NaRCAD

- Mission
- Team
- Background on academic detailing
- Elements of a successful program
- NaRCAD’s services
- Next Steps
Mission

- To promote the use of evidence based medicine by supporting the establishment and improvement of academic detailing programs.

- NaRCAD provides training, materials, and consultative support to health care organizations to establish effective academic detailing programs.

- NaRCAD aims to establish a network of programs sharing best practices in academic detailing to further the use of comparative effectiveness data in medical practice.
Team

- Michael Fischer, MD, MS, Program Director
- Jerry Avorn, MD, Program Co-Director
- Niteesh Choudhry, MD, PhD, Core Faculty
- Steve Farrell, MBA, Program Manager
- Lindsay Ritz, MPH, Program Coordinator
The rationale for academic detailing

- **FDA has limited data when treatments or tests are first approved**
  - with limited relevance to many patients
- **Physician data overload**
  - hundreds of important clinical papers published each month
- **Imbalanced communication**
  - manufacturers provide much of the information
- **Need for non-product-driven overviews**
  - delivered in a relevant, user-friendly way
## Two different worlds

<table>
<thead>
<tr>
<th>Academia</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD comes to us</td>
<td>Goes to MD</td>
</tr>
<tr>
<td>Didactic</td>
<td>Interactive</td>
</tr>
<tr>
<td>Content ornate, not clinically relevant</td>
<td>Content is simple, straightforward, relevant</td>
</tr>
<tr>
<td>Visually boring</td>
<td>Excellent graphics</td>
</tr>
<tr>
<td>No idea of MD’s Perspective</td>
<td>MD-specific data informs discussion</td>
</tr>
<tr>
<td>Evaluation: minimal</td>
<td>Outcome evaluated, drives salary</td>
</tr>
<tr>
<td>Goal = ??????</td>
<td>Goal = behavior change</td>
</tr>
</tbody>
</table>
Drug/Device makers: great communicators

Government/Medical School faculty: Trusted sources of Clinical information

Academic Detailing
The goal of academic detailing

To close the gap between
- the best available evidence
- actual clinical practice

...so that clinical decisions are based
only on the most current and accurate evidence on:
- efficacy
- safety
- cost-effectiveness
Academic detailing

- Synthesizes up-to-date evidence about *comparative* efficacy, safety, and cost-effectiveness of commonly used therapies

- Content independently created by medical school faculty and practitioners

- MDs, pharmacists and nurses provide information interactively, in physicians’ own offices

- A time-efficient way to keep up with new findings
The beginning of academic detailing

• Developed in early 1980’s
  – “un-ads” for physicians with clinical background and specific prescribing recommendations
  – patient educational materials

• Effective from the start
  – 92% MD acceptance rate from ‘cold calls’ to physicians
  – Significant 14% reduction in inappropriate prescribing
    ● Avorn & Soumerai, NEJM 1983
Where Academic detailing is now
(Partial Listing)

USA
- Initiatives in various states
  - California – Kaiser Permanente
  - Connecticut – CHDI
  - District of Columbia – DOH
  - Idaho – Medicaid
  - Louisiana – LCCCP
  - Maine – DHHS
  - Massachusetts – DPH and CDC
  - New York – Medicaid
  - Oregon – OHSU
  - Pennsylvania – Aged Care
  - South Carolina – Medicaid
  - Vermont – Medicaid
- National – new effort funded by AHRQ

World
- Australia
- Canada
- Netherlands
- New Zealand
- Portugal
- Sweden
- United Kingdom
Current status of the evidence

- Evaluated extensively over the last 25 years
- Large evidence base confirms efficacy
  - A large systematic review in 2007 combined 69 studies and confirmed efficacy of AD
- However, quality of execution dramatically impacts effectiveness
Differing Scales of Academic Detailing Programs

- Temporary programs: *address a specific issue over a defined time period*
  - Redeployment of current resources
  - Often complementary to other efforts

- Limited scale, longer term programs: *cover a wider range of issues*
  - Redeployment of current resources
  - Augmentation of resources
  - Cut across multiple disease areas

- Larger scale, longer term programs
  - Dedicated resources
  - Multiple topics
  - Broad range of medical areas
Flexible Uses of Academic Detailing

- Improve knowledge
  - New guidelines
  - Health threats

- Change in treatment
  - More effective/cost effective or safer
  - Decrease overuse

- Improve patient education
  - Use of materials
  - Communication of vital information

- Increase diagnosis/screening
  - What to look for
  - What to do when found

- Increase utilization of complementary resources
  - Public health programs
  - Referral resources
Elements of a Successful Academic Detailing Program

Identifying Program Needs
Developing and Producing Materials
Hiring and Management of Academic Detailers
Training of Detailers
Measuring Program Effectiveness
Identifying Program Needs

- Goals
- Organizational capabilities and experience
- Health needs in target population
- Gaps in target population
  - Current practice
  - Best practices
- Evaluate existing data
  - Prescription data, other health records
Developing and Producing Detailing Materials

- Compilation of evidence base (AHRQ Comparative Effectiveness Reviews)
- Analysis and summary by relevant experts
- Identifying key messages
- Synthesized into communication materials
  - Relevant, useful information for:
    - physician
    - patient
  - Clearly and effectively communicated
  - Retained for future reference
Detailing Material Topics

- Based on AHRQ Comparative Effectiveness Reviews
  - oral diabetes medications and insulin for adults with type 2 diabetes
  - off-label use of atypical anti-psychotics for agitation in dementia
  - analgesics for osteoarthritis
- Updated for latest evidence
Hiring and Management of Detailers

- Job description
- Successful detailer profiles
- Full time hires vs. consultants
- Establishing goals
- Monitoring performance
- Team building
Training of Detailers – How to Detail

- Principles of social marketing
- Structuring visit
- Communicating messages effectively
- Actively listening and engaging clinician in conversation
- Message delivery under a variety of circumstances
- Gaining commitment to action
Training of Detailers – Clinical Background

○ Grounding in clinical areas and treatments
  ● Diabetes
  ● Agitation in Dementia
  ● Osteoarthritis
Measuring Program Effectiveness

- Change in patterns of care
  - Prescribing data, other sources
- Cost-effectiveness of detailing effort
- Potential impact of modifications to program
- Impact on expenses outside of network
Elements of a Successful Academic Detailing Program

- Identifying Program Needs: NaRCAD performs
- Developing and Producing Materials: NaRCAD performs
- Hiring and Management of Academic Detailers: NaRCAD advises
- Training of Detailers: NaRCAD performs
- Measuring Program Effectiveness: NaRCAD supports
NaRCAD Experience

- Collectively over 40 years in academic detailing
- Established or assisted 24 programs in 15 states
- Expertise in:
  - Evidence based prescribing
  - Training and materials development
  - Pharmaco analytics
  - Public and private partnerships
NaRCAD Partners

- Groups wishing to know more about academic detailing
- Groups seeking to establish new academic detailing programs
- Groups seeking assistance to measure current program effectiveness
- Groups seeking to improve or expand current programs
- Experienced groups seeking to share best practices
Next Steps
Contact

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