief do you need?

3 I just claim you can't do this. If you
4 get down to this level of detail without having an
5 overriding framework in which you have got a
6 justification for all your computations, then,
7 suddenly, you are in a place where you are doing
8 things arbitrary like saying 80 to 125. It works;
9 that is to say, you make the rule, they do it.

10 But it is just arbitrary. It has no
11 justification in any way that you can get everybody
12 to agree on. That is the same thing there. How
13 can you put 90 percent down? Why do you need to be
14 that certain? Why not 85? Why not 50 percent?
15 Why not 99 percent?

16 You have got to show me some value in
17 being 90 percent rather than 95 or 85 for me to buy
18 that number. Now, the notion that you want to have
19 uncertainty as well as variability in this whole
20 process, that is absolutely correct and the
21 Bayesian decision analytical framework has it right
22 there and has it there and has it there explicitly
23 and it does this right computations with it.

24 DR. LEE: Dr. Sheiner, what you are
25 proposing is we go on two different paths. One

1 path is if you don't have a PK/PD relationship,
2 then you go for the goalpost, 90 percent confidence
3 interval. But if you have a PK/PD relationship,
4 you don't think about the 90 percent confidence
5 interval. You look at a utility function.

6 DR. SHEINER: No; I am going for one path.
7 I am saying it is time to say to the manufacturers,
8 "You present an argument within this theoretical
9 framework that provides a basis for what you would
10 like to recommend."

11 I am saying, in the beginning, now, as the
12 regulatory agency, you be very generous about
13 accepting those arguments. But the goal,
14 eventually, is to have every dose have a rationale.
15 Some will be better than others, but, again, there
16 you would expect that you would want to be more
17 concerned about those where the losses are greater.

18 DR. DERENDORF: I think the rationale may
19 be to think, well, this is a similar situation as
20 bioequivalence and, therefore, the rules that have
21 worked there traditionally probably work here, too.

22 But it isn't the same thing as
23 bioequivalence because it is a completely different
24 scenario. If you have two patients with very
25 different diseases, different physiology, that is a

1 different situation than a crossover study in a
2 healthy subject.

3 So I think we need to clearly separate
4 here the pharmacokinetic and the pharmacodynamic
5 issues and we need to separate--even within the
6 kinetics, we have to make certain assumptions that
7 we may have different assumptions that we may have
8 different disposition of metabolites that may be
9 active or distribution issues that, if we compare
10 between subjects, the simple ratios don't apply
11 anymore.

12 DR. CAPPARELLI: I would just echo some of
13 those concerns with the tightness, I think, that
14 was brought up of the goalpost intervals. When I
15 look at from the standpoint of pediatric
16 subpopulations, if we took the data that we have
17 for drugs when we are looking at pediatric dosing
18 based on a milligram-per-kilo basis, for the most
19 part, we would have a different dosage in almost
20 every age group.

21 It would be very difficult to implement,
22 without scientific rationale, for why one is making
23 those sorts of distinctions. I think you would run
24 into some problems, at least with that particular
25 subpopulation group.

1 DR. HALE: This paradigm strikes me more
2 or less as a static situation with regard to the
3 data. In other words, you have got a package of
4 data; what is the best you can do with it? It
5 doesn't strike me as quite appropriate if you are
6 in a situation where you can go do new studies,
7 collect more data.

8 I agree completely this, at first glance,
9 may feel like bioequivalence but it is so different
10 in terms of, say, comparing a capsule versus a
11 tablet. You are really talking about, if I give
12 this patient A or B, are they going to expect the
13 same AUC and Cmax. That is very different as
14 opposed to having some kind of target AUC or Cmax.
15 We don't know if those are the appropriate levels
16 for a given disease condition.

17 I guess what is bothering me here, for
18 instance, for example, if we find people with renal
19 impairment have twice the AUC, is it an appropriate
20 course of action to cut the dose in half. Well, I
21 guess it depends on whether they have the same kind
22 of exposure-response curve as other patients.

23 There would be a real temptation not even
24 to go answer that question; in other words, maybe
25 exclude those people from a phase-III trial and

1 just do a simple PK study to get what we need to
2 know with regard to dose, if this is the paradigm.

3 DR. LESKO: I was going to say, these
4 comments are well-taken. I would say, overall, the
5 theoretical framework for a lot of this slide and a
6 lot of the guidance that have come from the FDA
7 over the last couple of years was an equivalence
8 framework, equivalence approaches.

9 I think everyone acknowledged this isn't
10 bioequivalence but the idea of an equivalence
11 situation, not a tablet-versus-tablet, but a
12 special population versus a reference population,
13 sort of the fundamental approach here. These do
14 appear in the guidance so I would put it in Dr.
15 Sheiner's word, this is the competition and it
16 obviously has some flaws.

17 To be honest, the way this has worked has
18 not been very satisfying in practice because the
19 default part of that, the box on the left, has only
20 been useful in substantiating a claim of a need to
21 not adjust dose. The reality is most of the
22 studies that are done, whether it is drug
23 interactions or renal disease or whatever, even if
24 there is a modest effect or even a mild effect, you
25 are going to exceed these so-called default

1 boundaries because of the number of patients in the
2 study and the variability and so on.

3 So then it gets to sort of the other
4 competition, how do you adjust the dose. It is
5 nice when there is exposure-response data there.
6 It is very satisfying to make a decision on
7 adjusting the dose there but, when there isn't, it
8 becomes basically the old way and that is looking
9 at mean response differences and area under the
10 curve and then thinking about the special
11 population and the unique things that may make them
12 sensitive in terms of that PK/PD issue, what may
13 have changed. Then factoring all of that in, a
14 decision is made.

15 But the reality is it only has worked well
16 when there has been no interaction or no
17 disease-state effects, or nothing uneventful.

18 DR. SHEINER: Larry, I have two questions.
19 First of all, I am immensely sympathetic with the
20 idea of cutting out little parts that you can do,
21 getting some practice with it and then putting it
22 together. So saying, let's address the simpler
23 problem of we already have a good dose in people
24 who don't have renal disease or hepatic disease or
25 are not old and how do we figure out what the right

1 dose is for the old people and the people with
2 renal disease or hepatic disease.

3 I think that is where this sort of comes
4 from. I understand it. The only caution I would
5 have is that, very often, as you start to work on
6 one little piece of the pie, it turns out you just
7 can't do it. So, for example, here knowing how
8 much deviation from the usual exposure you will
9 permit before you require a dosage estimate
10 involves utilities. You just can't get away from
11 it.

12 So, suddenly, you are back solving a
13 problem that you should have solved in the first
14 place when you set the original dose and maybe that
15 is what we ought to be talking about at some point
16 is let's go back to--maybe it is easier, maybe it
17 is not easier, to do this little adjustment
18 equivalence problem but maybe it will be easier in
19 the long run to go back to the very beginning and
20 say, "How do you choose a recommended dose? What
21 do we require for that?"

22 That is what I am saying we want to have a
23 nice decision-analysis argument even though it need
24 not be totally complete or most modern or whatever.
25 Then the rest of it, I say, will follow quite

1 easily rather than trying to come in from the
2 periphery and finding that we run into these
3 problems that we haven't solved because we were
4 trying to avoid them.

5 But now I have just a technical question
6 from what you just said. I don't understand, how
7 does exposure response bear on the question of
8 adjusting dose? If we believe we know exposure
9 response, as I said in the very opening remarks
10 that I made, then what we need to do is know dose
11 exposure in each subgroup and then we will know
12 what to do to change their dose to get the exposure
13 that we have already decided they ought to have.

14 So, exposure response is irrelevant to
15 adjustment of dose in special populations unless,
16 as Hartmut is pointing out, maybe you have got a
17 different exposure-response relationship in those
18 groups.

19 DR. LESKO: I was, actually, thinking of
20 this when Peter was doing his presentation because
21 if you do a special-population study, your exposure
22 measure is blood levels. When you fall back on
23 exposure-response relationship, if you have PK/PD
24 data, then you can interpret the PK part of it.

25 Often, however, and Peter mentioned the

1 statistic--I think he said something like 40
2 percent or whatever of NDAs have exposure-response
3 information, that probably needs a little
4 qualification as to what we are talking about
5 there. But the bottom line is you have some sort
6 of dose-response data on which you try to interpret
7 the exposure changes in the PK studies.

8 So I guess that leads to another step in
9 this process and that is do you take dose-response
10 data from your phase II and phase II studies, but a
11 little bell-shaped curve around the doses that have
12 been administered and figure out what the average
13 blood level ought to be or should be from that dose
14 and also what the distribution is, and then use
15 that sort of revised curve to interpret the PK data
16 in your special populations, because, in essence,
17 you have two different inputs on the exposure side
18 that you are trying to blend, somehow, in making
19 this decision on dose adjustment.

20 DR. SHEINER: My answer is simple.
21 Measure dose and exposure. Set dose, measure dose
22 and measure exposure.

23 DR. LESKO: Exposure being blood levels.

24 DR. SHEINER: Yes.

25 DR. JUSKO: The question about whether

1 there is a consistent exposure-response
2 relationship across special populations remains a
3 big frontier to be studied further. I sometimes
4 give lectures where I point out specific
5 differences, PD differences, in special
6 populations. It is easily possible to come up with
7 examples of gender differences, ethnic differences,
8 differences in relation to obesity.

9 Pregnancy is a big factor that can cause
10 marked differences in relationships between
11 exposures and responses. So, while what Lew stated
12 at the beginning, that a suitable starting
13 assumption is that the exposure-response
14 relationship is similar across populations, we
15 really to do more work to ascertain whether that is
16 true for drugs of particular critical importance.

17 DR. LESKO: To just add on to that, I
18 think the topic this afternoon sort of will get
19 into that on the pediatric side because one of
20 those questions at the top is is it reasonable to
21 assume I have a similar response to intervention.
22 I think that is basically saying is the PK/PD the
23 same in terms of disease progression.

24 That decision is often made--it is not
25 entirely clear how that decision is made in each

1 and every case. We may hear about it more in the
2 afternoon but it is almost like asking the question
3 again, what is my default position. Do I assume it
4 is the same in the absence of other information or
5 do I assume it is different and now I need to be
6 shown otherwise.

7 I think the same approach comes into play
8 in special populations in general. I will assume
9 it is the same in the absence of other information.
10 I think that is reality. Is it perfect? No. I
11 mean, we would like to do it differently and we
12 need to figure out ways to get that information.

13 I think we do. In the cases of an easily
14 measurable endpoint, in special-population trials,
15 you will see some PD data. But if it is the longer
16 clinical outcomes, we may not.

17 DR. SHEINER: I think the point that Bill
18 just makes and that Hartmut was making earlier is
19 absolutely--it sort of gets to the center of the
20 issue, what are you willing to assume. I was
21 saying, first guess, assume that PK and PD are
22 indistinct. Clearly, we have many examples where
23 that is not the case.

24 So sort of the right way to go about that
25 is to build in that uncertainty, if you are

1 uncertain, into your analysis. You can either do
2 that by looking at sensitivity--if I am going to
3 suggest a dose adjustment and the PD might be this
4 different, how wrong could I be? So you can do a
5 sensitivity analysis or you can just build it in
6 and say, okay; I am not going to make Lew's
7 assumption and I am not going to say I know
8 nothing. I am going to say, they are probably
9 similar but they might be, and you ask the
10 experts--they might be different by as much as X.
11 Build that in into your model for what is going on
12 and see what the utilities come out to say.

13 Does it still say it is worthwhile to
14 adjust the dose in that case or does it say you
15 might be hurting--you might now. So there are ways
16 to do this within this context. That is what I am
17 really trying to see is that there is a framework
18 in which you can ask all these questions.

19 Then you invert the framework and it tells
20 you what do you need to know? What is the crucial
21 piece of missing information? At the moment, what
22 is the thing to which your conclusions are most
23 sensitive? That is what you need to go get
24 information on.

25 DR. JUSKO: Before long, we are will be

1 hearing much more about practical aspects of use of
2 utility functions. I guess the question that will
3 come up then is how much of a retrospective could
4 you do with the FDA's database to demonstrate that
5 this or any other approach based on a decision
6 analysis would be an improvement over the present
7 approach.

8 DR. LESKO: My impression of what data
9 would be needed to sort of take this down a path
10 with a systematic sort of sound framework, I think
11 that that is out there. And Peter has surveyed
12 NDAs, knows better than I what is in it, but just
13 thinking of an example I had picked at random from
14 a lot of examples I could have chosen, respiridone.
15 There is substantial information on dose response
16 with that particular drug, something like six or
17 seven dose-efficacy relationships from two or three
18 controlled trials, lesser so on the safety side.

19 But it is typical. I think there are
20 examples there. And there are also examples,
21 perhaps more recently, where somewhat of a
22 therapeutic range has been put into a label and
23 that kind of information may actually be a good
24 starting point, either something that has been
25 approved in the past or something more recent where

1 there is, again, information on exposure and
2 response that could be put into a more formal
3 decisional analysis framework.

4 So, to answer the question, I think the
5 data is there. But Peter has been looking at this
6 a lot, too.

7 DR. LEE: I would agree that there are
8 plenty of dose-response or concentration-response
9 data available in the NDA database. I guess my
10 question is what would be the systematic approach
11 to assign a value to a particular, say, adverse
12 event. How do you do that? Can the committee give
13 us a recommendation?

14 If you see the QTc prolongation, do you
15 assign a 1 to the QTc prolongation or 1.5 or 1.2?
16 What is the criteria compared to liver toxicity?
17 How do you do that?

18 DR. SHEINER: My answer would be if you
19 don't know how to do it, then tells you who
20 you--you are talking to the experts and nobody
21 knows how, nobody will tell you, that a prolonged
22 QT interval of this size is this bad, in some scale
23 of good-bad--if nobody will tell you that, then you
24 have discovered something fascinating, that we are
25 making decisions based on total non-consensus.

1 Then you would start to ask the question,
2 would you need to know that. The reason I like the
3 example is because it is a biomarker. I think
4 biomarkers are what is going to turn out to be
5 crucial in this whole business, that we will be
6 able to get a lot of PD data on biomarkers and not
7 an awful lot on ultimate clinical responses.

8 So we are going to operate with those
9 biomarkers and say essentially if the drug is
10 interacting with its receptor in the way we think,
11 then we are going to guess that that is the right
12 dose even though the link between that and the
13 ultimate clinical response is only based on
14 moderate amounts of empirical data; good science,
15 but not that much empirical data because it is
16 going to be hard to get.

17 But I think just asking that question,
18 just saying, what are the measures of the people
19 who measure for toxicity and what relative value
20 would be assigned to them. If you find you have no
21 consensus, then it sort of makes you realize that
22 you are in a morass, and there is a place to start.

23 DR. JUSKO: I think it is time for us to
24 switch to another slide. I think our comments on
25 all of this indicate that the committee feels that

1 this approach is wanting and is a very strong
2 indication that we do need to explore these
3 improved approaches as we will be discussing.

4 [Slide.]

5 So, as indicated on the slide, what are
6 the acceptable study designs that provide reliable
7 data to establish exposure-response relationships
8 for dosing adjustments. Peter also followed this
9 up by posing the typical designs of the typical
10 dose-response study and the
11 concentration-controlled study designs as ways that
12 are currently followed with the first, the typical
13 dose-response study, being one that is performed
14 approximately 90 percent of the time.

15 Comments from the committee?

16 DR. SHEINER: Let me speak up again here.
17 First of all, I think we have to careful about the
18 question. Reliable data are data that are gathered
19 when they were said to be gathered from whom,
20 measured well, et cetera. So I don't think we have
21 any problem with reliable data. That is sort of
22 good experimental laboratory practices.

23 You are talking about reliable inferences,
24 what designs will give you reliable inferences
25 given that they are providing reliable data. I

1 said a little bit about that before, but I think
2 the key point, absolutely key point, is that any
3 design can provide, under a proper analysis,
4 reliable inferences, and not only that, but
5 inferences where the uncertainty is reasonably well
6 assessed.

7 But the tradeoff there is the less
8 rigorously designed, the more complex the analysis
9 has to be and the more assumptions you will have to
10 make. But that is all okay. You can make
11 assumptions as long as they are explicit. But it
12 gets tougher and tougher to draw conclusions by the
13 seat of your pants from data that are lacking in
14 certain design features.

15 However, the most important lack, it seems
16 to me, is the one we need to focus on which is you
17 cannot draw any conclusions if you didn't measure
18 it. The things that we do not routinely measure
19 are actual doses taken, although we have mechanisms
20 available for that.

21 We don't measure all the relevant
22 biomarkers or at least a large number of them.
23 Among those, I would include drug concentrations.
24 It is a biomarker of a kind of the drug-effect
25 relationship. And relevant prognostic covariates,

1 and they vary in time. So I would say we would be
2 a great step forward if, in every clinical trial,
3 we measured those things and then attempted to make
4 some sense of it. After that, we can talk about
5 designs that make inference easier. There the
6 basic rule is anything you can randomize, you can
7 do a pretty good inference.

8 DR. HALE: I would like to offer a couple
9 of notions here, one of them being always to look
10 hard at who wasn't in the trial, who was excluded,
11 and who was excluded unintentionally. That is
12 always one of my concerns when I do these things.

13 If we are going to do this for undesirable
14 effects, be it toxicity, tolerance, whatever, I
15 think we have to think very carefully about a
16 regimen to make sure we collect the right sort of
17 data, kind of echoing what Lewis has said.

18 What happens is things like QT interval or
19 liver function, we can schedule those well in
20 advance, at Weeks 1, 6 and 8, or whatever, the
21 people are going to come in and do these
22 measurements. It is the self-reported things, it
23 is the things we don't know about, that happen who
24 knows when. It happens in the middle of the night
25 or on Thursday and you are not scheduled to go to

1 the clinic until the next Tuesday, things like
2 that.

3 If we are going to get serious about
4 developing exposure response for those kinds of
5 events, we are going to have to figure out a better
6 way to make sure we can capture them reliably.

7 DR. LALONDE: Along the same lines, I
8 think whatever we can do to promote evaluation of
9 adverse events in a more, I guess I would call it,
10 quantitative or continuous fashion. I think,
11 often, there are summary statistics provided or an
12 integration of the presence of adverse event over
13 the period of weeks and months as opposed to using
14 all the information that is gathered over time.

15 We have certainly learned that lesson a
16 couple of times and we have discovered the
17 important relationships when looking at, let's say,
18 for example, if, as Mike said, maybe you have a
19 more systematic way to collect the information, and
20 look at it in that way, also, let's say daily
21 scores of some adverse effect of the drug as
22 opposed to, yes, no other patient had this effect
23 over the last month.

24 You can look at time course and look at
25 better quantitating, I think, the exposure-response

1 relationships. I think when you get to utility,
2 the information has become more--it is richer so
3 whatever we can do to promote that, I think, would
4 be useful both for regulators and sponsors.

5 DR. SHEINER: Let me add just one thing.
6 Richard reminded me of it. Longitudinal data is
7 extremely valuable. It is a little hard to analyze
8 and we may not want, if we are doing a confirmatory
9 trial, to use the longitudinal aspects for our
10 confirmatory endpoint.

11 But, in terms of the kinds of things you
12 are looking at here, the variation over time tells
13 you two things. One, it gets you more data so that
14 just gets more information. But the other thing is
15 it gets you causality. Causes cannot come after
16 effects. It is a very important point.

17 So the grid, the fineness with which you
18 measure things on a time scale, can make a huge
19 difference. In the Helsinki Heart Trial--for
20 example, compliance was measured and you had side
21 effects measured and they were taking a--I don't
22 even remember what the exact preparation was but it
23 was a comestible type thing, there were a lot of GI
24 side effects of taking it. ***If you look at the
25 data gathered on essentially one-month intervals,

1 side effects are--and you look at that and
2 compliance, it turns out that the people with the
3 poorest compliance have the highest side effects.
4 But that has got the timing wrong, is the problem.
5 The problem is that the people with high GI side
6 effects stop taking their drug. You can see that
7 if you get the right time spacing.

8 So longitudinal data can be very valuable
9 but you have got to get the kind of frequency right
10 in order to be able to draw the conclusions that
11 you want to draw.

12 DR. LESKO: Lewis, when you are talking
13 about causality, are you talking about
14 pharmacological causality in terms of an outcome or
15 something broader than that?

16 DR. SHEINER: The temporal requirement for
17 causality is very broad. I don't think any theory
18 of causality, except maybe when you get to quantum
19 mechanics and there are some weird things happen
20 there--but, otherwise, if it happened first, it
21 could be a cause. If it happened after, it
22 couldn't be a cause. So that is very powerful for
23 fitting mechanistic models.

24 DR. JUSKO: It seems to me that this is a
25 very difficult issue to be very conclusive about.

1 Very typically, the phase II studies yield very
2 rich PK/PD information that is very helpful in
3 establishing basic relationships that we are after,
4 but it is the phase III studies that provide the
5 broader incidence of patient--the greater number of
6 patients studied and the opportunity to identify
7 low incidence of adverse effects.

8 It is difficult to avoid the present
9 approaches to identify those relationships through
10 any other kind of paradigm.

11 So I think we can move on to the next
12 topic area basically concluding that we need good
13 rich data and present approaches, at least
14 experimental approaches, are difficult to obviate.

15 Could we go on to the next question?

16 [Slide.]

17 Peter showed some examples of incomplete
18 exposure-response data and is now posing the
19 question of how to model those situations.

20 Comments from the committee?

21 DR. LALONDE: Just stating the obviously,
22 I guess I find this--I don't know how you can deal
23 with this from a regulatory point of view, to be
24 honest with you. Internally, what we would do is
25 try to look at the previous knowledge have about

1 the particular therapeutic area, compounds, if it
2 is in the same class, and maybe try to build
3 information to help us make certain types of
4 judgments as we move forward.

5 But in the regulatory world, where you
6 need to make a recommendation, I am at a loss, to
7 be honest with you, as to how to--I mean, you can
8 come up with methods, but I don't know how you
9 would want to make strong statements about
10 extrapolating above a certain dose range that you
11 have never observed. But I would love to hear
12 other comments.

13 DR. LEE: We usually don't extrapolate
14 beyond what is observed. But my question is to
15 make use of existing data, which is the incomplete
16 curve, can we model it--for example, one example I
17 show is apparently missing the data of the upper
18 curve. Now, with this incomplete data, how do we
19 make use of the information?

20 Can we model it? Can we use a polynomial
21 equation or--what would be the recommendations?

22 DR. SHEINER: No; you can't use a
23 polynomial. It is like Richard says, if you really
24 want to--divorcing it from the regulatory context,
25 divorcing it from the situation that you have to

1 defend what you do more than most people have to
2 defend what they do. That, I think, is sort of
3 what Richard is saying is it is a big deal.

4 But you have to make some assumptions.
5 Where you have no data, you have to make some
6 assumptions. That is what extrapolation is about.
7 It says, in one area, that area is connected to the
8 other area, but, in what way is it connected? Does
9 it project off-linearly? Does it project off some
10 other way?

11 So, for example, where you have that upper
12 bound where you don't know anything more, I would
13 say if you really want to be pretty hard-nosed and
14 make an assumption that most people will buy, all
15 you can assume is monotonicity. All you can assume
16 is that, to the right, as you increase the dose,
17 the toxicity will only get worse. But, whether it
18 will go on a straight line, whether it will go up
19 suddenly, whether it will go flat, you cannot say.

20 If your conclusions are sensitive to the
21 shape of the curve in that area, then what you have
22 learned is you need those data.

23 DR. CAPPARELLI: I think it, also, though,
24 stresses some of the points that were brought up
25 earlier about better utilization or more increased

1 utilization of biomarkers and linking some of those
2 to some of these clinical outcomes because I think
3 you are dealing with low frequencies and it is not
4 just what happens to the curve out there. It is
5 your confidence of those values out there is low.

6 So you are looking at relationships
7 between biomarkers and with the eventual linking,
8 or trying to validate them into surrogate markers
9 and looking at a more continuous, which I think
10 would be more powerful, scale is of importance.

11 The other thing is, while you did present
12 that as dose data, you may actually get some
13 additional information if one looks at it from the
14 exposure point of view because you will, within
15 your own dosing, cohorts have variability that do
16 have exposures. But, again, if your endpoint is
17 categorical in that nature, the power to say
18 anything is going to be very limited.

19 DR. LALONDE: Just a quick follow up. I
20 may be missing part of the point here, but if I
21 recall the example you had, I believe a
22 ketoconazole, or some type of interaction that
23 increased exposure by twenty-fold.

24 DR. LEE: That is the next question.

25 That is the next one? I am jumping ahead.

1 Okay. I thought you were trying to bring those
2 data back in the range of observed ER data that you
3 had. I will just wait, then.

4 DR. LESKO: Again, going to that same
5 question, I wonder how reasonable it would be to
6 use data from a class of drugs that are fairly well
7 understood and where you might have more complete
8 exposure-response information already available and
9 borrow some of that data in incorporating it into
10 the assessment of an incomplete exposure-response
11 dataset; for example, H2 blockers or something like
12 that where there is fairly well-known pharmacology,
13 the biomarker data is pretty well-understood in
14 terms of its relationship to clinical outcome and
15 the drugs don't differ a heck of a lot in potency.

16 DR. JUSKO: That seems to be extremely
17 reasonable. Also, it gives you a perspective on
18 the physiological or pharmacological limits of the
19 system. Oftentimes, in those scenarios, you can
20 define the limits of what will happen and that can
21 be used, at least on the Y axis, on one of these
22 graphs to know where you are heading with higher
23 doses.

24 DR. SHEINER: The beauty of doing that in
25 a Bayesian context is you can add in uncertainty;

1 that is, you can, okay, this is what we know about
2 another drug but the fact that it is another drug
3 and not statistically this drug means we will
4 widen, essentially our spread on that as we apply
5 it to this drug.

6 You can actually debate with people how
7 much you ought to do that. At some point, of
8 course, you add in so much uncertainty that you
9 have made it worthless. But, again, you can see
10 the sensitivity. So that is exactly the kind of
11 thing of what are you willing to assume. Those
12 assumptions have to come from science. Those are
13 subject-matter assumptions. They are not based in
14 statistics.

15 DR. McCLEOD: It is also an area that you
16 can model based on your current data. There are
17 going to be a lot of classes of drugs where they
18 are new or you just can't do that modeling. In
19 oncology, much of that modeling, the data is not
20 going to be solid enough to do because of the
21 differences within a supposed class of drugs
22 whereas your example with the GERD drugs,
23 generally, there is a common physiology that is
24 being measured fairly close to the real thing, to
25 the actual dynamic endpoint that allows you to do

1 some of that modeling much more appropriately.

2 DR. JUSKO: Perhaps we could move on to
3 the next question here.

4 [Slide.]

5 This question is how to assess the risk
6 and benefit of drug concentrations that are not
7 contained within the known ER relationship.
8 Richard, you were concerned with that ketoconazole
9 example.

10 DR. LALONDE: I thought it was linked to
11 the previous one, too, in terms of extrapolating
12 the exposure response. But I still think that,
13 again, from a regulatory point of view, this is a
14 very tough one. The part I was missing, I guess, I
15 thought was the ketoconazole interactions are like
16 a twenty-fold increase in exposure, a very large
17 increase in exposure, well above the range that you
18 had studied, and I think you showed the ER
19 relationship, I think, for a certain risk, if I
20 recall.

21 The part that I am missing, I guess, is
22 that without having other type of information, I
23 think the solution has to be that the dose
24 recommendation for that group, unless you have some
25 other data, has got to be brought in within the

1 range of exposure that you have studied.

2 Surely, you are not trying to come up with
3 an exposure-response relationship in that
4 twenty-fold-higher range to show that that is an
5 unimportant drug interaction. Is that intent here?

6 DR. LEE: In general, the drug is pretty
7 safe. But then it does have this rare adverse
8 event which could be fatal. In this example, the
9 data we have is only up to two times the clinical
10 dose. Of course, drug-drug interaction data we
11 show has up to twenty times the increase of AUC.
12 Of course, for the extreme cases, we don't intend
13 to bring that twenty times down to the normal
14 level. That means you are going to have a dose of
15 6 milligrams, or whatever, 8 milligrams, which is
16 not possible.

17 But then, I guess, the question will be
18 how about those with three times the increase of
19 AUC or four times the increase of AUC, which is a
20 little bit greater or beyond the exposure-response
21 data that we have. And then we are not certain
22 whether, when there is a three-times increase of
23 AUC, whether that will cause any clinically
24 significant change in total probability of an
25 adverse event.

1 So that is the gray zone. How do we make
2 a recommendation in those intermediate areas?

3 DR. McCLEOD: It seems to really get back
4 to what Lew Sheiner was mentioning about you are
5 not missing the data. You are missing the exposure
6 information to realize you have the data because
7 the variability in AUC is there. It is just that
8 you haven't quantitated it or the quantitation is
9 not available at these given doses.

10 Just because you only have a two-fold
11 range in dose doesn't mean you have a two-fold
12 range in AUC. So you are kind of taking--I don't
13 know what the right analogy is. It is not an
14 apple-orange analogy. It is a red apple-green
15 apply analogy in trying to say things about all
16 apples.

17 You have to go down and have information
18 about what seeds you are dealing with. If you
19 haven't modeled in the variability that is
20 possible, you can't draw these conclusions. So, in
21 the context of the phase III studies where you are
22 not going to go back and get exposure information
23 on the adverse events, all you can do is model what
24 variability you would expect to see based on your
25 phase I and phase II studies.

1 It is not that you are missing--what you
2 are missing is the ability to go from dose to
3 exposure to endpoint. I guess Dr. Sheiner can
4 comment about whether that is ever going to be
5 attainable in the practical sense.

6 DR. HALE: It seems to me that we have got
7 a choice here between two courses of action.
8 Apparently you know something about the
9 pharmacokinetics in this subpopulation since you
10 know that we are outside of our concentration where
11 we have a relationship. So the question is, we
12 have got a subpopulation. Do you take that
13 subpopulation through a demonstration of
14 effectiveness and/or safety so that we know
15 something in that subpopulation or do you make an
16 assumption?

17 It seems we have got a choice; either show
18 it or assume it, getting back to what Lewis said
19 earlier. So the question is do we have good
20 science to back up the assumption and, if we don't,
21 we don't have many choices left, do we.

22 DR. LEE: Or, in this case, it is going to
23 be very difficult to show it because it is a rare
24 adverse event and you need, like, 500 patients or
25 more to show that adverse event in the special

1 populations. So I guess we have to make some sort
2 of assumption that the dose-response or
3 concentration-response relationship holds true for
4 the special populations.

5 DR. CAPPARELLI: It is not even that big
6 an assumption because if you are looking at it
7 strictly from the safety standpoint, and you can
8 target within the range, if you are talking a three
9 or fourfold range, your dosing adjustment, more
10 than likely, is not going to bring them even down
11 to the level of the typical value. It is the
12 assumption that they aren't this much more
13 insensitive than the typical population.

14 In a lot of these situations, I don't
15 think the assumption is a huge one where we can't
16 actually validate it. I think that the is not are
17 these more sensitive issues. It is are they less
18 sensitive and are they less sensitive to actually a
19 pretty large magnitude.

20 DR. JUSKO: That cardiovascular drug
21 example we have been discussing is particularly
22 fraught with concerns that might have led to a
23 contraindication because a couple of these drugs
24 that cause the marked change in AUC are also on Ray
25 Woosley's list of drugs that change QT intervals.

1 So you probably have a double interaction there, a
2 kinetic one and changing metabolism as well as a
3 possible dynamic one and both agents having the
4 possibility of changing QT intervals.

5 But, in any case, it is a difficult
6 situation to resolve and it certainly would require
7 a marked cautionary note if not the need for more
8 explicit studies in lower doses.

9 DR. LALONDE: I have got to come out and
10 say this. I am not sure I understand the
11 controversy here. If there is no drug interaction,
12 would you allow someone to propose in their label
13 to give twenty times the dose and, if not, I would
14 say even as just a pure contraindication to this
15 combination, then we don't have the data to support
16 this and it is up to the sponsor to provide this
17 not to the Agency to try to create this.

18 DR. LESKO: I agree there isn't much
19 controversy here. This would be a drug that would
20 be handled through labeling. It is not a labelable
21 situation in terms of a dosing adjustment. I don't
22 know what the real example was, or what the real
23 label says, but my guess is this would be a
24 contraindication for these drugs to be given
25 together.

1 But let's step back a minute and let's say
2 it wasn't quite 2000 percent. Let's say it was
3 more like 100 percent or 50 percent, something that
4 goes above the plasma levels that you know are
5 associated with an approved dose. Maybe in the
6 absence of other information, you just do a
7 proportional dose reduction and leave it at that.

8 Whether you need to do that or not, or
9 whether that is necessary, is another question.
10 What if a 50 milligram strength is the only
11 strength available. The question becomes relevant
12 because if the special population has a blood level
13 that requires a downward dose adjustment based on
14 exposure alone to 20 milligrams, how do you handle
15 that situation.

16 So I think there are other examples where
17 this issue comes into play in terms of
18 extrapolating beyond what you know to have some
19 more data to input into that decision. This one is
20 a little bit at the extreme, but there are others
21 that are less extreme. That is kind of where the
22 difficult comes in.

23 DR. JUSKO: Perhaps we can move to the
24 last question.

25 [Slide.]

1 This one is how to establish consistent
2 criteria for determining the no-effect boundaries
3 for change in pharmacokinetics for dosing
4 adjustment.

5 DR. SHEINER: You can't do it without
6 utilities, either implicit or explicit.

7 DR. LALONDE: Since we have talked about
8 utilities quite a bit, I am curious as to what the
9 experience has been around the table with that
10 concept, maybe especially within the agency. Very
11 briefly, we have looked at this for some compounds.
12 Depending who we talk to within Pfizer--we talk to
13 some very quantitative people and they say, "Oh;
14 this is very interesting. Let's incorporate this.
15 Let's see how we can use utility to make decisions.

16 To the other extreme of, "What planet are
17 you coming from to think that you can incorporate
18 all this complex information into a simple utility
19 function?" That would be, let's say, the typical
20 clinical perspective to say kind of I know what is
21 useful for the patient because I know and I make
22 those judgments all the time."

23 But it is almost like the opposite of the
24 definition of the judge who couldn't define
25 pornography, I guess; "I know it when I see it but

1 I can't put it on paper."

2 So we have had this very wide range of
3 responses and we are still trying to be as
4 quantitative as we can. A lot of a colleagues
5 within the Agency who would have a key role in
6 making these dose would be your clinical
7 colleagues. I am just curious as to, as you
8 advance this concept of utility, as Lewis and
9 others have mentioned that this is the way you need
10 to.

11 We are making these judgments right now
12 but people are not coming out and stating their
13 assumptions explicitly. I am curious as to how
14 this is being received with the rest of your
15 colleagues in trying to advance these concepts.

16 DR. JUSKO: I would like to intervene at
17 this point and ask you to restate that question
18 immediately after Jrgen presents his topic that is
19 scheduled at this time.

20 The program calls for a presentation on
21 using exposure-response relationships to define
22 therapeutic index, a preliminary approach based on
23 utility function. So we can all learn a little bit
24 more about what utility functions are all about and
25 then discuss them further.

1 Using Exposure-Response Relationships
2 to Define Therapeutic Index: a Preliminary Approach
3 Based on Utility Function

4 DR. VENITZ: I would like to get started
5 by saying that, Lew, you have stolen most of my
6 thunder already and not coincidentally because, for
7 those of you who did get the background, I did
8 include an article that he coauthored twenty-five
9 years ago that actually looked at the use of
10 utility functions. This was the only article that
11 came up when I did a MedLine search on risk and
12 utility.

13 [Slide.]

14 So what I want to talk about today is
15 actually how to use utility in the big picture of
16 risk assessment.

17 [Slide.]

18 You all are clinical pharmacologists so
19 you are familiar with the world that we live in
20 where we are looking at dosing regimens and we are
21 trying to optimize clinical outcomes by reducing
22 the bad outcomes, toxicity or harm, and by
23 increasing the likelihood of good outcomes,
24 efficacy or benefit. We have also variability that
25 we have already talked about today that relate

1 dosing regimens to exposure, things like
2 compliance, kinetics, exposure to response, dynamic
3 variability and then the relationship between those
4 biomarkers or response markers and clinical
5 outcomes.

6 [Slide.]

7 The context that I started working on this
8 had to do with the definition of narrow
9 therapeutic-index drugs. So how can we come up
10 with the framework that allows us to assess whether
11 a drug or a compound, or product, I should say, is
12 a narrow-therapeutic-index drug.

13 The analogy that Rich gave is the most
14 common definition; "Well, I know it when I see it."
15 So there wasn't really any kind of framework.
16 There are some definitions, or at least tables,
17 listed in FDA guidance but they are relatively
18 outdated.

19 So this is looking at a dose-response
20 curve. Now, with this paradigm of kinetics,
21 dynamics and clinical outcomes, you are looking at
22 dose-response curves. Blue is the efficacy
23 dose-response curve. Red is the toxicity
24 dose-response curve. You are looking here at
25 clinical outcomes, so you are looking on the Y axis

1 at the percent of the people or the patients
2 receiving the drug that show those outcomes.

3 You can see that this is nothing but a
4 cumulative-density function, a probability
5 function. Typically, one of the definitions that
6 you find in the literature for
7 narrow-therapeutic-index drugs is, well, we are
8 going to see how far those two curves are apart, so
9 we are going to look at the ED50. For example, in
10 this case, the ED50, I think, is 60. We compare
11 that to the TD, the toxic dose, where 50 percent of
12 the patients show us toxic effects. In this case,
13 that number would be 120.

14 So this would be an example where the two
15 curves are very close together.

16 [Slide.]

17 What my contention is, and that is not,
18 really, what, in most people's mind makes a drug a
19 narrow-therapeutic-index drug, but it is much
20 rather what happens if you are over- or under-dose;
21 in other words, what are the consequences of
22 toxicity or efficacy.

23 So my personal definition is the fact that
24 a drug is a narrow-therapeutic-index drug or not is
25 primarily determined by the severity of the

1 toxicity of the severity or the lack of efficacy,
2 so what happens when you underdose. The example
3 that I like to use for that is warfarin. I think
4 it goes back to, Lew, you mentioned in your
5 presentation that negative consequence and positive
6 outcomes kind of outweigh.

7 Warfarin, either you bleed to death or you
8 stroke to death. Either way, by underdose or
9 overdose, you get a very bad clinical outcome.

10 Something to consider that I don't think
11 we have talked about a whole lot is it really
12 depends on how we dose those drugs. A lot of those
13 narrow-therapeutic-index drugs are not really given
14 as fixed doses. But we individual them or, most of
15 the time, we actually dose-hydrate them.

16 The most commonly used definitions, I have
17 listed them here. Look at the separation of the
18 dose-response curve or the effect-concentration
19 relationship.

20 [Slide.]

21 What I would like to add to that is this
22 concept of utility function that you have heard
23 about all morning long. Here I am saying that the
24 utility value that you achieve depends on the
25 likelihood of having efficacy or toxicity

1 multiplied by a utility factor.

2 So the utility factor, or cost function if
3 that is the term that you find in the literature,
4 describes our preference or lack of preference for
5 a certain outcome. For example, clinical efficacy,
6 then, would be defined as how likely is it that the
7 drug is efficacious for a certain dose, so it
8 depends on the dose on the exposure response, and
9 what are the consequences.

10 In this case, the negative consequences
11 would be a drug that is subtherapeutic. A positive
12 consequence would be the drug actually has the
13 efficacy that it is supposed to have.

14 On the other hand, if you look at clinical
15 toxicity, you would look at how likely is it that
16 you have toxicity occurred and what are the
17 negative consequences; how bad is the toxicity that
18 you get.

19 Then you can look at the therapeutic
20 index, the term that is part of the NTI, as a
21 composite of the two. For example, what I am using
22 for a simulation I am going to show is the
23 difference, the mathematical difference. So this
24 therapeutic index, then, follows an exposure
25 response because both toxicity and funicular*

1 toxicity follow an exposure response and it is
2 affected by our assigned utility values.

3 As you have heard before, those utility
4 factors are not empirical values that you can do
5 studies for, but they are judgmental entities,
6 things that we assign based on our personal
7 preferences.

8 [Slide.]

9 So this is a simple model just to
10 illustrate the point. Now we are stepping back and
11 kind of trying to put that into play. So here I am
12 setting up a pharmacokinetic dynamic model that
13 blends outcomes to dose regimens. I have sources
14 of variability--so we are looking at the different
15 sources of variability. We have variability in
16 terms of compliance, that the dosing regimen
17 actually gets translated into an actual dosing
18 regimen as opposed to the nominal.

19 You have got pharmacokinetic variability
20 in terms of clearance if you are assuming that it
21 is steady state. And then I have a pharmacodynamic
22 that just says I am trying to get into a
23 therapeutic range, and that therapeutic range is
24 defined by effective concentration and the toxic
25 concentration. Both of them can introduce

1 variability from patient to patient.

2 I am looking, then, at the outcomes, the
3 lack of efficacy and the adverse events as the two
4 negative outcomes. So, in the scenario that I am
5 going to walk you through now, I am going to look
6 at dose-dependency studies, administration every 24
7 hours. I assign certain clearance values and those
8 would population means, and this would be the
9 population mean therapeutic range.

10 I am simulating here what most people
11 would consider to be a narrow-therapeutic-index
12 drug because there is a twofold range between the
13 effective and the toxic concentration. Then I can
14 add variability in each of those components;
15 compliance, kinetics and dynamics.

16 [Slide.]

17 This would be the result of a Monte Carlo
18 simulation where I am looking at dose-response
19 curve on the top and I look at the therapeutic
20 utility curve on the bottom. You have already seen
21 this therapeutic and the dose-response curve for
22 efficacy and for toxicity.

23 On the bottom here, this is the utility
24 curve for efficacy and this is the utility curve
25 for toxicity. You can see I am assigning a 1,

1 meaning a maximum positive utility for efficacy and
2 a negative 1, that means maximum negative utility
3 to my toxicity group.

4 The composite of the two, what I am
5 referring to as a therapeutic index is the
6 mathematical difference between the two and you
7 see, now, it is this kind of a curve, in green
8 here. It has a U-shape and you can tell based on
9 what Lew Shiner mentioned early on, there is a dose
10 right here where you are maximizing utility.

11 So, if you give this dose, you are
12 optimizing utility relative to toxicity and
13 efficacy.

14 [Slide.]

15 If you look at this same scenario now, and
16 we are looking at a case, an ideal case which
17 obviously doesn't exist where we have no
18 variability at all. So here we have no compliance
19 issues. We have no kinetic and no dynamic
20 variability. What you get are those two
21 dose-response curves. They are basically step
22 functions.

23 More important, if you look at the utility
24 curve, the utility curve now tells you there is a
25 range from 60 to 120 milligrams where you get 100

1 percent. You will get your maximum utility in
2 every patient. As soon as you are outside that
3 range, you have zero utility. That means your
4 clinical efficacy is completely offset by toxicity.

5 [Slide.]

6 You start introducing variability. The
7 first source of variability now is the 20 percent
8 COV variability introduced to compliance. All of a
9 sudden, you see that dose step function, the
10 dose-response curves, get spread out. You can also
11 see that now the utility function gets spread out
12 as well and you don't get 100 percent utility
13 anymore. You are now even at the optimal dose,
14 here around 90, you don't get 100 percent utility.

15 So some patients, even at that optimal
16 dose, have more clinical toxicity than they have
17 efficacy.

18 [Slide.]

19 If you introduce kinetic variability,
20 only. Here we have only kinetic variability, none
21 of the other sources contributed. Again, you can
22 see the spreading out of the dose-response curve,
23 this kind of inverse U-shape looking utilization
24 curve that tells you there is a maximum utility.

25 [Slide.]

1 The same thing happens if the only source
2 of variability is dynamics. So, now, 20 percent
3 COV in my effective and toxic concentration.
4 Again, you see the inverse U and you see the
5 spreading out.

6 [Slide.]

7 If you put all of this together, you end
8 up with the dose-response curves that you have seen
9 before. So this is what you have already seen
10 before. Now, what I want to change, because that
11 is really what the main gist of my presentation is,
12 I want to change utility factors.

13 In other words, the dose-response curves
14 do not change. From now on, we have the same
15 dose-response curve that you have seen at the very
16 beginning. If you assume that this is, or at least
17 my definition of, a narrow-therapeutic-index drug
18 where it is very good to have efficacy and very bad
19 to have toxicity.

20 Then what you would see is the utility
21 curve that looks like this; inverse U. There is a
22 range of maybe 30 to 230 or something like that
23 where you would have a positive utility. You have
24 your maximum utility value at around 90 milligrams
25 dose.

1 Now, for the same dose-response curve,
2 now, I am deciding that my utility values are
3 different. I have a drug that has a marginal
4 therapeutic benefit, so 0.2 out of 2.0. So it is
5 one-fifth less important for me to have clinical
6 efficacy. At the same time, I am concerned about
7 toxicity because I am assigning it a negative 0.8.
8 So I think there are pretty bad potential outcomes
9 as far as toxicity.

10 What you get, then, is, again, if you look
11 at the green curve, you now see a very narrow
12 therapeutic range, a very narrow range of doses
13 where you have positive utility. You can also see
14 that even at the optimal dose, still around 90,
15 your maximum utility that you get is very small.
16 So this would be a marginal efficacious drug with
17 significant toxicity and you probably wouldn't want
18 for this drug to come to the market in the first
19 place because it provides very marginal efficacy
20 given the fact that it has such significant
21 toxicity. Even dose optimization is not going to
22 help you.

23 On the other hand, if you look at this
24 drug, this would be a drug that has significant
25 efficacy. I am assigning a large utility value to

1 it. On the other hand, the toxicity, the
2 consequences of toxicity, is relatively
3 insignificant, negative 0.2. Same dose-response
4 curve. Now, look at the utility curve. Now the
5 utility curve goes up. It peaks at around 90 to
6 100 and then it remains positive for a large dose
7 range.

8 So this would be a drug, even though the
9 dose-response curves are twofold separated--so it
10 would meet the conventional definition of
11 narrow-therapeutic-index drugs, if you look at the
12 utility, there is a wide range of doses where you
13 would have a large degree of utility. So a lot of
14 patients would benefit regardless of where you are
15 on this dose response.

16 [Slide.]

17 As you know, I am on sabbatical with FDA
18 and this is the project that I am working on, just
19 to give you some idea where this is going to lead
20 to before I am going to ask you for some additional
21 input. Right now, I am looking at additional
22 simulations where I separate the variability into
23 different subpopulations, something that I am
24 really excited about. It would be the second
25 direction and I have some stuff, and I have done

1 some stuff--it is not ready for prime-time yet--but
2 to look at strategies to deal with
3 narrow-therapeutic-index drugs, things like dose
4 titration.

5 Can I deal with the fact that I have a
6 source of variability by using dose titration
7 either on a kinetic endpoint like a plasma level,
8 or some surrogate markers. And then, down the
9 road, potentially look at more complex PK/PD models
10 even though I am not sure how much they contribute
11 for the proof of concept.

12 Something that I do look for guidance from
13 you; are there any ways that I can get actually to
14 real-life data that allow me to show in a real-life
15 example how this would work.

16 [Slide.]

17 Now, the discussion that I think--Rich,
18 you asked that question about utility, how do you
19 come up with utility factors. Let me give you some
20 general ideas that I think we might want to
21 consider, maybe come up with utility factors. So
22 utility factors describe our perception of what the
23 consequences are of either not being efficacious or
24 being toxic.

25 The first thing to consider; can we

1 actually monitor clinical outcomes, or is the first
2 clinical outcome a dead patient? If you can
3 monitor, then the utility function would
4 potentially be less, or the utility factor, I
5 should say, would be potentially less, or can the
6 patient diagnose that there is some clinical
7 outcome.

8 Can the physician diagnose it or is there
9 a special testing that is required? At what
10 setting does the outcome occur; self-treatment by
11 the patient, outpatient, or does the patient have
12 to be hospitalized if something bad happens either
13 lack of efficacy or toxicity.

14 Specifically, to the efficacy, what kind
15 of utility considerations would we have when we try
16 to assign efficacy utility values? What is the
17 impact of the treatment, the drug, itself, on the
18 disease? Are we preventing the condition? Are we
19 relieving symptoms only, or do we cure
20 disease--that would tell us how important it is to
21 have clinical benefit.

22 What is the severity of the disease? And
23 are there any alternative treatments available and
24 how would they compare to the treatment of
25 interest?

1 On the other hand, if you look at
2 toxicity, or the harm that you can cause, is that
3 reversible harm or is this something like patient
4 death? And what is the impact of this toxicity on
5 the quality of life or the activities of daily
6 living?

7 [Slide.]

8 What I want to conclude with, and the
9 reason why I think we had this discussion early on,
10 that using utility functions, you are actually
11 combining clinical pharmacology-type information,
12 exposure response, that we can reduce, as Peter is
13 proposing, to probability-density functions,
14 basically, for efficacy and toxicity.

15 We are combining them with therapeutic
16 judgment. The therapeutic judgment is implemented
17 by assigning utility values in order for us to come
18 up with a therapeutic index. I believe that that
19 is going to be useful for us to come up with a
20 consensus of how to define narrow-therapeutic-index
21 drugs, and the narrow therapeutic index, in general
22 for other drugs as well.

23 [Slide.]

24 So the question I have for you as a
25 committee, in terms of feedback, what do you think

1 of this general approach, what specific
2 modifications or additions do you suggest, what
3 would be an approach to come up with a consensus on
4 those utility factors, the very question that you
5 asked, and what are specific classes of drugs that
6 I ought to look at a little more closely.

7 Thank you.

8 DR. JUSKO: Maybe I could begin with a
9 question. What is the typical range of utility
10 factors? You used negative 1.0 to positive 1.0

11 DR. VENITZ: It is arbitrary. I have just
12 defined, for the purposes of my presentation, that
13 positive 1.0 would be the best possible consequence
14 that I can have. I am saving somebody's life.
15 Negative 1.0 would be the worst possible outcome.
16 I am killing somebody. It is arbitrary. You can
17 assign any range that you want.

18 So, for the definition, the way I have
19 defined it is it ranges from negative 0.1 to
20 positive 0.1. But you could assign any value that
21 you would like.

22 DR. LALONDE: What is important, I think,
23 is the relative weight.

24 DR. VENITZ: Exactly.

25 DR. LALONDE: The relative weight that you

1 put on these. Are they equal, as you said, in your
2 example or are they not equal.

3 DR. VENITZ: In one of the examples, they
4 are equal. And that is the point that I was--if
5 you look at this, here I am assigning equal weight,
6 toxicity and clinical efficacy. What you get is a
7 utility curve that looks like this which would
8 suggest there is a range of about 30 to maybe 230,
9 we have a positive utility.

10 On the other hand, with the same
11 dose-response curve, if I now say I have marginal
12 efficacy--in other words, my efficacy really is not
13 very important clinically speaking, I still have
14 very important clinical, or clinically significant
15 toxicity that, all of a sudden, my utility curve is
16 much smaller.

17 So you see the change from here to there
18 just by assigning different utility values. But it
19 is arbitrary judgmental way of looking at the
20 consequence, the positive or negative consequences
21 of over or underdosing.

22 DR. SHEINER: Let me just clarify. The
23 scale is absolutely arbitrary and no computations
24 come out different when you change the scale and
25 variant. The last thing it says is an arbitrary

1 way of assigning clinical value could be heard as
2 that utilities are arbitrary. They are subjective,
3 but I wouldn't say they are arbitrary.

4 DR. VENITZ: The numbers that you assign
5 are arbitrary. The values that they reflect are
6 not arbitrary. They are judgmental values on
7 looking at benefit and harm.

8 DR. JUSKO: The relationship between
9 efficacy and the utility factor, or toxicity and
10 utility factor, is it typically a linear function
11 or it can be any type of arbitrary function.

12 DR. VENITZ: It can be any function. What
13 I am assuming here, it is just a factor. I am just
14 multiplying the likelihood of having clinical
15 efficacy by some factor that tells me how good is
16 it for me to have this kind of efficacy. Here I
17 would say it is very good. I am saving lives.
18 That is my clinical efficacy utility. Here maybe I
19 am treating hay fever and I am preventing somebody
20 from sneezing.

21 DR. SHEINER: No; I think that Bill was
22 getting at a different point and it is an important
23 point. If you defined all of your outcomes as
24 categorical, so there were three levels of efficacy
25 and there were two levels of toxicity and so on,

1 and you had lots of them. Then, for every unique
2 combination, in principle, you would have to assign
3 a utility and that would be what is called a
4 saturated model and nobody could argue with it
5 because you get to assign utilities any way you
6 like.

7 But if you, for example, talk about blood
8 pressure which is continuous, and you talk about
9 some insomnia which is continuous, then you need
10 some model for combining those separate utilities.
11 Do they interact or do they not interact?
12 Certainly, for multiple toxicities, you can imagine
13 total degree of discomfort is greater than the
14 amount you might assign for one toxicity and
15 another if you have both at once, if you are both
16 nauseated and vomiting, that is worse than
17 either--well, I would say that. But it may not be
18 any worse than vomiting alone.

19 So you have the same problem in modeling
20 that you have in modeling anything. As soon as
21 they become continuous, do you want to combine them
22 or your endocombinator*ics blow up. I didn't
23 mention, and obviously this is one of the problems,
24 and you didn't mention it either so we ought to
25 state it out here is that that is much tougher to

1 model because we don't have the same kind of
2 empirical data. In principle, utilities vary from
3 person to person.

4 DR. VENITZ: You look at them as personal
5 preferences of outcomes and they could be different
6 between you and me. They could be different
7 between you and your patient. So they are
8 subjective. But the numbers that you assign are
9 arbitrary because, as Lew pointed out, there is
10 scale and variant. You are looking at relative
11 changes.

12 DR. LEE: Dr. Sheiner, you mentioned that
13 you model a utility function. So, when you model
14 it, what would be the required data that you model?

15 DR. SHEINER: Assuming that you are
16 willing to make the assumption that everybody's
17 utilities are about the same, so you would have to
18 dealing with big things. Most people would feel
19 the same about it. But that is a tough assumption
20 which is not an assumption about the natural world.
21 We really do assume that the natural world doesn't
22 change as we move from place to place and from time
23 to time.

24 But preferences do. If we are willing to
25 assume that everybody is basically the same, then

1 the way you elicit utilities is you have a dialogue
2 with people in which you say--there is a whole
3 literature on this--but in which you essentially
4 say, what is your equilibrium point. If you had to
5 walk with a limp for the next ten years, would that
6 be about equal to living five years longer, or
7 whatever the number is.

8 They have spent a lot of time figuring out
9 how to elicit utilities from people. So the
10 experiment you do is conversations with people in
11 which you pose them hypothetical situations and
12 essentially you get them to talk about things that
13 are even odds, and that is how you get your
14 weightings. When they are indifferent about two
15 things, then you say they have the same utility.

16 So it requires interviews. Probably we
17 would take the paternalistic point of view that we
18 would start out eliciting utilities from doctors,
19 not patients, and so we would have to interview
20 health-givers.

21 DR. HALE: I think there are some things
22 we could probably learn from our pharmacoeconomics
23 people. They have been doing this sort of thing
24 for years. They typically look at Regimen A versus
25 Regimen B rather than having an underlying

1 continuous input such as dose or exposure in terms
2 of pharmacokinetics.

3 But it is a methodology that has been
4 around for years in that arena for sure. They
5 often look at things like length of stay in
6 hospital, quality of life, et cetera.

7 DR. VENITZ: I looked at some of the
8 literature. Most of the time, their utility
9 function is cost; in other words, they are looking
10 at dollars which are pretty unambiguous to actually
11 empirically come up with. It is much more
12 difficult to come up with utility values that look
13 at preferences, as Lew pointed out, because they
14 vary from doctor to doctor, they vary from doctor
15 to patient.

16 DR. HALE: The thing about utility is that
17 you have a common scale, that everything basically
18 translates, whether it is quality of life, medical
19 outcome, dollars. Basically everything goes
20 through a utility function and put on a common
21 scale. There are these things called
22 multi-attribute utility functions where you have
23 lots of inputs or dimensionalities to worry about.

24 DR. LESKO: I have to come back to a
25 regulatory-world reality. Approving drugs is a

1 benefit-risk assessment. There are always efficacy
2 questions. There are always safety questions. At
3 some point in time, utilities are probably
4 unconsciously being thought about in making the
5 benefit-risk assessment.

6 The next step is to say, now I am going to
7 put a number on this. That makes people very
8 nervous. As a prior step, one would have to figure
9 out a process, even just agreeing on a process by
10 which one could establish utility values. It seems
11 to me, at best, one could establish relative value.
12 I am speaking of this in the context of Drug X and
13 what it might cause on the harm side versus Drug B
14 and what it might cause on the harm side as opposed
15 to absolute values.

16 Whenever I hear the variability across
17 medical or the variability across physicians, it
18 just reminds me of how difficult this could be to
19 establish in the context of regulatory
20 decision-making. I am trying to look for advice on
21 a way forward in that sense.

22 DR. SHEINER: Again, you don't want to
23 make the best be the enemy of the good. You have
24 got a nice example here in the sense that it is a
25 relatively limited question. It is not, what do we

1 do for the next thirty years in this country. It
2 is, what dose of this drug are we to give for this
3 indication.

4 Let's even get away from the issue of it
5 might be different for every patient because we
6 can't do that. So we could, then, begin to talk
7 about cost because it becomes a societal kind of a
8 thing. We don't necessarily have to start
9 comparing it to other drugs because that is not
10 generally what the FDA sees itself as doing, as
11 approving something that is better than anything
12 else out there. It is just, does the balance
13 here--and, as I say, in the beginning, we can start
14 with very few effects. Jrgen used just one
15 efficacy and one toxicity. We can start there.

16 I think just starting down this path with
17 the simplest kinds of things will take us to some
18 very useful places. We will start getting explicit
19 about things we never got explicit about before.
20 But I really like it for the dosing thing because
21 this is a containable problem. It doesn't suddenly
22 start to have tentacles going out into everywhere
23 and we have to decide what the next ten years are
24 going to look like in the politics of Iraq or
25 something.

1 DR. VENITZ: I am going to just add to
2 that. I have been with FDA now on sabbatical for
3 the past three months and I have attended
4 briefings. You have heard Peter talk about how
5 difficult it is sometimes to assess the impact that
6 changes have in area under the curve, let's say.
7 Usually, there is an implicit utility value that
8 clinical pharmacology reviewers and medical
9 reviewers use to decide whether 50 percent or 75
10 percent change in area under the curve is relevant,
11 meaning is it a precaution, is it a warning or is
12 it a dose adjustment.

13 There is a utility value already being
14 used. We just don't call it that way. So we can't
15 really argue. So, all of a sudden, you have two
16 people disagreeing. This person says, well, 20
17 percent is important. The other person says it is
18 not important.

19 What they are really not arguing about is
20 the extent of change but what the potential
21 negative consequences are, usually. So this is
22 just an explicit way of putting that on the table
23 so we can have a discussion on it. We might not
24 agree on the utility values but at least I know why
25 Rich and I don't necessarily agree on the

1 particular scenario.

2 DR. LALONDE: I completely agree. When we
3 try to sell these types of concepts to colleagues
4 who are skeptical, we say, well, these judgments
5 are being made right now. The difference is that
6 you are not stating your assumptions. You are just
7 basically leaving them up here and saying, "I am
8 saying that we can't use the dose, or this is not
9 clinically important or this is very clinically
10 important."

11 What we want to do is, basically, with
12 models that you can state your assumptions. You
13 put them on the table and then you debate the
14 assumptions. I think this is what these weights
15 and factors are really all about.

16 In response to a comment that was made
17 earlier, what we have tried to do is include
18 several people into that assessment so that you
19 don't talk to one expert but maybe have a
20 collection of so-called experts, go around the room
21 and say what is the average figure that you would
22 come up with after the people have a chance to just
23 say their preference.

24 I would like to come back--again, I think
25 this is very similar to the kinds of discussions

1 that we have had here and internally where I work.
2 I am just curious as to Larry and Jrgen how the
3 people who are less familiar with this type of
4 approach, who may be very familiar with making
5 these judgments but don't think of it in a
6 quantitative way in terms of the utility function,
7 how far do you see this going in the next six
8 months, twelve months? Is this something that is
9 going to take ten years to move forward? Is there
10 mainly skepticism, because these medical reviewers
11 are the ones who are at the heart of some of these
12 decisions also.

13 DR. LESKO: Maybe that is an answer we
14 need to save for another advisory committee
15 meeting. I would say we haven't tested the waters
16 there. I don't think there is an answer. As
17 everyone realizes, we make these decisions all the
18 time and that is how labels get out there.

19 We were approaching this, and are
20 approaching it, from the standpoint of bringing
21 more systematic ways of doing that in order to both
22 improve the labeling of the product as well as to
23 bring consistency to the interpretation of these
24 changes.

25 This is one of the approaches that is out

1 there. I think we need to advance it further and
2 then ask the question about how do other people
3 react to it. In fact, I would like to see us
4 advance it with a specific drug and some specific
5 examples to show how this would work. Conceptually
6 speaking, these are hard concepts to advance within
7 the agency, in my opinion.

8 But, with some examples in model drugs, I
9 think it would be much easier. My sense is, in the
10 overall framework of risk assessment, because of
11 the priority this has been sort of elevated to in
12 the Center, I think people will want to look at
13 this. But it has to be presented in the right way.

14 DR. SHEINER: As I said, doing it in the
15 general case is very, very tough. But there are
16 very straightforward examples. One of the examples
17 I was going to show is not the oxybutynin, which is
18 a complex one, but just a recent study we did on
19 use of magnesium infusions in preeclamptic
20 hypertension.

21 We were able to get a PD model with the
22 level of magnesium associated with blood-pressure
23 fall and everybody agrees that you don't want to go
24 above 4 because you start getting seizures and ugly
25 things like that in terms of a level. We didn't

1 get any toxicity data.

2 Then you fit the population model for the
3 variability in response and the variability in PK,
4 simulate out the patients under various dosage
5 regimens and you get to find out that there is
6 reasonable expectation that the currently used
7 dosage regimen has a problem in that it gets to
8 where you want to go but too slowly and that you
9 ought to regularly have a loading dose which has
10 been used by many people.

11 Sometimes, they give it IM. That has got
12 its problems. But the point is it is a simple
13 analysis that says here is a regimen that somebody
14 ought to try and it might be better. That is where
15 you go from there. Now, to approve that on a label
16 is quite a different thing than saying in the
17 course of drug development, "Oh; we ought to try
18 this and use that in our phase III study and maybe
19 try some variance to show that it makes a
20 difference."

21 It is that kind of encouragement, if they
22 knew that they had to do that kind of justification
23 of the dose they offered at the end, maybe, at the
24 time when you can do smaller experiments and get
25 richer data, you would start to get to see what we

1 would have.

2 But I really feel strongly that we are not
3 at the point now where we are ready to say, "This
4 is how you do it."

5 DR. LESKO: That was kind of my reaction,
6 to pick let's say a negative utility value for
7 something everyone agrees is bad. You can start
8 out with the QTc, for example, as a bad thing.
9 Everybody is concerned about it. It is probably
10 one of the bad things we have some continuous
11 dose-response data for some drugs--and take a look
12 at that. That would be where you would expect the
13 easy case to be made, and then maybe go into some
14 of the more complex.

15 But having the prototypes would help, I
16 think.

17 DR. HALE: I think there is a lot of merit
18 to this whole notion. I think, basically, what
19 you are talking about is quantifying our
20 benefit-risk as a function of exposure. I think
21 there is a lot of benefit there, but I think you
22 need to think a little further about the side
23 effects, what are some of the knockons here. For
24 example, this could wind up that when we have a
25 label, we basically have somewhere hidden in

1 there--if it is not in the label, somewhere behind
2 the scenes, a number which we have quantified as
3 benefit-risk.

4 In terms of pharmaceutical companies
5 marketing Drug A versus Drug B versus Drug C, they
6 are each going to have this cost-benefit number
7 lurking in the background and that is going to be
8 tied directly to the kind of recommended dose that
9 is allowed.

10 In other words, everybody is going to be
11 in this game of optimality, what is the dose that
12 gives us that best numeric value which is going to
13 put a lot of pressure on getting your utilities
14 sorted out. I think that is a significant thing
15 that is going to have to be given quite a lot of
16 thought and make sure that all the constituencies
17 impact to get input into the development of those
18 utility functions.

19 DR. DERENDORF: I think, conceptually, the
20 approach makes a lot of sense. But I think the
21 difficulties are really in the details. For
22 example, it all depends on the PK/PD models that
23 are built into this model. You need two. You need
24 one for the efficacy and one for the safety. There
25 are not that many examples out there that really

1 have looked at safety PK/PD modeling.

2 Right now, we are having an effective
3 concentration and a toxic concentration. That is
4 nice and simple, but I don't think it really
5 reflects the real world frequently. So I think
6 there is the challenge because, if the models are
7 wrong, the conclusions will be wrong.

8 DR. VENITZ: I agree with that
9 wholeheartedly. What I have seen, again, in my
10 limited experience, most of those safety models are
11 empiric. You have seen some of the examples in
12 Peter's presentation. Most of them, you believe
13 you are only at the low end of the dose-response
14 curve because ethically you can't push the dose any
15 higher.

16 So you are talking about, most of the
17 time, low-probability events. They happen in less
18 than 1 percent of the population even at the
19 highest dose. But they have potentially a very
20 high negative utility.

21 Those are the ones that are ultimately
22 going to drive you over a therapeutic index; right?

23 DR. SHEINER: I just say, again, what is
24 the competition. The beauty of talking here is you
25 guys have to make decisions. You have to make them

1 and you have to make them relatively promptly. So
2 anything that might be a modest improvement, even
3 if it doesn't get all the parts right--but this
4 idea of unintended consequences that Michael is
5 reminding us of is, I think, a very important
6 issue. It happens all the time.

7 There are probably things we can do about
8 that, but I think that is another reason for
9 testing it out and trying it slowly and seeing
10 where it takes us.

11 DR. JUSKO: It sounds like there is
12 considerable consensus that this would be a very
13 valuable approach to pursue further looking for
14 more specific examples to apply the methodology to
15 in order to demonstrate the attractiveness of this
16 nice blend of being able to utilize the art and
17 science of what we do.

18 I think we have concluded our discussion
19 of this topic. Any other comments from the
20 committee regarding this or any other aspects of
21 what we discussed this morning?

22 DR. LESKO: May I ask just one clarifying
23 question related to the utility function? Dr.
24 Venitz showed us how this can change under
25 different scenarios of variability and I was trying

1 to, then, leap from there to the need to dose
2 adjust.

3 Clearly, these utility curves have a peak
4 and a flatness to them or a steepness to them as
5 they go up and down, and I assume that, if the
6 plateau is rather flat or the rise is rather flat,
7 that would kind of suggest that even large changes
8 in exposure would not necessarily require dosing
9 adjustments based on this net utility whereas, if
10 the curve went out and down, as you showed us, that
11 would be a case for a more urgent situation.

12 If that is the case, it may be worth
13 looking at decisions that have been made on that
14 type of exposure change already and see if there is
15 some consistency in what is currently being done
16 and what is being proposed, and these differences
17 may shed some light on what we should be thinking
18 about in the utility-function area.

19 But, am I interpreting that correctly?

20 DR. SHEINER: You have got to watch out
21 for individual versus population. So let's imagine
22 a drug which has essentially no relationship
23 between dose and exposure. You give a dose and you
24 might get any exposure. No such thing exists, but
25 let's just imagine it.

1 But the exposure-response relationship is
2 reproducible, and so is the dose-exposure
3 relationship, within any individual. What you
4 would see in a dose response, under any utility
5 function, virtually, is it is totally flat because
6 the dose can give rise to any exposure and exposure
7 can give rise to toxicity or efficacy depending on
8 what it is.

9 And let's say it was one of these things
10 where it was 0.8 and 0.2 for efficacy and toxicity,
11 so it would be positive utility. So you can give
12 any dose you like. You are going to get, on the
13 average, 0.6 or whatever it is. But the reality is
14 that, for some people, they are getting toxic when
15 they don't need to and, for other people, they are
16 failing to get efficacious when they don't need to.

17 So you have to build in, when you are
18 thinking about these things, what other information
19 you might get; for example, the initial response of
20 the individual or some other test that tells you
21 whether they are going to have this kinetics or
22 that kinetics and so on.

23 So just going across the population and
24 mixing everybody together, what it does is it gets
25 you a legitimate curve, but it is a kind of a

1 flattened utility curve because all this
2 variability is mixing in all kinds of folks. So
3 you have to say, what are we talking about? Are we
4 talking about dosing people when we don't know
5 anything about them? Or are we talking about dose
6 people when we know something about them.

7 You can see, actually, how the special
8 population comes in. You will see that, suddenly,
9 putting in the information that somebody is in a
10 special population changes the utility function for
11 everybody because you have broken them up into
12 groups that have less variability.

13 DR. VENITZ: But, just to add to that, one
14 of the limitations I didn't point out that the
15 concept of utility functions does, you are trading
16 off probably against utility. So you are saying
17 one person dead out of 10,000 is the same as 10,000
18 people having a slight headache. You have the same
19 utility value, so you are trading off. You are
20 just doing it explicitly as opposed to right now we
21 are kind of doing it intuitively.

22 DR. LALONDE: Maybe just a very small last
23 comment is also when I tried to look in the
24 literature, I saw how little information there was
25 in the clinical-pharmacology world so a plea for

1 people who are doing research in this area to
2 publish their information so that they maybe get at
3 least more in the public domain and people to
4 respond to this with other papers, commentaries,
5 whatever. But there is very little of it, at least
6 in our discipline, that has been published.

7 DR. JUSKO: That brings up the possibility
8 of a proposal. It seems like, as we went through
9 the discussion of the main topic, the flow chart
10 and all of the specific questions, everything
11 seemed to be too complicated to have any easy
12 answers. What we have come up with is a lot of
13 suggestions of needing to explore these issues
14 further and also the great desire to have many more
15 specific examples to go by to explore what other
16 people have done with more specifics.

17 So it seems like this would be a very good
18 topic for exploration at a meeting, to have
19 presenters deal with many of these issues and to
20 discuss it more widely. It certainly is one that
21 you will need to develop much more thoroughly as
22 what we have ascertained from our limited
23 discussion of all of this.

24 DR. HALE: Just a suggestion here, and
25 that is, while this is relatively untested in the

1 clinical-pharmacology arena, the federal government
2 does have a lot of experience already looking at
3 utility functions in various applications such as
4 the space program, nuclear reactors, et cetera.

5 So it seems to me that we need to find
6 some appropriate expertise, people with the
7 utility-theory background, to really pursue this.
8 The other is the recommendation to really give
9 some thought to criteria other than just expected
10 utility.

11 I think one of the graphs you showed on
12 Page 12 actually goes to that, and back to the
13 question that I asked Lewis earlier, because when
14 you pointed out the graph on Page 12, you said this
15 is probably one you wouldn't want to do even though
16 the expected utility approach would tell you to go
17 ahead and administer that dose.

18 I think, logically, we can all look at it
19 and see that that is probably not a very good idea.

20 DR. VENITZ: That gets into the issue of
21 how you scale. In other words, is a 0.5 or
22 whatever you come up with, or 0.1, I guess,
23 expected utility at best, is it worthwhile in the
24 big picture. So it really comes down how do you
25 assign utility values? Do you consider other

1 treatments that are out there?

2 DR. HALE: That kind of begs the question.

3 In this case, you are saying you didn't get the
4 utilities assigned correctly. I will come back to
5 you; suppose you did get them assigned correctly.
6 Are you going to go ahead and do this even though
7 all of us look at this--I am supposing most of us
8 would say, "That isn't really a very good idea, is
9 it?"

10 DR. SHEINER: You can't escape that way.
11 The utility, already, in principle, has all the
12 values in it so you can't say, well, a utility of
13 +0.1 isn't worth very much. No; it is worth
14 exactly +0.1 and, if it is positive, it means you
15 ought to do it. If you are not going to do it,
16 then it means you need a more complex analysis of
17 some kind.

18 But your intuition is good. Pay attention
19 to your intuition. Don't say, oh, well, I guess it
20 says 0.1. I guess my intuition must be wrong. If
21 it doesn't look right, then there is probably more
22 likely something wrong with the way you put the
23 problem together than there is that you are wrong.

24 DR. JUSKO: Are there any other comments,
25 anything anybody wants to bring up from the

1 committee members or people from the FDA?

2 DR. SHEINER: I just wanted to say one
3 thing. This business of other parts of the
4 government having experience and so on, we have
5 just witnessed in the last several months a
6 complete change in public attitude about the value
7 of estrogen replacement for postmenopausal women
8 based on a perception that there is a risk which is
9 something like 5 or 6 per thousand of a
10 not-necessary lethal event that we finally have
11 tied down.

12 There has been a whole judgement that
13 country has made based on some utility associated
14 with that sort of a risk. People have asked me
15 that because they know I think about this. I say,
16 "I don't know any way to think about, personally,
17 risks of a few per thousand.' I know, as a
18 society, you can work it out and say, how much is
19 it going to cost me, and so on, so that is
20 sensible. But, as an individual to react to
21 risk--and you look around, and most people don't.
22 We all happily get on airplanes or walk around with
23 a sniper shooting at us, and so on.

24 It is a level of risk at which we simply
25 don't do anything about it because it just doesn't

1 make any sense to us. So what I am saying is this
2 pervades all of our decisions already and there is
3 nothing the matter with trying to make it a little
4 more explicit in these daily issues that you have
5 to deal with.

6 DR. JUSKO: On that point that is relevant
7 to many people going to lunch, we will take our
8 lunch break at this time an we will resume at 1:30
9 to deal with Topic No. 2.

10 [Whereupon, at 12:25 p.m., the proceedings
11 were recessed to be resumed at 1:30 p.m.]

1 I am Rosemary Roberts. I am a
2 pediatrician and a mother, as you might surmise
3 from my opening comment. I have been involved with
4 the pediatric initiatives that have been going in
5 with the Agency since the Pediatric Labeling Rule
6 was published in December of 1994. I want to thank
7 Dr. Lesko and his office for inviting me here to
8 participate and to give a presentation at the first
9 meeting of this subcommittee.

10 I hope that by the time I finish speaking
11 that you will think that we actually do have a
12 rational approach to drug development in
13 pediatrics.

14 [Slide.]

15 As you all know, with the incentive
16 program that was legislated with the FDA
17 Modernization Act that was signed late in 1997, the
18 Agency came out with a guidance as to how industry
19 could qualify for this six months of additional
20 marketing exclusivity. There is no doubt that
21 money talks because industry has been very eager to
22 get their six months of marketing exclusivity to
23 the tune that we have issued, to date, 256 written
24 requests to industry and they have sent in over 300
25 proposals to us requesting to study a drug in the

1 pediatric population.

2 When one of these proposals comes in to a
3 regulatory division, there are some questions that
4 they have to ask themselves. The first question is
5 is there a public-health benefit to studying this
6 drug in the pediatric population.

7 If there is, then that is the first
8 criteria that was mandated in order for us to issue
9 a written request. If there is a potential health
10 benefit to the pediatric population, then we can
11 issue this written request to get the information.

12 So now we have a drug for an indication
13 that we need information in pediatrics. In what
14 age groups do we need information in the pediatric
15 population. As you all now, pediatrics is not a
16 homogenous population. We have the pretermatures, the
17 neonates, the infants, children and adolescents.
18 Those are arbitrary names and arbitrary cutoffs.
19 Sometime, we can't use age groups. We have to use
20 Tanner stages or some other physiologic basis for
21 dividing up the age group.

22 Be that as it may, there are certain
23 things that have to be considered when we ask what
24 age group. There are some conditions, like
25 infections, that occur throughout the pediatric

1 population as well as in the adult.

2 But then there are things that do not
3 occur in the entire pediatric population. For
4 instance, let's take Type 2 diabetes.
5 Traditionally, we have thought of Type 2 diabetes
6 or adult-onset diabetes as occurring in adults
7 somewhere in the fourth or fifth decade of life.
8 So when I saw the first written request for Type 2
9 diabetes with an oral hypoglycemic agent coming to
10 the Pediatric Implementation Team, I thought, "What
11 are we doing here?"

12 But, unfortunately, in this country, we
13 are seeing a lot of Type 2 diabetes in adolescents,
14 adolescents that are overweight and don't spend
15 much time exercising, at least not physical aerobic
16 exercise. Maybe they exercise their finger in
17 videogames.

18 So, indeed, we do have a population in
19 this country that has adult-onset or Type 2
20 diabetes in the adolescent age group. We are
21 currently--metformin was studied in the ten to
22 sixteen-year-old to get information on how to use
23 it, and we were even entertaining going down to age
24 eight, which is sad, but we are now making the
25 diagnosis in the eight-year-old, even.

1 So we wouldn't study the entire pediatric
2 population. We would request studies in eight to
3 ten years or above because the condition, we don't
4 recognize it below that. So that is one example of
5 a condition that does not occur throughout the
6 entire pediatric population.

7 Another reason we might not study the
8 entire pediatric population would be a condition
9 such as depression. Although depression, in some
10 form, may occur in the preschool child, right now
11 our studies are asking for seven and above. The
12 reason is we don't have an approved drug in the
13 pediatric population for depression yet.

14 Until we get some positive studies in this
15 population, using the criteria to diagnose
16 depression in this age group using the valid scales
17 that we have, using the outcomes we have, we don't
18 know how to take the studies into the preschooler.

19 We do anticipate that, in the preschooler,
20 we may have to have different outcomes. We are
21 going to have to have different diagnostic
22 criteria. And we may have to have different
23 assessments. Remember, it will be in the preschool
24 age, so they can't do some of the stuff the
25 school-age child can.

1 So there are just two examples of why we
2 might not study the entire pediatric population.

3 Once we have decided on the ages to study,
4 then what information do we need? In the
5 divisions, what they do is they clearly know what
6 the product is labeled for. They can go into the
7 file of the manufacturer and they can find out what
8 is available in the file. There may be some
9 studies that have been submitted to the IND but
10 they haven't requested it in the labeling. That
11 may be able to be used.

12 There may be information in the world's
13 literature and some of that may be strong enough to
14 be able to be used. But ultimately they have to
15 determine what is the information that is missing.
16 So, once we have the information that is missing,
17 then what types of studies do we, as an Agency,
18 request in order to fill that information down.

19 This is the thought process that goes
20 through. And we have gone through it for the 256
21 written requests that we have issued to date.

22 [Slide.]

23 Just briefly, as of September, we have
24 issued a written request requesting 601 studies.
25 Of these, 35 percent were efficacy-safety. Another

1 30 percent were PK-safety. Another 9 percent were
2 PK/PD.

3 I am going to talk to you now as we go
4 into the decision tree where some of these products
5 lie.

6 [Slide.]

7 This is this decision tree that is in the
8 guidance that is out, the Exposure Response
9 Guidance. Let me just briefly talk about this.
10 There are two assumptions here. Is it reasonable
11 to assume, between the pediatric and adult
12 populations, that there is a similar disease
13 progression and a similar response to intervention.

14 Why have we used these as the two
15 assumptions because, many times, we don't have
16 actual evidence. Secondly, the 1994 Labeling Rule
17 that we published introduced the idea of the
18 ability to extrapolate adult efficacy into the
19 pediatric population of the condition was
20 sufficiently similar in the pediatric and adult
21 population and if the response of therapy was
22 expected to be the same.
23 So that is really the basis of where these come
24 from.

25 Now, our goal, obviously, is to get to the

1 point where there aren't assumptions but where we
2 actually have the data to know whether the disease
3 progression is the same and whether the response to
4 intervention is similar.

5 So, looking at this, if you can answer yes
6 to both of these, then that takes you down this
7 side of the decision tree. Now the next box is, is
8 it reasonable to assume similar concentration
9 response in the pediatrics and adults. The
10 best-case scenario is yes, it is reasonable to
11 assume and, therefore, we can extrapolate adult
12 efficacy. We don't have to reprove efficacy in a
13 child through adequate and well-controlled trials,
14 but we can conduct PK studies to achieve levels
15 similar in the adult so we can get the dose right
16 and we can conduct safety studies in the pediatric
17 population so that we know if there is any unique
18 safety concerns in pediatrics.

19 Now, the Rule of '94 is very clear. It
20 says, extrapolate adult efficacy because we don't
21 feel you can extrapolate safety. Now we have
22 forty-three products that have been labeled since
23 this initiative started. We have several examples
24 where there have been some safety concerns that
25 have come out through studying the pediatric

1 population.

2 Now, I will just give you a couple of
3 examples quickly. For gabapentin, which is an
4 anticonvulsant that is approved now in children
5 down to age three for adjunctive therapy for
6 partial seizures. The labeling now contains, in
7 the warning sections, neuropsychiatric adverse
8 events that were found in the pediatric population
9 three to twelve as a result of the studies. Such
10 things as hostility and aggression are now in the
11 labeling.

12 If we can say yes to both of these, but it
13 is not reasonable to assume a similar concentration
14 response in the two populations, then we move over
15 here; is there a PD measurement that we can use to
16 predict efficacy. That takes us down to this box
17 here. I will show you on a later slide several
18 examples of where we have actually been able to
19 conduct PK/PD studies and then get an idea of what
20 dose we need to use, conduct the PK studies to a
21 targeted concentration, conduct safety studies and
22 label the product.

23 I think I will move on so that I can
24 actually show you some examples here.

25 [Slide.]

1 Here are some examples of where we have
2 actually defined PD measurements. We have used
3 these measurements. They are in written requests
4 that we have issued to date for various indication
5 and for various drug classes.

6 Here for HIV and for all the drug classes
7 that we are currently studying in the pediatric
8 population, the pharmacodynamic endpoint that we
9 have used is the assessment of changes in the
10 plasma HIV RNA levels as well as the CD4 cell
11 count. So we don't take and reprove efficacy. We
12 have them study the child and to target to the HIV
13 RNA plasma levels and, thereby then, get the dose
14 that is appropriate for children as well as getting
15 some safety information.

16 Another example would be gastroesophageal
17 reflux where we look at changes in the intragastric
18 pH. That is for both the H2 receptor blockers as
19 well as the proton-pump inhibitors.

20 I must say that we have had a change in
21 thinking here with the products for
22 gastroesophageal reflux disease and that is
23 basically in the age group of the infant,
24 one-year-old and less. The clinical manifestations
25 of gastroesophageal reflux are very different than

1 in the older child or in the adult who experiences
2 more of a heartburn and all the accompanying
3 symptoms of that.

4 These children have problems, respiratory
5 problems. They have problems with regurgitation
6 and aspiration, apnea, et cetera. So we now have a
7 new template out, and it is up on our website, that
8 indicates that we really need to look at clinical
9 outcomes in this population.

10 Then we also have, for juvenile rheumatoid
11 arthritis, for the NSAIDs, if we are looking at the
12 signs and symptoms of arthritis and their
13 resolution, we have a guidance out now that says we
14 can actually extrapolate that from the adult. So
15 what we do is, for the pharmacodynamic parameter,
16 we look at clinical responses such as joint
17 evaluation and a SED rate as well as a global
18 evaluation and we have used that now in labeling
19 two NSAIDs to date for juvenile rheumatoid
20 arthritis, etodolac and oxaprozin.

21 DR. SHEINER: Excuse me. I'm sorry; how
22 do those differ from what you would use for an
23 efficacy endpoint?

24 DR. ROBERTS: Well, we did not do adequate
25 and well-controlled trials. We didn't reprove they

1 were efficacious. What we did was we studied, and
2 there were less than 100 patients that were studied
3 for both of these drugs, and we actually had them
4 use a dose to see if you could get the appropriate
5 clinical response as you would in the adult, and
6 look at pharmacokinetics and thereby determine what
7 would be the appropriate dose to get an appropriate
8 response. e response.

9 But we didn't reprove efficacy all over
10 again. As it turns out, for etodolac, the
11 information we got was that actually they handle
12 the drug differently in the pediatric population
13 and we really need to double the dose in order to
14 get an efficacious dose in the pediatric
15 population.

16 [Slide.]

17 Here I have put in some examples of
18 classes of drugs or indications for which we have
19 used this decision tree and we are currently
20 getting information. I would like to point out
21 that the one path I showed you where we get a PD
22 and then we do these PK/PD studies as well as
23 safety, we have used this now for the H2-receptor
24 blockers and proton-pump inhibitors, as I talked to
25 you about, with the caveat that we have changed for

1 the less-than-one-year-old for the HIV drugs.

2 We also have a group of drugs for
3 conditions where you have to reprove efficacy in
4 the pediatric population. That would be for the
5 antidepressants and for the antihypertensives, the
6 anticonvulsants and migraines. Why for the
7 antihypertensives? If a drug can treat blood
8 pressure in the adult, why do we not think it will
9 treat blood pressure in the child?

10 The Cardioresenal Division is concerned, and
11 we are assuming now that it won't work the same as
12 in adults because the etiology of hypertension in
13 the child is very different from the typical
14 etiology in the adult. So, until we get some
15 experience in the various classes of
16 antihypertensives to show that, indeed, if you
17 treat blood pressure in the adult, you are going to
18 be able to treat blood pressure in the child, even
19 though they have very different etiologies, we are
20 asking for efficacy studies.

21 So, hopefully, down the line when we have
22 got some of these products well studied and
23 labeled, we will be able to not have to worry about
24 assuming that the response to intervention is going
25 to be the same.

1 The same with the anticonvulsants.

2 for the last part of my talk, I am going
3 to talk about a condition and some of the factors
4 that you need to consider as you approach using
5 this particular decision tree. This decision tree
6 is a way to start thinking about how to develop
7 drugs in the pediatric population. It is not going
8 to address every situation.

9 As a matter of fact, this particular group
10 of drugs that I am going to talk about right now,
11 the asthma drugs, they don't fit on this. Arzu
12 pointed that out to me. She says, "You haven't got
13 that coming off the right box." I said, "There is
14 really no box to have this come off from here."

15 But I want to use this as a case in point.

16 [Slide.]

17 Okay; asthma. This is a condition of
18 reactive airways and inflammation. We do know that
19 the progression in the pediatric population really
20 is the same as in the adult in the sense that it is
21 airways that are reactive leading to
22 bronchoconstriction, leading to a lot of mucous
23 formation and going on to a full-fledged asthma
24 attack in the child as well as in the adult.

25 So if you look back at that tree, which

1 you should have in your handout, we do know that
2 the progression is the same. The question is is
3 the response to therapy going to be the same. For
4 beta-adrenergic agonists, or bronchodilators, we
5 know that the response to therapy is going to be
6 the same.

7 Therefore, we should be able to
8 follow--let's go back here--we should be able to
9 say yes to both. It is reasonable to assume a
10 similar concentration response in pediatrics and
11 adults.

12 You know for many drugs that work as a
13 bronchodilator, if you think of aminophylline,
14 which isn't really used a lot now, fortunately,
15 because it has a lot of side effects people don't
16 like, but we used to actually look at target dose
17 levels because we knew what dose level usually gave
18 an effect and we also knew what dose levels caused
19 side effects.

20 So we should be able to go down here and
21 conduct PK studies and safety studies. And yet, I
22 have put these people clear over here, these drugs.
23 The reason is these are inhaled products. As an
24 inhaled product, we want them to act locally in the
25 pulmonary tree. So PK isn't going to help us.

1 Yes; we have a PD parameter that we use in
2 our studies and, in the older child, six and above,
3 the PD parameter that we use is the same as we use
4 for adults and that would be to look at the forced
5 expiratory volume in one second using a hand-held
6 spirometer.

7 However, we can't use PK because we are
8 not looking at PK at the level where the inhaled
9 product is working. So, one of the factors that we
10 have to consider, then, is the route of
11 administration. I have that up here in this
12 particular box.

13 So, although we know that the
14 beta-adrenergics are going to act the same in
15 children and adults and the progression is the
16 same, if we use this particular mode of
17 administration, then what we have to do is we have
18 to go back and we have to do full-fledged efficacy
19 studies because we don't know what dose in the
20 child is going to lead to the effect.

21 It is going to be the same thing for the
22 corticosteroids, although they act in a different
23 manner and they act mainly on the inflammation, if
24 it is inhaled, we are going to have to do those
25 studies again.

1 If we look up here at Montelukast, it was
2 the first of the leukotriene-receptor antagonist
3 products. It was approved in adults and it was
4 originally studied in children. It was studied in
5 children in the older age groups of six and above
6 because the PD parameter we could use and the
7 question was was the response to therapy the same.

8 Nobody knew if children had these
9 leukotriene receptors, if they had them, were they
10 activated. So we had to do full-fledged efficacy
11 studies in the child. It turns out that they
12 responded just like the adult. So, as a result, we
13 now know that children have them and we feel that
14 the response to therapy is the same. Again, the
15 progression of the disease is the same.

16 So that puts us, for Montelukast, which we
17 had up here for the older age group, we now know
18 they are reacting the same and the studies that
19 were requested in the written request said, do
20 population PK to get the dose right and do safety
21 studies.

22 Here is Montelukast now. So, for oral
23 drugs where PK can be used, we can actually take
24 and get them to follow down here.

25 Just a couple of other points I want to

1 make about asthma and these factors. There is even
2 more concern here for these inhalation products.
3 For asthma, if the child is less than six, many of
4 them can't actually do the hand-held spirometer, so
5 you can't use that PD endpoint in the younger child
6 so we have to go back to signs and symptoms of
7 asthma. So that is one of the other changes that
8 we have to make.

9 The other thing is the device has to be
10 considered in these inhalation products. So we may
11 know how to use a device, or the child can actually
12 use a device similar to the adult, but when it
13 comes to the devices for the younger-age child,
14 they have got spacers in different things.
15 Different manufacturers have different spacers and
16 products.

17 So we have to study, using efficacy
18 trials, because there is no way to take any kind of
19 PK or PD or any way to know if it is going to be
20 efficacious other than to do the study with the
21 product that is investigational in this age group
22 and with the spacers and with the devices that are
23 available to the pediatric population in the United
24 States.

25 So I hope that I have tried to show you

1 how we use this tree and that it does provide a way
2 for us to think about studying children. This is
3 not a perfect decision tree. We have talked about
4 making some modifications to it. As information
5 comes back, based upon the studies that we have, we
6 are going to be able to make some of those
7 assumptions and turn them into actually evidence
8 and feel much more confident that we can go one way
9 or the other along that decision tree.

10 Thank you very much.

11 DR. JUSKO: Does anybody wish to clarify
12 any questions?

13 DR. SHEINER: Just one question. For that
14 class, it was some fairly large number, where you
15 did decide that it was adequate to simply find out
16 what the right dose was by looking at the PK, have
17 you had enough subsequent experience with those
18 drugs or prior experience when they are used
19 off-label to indicate that, in fact, that decision
20 tree for those drugs actually your judgments were
21 more or less right and you did get the dose right
22 and nothing turned up that you were giving too low
23 or too high in general doses or anything like that.

24 DR. ROBERTS: Are you talking, Dr.
25 Sheiner, about going down the right-hand side?

1 DR. SHEINER: The right-hand side; right.
2 The ones where you are willing to believe those
3 assumptions. And then you said, I think, in one of
4 your first slides, you showed about thirty or so
5 where you had done that. I just wondered if you
6 had any follow-up experience and whether you were
7 satisfied with the results.

8 DR. ROBERTS: We certainly have used it
9 for the antihistamines, for like allergic rhinitis,
10 because to try to study--first of all, we know that
11 the disease progression is similar. We have
12 assumed, and we now know from studies of these
13 products, that there response to intervention is
14 going to be the same. There is a great difficulty,
15 especially in the child that is in the age group of
16 twelve months to four or five years of age, that
17 you can't really get a good assessment of whether
18 they are responding to these products using the
19 scales that we typically use for the older child or
20 the adult because it is things like, "Are your eyes
21 watering less?" "Does your nose itch less?" "Do
22 you have less discharge?" Those kids can't answer
23 those kinds of things.

24 So there we have successfully used
25 information based upon PK and safety. We have

1 found, with loradatine that, in the population of
2 the two- to five-year-old, they actually need less
3 drug than the older population. They don't seem to
4 be clearing it as well.

5 We have seen, in other instances, where we
6 really would have gotten the dose wrong if we had
7 just treated children as little adults. With
8 etodolac, I mentioned, that was using a PK/PD. We
9 need to use about twice as much as we would have
10 anticipated.

11 With fluvoxamine, which is approved for
12 obsessive-compulsive disorder in children eight and
13 above, the original studies whereby we got
14 labeling, actually, for fluvoxamine for this
15 condition, when it was analyzed, there was an
16 effect but it seemed to be that all of the effect
17 was in the eight to eleven as opposed to the twelve
18 to sixteen-year-olds. So we asked them to go back
19 and analyze why that was.

20 In that study, when they went back, they
21 found out that we were actually underdosing the
22 adolescent and that you really needed to titrate
23 them up to the adult dose whereas the eight to
24 eleven-year-old boys, you could use the labeling
25 that we had in the product, and the eight to

1 eleven-year old girls appeared to be being
2 overdosed, so you had to be very careful about
3 titrating them up too far.

4 So we have had examples of where we really
5 had missed the dose. Of the twelve out of the
6 forty--we just had three new approvals and we
7 haven't had a chance to look at those labels
8 yet--but twelve out of the first forty products
9 that we labeled had either significant dose or
10 safety information. So that is about one-third of
11 those products to date.

12 DR. JUSKO: I think we will go on to Dr.
13 Selen's presentation now.

14 Efforts to Optimize
15 Pediatric Clinical Pharmaceutical Studies

16 DR. SELEN: Good afternoon.

17 [Slide.]

18 As Dr. Rosemary Roberts said and Dr. Lesko
19 said what you are hearing today is we are at the
20 right place at the right time. We are having a lot
21 of pediatric studies coming in. There is a lot of
22 information coming in and there is a lot of
23 intelligence going behind all of these things.

24 So what we are trying to do, really, is
25 optimize and learn from these studies. Clearly, we

1 have certain facts that we know. We know that the
2 pediatrics are not small adults and, in fact, Dr.
3 Capparelli was reminding me, we also know that the
4 pediatrics and adults are not so different from
5 each other. Adults are not the Martians. So we
6 can also extrapolate. But we can't really go by
7 the weight-normalized parameters as well. We have
8 some issues with that.

9 What are the other things that we know?
10 We know that the pediatric studies are clearly
11 complex. There are many issues and many
12 study-design aspects and so I think we will have to
13 be more careful in looking at the pediatric data
14 and looking for studies.

15 So, knowing all of these things, then, the
16 next question is can we optimize pediatric studies.
17 To do this, in our Office of Clinical Pharmacology
18 and Biopharmaceutics, jointly with other members
19 from the Office of Clinical--actually, this is a
20 big group of individuals. I don't want to,
21 perhaps, go into all the individuals that are
22 involved, but I would like to say that, with the
23 joint effort of many individuals in the Center, we
24 are trying to look at the ways that we can optimize
25 clinical pharmacology studies.

1 For these studies, we know that now we are
2 at the very beginning but we hope that these
3 studies will continue to be optimized, provide
4 information so that we will really have the public
5 health benefits.

6 [Slide.]

7 I mentioned acknowledgments. There are
8 many individuals involved and I am going to refer
9 to Knowledge Database which is really starting from
10 a research project including individuals as Dr.
11 Roberts, Bill Rodriguez, Dr. Tandon and other
12 individuals, Dr. Lesko and others. So this is an
13 effort, really, to look at the incoming information
14 and to make the most of this information.

15 [Slide.]

16 So what I would like to do is this
17 afternoon, I have a few slides. I want to talk
18 about this knowledge base, give you some background
19 on this, and also get your input on this because
20 this is, again, like Dr. Lesko was saying at this
21 point--this has such a huge potential and we want
22 to have a right questions asked. We want to sort
23 of start at the right places and get the most of
24 this information base.

25 [Slide.]

1 There are two primary approaches in here,
2 two levels. One of those is more specific to the
3 drug. We are looking at the factors that are
4 unique to the study drug. Are they race effects,
5 age-related effects or gender effects? As a
6 result, can we optimize the dose for the pediatric
7 patient so they will be treated--they will have the
8 maximum benefit.

9 So the first level is drug-specific. And
10 the second level, or the second objective of this
11 information base, is how can we learn across
12 studies because we are going to have many drugs
13 coming in, like from the same particular class.
14 Also, if you look at the way the metabolite is
15 cleared from the body, they will also have some
16 commonalities and maybe there is a way of looking
17 at the similarities and looking at the study
18 designs using this information and optimize them.

19 So there is a huge list of questions that
20 can be posed. The whole sort of objective is, that
21 I hope we will achieve at least some of it this
22 afternoon, is to have your input on some of those
23 aspects.

24 [Slide.]

25 As I said, we started working on this

1 knowledge base some time ago, on and off. It
2 started as research project and it is sort of
3 rapidly blossoming and I hope it continues to grow.

4 The main source of information currently
5 is the studies that are coming in as pediatric
6 submissions. This is our starting point. These
7 are the studies that have been conducted as part of
8 the written request lectures and also other studies
9 that come in to the centers, pediatric studies,
10 that have pediatric pharmacokinetic data are part
11 of this knowledge base.

12 What we also like to include is also to
13 have something to compare with that information,
14 which is the literature data, if available, dosing
15 information, and any other information such as the
16 metabolism. That will be very critical how it is
17 in adults and we will look for the similar
18 characteristics or similar patterns in the
19 pediatrics.

20 So we are trying to incorporate all of
21 these things.

22 [Slide.]

23 As it stands, there are several different
24 types of files in this knowledge base. There is a
25 section that specifically deals with information

1 with data that includes such as specific
2 information, the drug, the dose, the dosage form
3 and patient characteristics, the demographics. If
4 we have pharmacokinetic data on the parent drug,
5 fine. If we have also the metabolite, even better.
6 And it includes information such as individual
7 data, obviously, and mean data.

8 Of course, again, the pediatric decision
9 tree is also captured in here and how this drug was
10 fitting or not fitting into any one of those boxes,
11 how does this sort of fit into the whole picture of
12 things. Again, this will also eventually help us
13 sort these out as we improve on the decision tree
14 as sort of the thinking behind it that will lead us
15 and give us information.

16 [Slide.]

17 There are two questions that I will be
18 posing at the end. One of those is essentially
19 what will be things that we can be collecting in
20 this database, what other information.

21 [Slide.]

22 The second question is going to be what
23 will be the more appropriate questions. I am going
24 to ask for your input on that as well, and how can
25 we go about this. What are the best questions to

1 ask?

2 [Slide.]

3 Just to sort of give you a feel for the
4 type of information in the database, I will select
5 something from the literature, just as an example.
6 I don't want to mask as a drug from one of our
7 drugs in the knowledge base, but I thought, I will
8 just pick a drug. It is adefovir dipivoxil. It is
9 published. We can call it Drug A. I can just
10 point out a couple of things that are unique to
11 this because it will help in the discussion as this
12 drug is primarily eliminated by the kidneys so
13 there is no metabolism involved.

14 This is also one of the considerations in
15 our pediatric pharmacokinetic studies. We talk
16 about the ages. We talk about the maturation. So
17 if we say that the kidney is mature at a certain
18 rate, maybe after two years old, we don't know to
19 have data from pediatric patients perhaps, we have
20 to focus on. So this is why I selected this
21 example and we can talk about that.

22 They have looked at two doses, 1.5
23 milligrams per kilogram and the other dose is 3
24 milligrams per kilogram which is, again, similar to
25 what we have seen in our pediatric studies. We see

1 sometimes two or three doses and it is used for
2 selection of a better dose.

3 The sample size is fourteen pediatric
4 patients which isn't really very many. As a
5 kineticist, I would like to see more because we
6 know there is more availability in data. But, in
7 this case, they have fourteen patients and the age
8 range is six months to eighteen years. So it is a
9 reasonable size, on the small side, but it is okay.

10 [Slide.]

11 One of their observations is the first
12 block, is the charts that they are looking at, the
13 area-under-the-curve values. Essentially, what
14 they have observed is, after this twofold
15 difference in dose, 1.5 milligrams or 3 milligrams
16 per kilogram dose, when they look at the blood
17 concentration time profiles, they could not see a
18 difference. They all looked similar and they
19 couldn't really tell which one had--if you were
20 just going to look at the blood-concentration
21 profiles.

22 The doses were twofold different but they
23 couldn't tell the difference by just looking at it.
24 They compared the area-under-the-curve values and
25 they looked fairly similar, although there was a

1 twofold change in the dose.

2 Now, they are saying, okay, they have
3 reported the dose as by body-surface area,
4 milligram per meter square. When they do that,
5 they could see a correlation between the dose and
6 the area-under-the-curve value. So this is just
7 becoming--it is kind of hard to read this but it is
8 just axes, the Y axis is the area under the curve
9 and the X is the dose.

10 In one case, it is by body weight and, in
11 the other case, by body-surface area. So,
12 depending on how you report this information, you
13 have a different observation. This is kind of like
14 the comment you made, Dr. Sheiner, earlier on
15 quantum mechanics. Your observation is, perhaps,
16 influencing the outcome.

17 Or decision, which parameter to report.
18 If it is reported in one way, if it is milligram
19 per kilogram, that is part of the knowledge base,
20 are we going to calculate the
21 body-surface-area-corrected parameters. Now, that
22 poses another question because not every study, not
23 every submission would include this information
24 done both ways. And it may not be necessary to do
25 it both ways, but it is a point to consider.

1 In this series of graphs, what we are
2 looking at is now the correlations. On the Y axis,
3 the parameter is the area under the curve. The
4 first is the area under the curve. Then it is Cmax
5 and they were able to measure concentrations eight
6 hours after dosing, the last collected sample.

7 On the X axis, in each and every one of
8 them, it is the age of the patients in the study.
9 Since this is cleared by the kidneys, one would
10 say, okay, after two years old, the kidneys will
11 function as an adult and there will not be such a
12 change in the area-under-the-curve values because
13 it should be comfortable.

14 But what is happening here that, as the
15 children are getting older, the area under the
16 curve is increasing. So there is a change,
17 age-dependent change, in their clearance. Now, you
18 could point out and say, well, this is an oral
19 dose. Maybe it is not just the clearance changing.
20 It could be the fraction of dose absorption is
21 changing. It is an apparent oral clearance, the F
22 value that we don't know. So maybe the F value is
23 influencing this observation. That is where we are
24 seeing this age-dependent change and as the
25 children are getting older, now the area under the

1 curve is increasing so the CL over F really smaller
2 there than it is at the other end. So we are
3 seeing a difference here.

4 So, given that now, which one is changing?
5 Is it the clearance that is changing? Is it the
6 fraction of dose that is changing or is it the
7 combination of both? Now, we don't know that.
8 But, at least, it illustrates one point that if it
9 was just only a clearance-related issue or if it
10 was the assumption that the clearance did not
11 change after two years old, there is something that
12 is not right.

13 There is something that doesn't exactly
14 fit in.

15 Yes; you have a point?

16 DR. CAPPARELLI: Are these normalized at
17 all to size and, if so, in what fashion? In other
18 words, some of the patients were on different
19 milligrams per kilo doses and you would expect, if
20 clearance is flat based on body-surface-area
21 allometric scaling that you would see this sort of
22 phenomena.

23 DR. SELEN: You are saying that this
24 is--no.

25 DR. CAPPARELLI: In other words, this is

1 raw data. Is this all 3 milligrams per kilo? Is
2 this all 1.5 milligrams per kilo or has it been--

3 DR. SELEN: It is a normalization in dose,
4 I believe. That is what I understand. That is why
5 I isolated the example. So the normalization will
6 take away the effect of the body weight, which is
7 your question.

8 DR. CAPPARELLI: Right.

9 DR. SELEN: You are saying if the body
10 weight is influencing this observation. If the
11 publication didn't do that, let's just work with
12 the premise, that the body weight is normalized so
13 it is not the influence of the body weight because
14 there are cases like that if you need to take into
15 account the change in the body weight, you still
16 see the age relationship. So that answers your
17 question.

18 DR. CAPPARELLI: Right. If it is from the
19 publication, then it would be by weight but it
20 won't be by body-surface area.

21 DR. SELEN: Yes.

22 DR. CAPPARELLI: Okay.

23 DR. SELEN: Let's just work with the
24 concept here because the example is not the
25 specific publication. But let's just work with it

1 that they have taken into account the changes in
2 body weight. They have normalized it appropriately
3 and the change we are seeing can be attributed to
4 the oral clearance change which will include either
5 the change in the clearance or the fraction of dose
6 absorbed, or both, which we don't know.

7 But we do see this and we do see this even
8 when you normalize for body weight. So this is
9 just an example that the type of information you
10 see--but, sometimes, the type of information you
11 see also is the area-under-the-curve values tend to
12 get extrapolated more than our routine 20 or 30
13 percent extrapolations.

14 So then it becomes a problem. Then you
15 have to look at the individual values, how accurate
16 they are or how correct they are. So we have to
17 also have an understanding of the parameters that
18 are involved in this and sort of leading to the
19 decision, going down the decision path.

20 But, nevertheless, there are examples like
21 this that show that there is a good correlation
22 between age and pharmacokinetic parameters. The
23 reasons for that could be many of the things,
24 including the metabolism, the maturation of the
25 metabolizing enzymes or just an absorption event as

1 it might be in this case.

2 [Slide.]

3 What the authors have done, again this is
4 not example-specific. This is just something to
5 illustrate the point is they are comparing
6 area-under-the-curve values, first of all, the
7 comparison of the parameters are C_{max} , C_8 and they
8 are just looking at the doses, 1.5 and 3 milligrams
9 per kilogram and they don't see a difference in
10 these two parameters. They are seeing, even with
11 the twofold change, they can't detect a difference.

12 [Slide.]

13 Now, this could be for many reasons.
14 Again, it could be the sample size. It is just to
15 illustrate the point that--or maybe if there were
16 more individuals in a certain group, they could
17 have made differences. Or it could be just the
18 pharmacogenetics. It could be individuals that
19 have certain different metabolizing capacity.

20 One thing they have also looked at is the
21 second bar, Graphs B and C. In this case, in these
22 two slides, in these two charts, they are looking
23 at the three parameters, C_{max} and the concentration
24 at eight hours and the area under the curve. In
25 these three charts, or two charts and three

1 parameters, they have grouped the data by the ages,
2 the age groups, the under-five-years-old and
3 over-five-years-old. Again, they see a significant
4 difference.

5 The point I would like to illustrate in
6 here is not the significance for this drug but the
7 relevance of breaking by age groups, and where do
8 you decide it should be, at five groups, what break
9 point, or based on the physiology, if this is
10 really unrelated, that we are seeing, well, after
11 three years, it should be similar to adults, so it
12 should have been broken zero to two and two and
13 older.

14 So there are many different combinations.
15 Or one could say, perhaps, it should not be handled
16 in this manner at all. This is arbitrary or
17 artificial because we don't have all the supporting
18 facts.

19 But, in any case, even with the small
20 sample size, they are able to see significant
21 age-related differences in the three parameters,
22 Cmax, C8 and area under the curve.

23 So, technically, as in this example and
24 other things that we are looking at, there are many
25 components and many parts of the puzzle. While we

1 are looking at this information, knowledge base, we
2 are trying to collect data from pediatric studies,
3 we are trying to incorporate information from
4 literature and we are trying to extend it to the
5 point that we can really look at it and learn from
6 it and use it as information for designing other
7 studies, for looking at dosing recommendations.

8 So there is a major emphasis here. Of
9 course, this is a beginning. I certainly hope it
10 will continue and develop into a product that will
11 benefit for the pediatrics.

12 This is an old article, journal, that says
13 pediatrics is for children. I guess it is needless
14 to say that is all, I guess, the reason for doing
15 all these efforts and activities.

16 [Slide.]

17 So the two questions to the committee,
18 and, at this point, I can turn it to you, Dr.
19 Jusko, and we can go with those.

20 Committee Discussion

21 DR. JUSKO: As we discuss the two
22 questions that are posed, perhaps there could be
23 some further clarification of the pediatric
24 database.

25 DR. SELEN: Certainly.

1 DR. JUSKO: Am I correct in assuming that
2 most of these studies are small studies like you
3 have described, fourteen to twenty children,
4 various drugs.

5 DR. SELEN: I think the point you are
6 making is an excellent one because depending on the
7 type of the study, if it is a traditional study
8 design, the sample sizes are smaller. So we have
9 sometimes twenty children, or twenty-four or
10 thirty. But if the study design is a population
11 pharmacokinetic design, then we have more datasets
12 and more patients.

13 So it varies across. They range. There
14 are not more than a hundred patients in a study. I
15 have not seen a number exceeding that. But they
16 range from, I guess, twenty, twenty-four, in that
17 ballpark.

18 DR. JUSKO: Typically, are the children
19 those in whom the drug is indicated as opposed to,
20 say, normal volunteers?

21 DR. SELEN: They are patients. They are
22 patients. The only exceptions to this might be the
23 very, very early studies before the ethics rule
24 that we may have had some gabapentin data that
25 might have been conducted in healthy volunteers,

1 some pharmacokinetic studies. But I could easily
2 say 99 percent or more would be patients because
3 this is an effort of emphasis that has been on
4 patients for the last three--Rosemary, you can
5 answer that.

6 DR. ROBERTS: Actually, this is a very
7 good question. Unlike the adults, where phase I
8 studies, for certain product areas, are done in the
9 healthy adult who is informed of the potential
10 risks and signs an informed consent, in children,
11 because they do not sign their own conformed
12 consent--we actually had a meeting of our Pediatric
13 Advisory Subcommittee of the Anti-infectives
14 Advisory Committee that was formed early in 1999,
15 and one of the first ethical questions we took to
16 them was is it appropriate to do nontherapeutic
17 studies in the normal child versus the patient.

18 The advice we were given, and the advice
19 we adhere to, is that children should benefit from
20 being a participant in a clinical trial so they
21 either have the condition or are susceptible to the
22 condition.

23 Actually, the reason we took this was
24 because we were amazed at the number of traditional
25 PK studies that were being done in the pediatric

1 population or had been done. So we took this issue
2 and, from that point on--this was actually in
3 November of '99. Subsequent to that, we only asked
4 for patients in the pediatric trials and we also,
5 at the recommendation of that subcommittee along
6 with a mandate from the Children's Health Act of
7 October of 2000 have incorporated the Subpart D,
8 the additional protections for children that were
9 part of the departmental regulations but not a part
10 of our own regulations, we now have incorporated
11 those additional protections for children into the
12 FDA regulations.

13 DR. SELEN: Thank you.

14 DR. JUSKO: And then one more question on
15 the database. Typically, these studies are studies
16 purely in the particular pediatric-patient group
17 and there are typically no comparison studies with
18 adults, unless it is from the literature or
19 previous studies done by the company.

20 DR. SELEN: The studies and the
21 written-request letters are always for the
22 pediatric patients. So our source is coming from
23 pediatric studies. We try to sort of have
24 historical data or adult data as a comparator.
25 But, at this stage of the game, it is fairly

1 limited. But we would like to have that for
2 everyone so we have a good comparison.

3 DR. JUSKO: Richard?

4 DR. LALONDE: In response to what other
5 information should be collected to pick up on
6 Edmund's comment, I would encourage you to relook
7 at how some of the pharmacokinetic parameter-scales
8 with body size. If you are going to have a rich
9 database, that would be interesting because, as you
10 pointed out, the differences you saw because of age
11 there are most likely due to how the doses were
12 normalized per kilogram and clearances don't change
13 as a linear function of weight.

14 So it is really kind of an exponential
15 function. So it would be interesting to see, maybe
16 across compounds that are eliminated by different
17 mechanisms across different age groups, as you look
18 at body size, to see the allometric approach, for
19 example, there is a tendency to predict very well,
20 body surface area, weight, all those things,
21 because I really think it is actually--sometimes
22 people are misled by information. They say, it
23 looks as if the disposition of the drug is changing
24 as a function of age when, really, it is not.

25 DR. SELEN: That is a very valid point. I

1 can't say for each and every one of the things that
2 applies, but there are some cases, even after you
3 correct for body weight, you still see the age
4 effect. It is just the case that I guess the
5 maturation is an event in terms of the enzymes that
6 are responsible for metabolizing the drug.

7 DR. LALONDE: I think that the question is
8 how do you correct for weight. I think that is a
9 key thing to see if you are going to take away all
10 these body-size effects or not.

11 DR. JUSKO: In that particular case, and
12 in many cases, I would go further and say it is
13 simple and straightforward enough to obtain
14 information on creatine clearance. That drug is
15 one you stated was primarily cleared by the
16 kidneys. Having a relationship to creatinine
17 clearance that, in turn, are related to body size
18 might have considerably clarified what was going
19 on.

20 DR. SELEN: You have a good measure of
21 the--

22 DR. CAPPARELLI: That is not that easy to
23 do. In looking at drugs, especially in these
24 populations, serum creatinine based in adult
25 laboratories, the precision with which you get

1 back, you are dealing with creatinines of 0.2
2 versus a creatinine of 0.3.

3 Getting urine collections, which I think
4 is an important consideration in study design,
5 maybe not for this aspect, but we are always trying
6 to maximize information when we are collecting it
7 in kids. But you really need to have--looking at
8 serum creatinine, I have been surprised at how
9 poorly it predicts, in a sort of relatively healthy
10 kid population, the clearance of renal drugs.

11 I think part of it has to do with the
12 precision issue and the equations that we are
13 forced to use to sort of estimate creatinine
14 clearance. There becomes the other issue, if you
15 actually want to measure creatinine clearance,
16 which probably would help, but I think one of the
17 issues there is that you are getting full urine
18 collections becomes difficult.

19 One of the things that I would add, in
20 terms of additional information and it was maybe
21 alluded to earlier is, besides the age, is looking
22 at Tanner staging in that sort of window where that
23 becomes important and also looking at the
24 pharmacogenomics for the drugs that are metabolized
25 because one of the things you see with a lot of

1 these curves is you will have one or two outlined
2 points which confound your whole conclusion.

3 So if there is an explanation for that
4 that is something that is easily measurable, I
5 think that that should be included.

6 Then, lastly, just getting to the point
7 that was I think brought up by Richard as well, we
8 really need to be thinking about presenting the
9 data in a unified fashion. In terms of the sizing
10 function, weight is probably the best way to dose
11 but it is definitely not the best way to describe
12 PK parameters.

13 Going with allometric scaling which
14 doesn't account for all the age effects, and it
15 certainly doesn't count for some of the
16 bioavailability effects is important. But I think
17 it is one measurement that can be done accurately;
18 i.e., weight. You don't have to get a height and a
19 weight. There is at least a scientific basis for
20 utilizing that sort of an approach and presenting
21 the data in that fashion and maybe looking across
22 several renally eliminated drugs and looking at the
23 fractional excretion of the drugs may provide some
24 very powerful information as long as we scale it
25 appropriately.

1 DR. SELEN: Thank you. I also wanted to
2 go back to the creatinine clearance because what is
3 your experience with systatin C. We are looking
4 for different ways of getting that information
5 about the kidney function. There are some
6 publications on systatin C as being a potentially
7 useful measure, more precise and more accurate.

8 DR. CAPPARELLI: I haven't seen it used in
9 pediatrics at all. I think, clearly, we need more
10 information. But, again, say you are looking at
11 your antibiotic where you don't have a
12 life-threatening infection, kids are relatively
13 healthy. I think that, in the relatively healthy
14 population where they don't have hypertension, they
15 don't have a lot of comorbidities, you may not see
16 the variability in renal function that you do, say,
17 in an adult population that isn't accounted for by
18 size once you get out of the initial maturation
19 phase.

20 DR. SHEINER: Did I understand you to say
21 that the database consists of the raw data as well
22 as the analyses?

23 DR. SELEN: Currently, it is just the
24 pharmacokinetic parameters, individual ones
25 and--yeah; I mean, it can--

1 DR. SHEINER: That is the biggest thing;
2 get the original data.

3 DR. SELEN: Get the raw data.

4 DR. SHEINER: Doing "meta-analysis" when
5 you have essentially transformations of data by
6 different models, different folks, some of them
7 have standard errors, some of them don't have
8 standard errors, some of them have taken out
9 outliers and some of them haven't, for all kinds of
10 reasons. I am not impugning anybody, but trying to
11 put that together and draw a conclusion from that
12 is--you have got to work three times as hard as if
13 you just have the original raw data.

14 So I would really encourage you to have a
15 standard PK data form. It can't work for
16 everything, but PK is pretty reasonable and with
17 information on when the sample was drawn, when the
18 things were taken, so you can get the raw data in
19 there. Then you can really pool data and get the
20 power from it.

21 Do you have any information in there--in
22 the population PK studies, what information do you
23 generally have about dosage?

24 DR. SELEN: Whatever is provided.

25 DR. SHEINER: Okay; there, again, trying

1 to know something about what actually happened
2 within the last couple of half-lives would be
3 useful. There are forms, at least, where you can
4 inquire. I am not saying that they are accurate,
5 but they are better than saying that, if somebody
6 is on a BID drug, then they took it every 8:00 a.m.
7 and 8:00 p.m.

8 So I would say that the quality of data
9 could really be improved by attention to getting
10 the details.

11 DR. SELEN: I agree wholeheartedly. Thank
12 you.

13 DR. DERENDORF: Is there any
14 pharmacodynamic data in the database?

15 DR. SELEN: This is just the beginning.
16 We have a few studies, some pharmacodynamic
17 information. But I think, as these studies come
18 in, obviously, we will be incorporating it into the
19 database, so there will be some.

20 DR. DERENDORF: In the first presentation,
21 I think an example was mentioned about that you
22 needed twice as much than you thought?

23 DR. SELEN: With the drug clearance
24 being--I think was it--

25 DR. DERENDORF: Was it twice the dose or

1 twice the concentration that you needed?

2 DR. ROBERTS: We had to go twice the
3 recommended lower dose in the adult.

4 DR. DERENDORF: But the concentration that
5 you produced was the same?

6 DR. SELEN: The target usually is the
7 concentration exposure profiles, isn't it, that we
8 try to match?

9 DR. ROBERTS: Yes.

10 DR. SELEN: So if the dose wasn't really
11 providing that concentration, then we had to
12 double, like the example I had, the clearance was
13 much higher in the younger group so the area under
14 the curves were very small, or whatever it was, the
15 clearance. So we tend to see the same trend that
16 the drug level are lower in the pediatric--

17 DR. DERENDORF: I am saying don't take
18 that for granted because, just as enzymes mature,
19 so do receptors and the sensitivity may change and
20 the EC50s may be different. In the adult, that is
21 well documented. In the kids, there is not much
22 data out there that I know. I would look out for
23 it.

24 DR. JUSKO: I think there was the
25 implication that, with this additional should be as

1 much pathophysiological information about chemical
2 parameters, the disease states. It sounds like
3 there is a potpourri of different conditions. It
4 is going to be difficult if you have the
5 complications of a particular drug, of a particular
6 patient group and different pathophysiology that
7 may exist.

8 DR. SELEN: I think that is sort of, with
9 certain drug--I don't want to go into the details
10 of this, but it becomes very important what stage
11 they are at. It can sort of give us a handle on
12 how much of the drug is being absorbed, so it
13 becomes very important, the point you are making,
14 that we know exactly if they are really at a place
15 where they can absorb more or less. It is the
16 underlying condition.

17 DR. JUSKO: To what degree can you examine
18 these current studies for their possible faults and
19 thereby provide recommendations for improved
20 protocols for future studies? This last one, the
21 one you had from the literature, had they given an
22 IV dose, along with an oral dose, it might have
23 clarified a lot what was going on.

24 DR. SELEN: Sometimes I wonder if
25 stable-isotope studies--there are so few

1 publications in pediatrics with those. I have seen
2 a few, but there are very, very few. So would they
3 have helped, for example, to look at the metabolite
4 patterns profiles? Or have, like you said, one of
5 them labeled and then you have a true assessment.

6 But, again, these studies could be
7 complicated and you have to wonder if the end was
8 going to be justified maybe for a selected
9 compound. But it is clear we are going to learn a
10 lot from these studies and, hopefully, we will be
11 able to make knowledge out of the information.

12 DR. JUSKO: If, as has been brought up,
13 there are problems in measuring creatinine in
14 pediatric patients, then it should be a fairly
15 straightforward task for the companies doing these
16 projects to enact a more specific and sensitive
17 assay to get such measurements more accurately
18 because changes in renal function clearly are
19 important to document.

20 DR. SELEN: It seems one of the things we
21 were looking at with systatin C, for example, it
22 looks like there is a range of companies that do
23 the analysis and there is a huge range of prices
24 for the assays. But, perhaps, if there was a lot
25 of interest, if the method was developed further,

1 it could be reasonable, perhaps not very expensive,
2 and maybe a preferred route to go.

3 We kind of looked into that a little bit.
4 But it is a good point.

5 DR. HALE: I have a question here. Is
6 there an effort made to coordinate this database
7 with adult data? Is that a conscious decision you
8 have made?

9 DR. SELEN: That was one of Dr. Lesko's
10 points.

11 DR. LESKO: It seems we have to sort of
12 get a handle around all these data. Part of the
13 problem is trying to figure out what we have and
14 what would be useful. For example, if we were to
15 look at this database, it seems to me something
16 that would be helpful would be to be able to move
17 drugs or drug classes from one box on that decision
18 tree to another.

19 For example, we have, from Rosemary's
20 data, 35 percent of written requests require
21 efficacy-safety. Let's put safety aside because
22 that is going to be required in any case. But now
23 we have efficacy. If we were to go into that
24 efficacy database and, in fact, look at PD
25 information, that might be clinical outcome, it

1 might be biomarkers, it might be surrogates, and
2 look at the exposure-response relationship for that
3 in the pediatrics, then pull out corresponding data
4 from the adult database, what would be the criteria
5 to say that that is similar enough so that, in
6 future studies, those drugs or drug classes would
7 require only the PK study; in other words, reduce
8 the requirements for studies in pediatric patients
9 through a statistical exposure-response type of
10 approach.

11 So, one of the questions would be what
12 would be an approach to deem two exposure-response
13 relationships similar. That is one of the
14 questions of research, I think.

15 Lewis asked the other question. On those
16 drugs for which we have deemed pharmacokinetics and
17 safety to be the way into the marketplace, what has
18 happened in the post-approval? That is sort of
19 testing that box as well and I think we can do that
20 over time when we have more experience. Right now,
21 there are not a lot of drugs that have been
22 approved in that box.

23 There is another part there that says
24 conduct PK/PD studies in kids when it is not
25 reasonable to assume a concentration response

1 relationship is the same. What if those studies
2 were looked at again with that PK/PD study compared
3 to a PK/PD study in adults; could that comparison
4 be made to sort of change our thinking on that?

5 So I think there is a methodology question
6 here in terms of comparing these exposure-response
7 relationships and setting up some system of
8 decision-making that we say they are similar or
9 not.

10 Let me throw my second part that I think
11 we need some input on. We have encouraged sponsors
12 to do sparse-sample strategies when possible given
13 the nature of the pediatric populations. There
14 seems to be an uneven record with these studies in
15 terms of them providing answers that we would like
16 to know.

17 My impression--I don't have numbers, but
18 others that look at this data all the time can
19 probably say is that we reject quite a few of those
20 for a variety of reasons. I guess one of things I
21 would like to see us get to is some sort of
22 standardized approach to doing these sparse-sample
23 strategies in kids that we can all agree would be a
24 reliable method to do that. That might be--again,
25 given the time we have, we can't talk about it all

1 today--something in future. We might want to come
2 forth with a proposal of template, if you will, or
3 something like that for sparse-sample strategies
4 and use that routinely in kids.

5 So those are some thoughts, if anybody has
6 any comments on either one of those two things.

7 DR. HALE: That sounds really reasonable
8 to me. I think one of the things that--this
9 strikes me very much as a bridging kind of
10 situation to a special population. It just happens
11 that these are pediatrics rather than a different
12 race, et cetera.

13 This probably isn't what you want to hear
14 but it strikes me that, in a lot of cases, it is
15 going to be a little bit idiosyncratic. When you
16 talk about your database, it seems like it is going
17 to be so specific to the therapeutic area--once you
18 get outside things like dosing regimen, body
19 weight, age, things like that, it seems like there
20 are going to be enough therapeutic singularities
21 that I am not sure that things are even going to
22 match up.

23 DR. SELEN: You have a good point there.
24 We have discussed this because, again, it comes
25 back to having things standard so it is earlier to

1 put them all together and pull them and look at
2 them at the same time. But, even for the same
3 therapeutic area, depending on the age of the
4 child, the end measures are different.

5 So there will be differences. It is not
6 going to be avoidable. We have to accept that
7 because this is the pediatric data and this is a
8 unique feature of these studies, that is it not
9 similar to adults that we can have one standard
10 form.

11 But if we have an underlying common form
12 and some small variations on this, that will have
13 gone a long way. That will work tremendously
14 because, you are right, that, for each therapeutic
15 area, we will not be able to have the same
16 identical format, the same template. It is not
17 going to happen. We won't see all the age groups.
18 We won't see the same--that is a given.

19 But, if you were going to look at, for
20 example, in terms of how drugs are cleared, if they
21 are P453A drugs, or if they are more the renally
22 eliminated drugs, perhaps we can go from those
23 angles and have some uniform aspects for those
24 elements.

25 So there is a lot of interest that perhaps

1 we can sort of strive and make a standard form, a
2 standard platform that will apply given that it is
3 not going to fit in each case. So it will be some
4 certain parameters that will perhaps work.

5 DR. HALE: One other follow-up question
6 here or suggestion, both. I guess I am presuming,
7 in many cases, the people doing studies in
8 pediatrics will be the same sponsor that has done
9 adult trials and will already have a pretty sizable
10 experience base in terms of what is going on with
11 that drug, that therapeutic indication and will
12 confer with key opinion leaders, et cetera, to
13 figure out what should be the same, what should be
14 different, and actually have already answered these
15 kinds of questions when they propose doing
16 pediatric studies.

17 So how much are you looking to sponsors to
18 input into this on a case-by-case basis as opposed
19 to up-front putting some guidelines in place.

20 DR. SELEN: We always welcome the
21 interactions. I think the divisions really work
22 very closely with the sponsors when the studies are
23 being designed. So I think that information, that
24 link, is there. So this is just sort of getting
25 over towards here as to what can be done better,

1 what other things we should be thinking of.

2 But this is not replace interactions that
3 sponsors have with the divisions. I think there is
4 a very good dialogue between the sponsors and the
5 Agency.

6 DR. JUSKO: To follow up on that, I think
7 it eminently reasonable that the sponsor
8 incorporate these data into whatever population, PK
9 or PK/PD analysis that they may have developed for
10 the drug in the normal and special-population
11 groups that they have studied.

12 DR. SELEN: Ideally, I would say I hope
13 that happens. But I think, perhaps, sometimes the
14 realistic flow of things is that there are time
15 lines and there are certain things that have to be
16 meeting a certain question. So maybe some of the
17 questions that are on the broader scale, can we
18 look at this in a global view, can we learn more
19 from this, may not be the objective for a
20 drug-development program.

21 So I think there are some sort of
22 similarities but I think it will probably have a
23 lot of different perspectives as well.

24 DR. SHEINER: I would like to say
25 something to Larry's points. That flow chart is

1 useful in putting them into boxes. Maybe one of
2 the things you could ask of the people who use it
3 is that when, for example, you put them in the box
4 of meeting efficacy as well as safety, there are
5 two possible reasons for that.

6 One is that you do not yet have the
7 information that will allow you to accept the
8 assumptions that would allow you to go down the
9 right-hand side and the other one is you actually
10 know something that says it is not going to be the
11 same.

12 It seems to me it is the first group, the
13 unknown ones, that the data gathering wants to
14 focus on and the analysis wants to focus on so that
15 they can be moved or drugs of that class can be
16 moved subsequently, as Larry suggested, into the
17 other boxes if it turns out that you suspected some
18 problem but, in fact, it didn't arise.

19 Let me just make one quick comment as one
20 of the guilty parties here on the sparse-sampling
21 design. I really do believe that I always did say
22 that you would only do that if you couldn't do
23 something better. I am sure it wasn't heard that
24 way, but I would repeat that. It is not a good
25 design. It is sometimes the best you can do and I

1 still believe in not making the best be the enemy
2 of the good. So, sometimes it is good but I have
3 come to the point of view that an observed dose, if
4 it is oral drug and it has a half life of more than
5 a half an hour, is almost necessary and more than
6 one sample on the occasion after that dose is also
7 very important.

8 So I would be very interested in working
9 with the committee and others on a template that
10 says, don't waste your time. If you don't know
11 what dose they took, you don't exactly know when
12 the sample was drawn and you have only got one of
13 them, you are fooling yourself.

14 DR. LALONDE: If I could just add a
15 comment to what Lewis was just mentioning there in
16 terms of these boxes in the decision tree, it would
17 interesting to see the top two assumptions, again,
18 the one especially about similar disease, I think,
19 progression, to see if ever that assumption was not
20 satisfied, or the second one was satisfied, that
21 you had a similar response based on the experience
22 that you have to see if you might still be able to
23 put these drugs down the right-hand side of your
24 decision tree.

25 In other words, you might say, well, we

1 are not quite sure about the disease etiology
2 between children and adults, but the drug--say, it
3 is blood pressure, for example, that the drug does
4 lower blood pressure and when we have tested this
5 across a bunch of different compounds, so far we
6 have seen that it seems to work out fine.

7 So, just a thought.

8 DR. ROBERTS: Let me make one comment
9 there. Actually, we do have an example where the
10 disease progression is different. That would be
11 HIV. HIV presents, in children, much differently
12 and the course is much different in children than
13 it is in the adult. However, we do know that we
14 are targeting the same virus.

15 Using the pharmacodynamic marker of the
16 HIV RNA levels and targeting so that we can bring
17 those levels down, there we have been able to check
18 that just to lower the similar response to
19 intervention and go down the right-hand side. So
20 that is one example where we have been able to do
21 that.

22 The other area where we could probably get
23 away with that is in the area of the antimicrobial
24 agents because, again, you are targeting the agent.
25 We know that, for some of these agents, you need

1 to--for instance, with the beta lactams, you need
2 to target to get above the MIC for a certain period
3 of time in your dosing interval in order to be
4 efficacious. So we have some where we can do that.

5 DR. DERENDORF: Are there any plans to
6 expand this approach to the elderly as well,
7 because I think all the things that we have said,
8 we can apply just as well to the old and very old
9 patient.

10 DR. SELEN: I will pass it on to Dr. Lesko
11 to respond for elderly plans.

12 DR. LESKO: The question was with plans,
13 and I would say no. Plans haven't been talked
14 about. That is not to say the suggestion isn't
15 good. I think there is some urgency with this
16 database because so much has been done, so much has
17 come in. I think there is an expectation we need
18 to do something with it whereas with the elderly,
19 we have had other ways of dealing with that.

20 It is not unimportant but I think it is
21 not in the plans right now. But I think what we
22 can learn here may be transferrable to the elderly
23 and other special populations.

24 DR. CAPPARELLI: Getting back a little bit
25 to the HIV example and disease-state progression, I

1 am a little confused by the terminology in the
2 sense of this is a slightly different change in
3 wording as to what had been, I think, in the '94
4 Pediatric Rule where there were issues of
5 disease-state similarity or similar effects.

6 If you start extrapolating down to the
7 newborn where HIV, as you say, is much different
8 but you start looking across other disease states,
9 the progression, and I see progression as sort of
10 the longer term, is much different for almost every
11 disease in newborns than it is for adults.

12 So even though some of the other drugs
13 move into those categories, maybe I am
14 misinterpreting progression or I am overextending
15 the definition because, it seems to me that you are
16 going to end up with cutting across pediatrics into
17 maybe separate age categories that end up going one
18 path and down another because you have got some
19 information.

20 But, clearly, in the very youngest
21 infants, I see almost everything going down to the
22 left.

23 DR. ROBERTS: I won't disagree. We have
24 had very few studies in the neonate as a result.
25 They are so different. I think, with respect

1 to--there were lots of comments on what we should
2 use for sufficiently similar conditions in the
3 pediatric and adult population.

4 This is what we have come up with. I
5 won't say it is the best but, clearly, the onset of
6 the disease and the characteristics for HIV are
7 different in the pediatric population versus the
8 adult, especially as you get younger. When it
9 comes to the neonate, they tend to be in a category
10 in and of themselves. As a result, we have very
11 few studies that have gone down into the neonatal
12 age group because we don't really feel we can
13 extrapolate.

14 DR. SELEN: Even the neonate, one week old
15 versus two weeks old are different, as you know.

16 DR. CAPPARELLI: Right. But I think some
17 of the thoughts in terms of if we are trying to
18 achieve an effect, and getting away from efficacy,
19 and we know the mechanism of action, there are
20 certain things that we can look at to assess
21 similarities. I know, at least our group had
22 proposed looking at effects of catecholamines on
23 vascular tone, for instance.

24 While it may or may not be different, the
25 disease state certainly is going to be much

1 different. Some of the effects that we are
2 shooting for clinically are the same and I think
3 the utility of some of that information is the
4 greatest in this population because they are the
5 group that has the most difficult-to-predict
6 pharmacokinetics.

7 Clearly, they are a difficult group. Even
8 within the group, it is difficult to know what the
9 appropriate dose might be between just a couple of
10 weeks of age or different degrees of gestational
11 age at birth.

12 DR. ROBERTS: We actually have a Neonatal
13 Working Group. It is with the NIH where they are
14 trying to actually lay out some of these issues
15 that are peculiar to the neonatal population and
16 trying to decide the best ways to move forward with
17 studies in that population.

18 DR. JUSKO: I think ours scheduled time
19 frame leaves us five minutes to conclude this topic
20 area. Perhaps we could finish with any burning
21 indications for Question No. 2, what research
22 questions and priorities would best serve pediatric
23 healthcare.

24 Would that be okay, Larry? We have sort
25 of been discussing these in the context of all that

1 we have talked about so far. In my view, and as
2 Hartmut has expressed, a very high priority would
3 be further evaluation of pharmacologic or
4 pharmacodynamic differences in the younger age
5 group compared to adults.

6 I believe you are posing this question in
7 terms of the available database but probably in the
8 context of looking forward in the future as well
9 and advising companies.

10 DR. SELEN: Exactly. This is the
11 beginning. This database is the beginning. We
12 have just started and there is a lot more room to
13 make this grow and I certainly hope it will
14 continue to grow because there is a lot more to
15 learn from this. So we are looking for all the
16 ideas, input, that you have that we can really
17 optimize the information from these pediatric
18 studies.

19 DR. CAPPARELLI: Along those lines, and
20 along the lines of moving drugs from one box to
21 another, I don't know if much has been done in
22 terms of surrogate markers that one could use. It
23 would be similar between the adult and pediatric
24 populations that could be integrated into these PK
25 studies easily. I would be thinking about maybe

1 first approaches in terms of the classes of
2 categories of looking at those things and getting a
3 handle on some of those biomarker relationships, if
4 not a true surrogate marker, but at least to give,
5 I think, more validity to our exposure targets that
6 we are shooting for.

7 DR. SELEN: I think you also said about
8 genotyping earlier on, so, to have an understanding
9 of the extreme values. Thank you.

10 DR. JUSKO: Any other further major
11 comments? I think that will be sufficient, then,
12 to conclude this topic area. We have identified
13 that this is an extremely fascinating database and
14 there are all sorts of opportunities to mine it for
15 interesting observations and important factors
16 affecting drugs in young children.

17 We will resume in fifteen minutes.

18 [Break.]

19 DR. JUSKO: Topic No. 3 is entitled
20 Scientific and Practical Considerations in the Use
21 of Pharmacogenetic Tests to Determine Drug Dosage
22 and Administration. Joining us for this session is
23 Dr. Richard Weinshilboum who will be speaking
24 shortly.

25 Also, by telephone communication is Dr.

1 Wolfgang Sadee from Ohio State. Wolfgang, can you
2 hear us? [No response.] I am told he can hear us
3 but we can't hear him. Also, Dr. Mary Relling may
4 in phone contact as well. Mary, are you there?
5 [No response.] No Mary.

6 Beginning this session is a presentation
7 by Dr. Lesko.

8 Topic No. 3

9 Scientific and Practical Considerations

10 in the Use of Pharmacogenetic Tests

11 to Determine Drug Dosage and Administration

12 ***

13 Current Experience and Clinical

14 Pharmacology Perspective

15 DR. LESKO: Thank you. I just wanted to
16 clarify something before I get into this because
17 the agenda that has been circulating has a few
18 errors and I don't want to offend anybody. Dr.
19 Sheiner is an M.D. Dr. Weinshilboum is an M.D.
20 Dr. Mary Relling is not in Ft. Lauderdale, Florida.
21 She is actually at St. Jude's in Memphis, so there
22 is a little glitch on our schedule here and I just
23 wanted to make sure I said we are sorry and
24 clarified it.

25 [Slide.]

1 Now, to get down to the business of
2 genetic tests. I think this is a very exciting
3 topic for us to be talking about in this
4 subcommittee. In bringing this to the committee, I
5 wanted to let you know that I am wearing a
6 different hat right now because I am Chair of an
7 FDA Working Group on Pharmacogenetics and
8 Pharmacogenomics. In this working group are
9 representatives of all our centers, the Center for
10 Devices, Center for Drugs, Center for Biologics,
11 NCTR and all disciplines, clinical, clinical
12 pharmacology and preclinical.

13 This group was organized over one year ago
14 by the Center Director in CDER and it reflected, I
15 think, her enthusiasm for us to explore the
16 applicability of this scientific in drug
17 development and regulatory decision-making and, in
18 particular, can the science of pharmacogenomics
19 impact risk assessment and risk management.

20 So we have been discussing this for some
21 time. We had a public workshop in May of this year
22 sponsored by PhRMA and FDA and DRUSAFE. It was a
23 very successful workshop in identifying issues.
24 Amongst the issues we discussed at that workshop
25 were issues surrounding the use of genetic tests to

1 determine drug dosage.

2 So this meeting is the first step and the
3 first public discussion of this for us. There are
4 going to be some subsequent discussions of this
5 topic, perhaps at the Oncology Drug Advisory
6 Committee meeting in February. That is a
7 possibility, and then, certainly, discussions
8 before this committee in future.

9 [Slide.]

10 So this is the introduction to really our
11 keynote presentation by Dick Weinshilbom. But I
12 wanted to set the stage.

13 We are using as a model compound for
14 discussion here 6-mercaptopurine which, as I said
15 earlier today, is given chronically to maintain
16 remission in children with ALL and it is also
17 widely used in other populations.

18 [Slide.]

19 I presented this all earlier so I am just
20 going to fast-forward and just clarify terminology
21 which is always brings confusion to a discussion of
22 genetics and genomics. I am on the right-hand
23 side, focussing on pharmacogenetics, the study of
24 genetic variations amongst individuals affecting
25 liver enzymes that metabolize drugs. That is the

1 narrow world in which we are focusing today.

2 That is not to say there isn't a broad
3 world of pharmacogenomics on the right which I will
4 sort of describe as the study of genetic variations
5 affecting the rest of the genome that affect drug
6 response, and that covers receptors and
7 transporters and a whole bunch of other things.

8 But, for simplicity, we will be on the
9 right.

10 [Slide.]

11 I would also like to make a distinction
12 for the purposes of discussing this between two
13 types of genetic tests. The first is the genetic
14 test for diseases. This would be using these tests
15 to identify a potential patient's risk, prognoses,
16 diagnoses. I like dividing this because there is a
17 big difference, I think, in the level of public
18 concern about confidentiality, equity and privacy
19 when we are talking about these types of tests,
20 tests for disease, as opposed to genetic tests for
21 dose dosing.

22 We are in the latter category for the
23 purposes of this advisory committee. These tests,
24 in contrast to the other ones, are intended to be
25 used to optimize dose and frequency. This is

1 consistent with the public's expectation of the
2 agency which is to facilitate safer and more
3 effective drugs.

4 [Slide.]

5 If we take a look at the current 6MP label
6 language, one could argue that this is not
7 necessarily optimal language based upon what we
8 know about this drug today. I don't know exactly
9 when this label was updated last. It is an old
10 drug. This is from the current PDR. What it says
11 in the Warnings Section of the label; "There are
12 rare individuals with an inherited deficiency who
13 may be sensitive to the myelosuppressive effects of
14 the drug developing rapid bone-marrow depression."

15 It goes on to say that, "Substantial dose
16 reductions may be required to avoid the development
17 of life-threatening bone-marrow suppression." And
18 then it goes on to describe it a little more.

19 It does not say anything in great detail
20 about the frequency of these rare individuals in
21 the target patient population. It does not go on
22 to say what magnitude of a deficiency patients have
23 and what the dose ought to be reduced to. These
24 are all possible improvements in the label if the
25 evidence is there to support to inclusion of the

1 information.

2 [Slide.]

3 This is just a suggestion. It is one that
4 came from some of our discussions in our working
5 group. There is nothing official about it. It is
6 a proposal to say how can genetic tests improve a
7 label, and this is an example.

8 The first step is where does this
9 information go on a label. One could imagine this
10 information in the clinical Pharmacology Section of
11 the label where we talk about wide interpatient
12 variability and the inactivation of 6MP by a
13 specific enzyme to an inactive metabolite and then
14 talk about the prevalence of the different
15 genotypes in the population with 10 percent of the
16 population having intermediate activity, 0.3
17 percent are virtually deficient.

18 One could also argue that this information
19 could take a more prominent role in the label.
20 Under the Dosing and Administration, for example,
21 some information could be provided about the
22 availability of genetic tests, commercially
23 available, and that prescribers might consider
24 using this test in patients with regard to their
25 TPMT status.

1 There is also a suggestion here about a
2 possible reduction in dose. So that is an example
3 of how genetics tests might be incorporated into
4 the label. It is only an example for discussion
5 purposes.

6 [Slide.]

7 When we have discussed this internally,
8 some of the discussion revolves around, for a
9 genetic test, for this one specifically as a model,
10 who would be the patients most likely to benefit.
11 In this case, one might argue, that the patients in
12 whom signs of toxicity, for example, based on CBC
13 counts or neutrophils, those in whom these signs of
14 toxicity occur early in therapy might be tested to
15 determine their genotype. This is different than
16 every patient being tested for their genotype.

17 Another target population might be those
18 patients receiving combination chemotherapy where
19 the combination drugs, each of which has their own
20 similar toxicity or overlapping toxicity and it may
21 be unclear which of the drugs in the regimen may,
22 in fact, be causing this problem; for example,
23 neutropenia.

24 Those might be two situations where
25 testing might be facilitating better drug therapy.

1 [Slide.]

2 In addition to those, I wanted to share
3 other issues that come up in the context of 6MP but
4 I would ask you to sort of think about genetic
5 tests in general. What if I was talking about a
6 2D6 test, for example, and incorporating that
7 information into a label of a product that is a 2D6
8 substrate.

9 With this drug, specifically, why hasn't
10 this testing been incorporated into
11 pediatric-oncology standards of care? There may be
12 other ways to get by with this drug, as we know.
13 Would this add something to the standard ways of
14 monitoring therapy.

15 Another issue that has been discussed is
16 does the prevalence of low TPMT activity, which is
17 1 in 300--the intermediate is 1 in 10--justify
18 routine testing of TPMT status? Does it justify
19 optional testing? Does it warrant getting this
20 information into the product label?

21 A third issue that is of concern would be
22 how reliable and available do commercial genotype
23 and phenotype tests for TPMT status need to be?
24 Again, this is true of any genetic test. In the
25 absence of overt toxicity, what evidence supports

1 the efficacy of a lower dose of 6MP in those
2 patients with poor TPMT activity. One would lower
3 the dose for safety issues. What do we know about
4 efficacy under those circumstances?

5 Now, when I say issues, the issues are
6 those issues that would prevail in the discussion
7 of standards of evidence, issues that would come
8 into play in getting information into a product
9 label for a genetic test. I don't think they would
10 be that much different in cases of other genetic
11 tests.

12 [Slide.]

13 Some of the questions for the committee,
14 recognizing, again, we have limited time today. We
15 don't expect full answers to these but we would
16 like bring them back at the right point in time;
17 what major findings would support inclusion of a
18 genetically tailored dosing regimen in a package
19 insert? What is the evidence? Where in the label
20 would this information best go to be most effective
21 in optimizing drug therapy and under what
22 conditions, what evidence, would testing be best be
23 put in the label as optional or mandatory?

24 They are unanswered questions but they are
25 questions we are going to have to struggle with as

1 these tests become more mainstream and widely
2 available.

3 So, with that, I am going to leave the
4 remaining time to our guest, Dick Weinshilboum.

5 I will turn it back to Bill.

6 DR. JUSKO: Thank you, Larry.

7 We will go on to Dick. Before we proceed,
8 we wanted to see if the people listening on the
9 telephone are able to communicate with us.
10 Wolfgang Sadee? [No response.] Mary Relling? [No
11 response.]

12 Assessment of TPMT Testing and Impact
13 on Risk Management

14 DR. WEINSHILBOUM: First, let me say thank
15 you for having me and let me thank Larry.
16 Secondly, let me say the only reason I would
17 possibly be here today is because of TPMT because I
18 flew here from North Carolina where, as of last
19 night, I was meeting my newest granddaughter, the
20 only granddaughter and the newest grandchild.
21 Today, Larry, by some sheer random chance, is the
22 birthday of the mother of that granddaughter, so I
23 am in serious trouble with my wife and there is no
24 other topic in the world that would get me here
25 other than TPMT.

1 [Slide.]

2 So, with that introduction, let's--I look
3 upon what you are doing here--first all, I am
4 delighted to be here because I remember Carl Peck
5 inviting me to the FDA about ten years ago and I
6 was saying things like pharmacogenetics and
7 pharmacogenomics and TPMT and it was clear the time
8 was not ripe.

9 [Slide.]

10 Let's begin what I think is basically
11 going to be a step in a process. That is what
12 Larry said. So the drugs we are talking about here
13 are the thiopurine drugs, 6-mercaptopurine,
14 6-thioguanine and, of course, azathioprine which
15 has an M and azol up here through both and through
16 both nonenzymatic and glutathione-dependent
17 processes is a prodrug that is converted to
18 6-mercaptopurine in vivo.

19 [Slide.]

20 What we are really talking about is a
21 twenty-year history, and I think you are going to
22 hear this recapitulated with 2D6 with regard to
23 trying to understand--and this is my definition of
24 pharmacogenetics which is a little different than
25 Larry's because, from my perspective, it is the

1 study of the role of inheritance in variation among
2 individuals and their response to xenobiotics
3 including those that are regulated by the FDA; that
4 is, drugs.

5 So I define pharmacogenetics fairly
6 broadly. I will tell you what I define
7 pharmacogenomics as, and, not taking a Taliban-like
8 approach to the theological underpinnings of the
9 definition, I will let anyone else believe anything
10 they want to about this. But I know we have got
11 Howard here. He will keep me honest and correct
12 anything I say that is wrong.

13 [Slide.]

14 So the targets have been traditionally, as
15 Larry said, drug metabolism, genetic variations of
16 drug metabolism. This is really where the field
17 has come from and, as a clinical pharmacologist, I
18 am delighted to say it, in general, has begun with
19 clinical observations so it has been bedside to
20 bench and back to the bedside.

21 What we know, as Larry was pointing out,
22 is that the same genetic variations will apply
23 equally well to drug transport, to receptor
24 interaction. I noticed one of your questions
25 related to haplotype and I will use that word again

1 later because what I view we are going to do here
2 is just raise a series of issues.

3 There aren't any answers. You will
4 eventually have to come up with some pragmatic
5 approaches, but we need to at least highlight the
6 questions. In many ways, TPMT and 2D6, if they
7 didn't exist, you would have to invent them because
8 they have served as demonstration projects to
9 highlight issues.

10 Then we have to say what are the practical
11 ways of dealing with these issues.

12 [Slide.]

13 This is where it all started. This shows
14 you the biotransformation of 6-mercaptopurine.
15 Even the Mayo medical students, to whom I have been
16 teaching pharmacology for thirty years, know that
17 xanthine oxidase is involved in this process some
18 way or another and there are rare patients who have
19 hereditary xanthine oxidase deficiencies who are at
20 severe risk for toxicity with these drugs but they
21 are extremely rare.

22 George Hitchings and Gertrude Ellion, God
23 love them, knew when these drugs were developed
24 that S-methyl metabolites were found in the urine.
25 The enzyme was first described by a man named Remy

1 who is retired from the Department of Biochemistry
2 at Bowman Gray, or I guess, Wake Forest University
3 Medical School.

4 I was in Winston Salem this morning. That
5 is where I started my tour here because that is
6 where my daughter did her residency in pediatrics
7 and where she practices pediatrics. So this enzyme
8 had never been explored in humans until 1978 when
9 we published a paper and said, is it possible
10 that--this was an assay for this enzyme--that there
11 might be differences among individuals in this
12 pathway and, if so, that they might be inherited
13 and, if so, that they might play a role in
14 individual differences in therapeutic efficacy and
15 toxicity of these drugs.

16 Obviously, the reason Larry invited me to
17 fly up here from North Carolina was the answers are
18 yes, yes and yes. So, if that is the case, then
19 what are data and what lessons--because that is
20 really the important thing, not the specifics but
21 the lessons that might come out of it.

22 [Slide.]

23 So what we did was develop an assay for
24 the enzyme. We weren't thinking this way then but,
25 Howard, these were phenotypes that we were going to

1 be looking at and a radiochemical assay and we were
2 looking at it in the red blood cell because I am
3 just a poor old clinical pharmacologist and I
4 wanted something that might actually be useful in a
5 patient where we could draw a blood sample and
6 determine what might be going in.

7 [Slide.]

8 What we found, and this is a Northern
9 European population sample of blood donors at the
10 Mayo Clinic, was, among 300 randomly selected
11 subjects, about 90 percent of them had high enzyme
12 activity in the red cell--and, in case I forget to
13 tell you, the NIH study sections, and I am on the
14 Council for NIGMS and they have been funding my
15 grants for these thirty years, but study sections
16 kept saying, "This guy is so crazy in Minnesota, he
17 thinks that red cells are the liver."

18 No, no, no; we never thought that. That
19 was always a hypothesis but, as a matter of fact, I
20 will tell you that the level of TPMT measured in
21 the easily accessible tissue, the red cell,
22 reflects the level of activity in the liver, in the
23 kidney and in every tissue that has been examined
24 to this point and, when we get to the molecular
25 data, it will become clear why that is the case,

1 not always the case, but for this polymorphism is
2 it.

3 So 90 percent of the population from a
4 Northern European population, and Larry hinted at
5 this, and the language in that labeling, I think, I
6 think is interesting. It says, "population."
7 Whose population? A Northern European population,
8 because the population--and I know, you have to get
9 my words down and you are going to have a devil of
10 a time--a Northern European population has the
11 trait of high-enzyme activity.

12 About 10 percent, or actually 12 percent,
13 are heterozygous and have intermediate activity and
14 this one lady down here had zero enzyme activity.
15 That is exactly what the Hardy Weinberg theorem
16 would predict for a single locus with alleles for
17 high and low enzyme activity, allele frequencies of
18 94 and 6 percent.

19 Using very sophisticated techniques
20 developed by a monk in a monastery in the Czech
21 Republic using segregation analysis, we confirm
22 that this is an inherited trait. We hadn't cloned
23 anything. This was a time before anyone had cloned
24 much of anything.

25 [Slide.]

1 This is a little more accurate picture of
2 the way these drugs work and I think it comes back
3 to the complexities that Larry was hinting at; that
4 is, azathioprine is a prodrug that is converted to
5 6-mercaptopurine in vivo. It can be oxidized or
6 methylated and 6-mercaptopurine is, itself, a
7 prodrug that undergoes a series of metabolic
8 activation steps to form 6-thioguanine nucleotides.
9 Clearly, this activated metabolite is correlated,
10 when measured in the red cell, once again, and this
11 is mainly work that came from Sheffield, England
12 and Lynn Leonard and John Lilliman using the UKAL,
13 the United Kingdom Acute Leukemia trials, that this
14 appears to correlate with toxicity but the question
15 is why.

16 When I met Lynn Leonard, I suggested to
17 her that maybe the kids who have--these were kids
18 with ALL who have this pathway partially blocked
19 pump more of the drug down here and they will have
20 higher 6-thioguanine nucleotide levels and they may
21 be the ones at risk for toxicity.

22 [Slide.]

23 Here is a very early paper. I think these
24 are data we published in Lancet in 1999 showing the
25 predicted inverse relationship between the

1 genetically determined level of the enzyme activity
2 in the red cell which reflects the activity in
3 other tissues and the 6-thioguanine nucleotide
4 levels measured in the red cell, and these are the
5 heterozygous kids having these higher levels.

6 [Slide.]

7 Much more striking were four patients, and
8 these were data published, I think, in 1989 in
9 Clinical Pharmacology and Therapeutics. These were
10 patients who had profound myelosuppression. Others
11 were up in the thousands of picamoles per 10⁸ red
12 cells that Lynn Leonard had and a group of
13 controls. These are dermatologic patients treated
14 with azathioprine.

15 Much of the toxicity, and this is going to
16 interesting, has been reported in patients treated
17 with azathioprine by dermatologists and
18 gastroenterologists because, in preparation for
19 this meeting, I think I went through every clinical
20 report of toxicity that has come out. They are
21 interesting and I will mention those to you in just
22 a moment.

23 These people had life-threatening
24 myelosuppression. They were hospitalized for weeks
25 and some of them for months. Many of the cases of

1 fatality were, in general, in these people who had
2 zero enzyme activity. Now, that is interesting
3 because Larry asked the question, gee; is one in
4 300 important. The answer is it depends. It
5 depends. It depends on how severe the toxicity is.
6 It depends on the therapeutic index of the drug.
7 It depends on the risk-benefit ratio which I think
8 is what we were supposed to talk--so the answer
9 will be different for different drugs and for
10 different indications.

11 There won't be one answer and the Taliban
12 would be disappointed but I am afraid there is no
13 easy path to truth.

14 [Slide.]

15 Having said that, here is a publication
16 that appeared in The Lancet in the early 1990s
17 after we had published these data. This is a
18 heart-transplant patient being treated with
19 azathioprine. Here is the dose of the drug. Here
20 is the white count. It goes down. The drug is
21 stopped.

22 This is a German patient. The white count
23 goes up. The drug is started again. The white
24 count goes down to zero. The drug is stopped,
25 started again here. The patient expired here with

1 massive sepsis. I have met this transplant
2 surgeon. He won't transplant anyone, and won't
3 treat with azathioprine, without measuring TPMT
4 first after this rather devastating experience.

5 So this is, once again, azathioprine.
6 When I go back and I look through all those
7 clinical reports, what I find are two kinds.
8 Number one, anecdotal case reports that are like
9 this. They are dramatic and they are striking and
10 the endpoint is such that when the physicians have
11 been involved, I will tell you what their answers
12 to the question is. That is not scientific. That
13 is anecdotal.

14 The other is because of tie-ins with the
15 fact that there are large-scale clinical trials of
16 6-mercaptopurine in the treatment of acute
17 lymphoblastic leukemia and the results have been
18 pretty much the same.

19 It is to the point, now, these kinds of
20 cases are not reported. If you go back, when did
21 they peak, and you plot them, it was in the early
22 '90's. Then they went down. For two reasons.
23 Number one, because they had been reported already.
24 Number two, because of fear of litigation.

25 No one will publish these cases because

1 what if they were asked, "Could you have sent a
2 blood sample to," fill in the blank, "and
3 determined ahead of time that this might have been
4 exquisitely sensitive to the drug?"

5 I have talked to the physicians. It still
6 happens. I get the calls. Dr. McCleod gets the
7 calls. I hope Mary Relling is there. She gets the
8 calls. But nobody--and we need to be realistic
9 here, so part of, I hope, what we are doing is
10 facing the realities. This is such a dramatic
11 example that the reality is that nobody will report
12 this kind of case anymore.

13 They are built into the ALL trials, the
14 NOFO trials and Howard can tell me about what goes
15 in the United States because, as I said, I am just
16 a poor old internist. I am not an oncologist. I
17 am just a clinical pharmacologist.

18 [Slide.]

19 So what are the data? If you review all
20 of those cases, what do they really say? If you
21 have genetically very low--that is the 1 in 300
22 among Caucasians from Northern Europe--TPMT, you
23 are at greatly increased risk of thiopurine
24 toxicity. If Mary is not involved, I am really
25 sorry because a lot of those data really came out

1 of the St. Jude studies.

2 It was, I think, 1991 that Bill Evans
3 reported a case report of a child with ALL. I
4 think that was the first of those kinds of cases
5 that was reported. It is the St. Jude's group who
6 has demonstrated that about one-tenth to
7 one-fifteenth the standard dose will give you
8 therapeutic efficacy without a dramatic increase in
9 toxicity in these kids.

10 Mary, I think, was the first to report
11 increased risk for secondary neoplasm in these
12 kids. That is, we now cure this disease in 80-plus
13 percent of these children but that means that they
14 can develop a secondary neoplasm. She found that
15 low or intermediate TPMT is a risk factor for
16 secondary neoplasm. The Nordic Leukemia trials
17 with Dr. Schmieghelo as the primary principal
18 investigator in the big trials appears to confirm
19 that.

20 We have reported, with Lynn Leonard and
21 there are a lot of other reports, less compelling
22 evidence for decreased therapeutic efficacy at high
23 TPMT, but there are data out there less compelling
24 than this. These are pretty compelling data.

25 [Slide.]

1 Having said that, what made a lot of this
2 possible. It was having what I have called an
3 intermediate phenotype, or you can use the term
4 surrogate or what have you; that is, the
5 6-thioguanine nucleotide levels and the
6 collaboration with Lynn Leonard that made--because
7 there are a lot of reasons why people with these
8 diseases develop myelosuppression. TPMT deficiency
9 is only one of them, but it is now one that we now
10 potentially are in a position to understand, to
11 predict and to prevent.

12 So no one has ever claimed that low TPMT
13 is the only cause for myelosuppression in children
14 with leukemia treated with this cocktail of
15 cytotoxic drugs. Number two, the ability to
16 associate these kinds of studies with ongoing, very
17 expensive but well-organized clinical trials.
18 There is virtually not a child with ALL in the
19 United States who is not on some sort of a
20 protocol, and having the ability to connect with
21 those trials.

22 The area with narrow therapeutic indices
23 are within the area of cardiovascular drugs and the
24 area of antineoplastic drugs, among others. AIDS
25 is going to be another area. Being able to

1 associate these kinds of studies with ongoing
2 clinical trials has clearly helped to develop the
3 evidence base that enables us to be having this
4 discussion today.

5 [Slide.]

6 Here is my definition of pharmacogenomics.
7 As someone who has been doing pharmacogenetics for
8 thirty years and using techniques at first that
9 Mendel would have recognized, it is the convergence
10 of those kinds of pharmacogenetic advances
11 irrespective of whether they deal with drug
12 metabolizing enzymes or transporters or receptors,
13 with the dramatic changes that have occurred in
14 human genomics which have speeded the process up
15 and have developed technologies which mean that the
16 issue of genotype or phenotype, it is going to be
17 much cheaper, the genotype, than the phenotype.

18 But there are going to be some problems
19 and we need to talk about those before we are done
20 and so we will.

21 [Slide.]

22 Here is the gene. It is easy for me to
23 put the up now. Now you just type NCBI into your
24 web browser and you go look at it. It was about a
25 year and a half out of the life of Diane Otterness

1 and Carol Szernlansky in my lab in 1996, we
2 published this gene structure. I won't bore you
3 with the CDNA which took a year and a half out of a
4 guy named Ron Honchell's life--Ron is at the FDA
5 now--to get the CDNA. That is so old-fashioned,
6 paleolithic; right? It was five or six years ago.

7 So the gene is 34,000 nucleotides long.
8 It is on the short arm of chromosome 6. There is a
9 process pseudogene in humans which really screwed
10 things up but we won't worry about that right now.

11 [Slide.]

12 So, with that information available, Bill
13 Evans' lab and our lab, within six months of each
14 other, published the underlying genetic basis for
15 the common polymorphism in Caucasians.

16 It is called Star 3A. That is because
17 Bill had published a Star 2 variant that is less
18 common. It has two non-synonymous c-snips which,
19 translated into English, means changes in single
20 nucleotides that change the encoded amino acid. I
21 see Roberto Guercelini laughing. When Roberto was
22 a post-doc in my lab, he used to bring a tape
23 recorder in and record our conversations and he
24 said he was going to play them back at half speed
25 to try and figure what the heck I had said.

1 I think I got that right, didn't I,
2 Roberto? So here we have two non-synonymous
3 c-snips, one in exon 7 and one in exon 10. This
4 variant has an allele frequency of about 5 percent
5 in Caucasians. It is common. One out of every 20
6 copies of this gene in Caucasians is this variant.
7 That allele has never been seen in anyone from Han
8 Chinese, Korean or Japanese.

9 You can get the exon 10 variant and allele
10 facility, Howard, of 1 to 2 percent. Would you
11 agree with that--which is a little higher than what
12 you find that variant in Caucasians. But this one,
13 I don't think, has ever really been reported in
14 anyone who, like my wife, would say that they are
15 truly a Han Chinese. We collaborate with some
16 people in China. They are confirming data that
17 Howard published several years ago when he was in
18 Scotland.

19 So this is the underlying basis for high,
20 low or intermediate. But let's kind of bear that
21 in mind because what I am going to tell you is that
22 there are a whole bunch of other variants that are
23 much less frequent. If you are doing a DNA-based
24 test, then they also are associated with low enzyme
25 activity and at what level do you feel comfortable,

1 Larry, with accepting that.

2 [Slide.]

3 I also bring up the nasty word "haplotype"
4 because TPMT is a great example for haplotype
5 meaning all of the variants that are found up and
6 down an allele--that is, this is the most common
7 variant in Caucasians. This is the most common
8 variant in Asians and it is found in Caucasians,
9 not quite at the allele frequency found in Asians.

10 Bill and I used to argue about whether
11 this one, the Star 3B existed. I think he now
12 accepts that it does but at a very low frequency.

13 If we have a kid who is a compound
14 heterozygote for a Star 3B and a Star 3C, they are
15 going to have low levels of enzyme activity. That
16 is very, very unusual among Caucasians. It
17 actually may be more frequent among other
18 populations. Howard, I have seen some data that
19 indicate that.

20 That is quite different than the
21 therapeutic implications of what would give you
22 most commonly this snip and this snip in
23 heterozygous which would be one wild-type allele
24 and one allele like this.

25 Oh, my gosh; DNA is not the answer to

1 everything, says the fellow who has been using DNA
2 for twenty--that is, it is going to get more
3 complicated unless our friends from biotech can
4 come up with absolute ways to get us haplotype down
5 approximately to the 10 kb that separate these two
6 snips. If you want to talk about that in detail,
7 we can. That is a much more practical issue of
8 haplotype than the kind of issues that Howard and I
9 sat in another windowless room in Montgomery County
10 not long ago watching multiple haplotypes as a way
11 to actually get at function.

12 This is a real practical issue and we are
13 going to have to think about it.

14 [Slide.]

15 This is just to make the point about
16 ethnic differences. This is data from a Korean
17 hematologist-oncologist, Dr. Parkash. She
18 published this in Clinical Pharmacology and
19 Therapeutics about ten years ago, 300 Korean kids.
20 She got this nice Gaussian distribution without
21 anybody here and without anybody down here. That
22 is, in general, the kind of data that you were
23 seeing, I think, too, and that has been reported
24 repetitively and that our Chinese collaborators are
25 seeing in Canton when they look at a series of

1 ethnic groups in China.

2 So the labeling is going to be an
3 interesting issue, and how you approach the
4 labeling, how all of us jointly approach the
5 labeling--I use the royal "You" is going to be
6 interesting.

7 This is just to remind you what that
8 Caucasian frequency distribution looks like, but
9 there is another point here. From here to here,
10 within this homozygous high, these are people who,
11 within the open reading frame, have the same
12 sequence, you have got just as much range of
13 activity as you do from here to here.

14 Does that make any difference and why is
15 that? One of the reasons has to do--so we are used
16 to allelic heterogeneity and ethnic variation in
17 allele frequency, but there is a variable number
18 tandem repeat that is GC-rich repeats. This gene,
19 like most of the methyl- and sulfo-transferases that
20 we study doesn't have a top box, but it has got
21 this GC-rich area with 17 to 18 base pairs repeated
22 from three to nine times. The higher the number of
23 these repeats, the lower the level of enzyme
24 activity.

25 So not everything is a nonsynonymous

1 c-snip, so you can modulate activity and, yes, when
2 we can afford to look at the introns, then we are
3 going to find that there will be some really
4 interesting stuff there, too.

5 So the current level of technology will
6 probably tell us, most of the time, who is going to
7 be high and low or intermediate. It will miss some
8 of them. Howard may have a different opinion on
9 that, but it will miss some of them. The
10 percentage is fairly low. And there will be no
11 right answer to that question. It depends. It
12 depends on how important it is to them.

13 [Slide.]

14 This is just to show you that, in a
15 population study we did--this is 1100 samples from
16 Mayo Clinical Laboratory. We phenotype and do
17 about 5,000 to 6,000 of those a year, about half on
18 our own patients, half that come in from outside.
19 There are commercial labs that do the genotyping.
20 The higher the number of repeats, the lower level
21 of enzyme activity. A French group first reported
22 this and deserves credit for it.

23 [Slide.]

24 So, to sort of finish--we will finish kind
25 of where Larry left us; that is, the drug

1 metabolizing enzymes and probably TPMT and D26 are
2 the oldest, best-developed, examples, have served
3 to demonstrate the basic principles. TPMT is
4 dramatic because the therapeutic index is so narrow
5 and the consequences, and there are many examples
6 like that example I showed you from the
7 heart-transplant patient, of death when this hasn't
8 been recognized in patients because the
9 consequences are dramatic.

10 So it helps to illustrate a series of
11 points and they are good demonstration projects
12 that will help to develop principles that,
13 hopefully, will apply more widely.

14 [Slide.]

15 These drugs--I mean, it is fascinating.
16 It is too bad George Hitchings and Gertrude Ellion
17 are now gone. They were wonderful people and I
18 think it is wonderful that they were recognized
19 with Jim Black for their contributions in drug
20 development and how important that is.

21 [Slide.]

22 I don't think that Dr. Remy, who, as I
23 say, is retired from the Department of Biochemistry
24 at Bowman Gray--I sat in his living room a couple
25 of years ago because I go down there fairly often

1 having a two-year-old grandchild there--so I get
2 down there often.

3 I sat in his living room having a cup of
4 coffee, and I said, "Why did you look at this
5 enzyme in rats and mice?" He said, "Because George
6 Hitchings told me it might be interesting." He
7 said, "Does anybody really care?" So it is nice to
8 be able to tell him that what he did in 1963 people
9 are still quoting and paying attention to.

10 I would be happy to answer any questions,
11 have clarification or corrections with this august
12 group, and I know a lot of the people around the
13 table. I am used to corrections, not quite as many
14 as I get from the Mayo medical students, but I
15 would be happy to deal with any questions or
16 corrections.

17 Thank you for having me.

18 DR. JUSKO: Are there any questions for
19 Dr. Weinshilboum?

20 DR. LESKO: The comment about the number
21 of tests being done at Mayo, 5,000 or 6,000 per
22 year, let's say, over the course of years, is there
23 any way that data could be looked at to answer the
24 question of clinical impact that the testing has
25 had prior to and after--I know there is a common

1 denominator of how much drug is being used, but it
2 is possible to look into the data to say that it
3 has had or hasn't had a clinical impact and what
4 the level of evidence to address that might be?

5 DR. WEINSHILBOUM: As long as the
6 committee understands that what they are hearing is
7 anecdotal, idiosyncratic and one person's
8 impression, I will be happy--the test has been
9 available as a standard clinical test for
10 phenotype. I was trying to make the point, this is
11 the case where you have got both phenotype and
12 genotype tests available and I notice that the
13 proposed labeling said one or the other, think
14 about this.

15 The tests have been available since 1991
16 as a standard clinical test. By the way, I have no
17 personal financial interest in that test in any
18 way, shape or form. I own not a single share of
19 any pharmaceutical or biotech testimony. The Mayo
20 Clinic is a highly socialist organization,
21 Scandinavian Americans, so that when I do consult
22 for drug companies and biotech companies, the
23 consulting fee goes back to help us achieve our
24 institutional missions and research and education.

25 Having said that, then--I mean, I think is

1 important to say those sorts of things. Having
2 said that, then, the test has grown from a few
3 years ago, I would said, 1,000, 1,500 tests. It
4 has grown dramatically. The greatest single growth
5 has not been in the ALL area. That, thank god,
6 although it is the most common neoplasm of
7 childhood in the United States, is a relatively
8 small part of the use of these drugs.

9 Gastroenterology is the biggest part. The
10 growth has been in gastroenterology, dermatology
11 and in a variety of autoimmune diseases, in our
12 practice, the gastroenterologist being the biggest.

13 We see something like, I think, 1,500 new
14 cases of Crohn's disease, new cases, per year, so
15 these are kids who are being started--and they are
16 generally teenagers who are being started on these
17 drugs. These drugs are at the mainstay.

18 The impact, in that area as opposed to the
19 relatively small and stable group of ALL
20 patients--and I don't mean to downplay that. I
21 just think we need to put this in context--is that
22 our gastroenterologists in the Crohn's disease
23 clinic in one academic referral center are
24 generally doing the testing at the front end
25 because they are so concerned about the relatively

1 rapid development of profound myelosuppression in
2 the 1 in 300.

3 If you are seeing something like 1,200 of
4 these kids a year, then it become a few patients
5 each year. We do see referrals, and I don't want
6 to violate any patient confidentiality issues,
7 referrals from outside who require prolonged
8 hospitalizations because of profound
9 myelosuppression, not having recognized this
10 problem.

11 I realize that, in general, the
12 resistance, and I speak as a clinician now, the
13 idea is, gee, are you saying that we are not taking
14 good care of our patients or watching them. Of
15 course, no one is saying that. It is just that
16 this new information has come along. We now
17 understand this variation in response to the drugs
18 and the question is at what point does the
19 cost-benefit ratio become acceptable.

20 I firmly believe the answer is it differs,
21 it varies, for saying at this point we will test
22 everyone. Our gastroenterologists, and once again,
23 I am speaking for someone else, it is my impression
24 that they test everyone at the front end.

25 The other issue is the issue of following

1 the course of therapy. One could have prolonged
2 discussions and they relate to clinical practice
3 rather than what the labeling will be, about
4 following the 6-thioguanine nucleotide levels with
5 regard to how is the patient responding.

6 I think that is a different issue but I
7 think we need to put it on the table. Finally, we
8 need to realize that there are going to be
9 practical clinical issues that arise if you wait
10 because many of the patients we see where folks
11 have waited, they are profoundly myelosuppressed.
12 They have now been multiply transfused. We can't
13 do the phenotypic tests.

14 Even the DNA tests get confounded by what
15 they have received in order to treat the problem
16 and there the genotypic test using buckle smears is
17 one of the things we commonly are called on to deal
18 with.

19 Now, I hope Mary is there. Is Mary there?
20 If not, I will turn to Howard because Howard was at
21 St. Jude when I first met him. He has been
22 involved right from the beginning with story and I
23 certainly want to give Howard a chance to amplify
24 or correct any misconceptions I might have
25 conveyed. I look upon this as a dialogue where we

1 are all trying to learn together in this brave new
2 world.

3 Howard, any comments or corrections?

4 DR. McCLEOD: I think there are more than
5 Norwegians in Mayo Clinic. I should say that from
6 the start. You talk about Norwegians. There are
7 also quite a lot of other ethnic groups up there
8 now.

9 DR. WEINSHILBOUM: There are.
10 Weinshilbom, for one.

11 DR. McCLEOD: One of the things that has
12 become very clear is that this is not an ALL
13 boutique. The data that is most solid, from Mary
14 Relling and others at St. Jude, for what you would
15 actually do with the genotype comes from the ALL
16 literature. But the most common use,
17 overwhelmingly, is the rheumatologist, the
18 dermatologist and the gastroenterologist.

19 Unfortunately, those are three clinical
20 groups that are not as good as others at managing
21 acute toxicity. I say that as a general
22 observation rather than a personal implication to
23 anyone. The hematologists-oncologists are used to
24 people crashing and salvaging them. So when they
25 hear about this sort of thing, if it is not part of

1 their practice, they often say, oh, well; we are
2 doing okay now.

3 Talking to a lot of patients, things that
4 we don't really worry about like anemia and
5 neutropenia, do affect the quality of life quite a
6 lot. But, as per this morning's discussion, how do
7 you put a number on a decreased quality of life in
8 terms of Jrgen's analyses and these other
9 approaches.

10 A lot of things that are affected by, for
11 example, the 10 percent of the patients, the
12 heterozygotes, that get toxic but don't die, a lot
13 of the things that affect them are hard to put a
14 number on. So, how do you go and make these
15 analyses to make firmer studies.

16 The other component that you mentioned is
17 that there is not the infrastructure in this nation
18 to go out and do pharmacovigilence in a way you
19 could in some other nations. So the quantitative
20 longitudinal data for the implications of this
21 testing is very hard to come by.

22 Some of the Scandinavian groups are
23 starting to think about this and, hopefully, we
24 will get data from them about how you take an
25 entire nation's population and apply this in terms

1 of the context of this drug use.

2 So we are left with less than adequate
3 data on the efficacy side of TPMT genotyping and
4 extremely convincing data on the toxicity side for
5 TPMT. So, the number of diagnoses that have been
6 made at autopsy is far too high and, from a safety
7 standpoint, the drugs that have been recently
8 pulled off the market from toxicity, the frequency
9 of toxicities were much rarer than as seen with
10 TPMT.

11 So, if you look at it as an example,
12 compared to the more recent drugs, this drug would
13 be long. So I think those are just kind of some
14 scattered thoughts to follow up some of the things
15 you have already said.

16 DR. WEINSHILBOUM: While Howard was
17 speaking, I would like to follow up on one other
18 thing that Larry said. The implication was that
19 pharmacogenetics and pharmacogenomics is "easier"
20 than disease diagnosis from a confidentiality,
21 sensitivity-of-the-patient, issue. And, of course,
22 that is true.

23 The problem is that, in this example, TPMT
24 is ubiquitously expressed in human tissue. It goes
25 back through evolution to bacteria. That is where

1 Remy, one of the places, he first described it. We
2 don't have any idea what the natural substrate or
3 substrates is or are, if they exist, other than
4 xenobiotics.

5 But most of the drug metabolizing enzymes,
6 so that I could talk about
7 catechol-O-methyl-transferase, which has common
8 genetic polymorphism and, of course, it metabolizes
9 L-dopa and methyl-dopa, but it is rumored that it
10 metabolized--my old mentor, Julius Axelrod received
11 the Nobel prize, in part, because he showed that it
12 metabolizes endogenous catecholamines and there are
13 data that it is a risk factor for a variety of
14 diseases.

15 The genetic polymorphism, which we
16 described twenty-five years ago, is a risk factor
17 for breast cancer and it is a risk factor,
18 according to recent data from the NIH, for
19 schizophrenia. The fact of the matter is, the
20 enzymes, the proteins, will not sit still for
21 artificial definitions, that they just deal with
22 chemicals that are manufactured by the
23 pharmaceutical industry or come in from the
24 environment.

25 TPMT, we eventually figure out what it is,

1 what it "does," and maybe we won't. But, as a
2 matter of fact, that is probably going to be the
3 exception, that the vast majority of xenobiotic
4 biotransforming enzymes will also biotransform
5 endogenous compounds and we cannot assume that,
6 because we have a test for, fill in the blank with
7 your favorite phase I or, in my case, phase II,
8 enzymes, that they will not represent risk factors
9 for human disease.

10 So I think that these nice boxes that we
11 arbitrarily, because of the way we organize things,
12 put things into, biology will refuse to sit still
13 for that. You may have a different view, Howard,
14 once again.

15 DR. JUSKO: We have the opportunity for
16 comments from our people listening on the
17 telephone.

18 DR. McCLEOD: Oh; wonderful.

19 DR. RELLING: Larry, hi. Can you hear me?
20 I don't know that I have anything to add. I have
21 been looking over the product labeling for the
22 mercaptopurine, and it is surprising for me that
23 there are things listed, potential warnings, as to
24 having at this age--for example, renal (inaudible),
25 which actually seems to have very little data

1 whatsoever to support it whereas we now have
2 probably something like thirty or fifty
3 high-quality applications indicating that TPMT
4 status is definitely associated with toxicity, and
5 there is no information in the prescribing as to
6 how to handle that for assessing patients.

7 So I am having trouble understanding why
8 pharmacogenetics is being treated so different than
9 others for risk factors and variability
10 (inaudible).

11 DR. JUSKO: Thank you, Mary. Your
12 conversation was broken up slightly but I think we
13 got the gist of it. Wolfgang? [No response.]
14 This is no Wolfgang.

15 Are there any other comments on this TPMT,
16 in particular, before we move to the general
17 questions?

18 DR. WEINSHILBOUM: I want to apologize. I
19 will have copies for the committee of all of my
20 slides and they will be made available to you
21 electronically. But I was building a doll house
22 for a newborn as of last night.

23 DR. VENITZ: Can I ask you a question
24 before you leave? You mentioned some discrepancies
25 between the phenotype and the genotype. Can you

1 elaborate on that? What is the frequency?

2 DR. WEINSHILBOUM: Actually, the only
3 point I was trying to make was that if we just
4 genotype for what we know today, we will--and
5 Howard, I think, has published as good data as are
6 out there on a population basis, we still are left
7 with a certain number of individuals and we
8 probably could debate on that for a prolonged
9 period of time where the phenotype, which will be
10 lower intermediate activity, won't match the
11 genotypes that we know today.

12 Howard, I think your estimates are about
13 95 percent and I will let you speak for yourself of
14 the phenotypic low-activity samples that would be
15 picked up that way. I will have to say that, in a
16 study we did, of 2,609 consecutive clinical samples
17 from individuals, it was closer to 10 percent that
18 the phenotype, by which we mean intermediate or low
19 activity, we could find no currently understood
20 genetic polymorphism or other DNA-based sequence
21 information to explain that.

22 Howard, you do have very good data.

23 DR. McCLEOD: In the review articles, we
24 have tried to put 85 to 95 percent. Sometimes, the
25 85 falls off, but the real answer is that it is

1 somewhere around 95 percent of the variants that
2 are out there can be detected by these three main
3 polymorphism.

4 Some of the additional ones--there are at
5 least eight, or nine, excuse me, published and
6 there will be additional ones that will be found
7 over the years, very rare singleton type variants.

8 Another important point on that is, if you
9 looked at the right side of Dick's histogram for
10 the population there, the 90 percent of the
11 population that were wild type had a lot of
12 variability. Some of that variability will be
13 explained by other variants that are found, or the
14 NTR in the promoter region or whatever you might at
15 the DNA level, and there will be some variability
16 that will not have a genomic explanation. It will
17 be dietary influences or whatever you want to come
18 up with.

19 Dick made this point already, but DNA will
20 not be everything for any aspect of pharmacology
21 much less TPMT.

22 DR. JUSKO: Maybe I could pose a question
23 that Larry brought up as one of his issues. Dick,
24 you indicated that it has been found that one-tenth
25 to one-fifteenth of the standard dose works well in

1 children with ALL. Is that also the case, also the
2 experience, of rheumatologists and dermatologists,
3 GI people, in the use of these drugs in patients
4 with the other indications?

5 DR. WEINSHILBOUM: That is a fascinating
6 question. I think, when I said that, I said that
7 the best data with regard to ALL were the data that
8 Mary Relling and Bill Evans have developed at St.
9 Jude. They were the ones who really, I think, were
10 in a position to develop those data.

11 Our gastroenterologists at Mayo, because
12 they are big-time users, feel that the drug is
13 frequently used with aminosalicylates which inhibit
14 TPMT and that complicates life, so we are going to
15 have all the complications. I am just reiterating
16 what Howard said.

17 He implied that there is some evidence "of
18 induction." I am not using that in the NIH
19 study-section terms but of increase in level of
20 enzyme activity in patients who are treated
21 chronically with these and other drugs. There is
22 evidence of drug-drug interactions at the level of
23 inhibition of TPMT and then, on top of that--so
24 life is not going to be simple here--but, on top of
25 that, then we have the issue of what is the

1 appropriate dose in other diseases.

2 I think Howard, in his comments, was,
3 perhaps, a bit harsher than I might be in dealing
4 with our gastroenterologic and dermatologic
5 colleagues in that I don't believe that the data
6 are out there which are as compelling as the data
7 from St. Jude with regard to ALL about how to
8 approach the balance between efficacy and toxicity
9 in these other disease states.

10 Howard, once again, you may have a
11 different point of view.

12 DR. McCLEOD: I agree with you. I think
13 that there are some people who go to the one-tenth
14 of the dose and titrate up based on toxicity.
15 There are some people that just stop using
16 thiopurines and go to a second-line agent. There
17 are some people that do a combination, depending on
18 the day of the week.

19 But, what there isn't, is good cohort data
20 of the type that Mary Relling has published from
21 St. Jude. That is what is missing, is these large
22 cohorts where people were uniformly treated and
23 managed so that we can actually have more
24 definitive answers outside of childhood ALL.

25 DR. LESKO: Actually, I had two questions.

1 The first question is is the one-tenth of dose
2 based upon exposure to 6-thioguanine or is it based
3 upon a proportional reduction in TPMT activity?
4 What is the basis for the one-tenth of dose
5 recommendation.

6 Secondly, if you were to think about
7 patients that are referred because of toxicity, or
8 at least suspected toxicity, to 6MP, what percent
9 of those patients are, in fact, poor TPMT
10 genotypes? Do we know that?

11 DR. McCLEOD: Mary, do you want to take
12 that one because you have the most recent breadth
13 of experience?

14 DR. RELLING: Can you hear me okay? I
15 hear a crazy echo.

16 DR. JUSKO: Yes, Mary. We can hear you.

17 MS. REEDY: If you are on speaker phone,
18 if you will turn that off and use the hand-set, you
19 will get less echo.

20 DR. RELLING: I am not on a speaker phone.
21 What was the first part of the question? I'm
22 sorry?

23 DR. LESKO: The first part of the
24 question, Mary, was is the one-tenth of dose based
25 on blood levels of 6 thioguanine?

1 DR. RELING: Yes.

2 DR. LESKO: Or is it based upon something
3 else?

4 DR. RELING: The one-tenth of the dose
5 was based on clinical tolerance. Our policy was to
6 use the TPMT status to determine whether
7 6-mercaptopurine was the culprit drug or not. Once
8 we determined that 6-mercaptopurine was likely the
9 culprit drug based on low TPMT activity.

10 Then we titrated that dose to the
11 peripheral white-blood-cell count as we would do in
12 any other childhood leukemia. So, actually, the
13 thioguanine nucleotide level still is extremely
14 high in those patients. So I can't say that what
15 we did was the correct thing to do because we do
16 have some concerns that there may be secondary
17 cancers in patients with those high thioguanine
18 nucleotide levels even if they don't experience a
19 lot of neutropenia from that.

20 So, we sort of disagree with the concept
21 of a target thioguanine-nucleotide level because we
22 don't believe that that has been established in ALL
23 and I don't know if it has been established in any
24 other diseases.

25 DR. WEINSHILBOUM: Mary, this is Dick

1 Weinshilboum. Dealing with our
2 gastroenterologists, they would feel exactly--they
3 would second what you just said with regard to the
4 treatment of Crohn's disease. They are not certain
5 that the same range of 6-thioguanine-nucleotide
6 levels are appropriate for treating Crohn's disease
7 as are appropriate in ALL. After all, the targets
8 may be somewhat different and what is the
9 appropriate surrogate marker or markers remains
10 open to serious question and the best data,
11 probably, that are out there are for ALL.

12 So I think that the questions that are
13 being asked are exactly the right questions.

14 DR. RELLING: Right. To me, the best
15 rationale in leukemia treatment is the fact the
16 every drug we use is myelosuppressive. What TPMT
17 does is help us focus in on the correct drug to
18 adjust as the culprit for myelosuppression. That
19 can't really be said in noncancer diseases, in
20 general.

21 Then, I'm sorry; I don't know about the
22 second part of your question.

23 DR. LESKO: The second part of the
24 question had to do with patients that are referred
25 because of suspected 6-MP toxicity. How many of

1 those, in fact, are confirmed to be poor

2 TPMT-activity genotypes?

3 DR. RELING: About two thirds, in that
4 preselected group.

5 DR. LESKO: About two-thirds?

6 DR. RELING: Yes; that is published in
7 the Journal of Clinical Oncology last year. So
8 those are very motivated clinicians. Those are
9 clinicians who were suspicious of thiopurine
10 methyl-transferase insufficiency and who were
11 following their patients closely and who were
12 motivated to enroll their patients on a protocol
13 and send us samples.

14 Out of those samples that came, two thirds
15 of them that had (inaudible) also had at least one
16 mutant allele for TPMT. If we look the converse
17 way, if we look at all (inaudible) of
18 heterozygotes, which make up 10 percent of the
19 population, only about 38 percent of them had
20 toxicity that was severe enough to make us decrease
21 their doses.

22 DR. LESKO: Mary, that last figure, was
23 that--I was trying to get the patient population
24 there. Is that patients in whom you didn't know
25 the genotype in advance, but 38 percent of those

1 eventually required a lower dose? I wasn't clear
2 on that last thing you said.

3 DR. RELING: That's correct. So of the
4 patients turned out to be TPMT heterozygotes about
5 35 percent of them required a dose decrease in
6 order to keep their ANC in the target range. Now,
7 that doesn't mean they perhaps would have
8 benefitted from a dose that is decreased if only
9 they lower their PGN level because what happens in
10 that group, a huge percentage of them develop
11 secondary tumors.

12 So our policy is to decrease the dose of
13 TPMT moderately in all TPMT heterozygotes no matter
14 what their tolerance. That, for us, means we give
15 them 60 milligrams per meter squared instead of 75,
16 or lower if they are having acute hematopoietic
17 toxicity.

18 DR. JUSKO: Another general question that
19 was posed earlier by Larry is how reliable and how
20 available are the commercial tests to TPMT, for the
21 several people that are using them.

22 DR. McCLEOD: I think that there are three
23 different types of tests that are out there. There
24 is this genotype test. There is the phenotype test
25 measuring TPMT activity in red cells. And then

1 there is the endpoint test measuring the
2 thioguanine nucleotides. There are commercially
3 available tests for all three of those endpoints
4 that are out there that are robust and that perform
5 a CLIA-certified environment.

6 So, in terms of availability, they are
7 available and they are robust. They are not widely
8 available. One of the most common phenomenon that
9 I find in this is people calling up wanting me to
10 test in the research setting not realizing that
11 there is a CLIA-certified laboratory that would
12 perform the test.

13 Also, there are only a few one-stop shops
14 for this, so there is at least one company that, I
15 believe, does all three of the components. There
16 are other institutions that just do the
17 phenotyping, for example. A number of institutions
18 have a home brew where they will do testing for
19 their institution by not commercially outside the
20 institution. So a lot of the larger academically
21 minded institutions will do that sort of approach.

22 Mayo Clinical Laboratories, which is
23 separate from Mayo Clinic, I understand, but the
24 same place, offers the phenotyping test. Then
25 there is a company in San Diego that offers the

1 genotyping and the thioguanine-nucleotide levels.
2 Dick or Mary could elaborate on that if there are
3 additional resources.

4 So it is available. It is not as well
5 publicized as it could be.

6 DR. JUSKO: So, if a pediatric oncologist
7 in Buffalo, New York wanted to test a patient, the
8 test could be done in a relatively--with a fast
9 turnaround someplace?

10 DR. McCLEOD: Yes.

11 DR. HALE: Could I get a little
12 clarification on the test performance? Do we know
13 about the false-positive and false-negative rates?

14 DR. WEINSHILBOUM: I can comment on the
15 fact that our clinical lab, obviously, has those
16 data. What we are really talking about with the
17 genotype-phenotype correlation was an attempt to
18 get at, with regard to genotyping, the potential
19 for false-negatives; that is, we would miss
20 patients whose phenotype--and it is an advantage,
21 actually, to be able to compare those, at least at
22 this stage in the development of the assays.

23 I quoted a figure, Howard quoted a figure,
24 from one of the studies that he did which is an
25 appropriately highly cited study. With regard to

1 the false positives, I think there are less data
2 available because, in general, what we will do in
3 our setting, and I use the royal "We" because I
4 don't do this, I don't run a clinical lab and I am
5 not CLIA approved for anything, is to go back and
6 retest anyone who shows up as potentially being
7 either heterozygous or homozygous low.

8 Mary may know a good deal more about what
9 is done with the genotyping tests. Of course, there
10 are broad issues that relate to the technology
11 platforms and the way in which the snip
12 detection--right now, I think, Howard, we are
13 talking just about snip detection. We are not
14 talking about haplotype. Larry raised the issue.
15 I think it is going to be an interesting one.

16 Committee Discussion

17 DR. JUSKO: I think it would be
18 appropriate, at this point, to return to Larry's
19 last slide, the general questions for the
20 committee.

21 DR. LESKO: From the handout or from the
22 computer.

23 DR. JUSKO: It is on another screen, so
24 let's start with the handout.

25 DR. LESKO: It is on Page 16.

1 DR. JUSKO: The first question posed is
2 what major findings would support the inclusion of
3 a genetically tailored dosing regimen in a package
4 insert.

5 DR. McCLEOD: I will kick it off, I guess.
6 I think that there is already pretty clear evidence
7 for the relationship between a homozygous variant
8 genotype and toxicity. So, to me, for the toxicity
9 evidence is just a robust correlation between a
10 phenotype, such as toxicity, and a genotype or a
11 measure of the enzyme variant.

12 So, to me, that data is already there.
13 The data for the relationship between a
14 heterozygote genotype or phenotype and toxicity is
15 less well-developed. We did one study, a cohort
16 study, a relatively small study of
17 67 rheumatoid-arthritis patients, and found that
18 the heterozygous patients came off therapy quite
19 acutely because of toxicity.

20 But that study has not really been
21 duplicated outside of a single Japanese study that
22 I am aware of that did evaluate that and,
23 thankfully, did find the same types of results. So
24 there is still more evidence needed to really
25 define what the implication is for a heterozygous

1 genotype in the types of patients that commonly get
2 thiopurine drugs.

3 So, Mary's study in the Journal of the
4 National Cancer Institute in 1999 for
5 childhood-leukemia patients was able to show, as
6 she mentioned just a few minutes ago, that
7 somewhere around 35 percent of patients with a
8 heterozygous genotype required a significant dosage
9 reduction. So we do have that evidence.

10 We don't know what the case is for
11 gastroenterology patients, for rheumatic-disease
12 patients or for the dermatologic diseases. One,
13 one piece of missing evidence is for these other
14 groups, which are the more common numerically,
15 patients that are getting thiopurine drugs.

16 So one initial bit is the clear evidence
17 that this genotype will give you severe toxicity
18 100 percent of the time, or the majority of time.

19 DR. WEINSHILBOUM: I guess I would agree
20 with what Howard just said. For the homozygous-low
21 individuals, the data are so compelling that no
22 longer will those studies be published nor, as I
23 think I implied, no longer will anyone even attempt
24 to publish them for a variety of reasons that go
25 beyond the scientific.

1 For the heterozygous individuals with ALL,
2 I believe that Mary and the St. Jude experience
3 have developed data which indicate that this is
4 also an issue, toxicity. On the
5 therapeutic-efficacy side, I hope I made this
6 point, the data are less compelling. There are
7 data out there and it may well be that as this
8 august group deals with pharmacogenomics, that the
9 more challenging issues and the broader area where
10 pharmacogenomics potentially has implications is
11 not necessarily this kind of demonstration project
12 where we are looking at the toxicity end, but
13 issues of individual variants and therapeutic
14 efficacy.

15 I think those will be challenging times
16 and I am looking forward to what you are going to
17 recommend as you begin to move into those area
18 because I think that is where the broadest
19 application will apply.

20 Howard implied that these drugs probably,
21 in today's world, might not stay on the market.
22 But they certainly have proven useful in a variety
23 of settings and thank god that they were placed on
24 the market.

25 But, Howard, don't let me put words in

1 your mouth.

2 DR. McCLEOD: I think that is exactly
3 right. If you look at, at least what I am aware
4 of, of some of the drugs that have been hauled off
5 the market fairly recently because of their
6 toxicity profile, the number of patients with
7 toxicity were much fewer than the number of
8 patients that get toxicity from azathioprine or
9 mercaptopurine.

10 It is a situation where if this had been a
11 new drug introduced a few years ago, it may have
12 come off for that very reason. There have been as
13 many or more deaths from thiopurines that have been
14 published, in addition to the unpublished ones,
15 than the drugs that have come off the market
16 recently.

17 So I think, if we look at that context--it
18 is too bad that Lew Sheiner had to fly back because
19 he had a mantra he was chanting throughout the
20 morning of trying to look at what we are comparing
21 this against.

22 If we are trying to look at an ideal
23 world, we do not have enough data to say that TPMT
24 genotyping, or any other genotyping for the most
25 part, will let you tailor the exact dose for each

1 individual patient on both and efficacy and a
2 toxicity basis.

3 But, in trying to make a drug safer, there
4 is enough evidence that this genotyping will make
5 drugs safer. One in 300 is not common unless, as
6 Rick said, you are that one. If you are that one,
7 then it is a little bit too common. As mentioned
8 already, autopsy is terrible place to make the
9 diagnosis.

10 DR. HALE: I would like to make a few
11 comments about Larry's general question there. We
12 have already hinted at the first one about the
13 false-positive and false-negative rates and coming
14 at this kind of from a statistical and utility
15 approach that those can actually be very important
16 when you look at because a false-positive rate,
17 when you have got a rare event, even one in 300,
18 you can wind up finding--in this case, even if you
19 have a 1 percent false-positive rate, you can wind
20 up three of your four positives turning out to be
21 false positives which could deny therapy to people,
22 or force them to alternate therapy.

23 We need to look at the cost, not only to
24 people who get the drug that shouldn't get it, but
25 also the cost of withholding the drug from people

1 who would benefit from it. So we are talking about
2 utility.

3 Things like the speed, convenience, cost
4 and reliability of the test all impact on its use
5 and the fact that it is too cumbersome or too
6 costly, it won't be used at all. On of the other
7 things is actually the proportions. When one does
8 the utility, you have to have the numbers--you have
9 got the one in 300 here, the 10 percent. Those can
10 impact broadly on whether it is a good risk-benefit
11 thing or not from a population point of view and
12 not just do we have a test. It is more or less
13 from the population point of view, does it make
14 sense for the population. So you really have to
15 think about the population risk-benefit.

16 The other consideration that has occurred
17 to me here is the difference between a demonstrated
18 clinical benefit where you prospectively do this
19 versus the post hoc analysis where you look at the
20 people who have had these events and then you say,
21 "Well, this was particular genotype." So have we
22 prospectively done a study using this kind of
23 screening.

24 DR. McCLEOD: Mary, if you can hear us, I
25 wonder if you could comment on your data for

1 false-positive rate because you are in a situation
2 where not only you are genotyping but you are also
3 phenotyping, so you would actually have that
4 information, and also the last comment about
5 whether--I am not aware of any prospectively
6 randomized trials where people looked at genotype
7 versus no genotype, either at the toxicity or
8 efficacy area, but Mary Relling may have that data.

9 DR. RELING: We have never (inaudible)
10 and, as far as I know, no one else has of a
11 false-positive phenotype. As Dr. Weinshilbom
12 mentioned, there is a theoretical possibility for a
13 heterozygote in some racial groups (inaudible) to
14 distinguish from homozygous, but there are ways to
15 get around that.

16 If we use phenotype only, we do see
17 putative false positives so we see occasionally low
18 red-cell TPMT activity which does not have
19 mutation. So, in the absence of toxicity, then we
20 generally retest phenotype, an independent sample,
21 and usually activity is then normalized. There
22 might be very rare cases where the activity remains
23 low and we don't see much toxicity.

24 DR. WEINSHILBOUM: That comes back to the
25 issue that I was raising earlier. You only know

1 what you know and there was a time we didn't know
2 about Star 3A. Once you know about Star 2 and Star
3 3A, then you find Star 4 which is a splice-junction
4 variant and Star 5 and Star 6 and Star 7.

5 DR. RELING: Right.

6 DR. WEINSHILBOUM: So you learn to look
7 further and further. The gene, itself, is 34,000
8 nucleotides in length. I don't think anyone
9 sequences through the whole gene. So what is the
10 definition of a false positive? I think you would
11 have to go back and say, does the phenotype remain
12 constant and, until we understand the functional
13 implications of every change in the DNA, we aren't
14 in a position to really answer the question.

15 So you have to define practically what you
16 are doing. These are real-life issues that we are
17 all going to be entering into as we begin to use
18 DNA-based testing. But there is a difference, and
19 the difference is--you raise an interesting
20 question when you asked about the question of how
21 difficult is the test.

22 Pharmacogenomics, rumors to the contrary,
23 has been around for decades. It has been
24 resolutely ignored for decades but it has been
25 around for--the concepts have been there. The

1 major problem with 2D6 was that, prior to the time
2 that we understood the DNA base-sequence
3 variations, you had to use a test drug and my
4 colleagues, in internal medicine and in psychiatry,
5 would not do that, so that the practical
6 reality--and I am just repeating what you said just
7 a minute ago--was such that, unless you had a rapid
8 turnaround, reasonably robust test, our clinical
9 staffs, understandably, were dubious that the
10 cost-benefit ratio was acceptable.

11 What has changed with the genotyping is
12 that we now can, with a variety of technology
13 platforms and so who cares which one it happens to
14 be, it will be different tomorrow anyway, with some
15 of the people sitting out in the audience, I hope,
16 being responsible for that.

17 As the technology platforms mature, the
18 DNA base testing gives you rapid turnaround and the
19 ability to get the information back to the
20 clinician quickly, hopefully validated in such a
21 way that we can feel confident about what we do
22 know.

23 I think that we need to be practically
24 minded. Some of us, who have been using the word
25 "pharmacogenetics," I will tell you when I came to

1 the FDA ten years ago and pharmacogenetics,
2 everyone's palms got sweaty, their pupils dilated
3 and they weren't very interested because it wasn't
4 really a practical reality.

5 What the genomic revolution has done has
6 been to make that a practical reality. That is
7 where the technology changes have been different.
8 You don't have to give debrisoquin and collect a
9 twenty-four-hour urine or look at a plasma sample
10 or even use caffeine as a probe. Now, once, again,
11 Howard and Mary have a different take. That is
12 part of the reason we are sitting around talking
13 about this today. There is absolutely no doubt in
14 my mind about that.

15 DR. JUSKO: On that note, perhaps we have
16 resolved Question 1, stating what major findings
17 would support the inclusion of a genetically
18 tailored dosing regimen in the Package Insert. It
19 sounds like, for TPMT, 6-mercaptopurine, there is
20 considerable enthusiasm and considerable use of
21 having these genetic tests available, although
22 there are some scientific and clinical issues
23 remaining to be resolved particularly what does one
24 do with that information in terms of patients who
25 might need to have far smaller doses than the rest

1 of the population.

2 In terms of trying to generalize this type
3 of consideration, it seems very likely that it
4 would need to be done on a case-by-case basis, much
5 like Dr. Weinshilboum proposed, that one must do
6 this with making what we discussed earlier today,
7 risk-benefit considerations will depend on the drug
8 and the types of toxicity and efficacy that is
9 being considered.

10 Easier questions to deal with is the
11 second one, where in the label should such
12 information be placed? In the interest of time, I
13 will concur with what Larry proposed for TPMT. The
14 proposed labeling in that case seems to be very
15 logical positioning of the information as well as
16 the type of information.

17 Maybe in the last couple of minutes that
18 we have left this afternoon, we can, perhaps,
19 address briefly the third point, under what
20 conditions should testing be optional or mandatory
21 prior to dosing. Maybe we have addressed a lot of
22 this already but perhaps someone with more
23 expertise could comment on that.

24 DR. McCLEOD: The conditions for optional
25 testing are obviously a lot easier to define than

1 mandatory testing. The problem with mandatory
2 testing, even an example like thiopurine methyl
3 transferase is that we have gotten by without it.
4 When you talk to pediatric oncologists that want to
5 bother getting TPMT testing, they just say, well,
6 we just salvage the patients that crash.

7 While that is not a very user-friendly way
8 forward, it is the reality in a lot of situations.
9 So, making something mandatory has to have much
10 clearer evidence that it is cost-effective in the
11 true pharmacoeconomic sense of the word and a
12 beneficial way to go forward.

13 There has only been one analysis of
14 pharmacoeconomics in the TPMT example from Mayo
15 Clinic and there needs to be a lot more. So, in
16 terms of mandatory, I think, in the general sense,
17 there needs to be evidence that you can either
18 benefit from testing everyone or that you can
19 select the best patients to test.

20 One of the things, I believe it was Larry,
21 mentioned was that the patients that start having a
22 fall in their white count then go forward to
23 mandatory testing. That, I think, is a good idea.
24 There is no information that I am aware of to
25 select the trigger for that to be initiated, and so

1 that is something that would need to be worked out.

2 But that context of having patients
3 declare themselves, at least in part, rather early
4 while it is still--I hate to use the word "safe,"
5 but safe, would be one way forward to that.

6 Mandatory testing for TPMT in the absence
7 of clear pharmacoeconomic analysis, I think is too
8 early. We need the information about how much this
9 would really cost. I know it is \$300 an assay but
10 we don't know how much we are saving by catching
11 the 1 in 300. So that sort of information is
12 needed before you can make that mandatory in my
13 opinion.

14 DR. RELLING: I agree. I think that there
15 would be tremendous skepticism and hesitation on
16 the part, even of pediatric oncologists, to
17 mandatory testing. I guess that emphasizes that
18 the other therapy has a huge effect on one's
19 ability to diagnose the myelosuppression but it
20 also impacts on how 6MP is in the context of all
21 the other therapies. I think it would be very
22 difficult to write guidelines that would be a
23 sufficient rationale for mandatory testing before
24 treatment.

25 DR. WEINSHILBOUM: Mary, I would agree

1 with that. I do think that this group--I sit on
2 the Council for one of the NIH Institutes. It is
3 always amusing to me to hear them say, well, this
4 isn't a mandatory policy. Of course, that is like
5 an 800-pound gorilla crawling in bed with you and
6 saying, "Don't worry; this isn't mandatory," or, "I
7 am from the government; I am here to help you."

8 So, let's be realistic. If the labeling
9 changes, even if it is not mandatory, the
10 implications are significant and they will ripple
11 through the clinical community. So, as long as we
12 all understand that, I couldn't agree more with
13 what you and Howard have said. I think it is
14 premature to talk about mandatory testing, but
15 there are practical implications to any labeling
16 change which this group is more sensitive to than a
17 basic clinical pharmacologist like myself.

18 DR. McCLEOD: The language that has been
19 mentioned, that Larry presented, and a lot of it, I
20 believe, had been--Larry, you included a lot of
21 Mary's stuff in there as well?

22 DR. LESKO: There was some of Mary's stuff
23 and some stuff from our internal discussions
24 combined.

25 DR. McCLEOD: The nice thing about that

1 language is that, if nothing else, it increases
2 awareness that it is a problem and that something
3 can be done about. That, I don't think, is too
4 much to ask. I think there is enough data to
5 support that sort of thing.

6 The language, at least the way it was read
7 today, was not gorilla-ish in terms of the way it
8 was present. So, if nothing else, making people
9 aware of this sort of issue in the labeling is
10 necessary. There are people who, for some reason,
11 haven't heard Mary or Dick speak on this topic.
12 There aren't very many of them, but there are a
13 few.

14 So that is necessary and there will be, I
15 think, from a safety standpoint, although this is
16 hard to document, there will be lives saved through
17 this sort of inclusion in the labeling.

18 DR. WEINSHILBOUM: I couldn't agree more
19 and I am enthusiastically supportive of the kind of
20 mild informative language that Larry suggested. I
21 just wanted to be certain that we were all aware of
22 the implications of even moving that far which I
23 think is probably timely for this particular
24 example.

25 DR. JUSKO: I think we have had a very

1 enlightening discussion of this topic as well as
2 the others. This point in our schedule calls for
3 Larry to make some concluding remarks.

4 Concluding Remarks

5 DR. LESKO: That is always hard after
6 about eight or nine hours of intellectual
7 discussion, but let me conclude by simply saying
8 thank you to everybody for their contributions
9 today and, again, for accepting the challenge of
10 being on this committee.

11 I would say the quality of today's
12 discussion and the intellectual level met or far
13 exceeded my expectations. I have been through
14 about a hundred advisory committee meetings so far
15 and this one was very enlightening and very
16 helpful.

17 I think, for you, the members, as we act
18 in information coming out of the committee, I am
19 sure you will feel a sense of satisfaction that you
20 have contributed to the advancement of drug
21 development and regulatory decision-making. Our
22 commitment is to move forward on these issues and
23 to take the input you have given us and begin to
24 organize ourselves to move forward.

25 When we see you all again in six or twelve

