

Facility Inspections Facilitator Manual

The purpose of this manual is to provide information to the module facilitator to accomplish the active learning techniques. For many activities, there are options to allow this module to be scaled to the institution's needs.

Homework Assignment for learners: Read the USDA regulations and the PHS policies pertaining to facility inspections.

Introduction

State the title and introduce the goal and objectives.

Objective #1

Think-Pair-Share

- Learners are asked to think individually about the below questions for a short period of time (e.g., 30 seconds)
 - What are you being asked to do?
 - Why are you being asked to do this?
- After individual thinking, learners pair off and discuss their thoughts for a short period of time (e.g., 1-2 minutes)
- After pair discussion, learners can either (1) share with a larger group who will then report out; or (2) report out directly to the entire workshop.

Objective #2

Microenvironment

- Popcorn question (shout out)
Facilitator asks learners to shout out what should be included in an animal's microenvironment. Facilitator writes out on easel pad/white board and then compares to PPT list.

Macroenvironment

- Popcorn question (shout out)
- Facilitator asks learners to shout out what should be looked at in the macroenvironment. Facilitator writes out on easel pad/white board and then compares to PPT list.

Objective #3

- Popcorn question
 - Facilitator asks learners for examples of significant deficiencies and minor deficiencies.
 - Then, Facilitator runs through the PPT list.
- Microenvironment pop quiz

- Facilitator asks learners to identify possible problems in the picture(s): What? Why? What? – I.e., what is wrong? Why is it a problem? What is the corrective action?
- Optional activity:
Facilitator creates large photos of problem facility areas. The photos are taped to the wall around the workshop room and the learners are provided with tape flags or small post-it notes. Give the learners time to inspect the photos and indicate deficiencies by placing a tape flag next to the deficiency.

Objective #4

- Matching worksheet
Facilitator passes out the worksheet and provides instructions. After providing time for the learners to work on it individually or in small groups, facilitator will encourage learners to discuss their answers as a larger group.

Summary

- Concept Map
Learners will give topics that would go under the category questions.
Activity Option #1: Facilitator can do as a “shout out” or can assign one category per table/small group and have the groups report out.
Activity Option #2: Facilitator can have small groups create a concept map on an easel pad and then small groups will tape it up and report out.
 - What does a facility inspection address?
 - What does a facility inspection evaluate?
 - What does a facility inspection facilitate?
 - What do the results of a facility inspection impact?

Final assessment

- Activity option #1
Facilitator creates a mock facility area that IACUC members can inspect. IACUC members can perform the inspection on their own time and turn in their reports to the facilitator. At a later date, the facilitator can bring the learners back together to discuss the facility room and inspection report results.
- Activity option #2
Facilitator creates photos of problem facilities/facility areas. The learners can work individually, in pairs, or small groups. Learners create an inspection report based on the photo(s) they are given. Learners then report out to the group.
- Activity option #3
Facilitator can provide information regarding the Virtual tour noted in the Resources section of this manual to the learners. Learners can view the tour and create facility inspections reports based on the tour. At a later date, the facilitator can bring the learners back together to discuss the virtual tour and inspection report results.

Resources:

An IACUC Member's Guide to Animal Facility Inspections (a virtual tour created by Wake Forest University). Available from HHS ORI at

<https://ori.hhs.gov/education/products/IACUC/home.html>

Semiannual Program Review and Facility Inspection Checklist, guidance and samples, available at <http://grants.nih.gov/grants/olaw/sampledoc/cheklist.htm>

KEY Objective 4. Reporting findings / results and creating corrective action plans

Formative Assessment

Circle the findings that best describe and provide the most detail for commonly found deficiencies during an animal facility inspection.

_____ 1. Dead animals are double bagged and are being stored in an animal facility freezer.

_____ 2. Animals look stressed in a cage.

d 3. Several expired medical supplies (e.g. disinfectant towels, sutures, water for injection, etc.) were found in the surgical supply cabinet in the Surgical Suite 1 of the central animal facility.

a 4. The Satellite Housing Log in GEU Rm 758 did not reflect the number of animals being housed in the room at the time of inspection. The log indicated +4 animals; however, there were six animals in the room.

_____ 5. Room logs are not complete.

k 6. A rat was found dead in a cage (Protocol # 1234567). The facility manager indicated that homozygous animals usually die around 5 weeks of age.

_____ 7. A fish looked lonely in the aquatic facility.

c 8. Protocol number was not identified on cage cards for PI John Smith (GEU Rm 1098).

g 9. The inspection team was notified of a sprinkler failure, which resulted in the flooding of the animal receiving room off of the loading dock of the Hickory Building. Walls and ceiling appear to need repairs.

f 10. A Post-Doc performing survival surgery on a guinea pig did not have the appropriate PPE. Additionally, the animal did not appear to be aseptically prepared for the procedure. (PI: Doe; Protocol # 891011)

_____ 11. Bio-safety cabinets have not been recalibrated within the Manufacturer's Guidelines.

_____ 12. Rodent chow stored in the 4C refrigerator smells funny.

 i 13. At the time of inspection, there was a swarm of fruit flies in the non-human primate facility (GEU Rm 121314).

 j 14. Multiple cages in the Hickory animal facility contained water bottles that were not positioned appropriately in the cage, thus not allowing the animals to freely access the water.

 h 15. Many of the Pressure Reducing Stations throughout all of the animal facilities have not had a documented filter change since July 2015. Documentation was not on hand to confirm scheduled maintenance.

Review the following corrective action plans and determine which plan best fits the **CIRCLED** inspection findings on the previous page. **Put the letter of the corrective action plan on the line next to the corresponding finding.** Please note that not all findings require a corrective action plan.

a. Please maintain the log to reflect accurate animal census information. Animal health checks are required to be preformed daily.

b. Fix it, or you're fired.

c. Update cage cards with the appropriate GEU IACUC protocol number. The office recommends generating labels to place over the existing, expired protocol number.

d. Inventory all medical supplies, discard of expired items and replace as needed.

e. Contact the IO for guidance on the next steps.

f. Please ensure all staff performing surgeries are familiar with the protocol and Rodent Surgical Guidelines. Additional training with a Vet Resources Veterinarian may be beneficial for staff members to ensure compliance.

g. Please contact Facilities Management (FM@GEU.EDU) to have walls and ceiling inspected for immediate repair.

h. Please provide documentation of maintenance and confirm that filters will be changed according to the Manufacturer's Recommendations.

i. Please ensure that appropriate pest control measures are in place to prevent infestation. Pest control can be contacted at 1-800-PESTS4U.

j. Water bottles must be placed appropriately in the cage, so that animals have free access to water.

k. The protocol does not indicate death as an endpoint, nor does it indicate that early death is common for homozygous animals. An amendment must be submitted to change the Category of Pain / Distress to E and justify death as an endpoint (e.g. why animals can't be euthanized prior to becoming ill, etc.). Alternatively, the PI can confirm that animals exhibiting signs / phenotypes (e.g. wasting, neurological disease, etc.) will be euthanized, as stated in the protocol and breeding addendum, since the phenotype development timeline has been determined..