ASCP 2024 Annual meeting

Chicago, IL, USA – September 3-6, 2024

Submission deadline: April 16, 2024, 11:59PM EDT.

Notifications of acceptance: Early June 2024

Submission category: Test utilization (see Appendix 1 for list of available choices)

Topic: Test utilization (see Appendix 2 for list of available choices)

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Title:

Impact of a PD-L1 Learning Collaborative: outcomes from a mixed-methods evaluation

Words: 297 words / maximum 300

Characters: 2,266 characters / maximum 2,500 (spaces included)

Main text

Introduction:

PD-L1 Immunohistochemistry testing is often required to determine eligibility for immune checkpoint inhibitor therapy. An ASCP PD-L1 Learning Collaborative (LC) was formed aiming to: 1) identify ways to streamline PD-L1 testing; 2) encourage members to locally implement changes; and 3) develop a resource guide for the community.

Methods:

The PD-L1 LC (n=38 pathologists and laboratory professionals) participated in 3 activities: 1) 4 meetings in which LC members discussed current literature and practice; 2) 3 30-minute on-demand, credit-bearing panel videos, in which selected LC members summarized the LC outputs and shared their experiences; and 3) a guide summarizing resources relevant to streamlining PD-L1 testing. The mixed-methods evaluation included: 1) five-minute surveys before (n=24), immediately after (n=11) and 7-months post-LC (n=17); 2) polling questions (2-4 per meeting); 3) semi-structured interviews (n=5). Quantitative data was analysed using descriptive and inferential analysis, qualitative data using a thematic analysis / inductive reasoning approach.

Results:

Baseline data confirmed delays in testing caused by unstandardized PD-L1 testing processes and suboptimal confidence in PD-L1 validation and methodologies. Post-LC, members self-reported perceived increased knowledge and higher confidence levels regarding discussion of PD-L1 scientific evidence and best practices. At the 7-month follow-up, 59% of respondents reported at least one PD-L1-related practice change, with 29% of participants selecting:1) Improving protocols for specimen acquisition, handling, or processing; 2) Improving communication with multidisciplinary care team; 3) Optimizing biomarker testing workflows. Remaining suboptimal knowledge post-LC suggests need for further educational efforts. Participants identified “Tumor-specific considerations” as the main resource missing for PD-L1 testing.

Conclusions:

A learning collaborative has shown impact in improving PD-L1 testing processes and related practices among a group of pathology professionals. The group successfully made available three panel videos and a resource guide, and PD-L1-related practice changes were reported. Future initiatives should address remaining gaps and develop tumor-specific PD-L1 testing considerations.

Appendix 1: Submission categories

- Educational Practice - summary presentation describing a strategy, technique, or novel format for producing, presenting, or disseminating education for pathology or laboratory medicine in a conference, medical school, undergraduate or post-graduate clinical training setting.
- Lab Practice - summary presentation describing a laboratory problem and the means used to resolve that problem for enhancing data quality, lab process or efficiency, improving planning or practice management, incorporating new techniques and technologies, globalizing healthcare, enhancing professional development and/or certification support, improving patient care, improving care team integration, etc.
- Test Utilization - summary presentation describing effective test utilization, which may include areas such as laboratory stewardship, Choosing Wisely, improving quality and safety of healthcare, as well as diagnostic accuracy and care coordination, et al.
- Basic Scientific - synopsis of a formal experiment (eg: done in animal models, cell lines or in silico) following standard scientific method that includes conveying the objectives of the experiment as well as the hypothesis, methods, results and conclusions related to the study.
- Clinical Practice - synopsis of formal studies done in human subjects/human tissue, or completed via observational analysis (eg, laboratory data or chart review), survey, or clinical trial that conveys the objectives/hypothesis of the study, methods, results, and conclusions. Single case reports should not be submitted via this pathway, but case series are acceptable.
- Case Study - synopsis of a single case study that conveys the objectives/hypothesis of the study, methods, results, and conclusions. Case study abstracts should include these components: Title, Introduction, Methods (case report), and Conclusions with an emphasis on quality of work up and presentation and impact on the practice of pathology and laboratory medicine.
- Diversity, Equity & Inclusion - summary presentation describing a strategy, initiative, or innovative process that leverages pathology and laboratory medicine resources (e.g., personnel, data, testing practices, laboratory operations) to advance DE&I across any aspect of health care.

Appendix 2: List of topics

Autopsy/Forensics
Bone & Soft Tissue
Breast
Cardiovascular
Clinical Chemistry
Cytogenetics
Cytopathology/Cytology
Dermatopathology
Diversity, Equity and Inclusion
Endocrine
Gastrointestinal
Genitourinary
Gynecologic
Head & Neck
Hematology/Coagulations
Hematopathology
Histology
Immunology (topics may include allergy, immunodeficiencies, transplant etc)
Lab Operations
Liver
Microbiology
Molecular Pathology/Diagnostics
Pancreas
Pathology Informatics
Pediatrics
Phlebotomy
Pulmonary
Renal
Test Utilization
Transfusion Medicine/Blood Banking