Generation of Aerosols through Standard Laboratory Procedures and an Analysis of Training and Staff Experience



Anjeet Jhutty, <u>Simon Parks</u> and Allan Bennett Health Protection Agency

Introduction



• Initial studies and results

- Generation of aerosols
- Looking at the effect of experience levels
- Comparison biological and UV tracers
- Effect of training for high containment labs
- Conclusion

Measurements of aerosol generation



- The potential for aerosols generation and consequent risk of links to laboratory acquired infections is well documented.
 - Use of safety cabinets and the ergonomics problems that induces
- Good laboratory practice is aimed at reducing aerosol generation
- UV tracers are a commonly used method for teaching lab technique
- Effective for gross contamination and splashes

The effect of containments systems on dexterity



Health Protection

Agency

Initial tests and methodology



- Effect of good and bad working practices
- Protocols created outlining good and bad working practices for:
- Vortexing
- Serial Diluting
- Plating out a sample and spreading using a 10µl loop





Sampling set-up

- Inside Class 2 MSC –Fans not operating
- Bacillus atrophaeus suspension 10⁹ spores ml⁻¹ with 0.01% Sodium fluorescein
- Sartorius MD8 sampling head with gelatine membrane filters ca. 100 l/min
- Gelatine filter can either be directly plated or dissolved in buffer for assay









Vortexing a Solution







Serial Diluting



Results



800 700 600 **Total CFU** 500 400 300 ■ GLP Non GLP 200 100 0 Backgound 10 Times 15 Times 20 Times Number of times action was repeated

Plating out a solution and spreading using a loop

Looking at the effect of laboratory experience



Range of technical abilities used

- Classified as experienced with >1 years lab experience
- Inexperienced <1 years lab experience

• Total of 24 participants.

12 participants were in experienced group and 12 participants in the inexperienced.

- Both experience and area of work recorded
- Inexperienced included new staff under training

UV examination of tests



- Suspensions spiked with fluorescein
- Subjects worked over BenchKote
- Gloves and disposable sleeves
- UV examination at the end of the sampling



Methodology

- Sampling set-up as before
- Perform a 1 in 10 serial dilution 10 times
- Plating out 0.2ml onto 10 agar plates and spread using a 10µl loop
- Staff told that test is not against the clock but time taken recorded



Health

Protection Agency Results





Aerosol Generation from Serial Diluting a Spore Solution

Visual Contamination for Serial Diluting Procedure





Results



Aerosol Generation from Assaying a Spore Solution



Visual Contamination for Plating Out Procedure

	Participant	BenchKote	Gloves
Experienced	1	9	<1
	2	12	<1
	3	12	3
	4	5	<1
	5	7	<1
	6	7	<1
	7	9	1
	8	7	2
	9	50	4
	10	1	2
	11	4	3
	12	13	<1
Inexperienced	1	18	<1
	2	8	<1
	3	2	<1
	4	5	2
	5	20	2
	6	<1	1
	7	<1	<1
	8	<1	2
	9	<1	5
	10	>100	>100
	11	1	2
	12	3	2



CL3 training at HPA Porton



- Combination of lectures and practical sessions
- Basic lab techniques are not covered
- Strong emphasis on understanding the risks
- Highlighting the consequences of poor practice

Aerosol Generation from Plating Out and Spreading a Spore Solution





Aerosol Generation from Plating Out and Spreading a Spore Solution





Attendance of CL3 training



- Those trained to work at containment level 3 generated lower total average aerosols regardless of experience.
- When tested before and after CL3 training, staff showed significant improvement
- When results discussed with staff, the raised awareness was sited as effecting their working practice

Conclusions



- Detectable aerosol levels are being generated even by well trained and experienced staff
- Variation seen across the inexperienced staff is higher, but experience alone does not preclude poor performance
- Training is a combination of good practice and a understanding of consequences
- Those trained to work at containment level 3 generated lower total average aerosols regardless of experience.



QUESTIONS?