

More Choices, Harder Decisions: What Clinicians and Patients Need to Know to Address Persistent Unmet Needs in the Context of a Rapidly Expanding gMG Therapeutic Landscape

Authors: Vandana Gupta¹, Carole Drexel¹, Katie Kowalski², Gil I. Wolfe³, Tuan Vu⁴
Affiliation: : ¹Medlive, Needham, MA, USA; ²National Organization for Rare Disorders, Danbury, CT, USA; ³University at Buffalo, Buffalo, NY, USA; ⁴University of South Florida, Tampa, FL, USA



This activity was supported by educational grants from Johnson & Johnson and UCB, Inc.



INTRODUCTION

With the emergence of FcRn blockers and other therapies, the treatment landscape for generalized myasthenia gravis (gMG) is rapidly expanding. Selecting the right therapy has become increasingly complex, underscoring the need for clinicians and patients to navigate treatment decisions together. An online, video-based, live and endured, multi-component educational initiative was developed to achieve these goals.



METHODOLOGY

Educational Program and Evaluation Details

Patient/Caregiver Education: 30-minute, online, on-demand activity delivered as three concise modules launched August 26, 2025. Augmented by social media videos via Facebook/Instagram.

Learning Objectives:

1. Communicate to the care team your unique experience with MG symptoms and the level of impact on your life
2. Recognize the limitations of treatment with traditional approaches and why control of gMG symptoms is important
3. Review how available and upcoming therapies developed specifically for managing gMG differ from established therapies and what they might mean for patients with antibody-positive gMG

Clinician Education: 60-minute, live and on-demand CME activity delivered as three concise modules. Intended for neurology and neuromuscular clinicians (MDs/DOs/NPs/PAs) and others involved in the care of patients with gMG. Augmented by targeted micro-learning videos via IQVIA/LinkedIn. Launched September 30, 2025.

Learning Objectives:

1. Recognize the importance of autoantibody testing to confirm a diagnosis of gMG and determine a disease subtype
2. Describe the burden of disease and limitations of traditional treatments in gMG, including the unmet need for sustained disease control and alleviating treatment-related toxicity
3. Differentiate between new and emerging FcRn blockers based on pharmacodynamic characteristics, the latest clinical data on different antibody-positive subgroups, administration route and dosing, and impact on disease control

Measurements

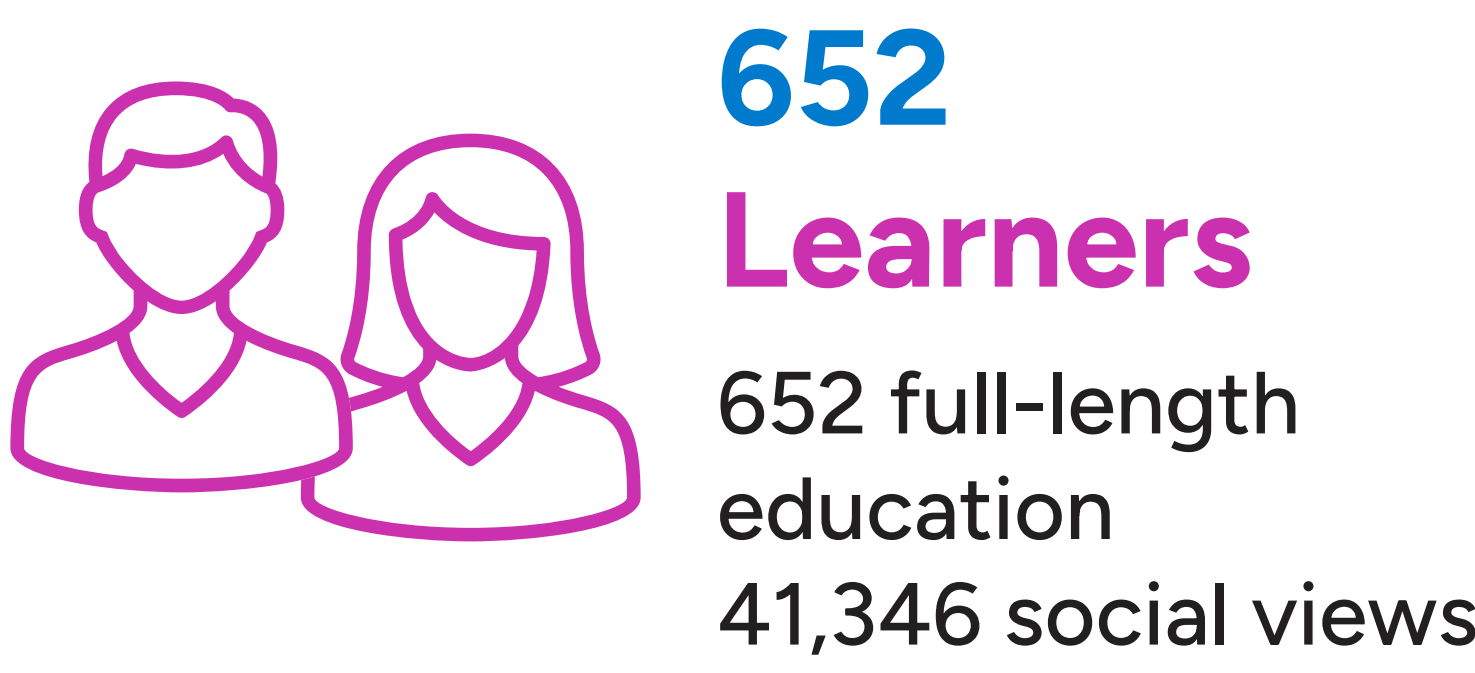
Clinician education: A survey-based approach measured the impact of the certified education as aligned with stated learning objectives via pre- and post-activity knowledge/competence questions that were developed in accordance with National Board of Medical Examiner guidelines* and a post-activity evaluation inclusive of questions about intended practice changes and barriers to change. Statistical tests of significance were applied to comparisons of individual questions.

Patient education: A survey-based methodology was also employed to assess the impact of the patient/caregiver education. In addition, the analysis investigated correlations between select “tethered” questions across both the clinician and patient education related to perceptions of care.

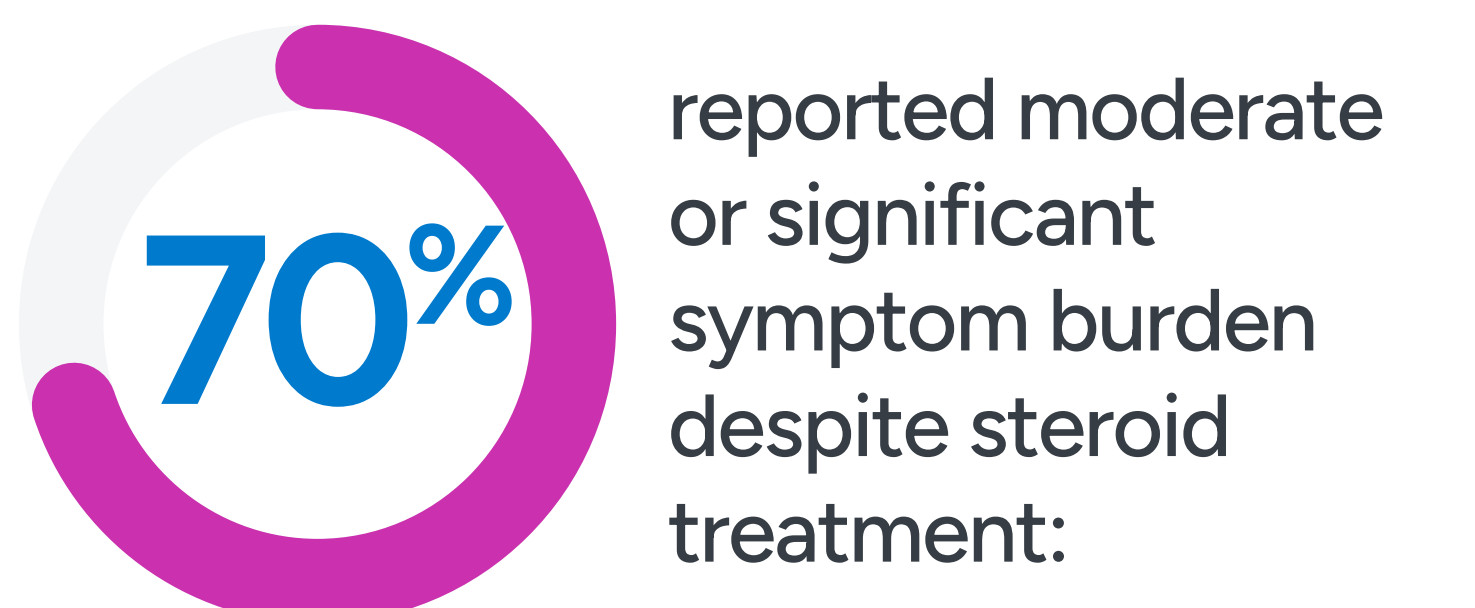
*NBME Item-Writing Guide. Constructing written test questions for the health sciences.
https://info.nbme.org/rs/552-QHC-046/images/NBME_Item-Writing-Guide.pdf

RESULTS – ENGAGEMENT

Patient/caregiver education:

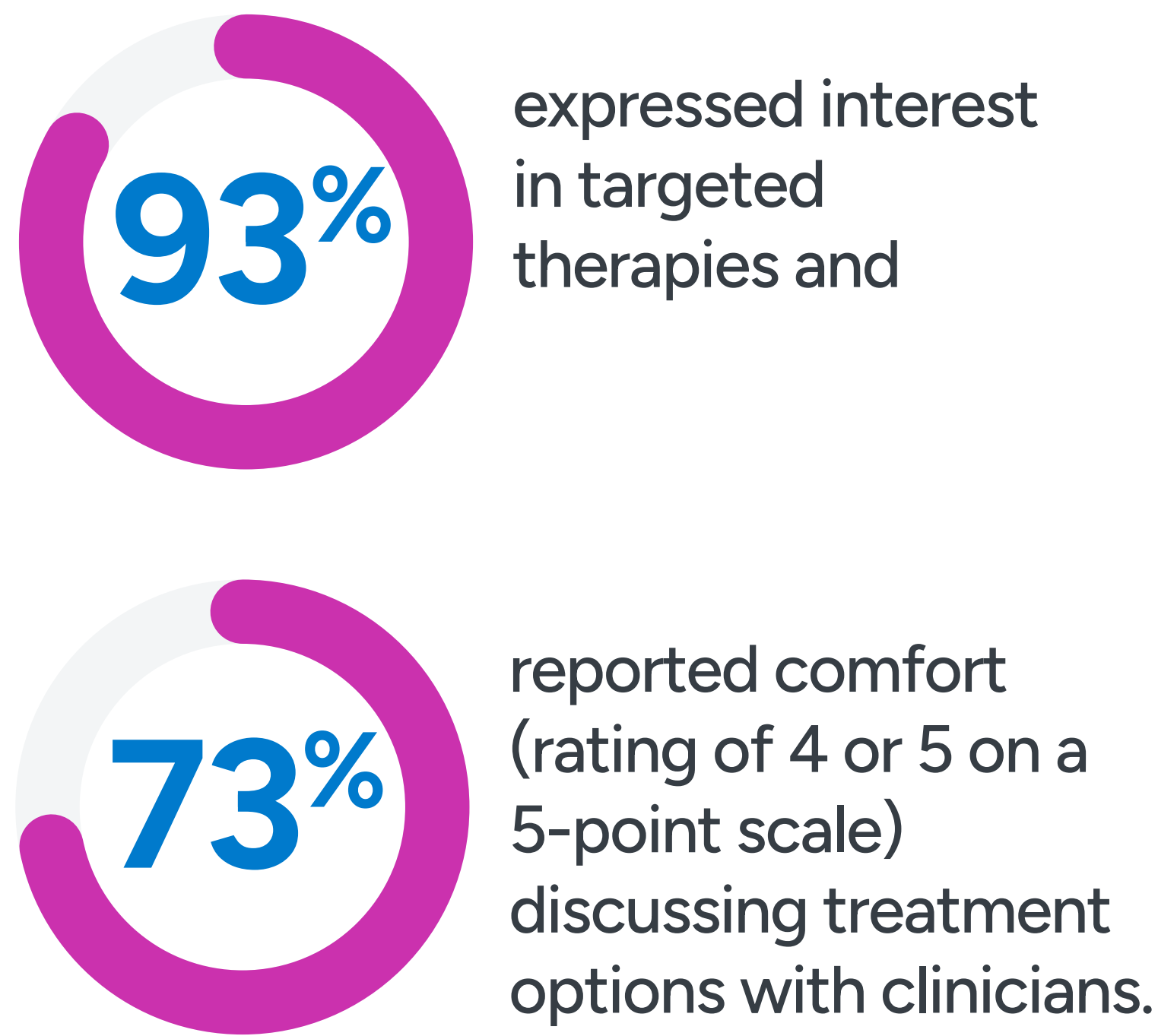


Among 652 learners in patient/caregiver education



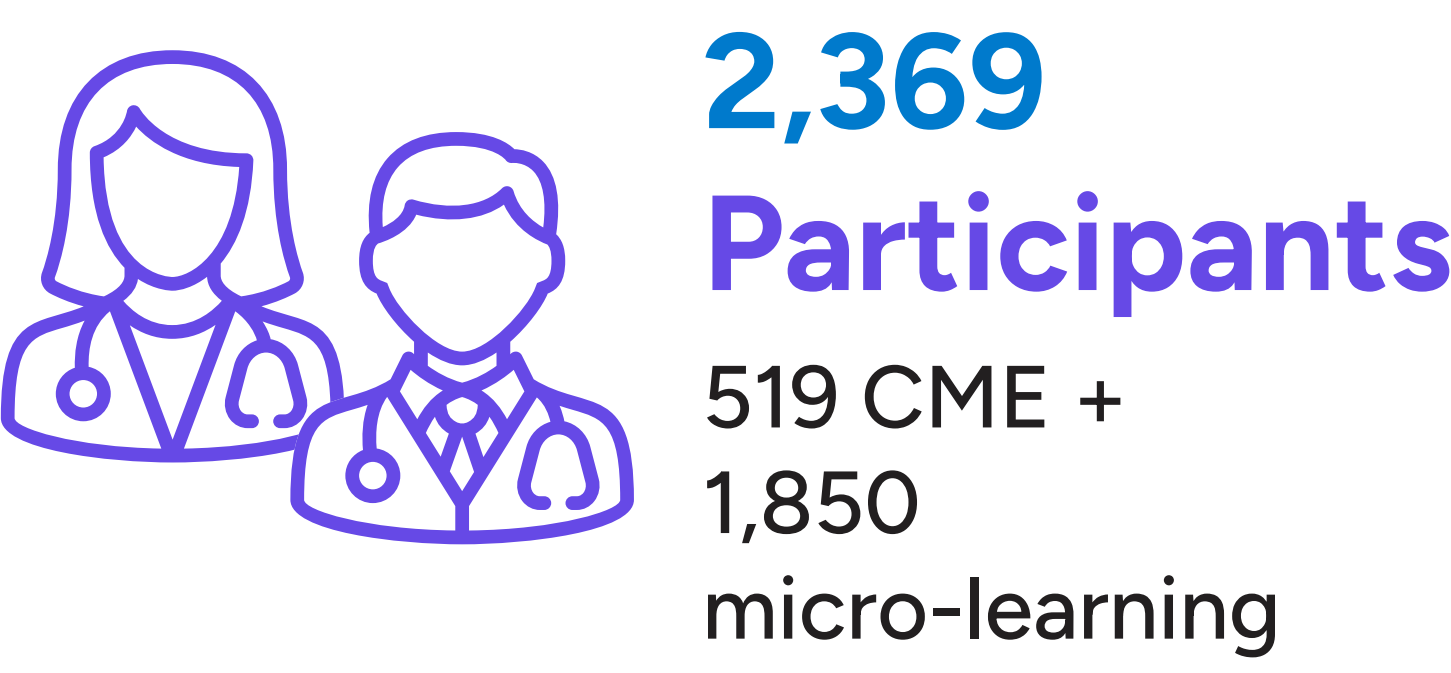
- Moderate – drive only during the day/morning due to problems with vision; stopped exercising due to muscle weakness
- Significant – very difficult to walk, see, work, or hold up head for prolonged periods of time; frequently experience times when it is hard to eat or breathe

Post activity:



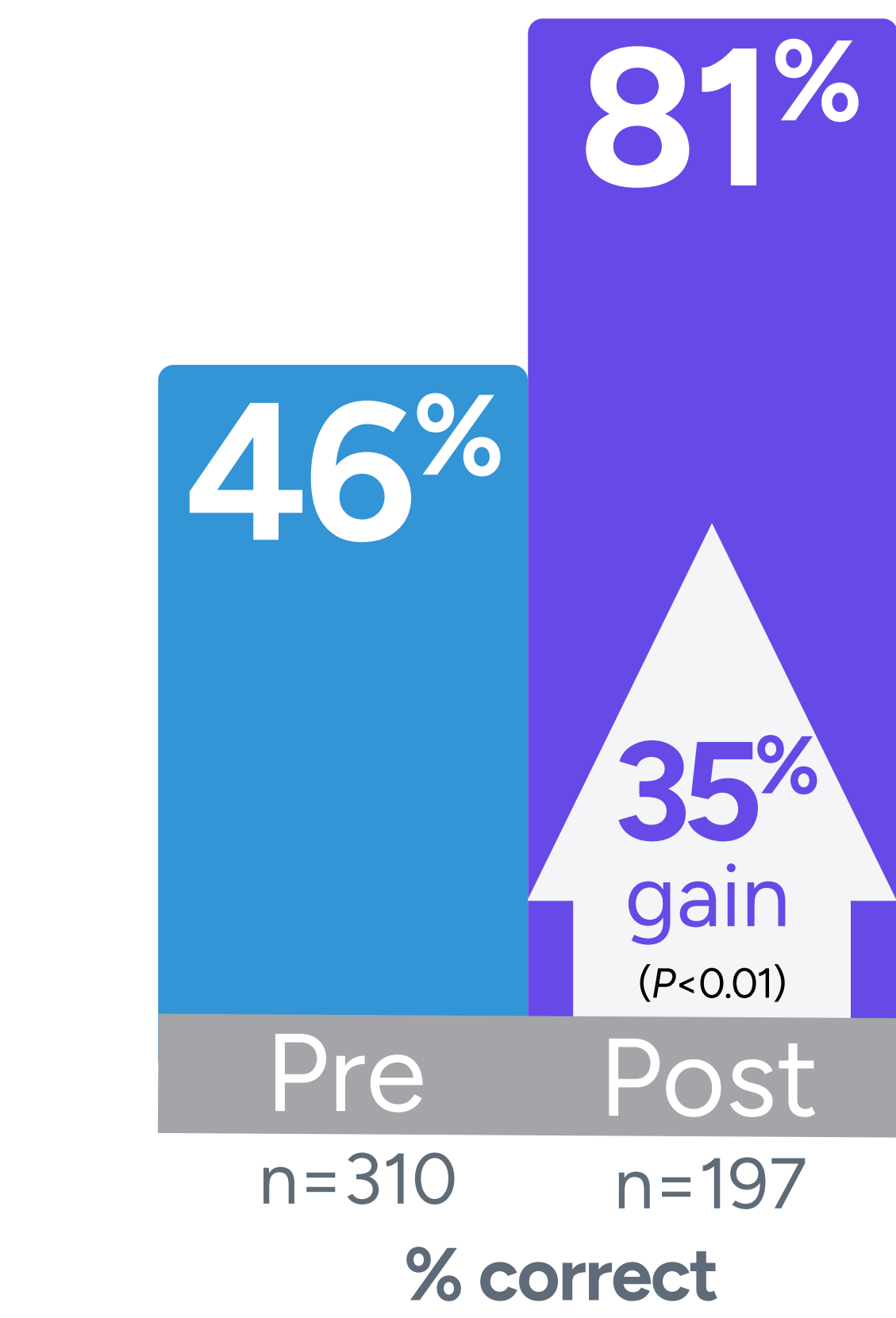
Both clinicians and patients reported ongoing barriers (e.g., transport, cost, time) to accessing newer therapies.

Clinician education:

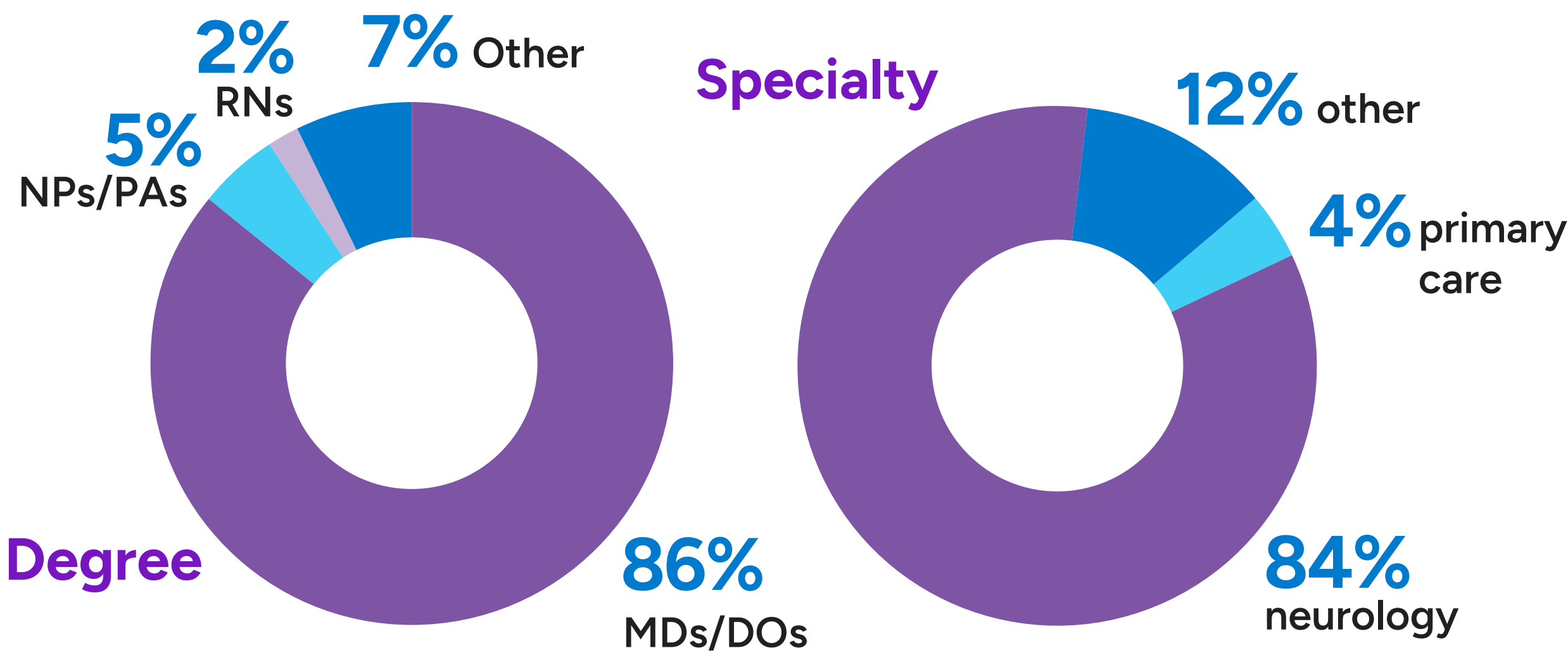
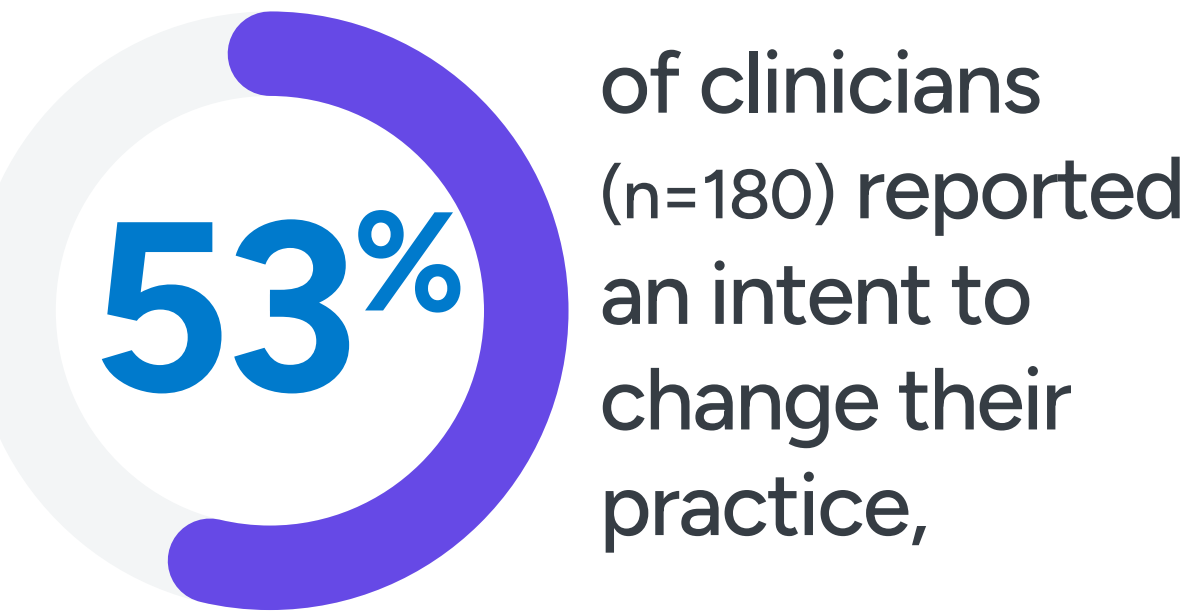


Clinician learning gains:

Mean correct responses on 4-item test linked to learning objectives improved from 46% before the activity to 81% post activity.

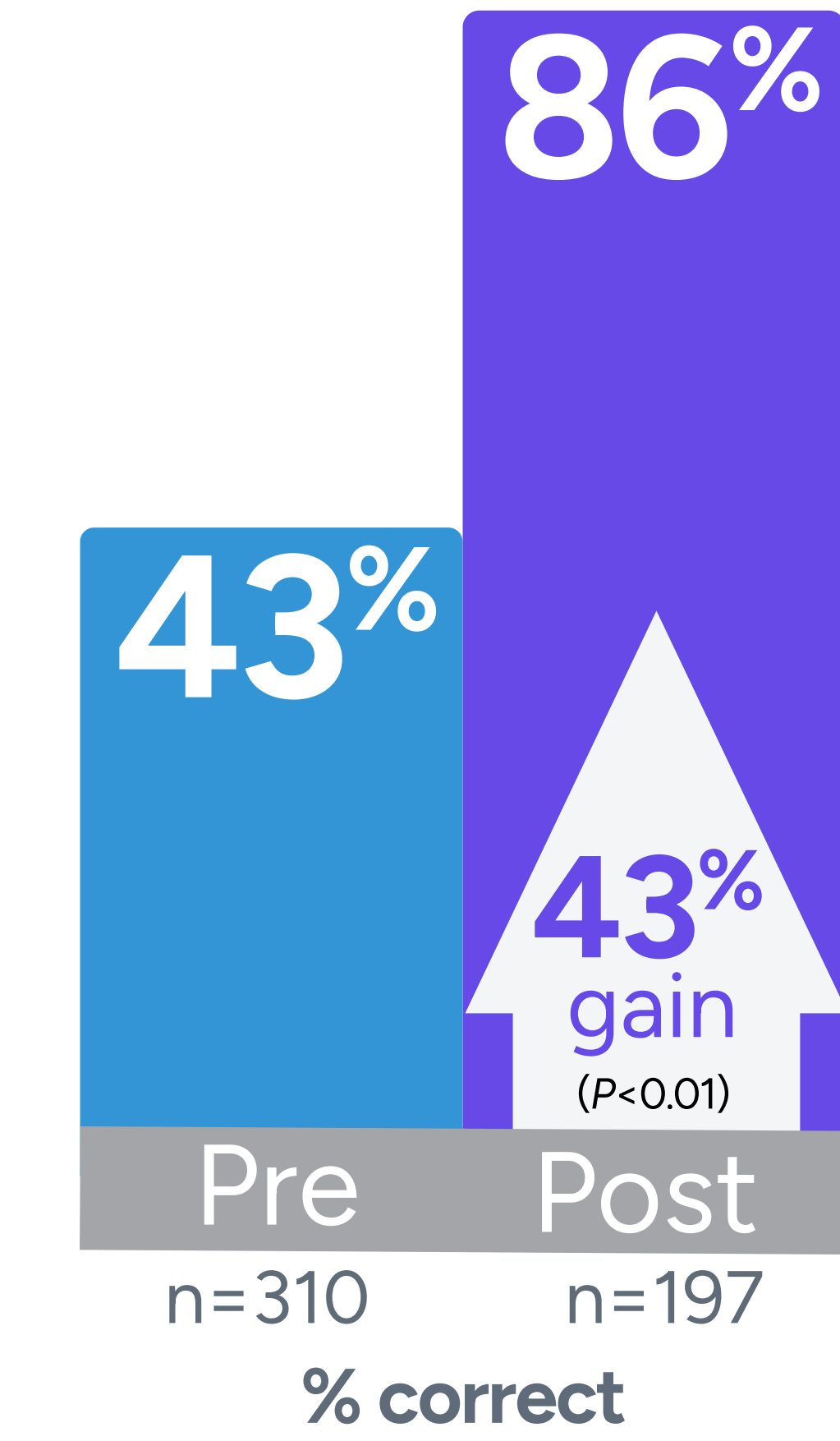


Following the activity:

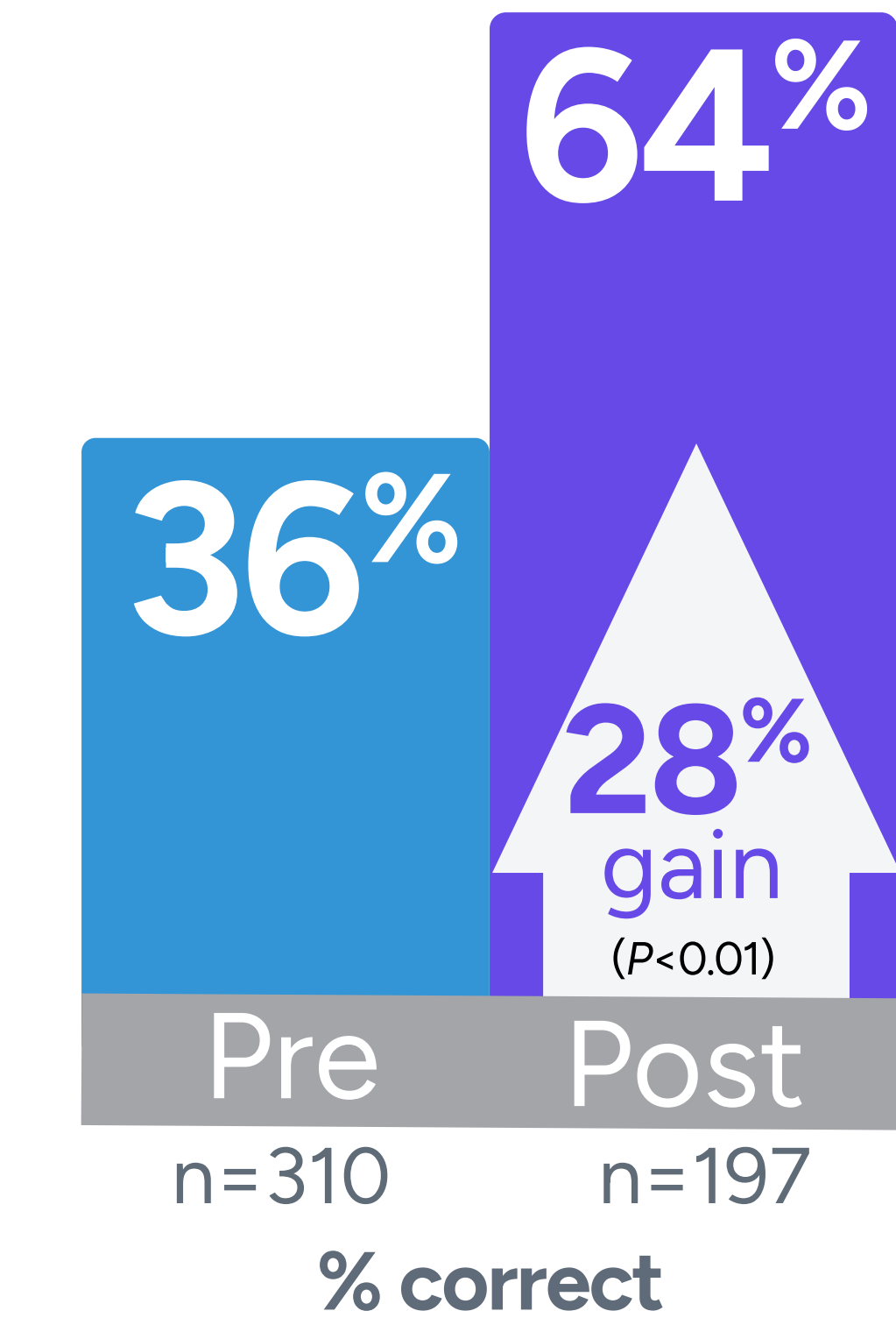


The following, specific learning gains were observed:

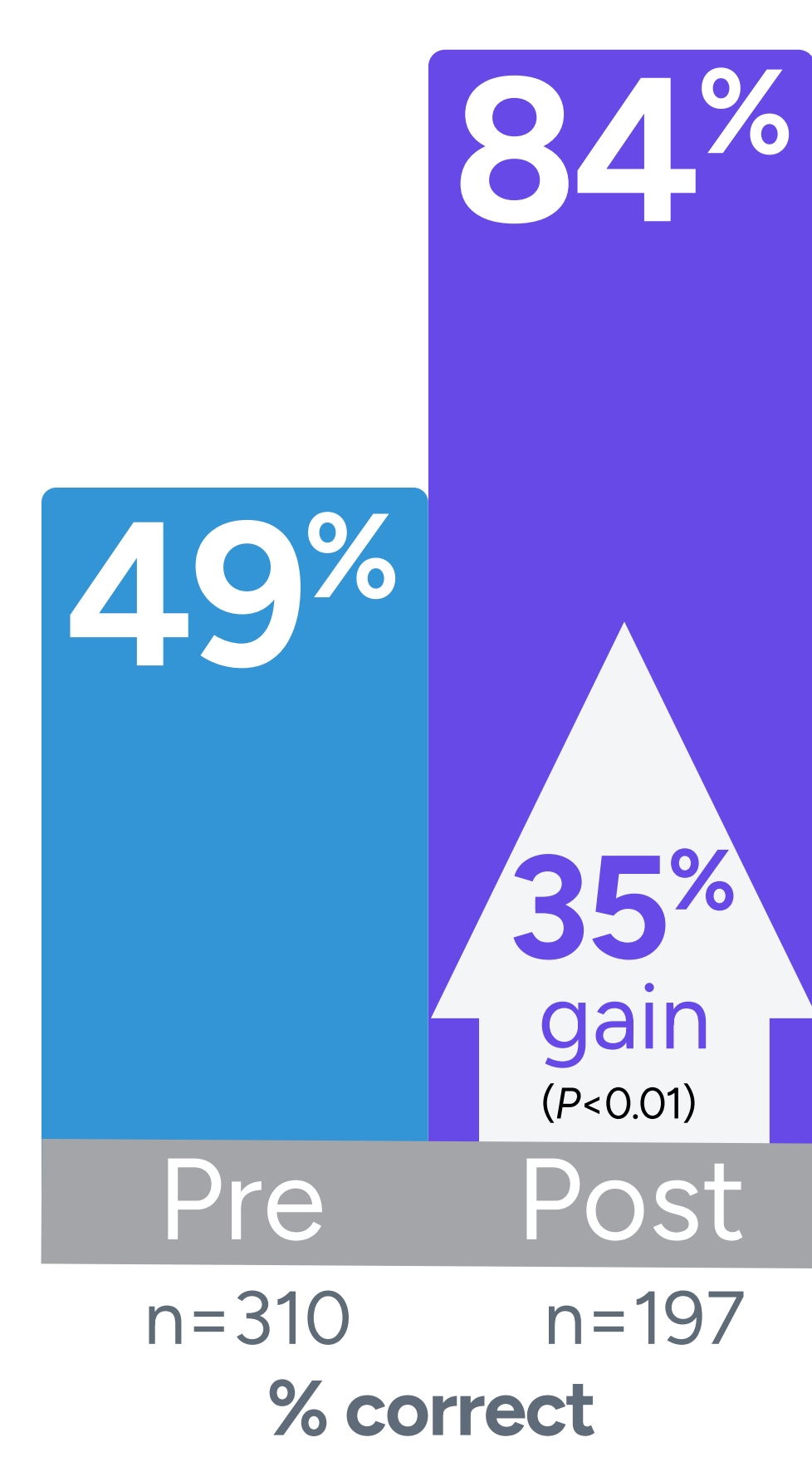
Topic: Interpretation of autoantibody testing



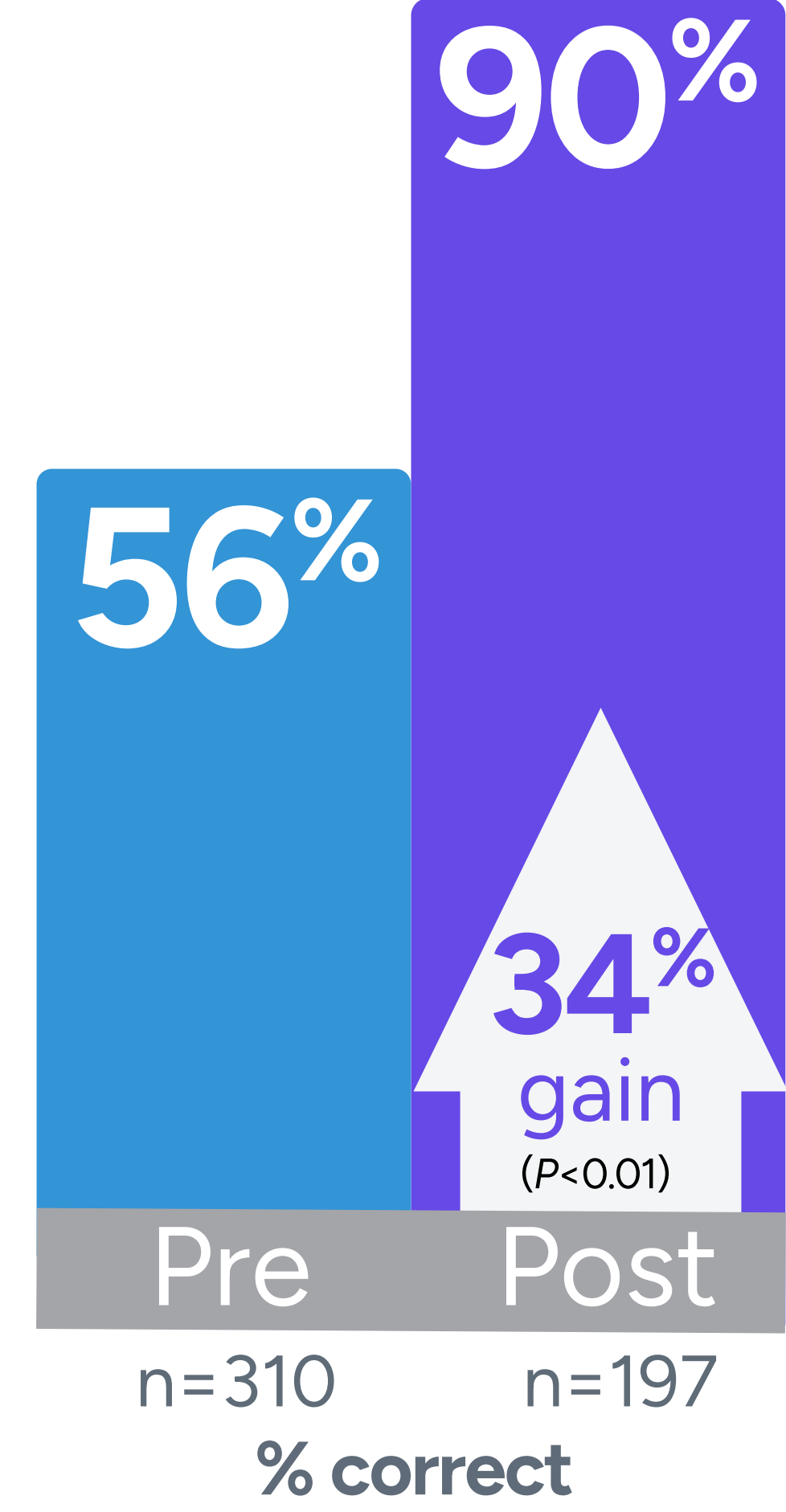
Topic: Recognition of rozanolixizumab efficacy in MuSK+ disease



Topic: Understanding FcRn mechanism



Topic: Interpretation of nipocalimab durability data



CONCLUSION

Education improved clinician knowledge and confidence regarding targeted gMG therapies. Persistent patient symptom burden highlights ongoing unmet needs and reinforces the importance of continued education to support appropriate use of newer therapies.