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PEDIATRIC ETHICS SUBCOMMITTEE
of the
PEDIATRICS ADVISORY COMMITTEE

+ + + + +

2nd MEETING

"Precursor Preference in
Surfactant Synthesis of Newborns"

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TUESDAY,
JUNE 28, 2005

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The Advisory Committee met at 8:30 a.m. in Room 1066 of the Food and Drug Administration, 5630 Fishers Lane, Rockville, Maryland, DR. ROBERT M. NELSON, Chair, presiding.

PRESENT:

ROBERT M. NELSON, M.D., Ph.D., Chair
P. JOAN CHESNEY, M.D., Member
MICHAEL E. FANT, M.D., Ph.D., Member
JILL LEVY FISCH, Voting Patient-Family
Representative
ALAN FLEISCHMAN, M.D., Voting Consultant
ANGELA HOLDER, LL.M., Voting Consultant
MARK HUDAK, M.D., Voting Consultant
PAULA KNUDSON, Voting Consumer Representative
MARY FAITH MARSHALL, Ph.D., Voting Consultant
RONALD RUBENSTEIN, M.D., Ph.D., Voting
Consultant
KATE SHAFER, LICSW, Voting Patient-Family
Representative
BILLIE LOW SHORT, M.D., Voting Consultant
JAN N. JOHANNESSEN, Ph.D., Executive Secretary

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PRESENT FROM FDA:

SARA F. GOLDKIND, M.D., M.A., Office of
Pediatric Therapeutics, FDA
DIANNE MURPHY, M.D., Director, Office of
Pediatric Therapeutics, FDA

PRESENT FROM THE HHS OFFICE FOR HUMAN RESEARCH
PROTECTIONS:

BERNARD A. SCHWETZ, D.V.M., Ph.D., Director,
Office for Human Research Protection, HHS
KEVIN A. PROHASKA, D.O., Office for Human
Research Protections, HHS

ALSO PRESENT:

SARAH FRANKEL, Ph.D.
AARON HAMVAS, M.D.
JEFFREY A. WHITSETT, M.D., Ph.D.

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P-R-O-C-E-E-D-I-N-G-S

(8:34 a.m.)

CALL TO ORDER, INTRODUCTIONS

CHAIRMAN NELSON: I would like to welcome everybody to the second meeting of the Pediatric Ethics Subcommittee of the Pediatric Advisory Committee. And throughout the course of the morning, you will hear more from folks about the process.

But the first order of business is for each one of us to introduce ourselves. I'll just start to say I'm Robert Nelson. I'm a pediatric critical care physician at Children's Hospital, Philadelphia and am a member of the Pediatric Advisory Committee and chairing the subcommittee.

Why don't we start with Jill and each introduce ourselves. The microphone, you press the button. The red light comes on. And then you can talk. And since it's being recorded, I encourage everyone to remember to press their button.

MS. FISCH: Good morning, everybody. I am very happy to be here. My name is Jill Fisch. I am the National Director of Education and Awareness for the Save Babies Through Screening Foundation. And I look forward to working with everybody on this issue.

MS. SHAFER: Good morning. My name is

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1 Kate Shafer. I am here as a patient and family
2 representative. I am a licensed clinical social
3 worker with a 20-plus-year history, work history, in
4 pediatric hospital settings. I am currently the
5 President of the Association of Pediatric Oncology
6 Social Workers.

7 MS. KNUDSON: I'm Paula Knudson from the
8 University of Texas Health Science Center in Houston.
9 And I am an IRB person. And I have been the IRB
10 administrator for 29 years.

11 MS. HOLDER: I'm Angela Holder. I'm
12 Acting Director of the Center for the Study of Ethics
13 and Humanities at Duke. And I'm a lawyer.

14 DR. MARSHALL: And I'm Mary Faith
15 Marshall. I'm a bioethicist. And I'm at the
16 University of Minnesota in a new position: the
17 Associate Dean for Social Medicine and Medical
18 Humanities.

19 DR. RUBENSTEIN: I'm Ron Rubenstein. I'm
20 a pediatric pulmonologist and Interim Chair of the IRB
21 at Children's Hospital of Philadelphia.

22 DR. FLEISCHMAN: I'm Alan Fleischman. I'm
23 a pediatrician, neonatologist, and I do bioethics.

24 DR. HUDAK: Mark Hudak. I'm a
25 neonatologist at University of Florida, Jacksonville.

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1 DR. CHESNEY: Joan Chesney. I'm a profess
2 of pediatric infectious disease at the University of
3 Tennessee in Memphis and Director of Academic Programs
4 at St. Jude Children's Research Hospital. And I'm
5 also Chair of the Pediatric Advisory Committee.

6 DR. JOHANNESSEN: Jan Johannessen. I'm
7 the Executive Secretary for the Pediatric Advisory
8 Committee and the Pediatric Ethics Subcommittee.

9 DR. FANT: Michael Fant. I'm from the
10 University of Texas Health Science Center in Houston.
11 I'm a neonatologist and biochemist. And I'm on the
12 Pediatric Advisory Committee.

13 DR. SHORT: I'm Billie Short, Chief of
14 Neonatology at Children's Hospital here in Washington
15 and professor of pediatrics at the George Washington
16 University.

17 DR. PROHASKA: Good morning. My name is
18 Kevin Prohaska. I work with the Office for Human
19 Research Protections. And I'm the Children's Research
20 Coordinator.

21 DR. GOLDKIND: And I'm Sara Goldkind. I'm
22 the bioethicist at the FDA.

23 DR. MURPHY: I'm Dianne Murphy. I'm a
24 pediatrician and the Office Director of the Office of
25 Pediatric Therapeutics at the FDA.

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1 DR. SCHWETZ: Good morning. I'm Bernard
2 Schwetz, the Director of the Office for Human Research
3 Protections.

4 CHAIRMAN NELSON: Thank you, everyone.
5 And now Jan will read the meeting statement.

6 MEETING STATEMENT

7 DR. JOHANNESSEN: Good morning. "The
8 following announcement addresses conflict of interest
9 with respect to this meeting and is made part of the
10 public record to preclude even the appearance of such
11 at the meeting.

12 "The topics of today's meetings are of
13 broad applicability. And unlike issues before a
14 committee in which a particular product is discussed,
15 issues of broader applicability involve many
16 industrial sponsors and academic institutions. All
17 special government employees have been screened for
18 their interests as they may apply to the general
19 topics at hand.

20 "The Food and Drug Administration has
21 determined that no potential conflicts of interest
22 exist. The FDA acknowledges that there may be
23 potential conflicts of interest, but because of the
24 general nature of the discussion before the Committee,
25 these potential conflicts are mitigated.

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1 "With respect to participants, we ask that
2 in the interest of fairness, they address any current
3 or previous financial involvement with any firms whose
4 product they may wish to comment on." Thank you.

5 We have the open public comment scheduled
6 for 11:00. And I would just remind everyone to turn
7 their microphones on when you speak so that the
8 transcriber can pick everything up.

9 Thank you.

10 CHAIRMAN NELSON: Thank you.

11 So the first item on the agenda is a
12 description of the expert panel process. And I
13 believe, Sara, are you going to be going first?

14 SUBPART D EXPERT PANEL PROCESS

15 DR. GOLDKIND: Good morning. We're very
16 excited to have you all, such a distinguished panel,
17 here to deliberate this particular compelling
18 protocol. And what I wanted to do was take a few
19 minutes to go over.

20 I know that some of this is old hat for
21 some of you and new for some of you. I wanted to go
22 over the process, discussion of how this particular
23 subcommittee functions, and how the deliberations that
24 occur today end up in a final determination by the
25 Commissioner and ultimately by the Secretary of HHS.

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1 Dr. Schwetz and I are going to share this
2 presentation. And if time permits, we would be happy
3 to take questions. If not, if you have questions, you
4 can approach us during our scheduled breaks.

5 So, first off, both HHS and FDA have
6 regulations called Subpart D, which are additional
7 safeguards or protections for children as part of
8 clinical investigations or research.

9 And those regulations have four different
10 categories. And I put the numbers 46.404 and 50.51
11 because even though they say the exact same thing for
12 FDA and for HHS, they're numbered differently.

13 The first three categories are categories
14 that the IRB is authorized to allow a protocol to
15 proceed under without a referral. If the IRB feels
16 that it can approve the protocol under one of the
17 first three categories, but it feels that the research
18 represents an opportunity to understand, prevent, or
19 alleviate a serious problem affecting the health or
20 welfare of children, it can forward this protocol to
21 the federal agency that has jurisdiction over the
22 protocol, such as the HHS if it's a federally funded
23 or conducted protocol, or FDA if it involves
24 FDA-regulated products. And if it involves both of
25 those aspects, then it's a joint referral, such as we

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1 have here today.

2 Now, some of the considerations that are
3 potentially open to this Subcommittee today are to
4 evaluate the determination of risk; the assessment of
5 benefit; whether there are suggested modifications to
6 the protocol itself; whether there are necessary
7 modifications to the protocol; whether there are
8 suggested modifications to the consent documents; the
9 parental permission, -- in this case, there is no
10 assent process since it involves neonates, but that
11 would be a consideration if it involved older children
12 -- whether there are necessary modifications to those
13 informed consent documents -- and then there are
14 specific questions that you're asked to address today;
15 they're in your packets -- and, additionally, to
16 assign an approval category, one of the Subpart D
17 approval categories that we have just breezed by; and
18 whether there are any other additional pertinent
19 issues that you might want to deliberate. So those
20 are just some general considerations that you might
21 want to incorporate into your discussions today.

22 Now, what are some of the possible
23 recommendations that the Pediatric Ethics Subcommittee
24 can make to the parent committee, which is the
25 Pediatric Advisory Committee?

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1 It could recommend that the protocol
2 proceed because it feels that the protocol actually
3 falls under one of the first three categories of
4 Subpart D or it could recommend that the protocol
5 proceed with modifications because those modifications
6 are important and would allow the protocol to then be
7 classified under one of the first three categories of
8 Subpart D or it could recommend allowing the protocol
9 to proceed either with or without modifications
10 because it satisfies the 50.54 or 46.407, which we'll
11 talk about in a minute, or it could recommend that the
12 protocol not be allowed to proceed, providing specific
13 reasons for that decision.

14 Now, if the Pediatric Ethics Subcommittee
15 feels that the protocol falls under 46.407 or 50.54,
16 it has to satisfy three particular conditions. And
17 those conditions are that the research again presents
18 a reasonable opportunity to further the understanding,
19 prevention, or alleviation of a serious problem
20 affecting the health or welfare of children, that the
21 research will be conducted in accordance with sound
22 ethical principles, and that adequate provisions are
23 made for soliciting the assent of children and
24 permission of their parents or guardians, as set forth
25 in other sections of the regulations regarding

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1 informed consent.

2 Now, it's also possible, just to go back
3 for a minute, that the Pediatric Ethics Subcommittee
4 will feel that two particular categories for Subpart D
5 approval are applicable because you have two different
6 populations that you're looking at. You're looking at
7 the control group, and you're looking at the
8 interventional group. So two particular categories
9 might apply, one for each of those groups.

10 Now I am going to turn the rest of the
11 presentation over to Bern.

12 DR. SCHWETZ: Good morning again. And
13 thank you, Sara.

14 As you go through the deliberations today
15 and you're concerned that this is a joint review of
16 OHRP and the FDA, you needn't be concerned that you're
17 looking, really, at two different sets of regulations
18 because, in effect, you're not.

19 The point here is that the regulations
20 that the FDA works through and the regulations that we
21 have as the authority for OHRP are comparable. And
22 that needn't be a point of discussion and concern for
23 you today.

24 Look at the science and the protocol, not
25 whether or not there are subtleties in the regulations

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1 that would prompt a decision in one case that's
2 different from the other.

3 So what happens after today's meeting? By
4 the end of the day, before tomorrow noon, 12:30, the
5 Chair will be responsible for organizing the
6 recommendations that come out of this meeting today.

7 So Skip will be taking the recommendations
8 from your meeting today to the Advisory Committee
9 meeting tomorrow and will be delivering and speaking
10 on your behalf to represent what you recommended about
11 the disposition of this protocol.

12 So then what happens after that is that
13 the recommendations of the Advisory Committee, the
14 Pediatric Advisory Committee, will be taken by the FDA
15 to the Commissioner and whatever briefing and other
16 information it takes to allow the Commissioner to make
17 a decision there. So the Chair's summary and the
18 recommendations from the Advisory Committee will be
19 taken to the Commissioner for a decision within the
20 FDA.

21 Then that decision by the FDA, together
22 with the recommendations from this Committee and from
23 the Advisory Committee tomorrow, that will be packaged
24 and taken to the Assistant Secretary for Health within
25 the Department of Health and Human Services. And OHRP

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1 is the transmittal mechanism for that particular
2 decision. So then the ASH, the Assistant Secretary
3 for Health, will make a recommendation on behalf of
4 the Secretary.

5 The choices that they have within HHS for
6 the disposition of this, remember, they're the ones
7 who are going to say to NIH whether or not this work
8 should be funded. That's why it comes up to the
9 department.

10 And depending on your recommendations and
11 what you put to them, the ASH might conclude that the
12 research, in fact, is satisfied through one of the
13 other mechanisms and should be taken back to the IRB
14 for review and potential approval as a 404, 405, or
15 406-level decision or the Secretary may support that
16 the research should be approved under the 407
17 mechanism.

18 And the recommendation would, therefore,
19 be that it should be funded having undergone this
20 review of the expert panel and the solicitation of
21 input from the public or the decision should be that
22 the research should be supported under 407, but there
23 are modifications to the protocol that are required or
24 the decision could be that this shouldn't be funded at
25 all. And sometimes that is the recommendation of the

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1 ASH and the Secretary to NIH, not every time.

2 But I think all of these choices have been
3 played out through one protocol or another. So it
4 isn't that this is just a theoretical exercise and the
5 same thing happens every time.

6 So if you have questions, as Sara said, if
7 we have time to answer them now, fine. If not, catch
8 us any time during the day to ask how this process is
9 really handled by OHRP and by the FDA.

10 But, again, thanks for your willingness to
11 help with this.

12 CHAIRMAN NELSON: Thank you, Sara and
13 Bern.

14 I might say for those of you who don't
15 know me, Skip is my nickname. So that's who he was
16 referring to.

17 Are there any particular questions, at
18 least about what we have heard? I mean, we are going
19 to be going into more detail over time about the IRB
20 categories and the like for those of you who are not
21 familiar with it as we deliberate. But let me see if
22 there are any questions people might have for Sara or
23 Bern as we get started.

24 (No response.)

25 OVERVIEW, CHARGE TO PANEL AND FINAL

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1 OUTCOME

2 CHAIRMAN NELSON: Okay. A couple of
3 comments in terms of overview and charge and final
4 outcome. People might wonder why an FDA committee,
5 basically even if something is used in a way that is
6 approved or labeled basically an FDA-regulated product
7 is involved in this research.

8 I think many IRBs are often confused about
9 that, thinking that it is only when you have
10 investigational devices or drugs that the FDA gets
11 involved, but, in fact, they do have jurisdiction over
12 any clinical investigation that involves an
13 FDA-regulated product, even if it's being used on
14 label.

15 As far as what we hope to achieve by the
16 end of the day, ideally I should be able to summarize
17 for you exactly what you have said about this
18 protocol. And we will decide together whether that
19 would be approval under one of the four categories
20 absent any conditions, approval under one of the four
21 categories with conditions, -- and then I am going to
22 push people to say, "Well, is that a condition that
23 you would absolutely require or just something you
24 think would be nice for them to do?" and divide it out
25 that way -- or that we would recommend disapproval and

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1 going through each of those conditions.

2 So at the end of the day as we go through
3 that, we will hopefully identify that for you and then
4 have each one of us comment on that. And then I will
5 be able to summarize that for the Advisory Committee.

6 For those of you who don't know that the
7 FDA process, only an Advisory Committee can recommend
8 anything to the Commissioner or to the Secretary. So
9 we actually advised the Advisory Committee. But I
10 would hope that our deliberations are complete and
11 compelling enough that there is minimal modifications
12 as we get to that next step, which is partly why we
13 have a number of people from the Committee actually
14 present at this process.

15 So that's what I hope to achieve by the
16 end of the day. And we'll see how it goes. Any
17 comments or questions before we jump into the content?

18 (No response.)

19 CHAIRMAN NELSON: So our first
20 presentation is from Dr. Whitsett from Cincinnati
21 Children's, who is going to provide an overview of
22 surfactant to basically bring us up all to hopefully a
23 common scientific basis to then launch into a specific
24 discussion of the protocol and of the issues.

25 OVERVIEW ON SURFACTANT

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1 DR. WHITSETT: Good morning. I'm
2 delighted to be here and hope that my comments will be
3 useful for your deliberations on this important
4 protocol.

5 I am a neonatologist. I have practiced in
6 the intensive care unit for about 30 years. And I
7 also direct a laboratory involved in basic research in
8 surfactant biology and have been coated with this
9 lipidy slime for about 25 years, during which we
10 identified and isolated many of the genes and proteins
11 involved in how surfactant works. So I live and
12 breathe surfactant biology, and I hope to share a
13 little bit of that with you.

14 What is behind all of this is really a
15 revolution in care that has occurred during that 30
16 years in which we began to understand how to take care
17 of pre-term infants who had respiratory distress
18 syndrome or hyaline membrane disease.

19 Most of the children we are talking about
20 this morning didn't survive. And we weren't even
21 allowed as residents to place them on ventilators or
22 to try to support them if they were less than 1,000
23 grams. Now most 1,000-gram babies survive.
24 Ninety-five to 97 percent of those survive and go
25 home, most of those attacks.

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1 It's about four million births in the
2 United States. And about 11 percent of those are
3 pre-term. Of those, that gives us 40,000 infants.
4 Approximately 1.3 percent are actually less than 1,500
5 grams. Those infants represent a severe burden of
6 morbidity and mortality.

7 As we begin to get smaller and smaller,
8 approximately 32,000 in the United States are less
9 than a kilogram. Most of these infants have a
10 prolonged period of hospitalization. They often will
11 have -- 60 percent, 66 percent of those less than
12 1,500 grams will have a prolonged period of
13 instability, requiring intensive care.

14 About 66 percent will present with acute
15 respiratory distress syndrome or surfactant deficiency
16 and require intervention in the first few days of life
17 that is now quite life-saving and requires ventilation
18 and administration of exogenous surfactant that
19 contains lipids and proteins.

20 About 24 percent of those children undergo
21 a prolonged disease process called bronchopulmonary
22 dysplasia. This is defined as infants who at 36 weeks
23 gestation continue to need oxygen, can't leave the
24 intensive care unit, require special feeding, are high
25 risk for many of the complications of nutritional

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1 problems, infections, drug exposures that can
2 exacerbate their stay in the hospital. Mortality
3 continues to be significant in this group.

4 So we have had a revolution in the care of
5 early RDS. Almost all of these babies died in the
6 first two or three days. Now we routinely survive.
7 But we're challenged then by at least a month or two
8 of intensive care unit with nutritional support.

9 And after 30 years, I simply am solidly
10 aware that I don't know half the time what I am doing
11 in terms of nutrition and support of these chronic
12 children. So knowledge to make this field advance is
13 absolutely required.

14 This is extraordinarily expensive. The
15 average tiniest of our babies at 24 weeks gestation
16 will cost about a million dollars to go home. And the
17 first year of care with recurrent visits to the
18 hospital and supportive care can be extraordinarily
19 expensive.

20 The problems are twofold: respiratory
21 distress syndrome or acute deficiency of surfactant,
22 which we now handle by careful ventilation and
23 replacement, which only lasts for about 48 hours.
24 After that, the baby is on his own and has to
25 synthesize his own surfactant material.

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1 That period of synthesis and recovery
2 leads to a disease called bronchopulmonary dysplasia,
3 which is a very severe form of lung disease with
4 interstitial remodeling, malformation, actually
5 dysplastic repair of the lung. It leads to oxygen
6 requirements for many of these children for even the
7 first year of life.

8 This is very age and weight-related. And
9 as you can see on this chart, survival with BPD --
10 that means they got out of the intensive care unit but
11 require continued support -- is very gestational
12 age-dependent. And the smallest of preemies -- and
13 this is 400 to 600 grams -- who are now surviving,
14 more than half of those infants have severe
15 respiratory complications that continue; as you get
16 larger and larger, -- that's per 100-gram body weight
17 -- up to about 1,500 grams, the morbidity of that
18 chronic disease.

19 It doesn't mean we know how to take care
20 of those larger babies who are doing well. It means
21 that they aren't so sick. It doesn't mean that we are
22 optimizing their care. It's just that they aren't so
23 sick that they don't die and they don't require
24 prolonged hospitalization. But whether we're giving
25 optimal care and optimal nutrition, even in the larger

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1 babies, is not clear to us.

2 This is an X-ray of a baby with severe
3 hyaline membrane disease before surfactant
4 replacement. And it shows an endotracheal tube in
5 place and very severe opacifications of the lung with
6 air bronchograms in a reticulogranular pattern, which
7 is rarely seen today because we give surfactant
8 replacement and are able to rescue this early form of
9 lung disease.

10 This is a tiny baby's lung seen
11 histopathologically circa 1976, when I was a fellow
12 back in Cincinnati. And it's completely collapsed
13 lungs with the only air in this baby's lungs in the
14 tracheal-bronchial tree and not reaching the distal
15 parts of the lung because the lung is completely
16 collapsed and the baby can't move his chest.

17 The normal lung, seen here, is stained
18 with one of the surfactant proteins that shows you the
19 black dots, which are the type II epithelial cells,
20 which are the synthetic engine that will turn
21 substrates, both glucose and stored glycogen and fats
22 that the baby might take up from nutritional support
23 and from his body, to generate the surfactant lipids
24 that are required to maintain reduction of surface
25 tension in the alveolaris.

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1 This is absolutely critical. We have this
2 going on in our lungs all the time. If we lose our
3 surfactant this minute, I won't be able to breathe for
4 about five minutes. And you won't be able to
5 reinflate my lungs unless you give me surfactant back.

6 So once you're burn, you have this
7 material in your lung. You need it all the time to
8 breathe. And the loss of it causes acute respiratory
9 distress syndrome in adults. The lack of it because
10 of prematurity causes the syndrome in pre-term
11 infants.

12 Normal lung looks like this. It's
13 air-filled, wonderful interaction between the gases in
14 the terminal saccules and the capillaries in the lung
15 tissue that allow for carbon dioxide and oxygen
16 exchange.

17 In the absence of surfactant, the lung
18 looks like this with hemorrhage, collapse, and the
19 baby can't be ventilated. The problem is water
20 molecules simply love each other. And a drop of water
21 on the waxed surface makes a bubble, and it rises up
22 over the top of it or it rises up in a straw. And
23 that's related to water molecules adhering to each
24 other because they just like to be around each other.

25 And we're not at boiling temperature. So we don't

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1 have gases flying off into the surface.

2 And at the air-liquid interface covering
3 the entire surface of your lung, which is about the
4 size of a squash court, the water molecules come into
5 direct contact with gasses that then lead to
6 collapsing forces that are very difficult to overcome.

7 Essentially imagine a plate glass window
8 the size of this area here, water between them, then
9 put them together, and then try to get them apart.
10 And that's the physical problem of being able to
11 breathe with no reduction of surface tension.

12 So we have evolved a very complex system,
13 a biochemical system, that creates a new phase at the
14 air-liquid interface composed of lipids. Those
15 lipids, like an oil spill, sit at the surface of the
16 air-liquid interface and reduce surface tension or
17 block those unequal, unopposed forces generated by
18 water molecules at the air-liquid interface.

19 To do this, we couldn't put gasoline under
20 the -- during evolution, we had many solutions. We
21 could put soap on our lung. We could put gasoline or
22 oil. None of those are really compatible with
23 long-term survival. So we've adapted the synthetic
24 machinery of placing lipids at the air-liquid
25 interface.

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1 These lipids are miraculously structured
2 by a number of proteins and the kinds of lipids that
3 they're composed of. And this is what they look like
4 by electron microscopy, newly secreted into the lung
5 of a newborn mouse lung.

6 The onionskin are lipids. Ninety percent
7 of that is lipids. They uncoil as it hits the
8 extracellular space and forms material called tubular
9 myelin. That tubular myelin forms a raft of lipid
10 material that is now available minute by minute,
11 second by second to go to the surface of the lung.

12 So we've got to keep the small airways
13 open during the ventilatory cycle. If they collapse,
14 we can't breathe and have oxygen exchange. And to do
15 that, the type II epithelial cells seen there, the
16 yellow cell, makes those lipid-rich lamellar bodies,
17 secretes them onto the surface, and creates a surface
18 film that lines second by second every time you take a
19 breath, collapsing and reforming as you breathe
20 dynamically to keep lipids at the air-liquid
21 interface.

22 The composition of surfactant is
23 well-known from the '60s and '70s. And it's
24 predominantly lipids. It's good fat, as opposed to
25 all of the bad fat circulating in our bodies. And

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1 it's regulated in exactly a complex way as the lipids
2 in our cholesterol and our VLDL, et cetera, in our
3 bloodstream. We have begun to understand that over
4 the last two or three decades.

5 So it's very expensive for cells to make
6 all of this lipid. It's phosphatidylglycerol and
7 dipalmitoylphosphatidylcholine, or
8 phosphatidylcholine. That's the green in our
9 piechart. That material is uniquely unsaturated.
10 These aren't like lipids in the normal membranes of
11 our cells or in our bloodstream. These are special
12 lipids that have had remodeling of their acyl chains
13 so that they pack differently.

14 If you have double bonds in your acyl
15 chains, you kink and you perturb your neighbors. And
16 if you perturb your neighbors too much, the water
17 molecules can start talking to the surface of gas.

18 And so we have to have lipids that all get
19 in line and line up very rigidly and don't allow
20 interface between the air and the liquid. To do that,
21 we have made a remarkable stuff. It's
22 dipalmitoylphosphatidylcholine. It's enriched only in
23 these little cells and only in the lung. The rest of
24 your body could give a hoot about what kind of lipid
25 you have or how you make it.

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1 In the lung, it's very important that
2 these things pack and line up. If you have the wrong
3 kind of lipid, it won't work well. So it's mostly fat
4 and a few proteins. The proteins that are critical
5 for that are SP-B and SP-C. And that's the material
6 that's in our surfactant that we give exogenously.
7 But after two or three days, the baby has to make his
8 own lipid and proteins SP-B and SP-C.

9 How they do that, what substrates they
10 use, how they make all that fat, what's the
11 preferential utilization of substrates for optimizing
12 the production of the lipid component or maintaining
13 the protein components is very little known. And in
14 the long run, the neonatologists will need to
15 understand the biochemistry of this in the intensive
16 care unit in the baby as we take care of them. And
17 we'll include not just the lipids that we're talking
18 about today, but in the future the other components of
19 surfactant that will be required to maintain optimized
20 care.

21 This is an electron micrograph of a
22 pre-term lung. In this case it's a mouse that shows
23 the immaturity of the type II cells that cause RDS.
24 And one sees on your right side the cells here. They
25 are completely in the surfactant complex.

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1 This is lamellar body being secreted in
2 the air space. In the normal lung, -- and this is a
3 pre-term lung full of glycogen -- it wants to make
4 surfactant, but it hasn't learned -- do I have a
5 pointer? Thank you. These are secreted into the air
6 space, synthesized from the glycogen that's generated
7 by the accumulation and synthesis from substrates
8 prior to birth.

9 After birth, that glycogen is completely
10 mobilized. It's no longer available for making
11 surfactant. And the baby becomes dependent upon the
12 uptake of substrates that will be required for the
13 ongoing manufacturer of the lipid particles that will
14 be required for breathing.

15 So the type II cell is going to take up --
16 initially it uses up its glycogen and synthesizes the
17 phosphatylcholine from glycogen, thereafter birth
18 takes either palmitate, acetate, or other carbon
19 sources, or synthesizes from glucose substrates that
20 allow the ongoing manufacture to stop secreted in the
21 air space. And it forms this multi layer that reduces
22 surface tension of the air liquid interface. This has
23 to be there all the time.

24 So initially we help the baby generate its
25 own after two days. He's on his own. And they go

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1 through a prolonged period of up to a month or two of
2 instability and lung dysfunction, during which we need
3 to guarantee adequate substrate and production of
4 surfactant during that.

5 We don't give surfactant replacement after
6 the first several days. The baby is on his own. And
7 we need to understand what is the biochemistry and
8 biology of making this material to maintain lung
9 function.

10 It's recycled. And it's reutilized in a
11 very extent. So what do we know about the
12 biochemistry and the synthetic and pool sizes
13 recycling and biology of surfactant in the airway?

14 There's a large surfactant pool that we
15 all run around with. And before birth, this pool is
16 amazingly increased, approximately 100 milligrams per
17 kilogram body weight in a full-term baby who is ready
18 to take his first breath. You and I do fine with
19 about four milligrams per kilogram. There are 25-fold
20 more in a new baby.

21 Mother Nature takes getting both very
22 seriously and wants to make sure the first breaths
23 really work. To do that, we have this huge pool size.

24 Pre-term babies' pool size is very low.
25 So they're lacking the surfactant pools and,

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1 therefore, are dependent the first few days with what
2 we give them. So we give surfactant back to them to
3 increase this pool size.

4 Because of the active recycling of
5 surfactant, the surfactant that we give stays there a
6 long time. We need to understand what increases or
7 decreases the turnover of surfactant from the lung
8 because our medications, our therapies might be
9 breaking that pool down faster than it should be.

10 Pre-term babies have abnormalities in
11 their epithelial barriers and have fluid in their
12 lungs. It leads to pulmonary edema, often complicated
13 by the ductus arteriosus, which floods the pre-term
14 baby with fluids, which inactivates surfactant. And
15 we don't know how to optimize therapy to maintain
16 active surfactant and to keep it from being degraded.

17 The maintenance of the surfactant pool
18 size is critical for minimizing sheer forces and
19 damaging influences of our ventilators and the
20 pressure and oxygen that we give to support the babies
21 during this critical time.

22 So that leads to alterations in lung
23 structure that causes inflammation, alterations in
24 tissue structure and function that then influences
25 both the severity of RDS as well as the outcome in

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1 terms of healing the lung during the last few months
2 of their stay in the hospital.

3 We know that giving surfactant back
4 exogenously dramatically and quickly improves
5 surfactant function. This is a pre-term lamb in which
6 it is about a 24-week gestation lamb, comparable to a
7 very severe immature baby with very little lung
8 volume. It takes a lot of pressure to open the lung.
9 And when the baby breathes out, the lung completely
10 collapses.

11 If you simply give surfactant back, air
12 fills the lung. There's a large lung volume. And at
13 the end of expiration, the lung stays inflated like a
14 normal adult lung. This just shows the absolute
15 critical requirement for the presence of that
16 surfactant material in the air space.

17 This has led to the application routinely
18 now of replacement surfactant by a number of
19 preparations that leads to a decrease in mortality and
20 morbidity related to acute RDS, but it hasn't changed
21 the incidence of bronchopulmonary dysplasia or the
22 long-term dysfunction of lung dysfunction that these
23 babies undergo.

24 In fact, it's increased the numbers of
25 survivors and, therefore, increased the burden of care

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1 and our need to then support these tinier and tinier
2 babies during the prolonged period of their repair
3 process.

4 So how do we get the surfactant lipids and
5 proteins into the air space? We know very little
6 about it, and there are only a few human studies. We
7 know some from animal studies. But, to point out,
8 there are no animal models, viable long-term animal
9 models that truly mimic the problems we have in the
10 intensive care unit.

11 There is an intensive care unit for
12 baboons in San Antonio. There are a few experiments
13 with prolonged ventilation of sheep, lambs at the time
14 of birth, but we don't have any easily maintainable
15 models to study the details of both nutrition and
16 surfactant homeostasis during this prolonged month or
17 two recovery time that our babies undergo. We simply
18 can't keep the animals stable for that period when
19 they are this ill.

20 Most of the studies we have are using
21 radiochemical tracers in animals. What we know from
22 those studies, both in rodents, sheep, rabbits, is
23 that a precursor injection of either lipid, lipid
24 precursors, or glucose that is taken to the type II
25 cell in the lung, taken up by the cell and the

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1 phosphatylcholine, in this case saturated
2 phosphatylcholine, emphasized by the lung cells,
3 predominantly the type II epithelial cells.

4 Synthesis is relatively slow. This occurs
5 over a prolonged period of hers. We can label the
6 time of appearance by sampling the endotracheal tube
7 or if it's an animal model, we can sample the tissue
8 and quantitate the amount of uptake of different
9 precursors in how they're taken to the cell and made
10 into the lipid component. Then we can isolate.

11 We certainly can't access the tissues in
12 babies. We can only access what secreted into the air
13 space and what is removed from the body compartment
14 after an injection. And we can't use radio tracers to
15 do that.

16 Synthesis occurs relatively slowly. And
17 then once it's secreted into the air space, we can
18 monitor that by removing material and sampling that
19 material. We can't do it quantitatively because we
20 can't wash the entire lung out without jeopardizing
21 the baby. So all we can do is take a sample of that
22 material that contains the synthesized, newly
23 synthesized lipids, and assess how much of any kind of
24 label was incorporated compared to the amount of total
25 material that we can measure from that sample.

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1 And we can follow the disappearance of
2 that material over time. And what we see here is an
3 extraordinarily slow -- this is for most animals --
4 disappearance curve, which suggests that it is being
5 actively reutilized.

6 What regulates that, what determines how
7 much is catabolized and removed by macrophages, taken
8 up by the type II cell, catabolized, broken down into
9 the components and used for energy, or actually taken
10 back up, recycled, repackaged in the lamellar body,
11 and then sent back out into the airway is really
12 unknown.

13 And if we understood each of those
14 compartments, what regulates those compartments, how
15 can we optimize maintaining the amount of surfactant
16 in the airway, we could perhaps design more rationally
17 our treatments, both nutritionally and for the lung.

18 So we have a sense of synthesis and its
19 clearance. And we can only do that by assessing what
20 is in alveolar washes or by sampling little aliquots
21 of alveolar material, as is possible in humans.

22 The amount of surfactant, again, is very
23 high in the normal newborn infant, about 100
24 milligrams per kilograms, getting ready for the first
25 breath. And in the pre-term, it's somewhere between

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1 zero and ten milligrams per kilogram depending on your
2 gestational age. And in the adult, it's only four.

3 So there is a particular challenge in
4 being born. And that has to do with the permeability
5 of the lung, the inactivation of surfactant, pulmonary
6 edema, and the relatively low pool size. There may be
7 enough for the first hours, but the low pool size in
8 the pre-term infant is rapidly used up.

9 The synthetic rate is relatively slow and
10 can't restore the pool size. And so essentially the
11 baby runs out of gas, and we have this honeymoon
12 period where the child might be quite stable for a few
13 hours. But then, inexorably, they will run out of
14 surfactant and become sicker and sicker over the first
15 hours and days of life.

16 This also opens post-natally in the first
17 month of life. They will become stable. They will
18 have a minor infection, a difficulty with a ductus
19 arteriosus. And, all of a sudden, surfactant doesn't
20 function adequately; the baby again runs out of gas;
21 the synthetic rate is very, very slow; and the baby
22 then has respiratory failure once again. And many of
23 these babies go through these terrible cycles of
24 requiring more and more support that leads to more and
25 more chronic lung disease.

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1 So the pool size, how much surfactant you
2 have, directly correlates with what your PCO2 is.
3 That's how bad your lung is working. So if you take a
4 very pre-term baby at -- this is a lamb; it would be
5 the same probably in humans -- very early gestation,
6 the pool size of saturated PC is very low. And the
7 PCO2 is very high. These are lethal levels of PCO2.

8 At a certain level of pool size, lung
9 function is restored. And more doesn't help you, but
10 having an adequate pool size guarantees your ability,
11 then, to reduce PCO2 and have ventilatory, respiratory
12 function. So the amount of lipids in your lung is
13 really an important determinant of how well your lung
14 is going to work.

15 One of the most dramatic differences
16 between pre-term babies and adults is how long the
17 surfactant lipids stay in the airway under normal
18 conditions, although we don't have any sense of what
19 the turnover and clearance are in the injured lung or
20 the baby's lung with BPD.

21 The appearance of labeled surfactant in PC
22 is seen here in both lambs, baboons, and a small
23 amount of data from pre-term infants. What one sees
24 is the prolonged period it takes after precursor
25 injection to get the surfactant synthesized and into

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1 the air space.

2 It's an extraordinarily slow process. It
3 takes days to build up your surfactant pool. In fact,
4 it's about a pool size change of something about 4.7
5 percent per day. And so if you're one or two and you
6 need to go to 10 or 20, it's going to take you days,
7 not hours, after the precursor uptake and synthesis
8 and secretion, days to increase your pool size. It's
9 only four percent per day is increased in most of the
10 babies studied with acute respiratory distress
11 syndrome and in many of the animal models.

12 The clearance of surfactant from the air
13 space is also very, very slow. This is pre-term
14 baboons, pre-term lambs. And it just shows you the
15 decay level. Once the surfactant that's labeled
16 enters the tracheobronchial tree, it stays there for a
17 prolonged period of time with a half-life varying
18 between 24 and 48 hours. So once you get in there, if
19 you have a normal lung, what happens in the ill baby
20 or baby with infection or BPD is not well-known.

21 So it's cleared slowly. It takes forever
22 to get the label in there. Knowledge regarding its
23 biochemistry, preferred substrates, how much is from
24 glucose, how much from other lipid substrate is very
25 little known.

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1 This is all occurring during a period in
2 which we're unable to feed babies normally. Often
3 they're unstable enough that we have to give substrate
4 by giving them intralipid or by giving glucose and
5 amino acid infusions to the baby.

6 Increasingly, we're trying to give milk
7 and breast milk as early as possible, that many of the
8 babies have a prolonged period of instability that
9 requires the use of substrates that we really don't
10 understand well.

11 We don't have many alternatives for
12 intravenous alimentation. We only have a few
13 preparations. They have uniquely enriched precursors
14 so that they're enriched in fatty acids that aren't
15 normal fatty acids that we're normally eating, but
16 it's the only way at present that we have supporting
17 nutritionally adequately.

18 So understand how those precursors are
19 recognized, utilized by the baby to make surfactant is
20 an important issue for us clinically.

21 So the summary of that biochemistry is
22 that the type II cell is a synthetic engine. It has
23 to put proteins and lipids into the air space. The
24 lipids are very expensive metabolically to make. They
25 come from glucose and other substrate stores, some of

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1 which comes from recycling after administration of the
2 surfactant, but that only is good for a couple of
3 days.

4 Thereafter, it's dependent on uptake,
5 mobilization of substrate stores, either from lipid or
6 glucose, to generate the lipids and the proteins that
7 have been put into the air space, some of which are
8 degraded very slowly by the infant and some are
9 recycled. So it's a very complex system. And we have
10 very little knowledge regarding it.

11 Endogenous pool sizes are small in the
12 pre-term infant. The synthesis and secretion are
13 very, very slow, taking at least 70 hours to get half
14 of that pool size. Catabolism and clearance are very
15 slow in days. They're probably used as substrates
16 after endotracheal administration. And there's a
17 long-term requirement for ongoing synthesis in the
18 first months of life that will impact on the care of
19 the baby for a prolonged period of time.

20 Now, the intensive care unit is indeed a
21 very complex place. I mentioned the nutritional
22 complexities of not having normal nutrition and
23 supplements for a longer period, but many other things
24 we do in the intensive care unit or have happened to
25 the baby can influence how lung development proceeds.

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1 This includes infection that's led to prematurity,
2 what we do in the resuscitation and delivery room, how
3 we give and how much oxygen we give, whether the baby
4 gets nosocomial infections, either sepsis or in the
5 lung, and we use a number of drugs, including
6 steroids, indomethacin, postnatal corticosteroids
7 that have both anti-inflammatory effects but also
8 profoundly influences the synthesis of lipids in the
9 maintenance of surfactant from mustatis.

10 So as a clinician, I am intervening in
11 many, many complex ways with a very vulnerable infant.

12 And I have very little knowledge to go on. I don't
13 know what's the optimal way to feed, when should I
14 give these drugs, how safe are they. So we have a
15 great challenge before us to optimize care in the
16 coming years.

17 To my view, I need a clear knowledge
18 regarding the biochemical pathways and the
19 opportunities, both for therapy and for minimizing
20 damage. As I continue I hope another 30 years of
21 neonatal care in my career, I am solidly aware that I
22 have a vulnerable baby with great complexities. And I
23 need the knowledge that comes from biochemistry and
24 physiology to optimize the care.

25 You all have to decide whether there are

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1 risks involved in these protocols, but as a clinician,
2 I feel strongly that I need scientific knowledge to
3 optimize care for these babies. And that requires
4 knowledge of how to feed the baby, what is the optimal
5 way of providing care to maintain surfactant during
6 the post-natal period.

7 Thank you very much. I hope that has been
8 useful to you and would be glad to take any questions
9 you might have. Thank you.

10 CHAIRMAN NELSON: Thank you.

11 If I could make a suggestion, we're going
12 to have an opportunity to question Dr. Whitestt before
13 lunch. And I think it would be nice if our questions
14 are framed within the context of the specific
15 protocol.

16 So unless there's a burning question right
17 now, I would suggest we hear about the protocol. And
18 then we can obviously invite Dr. Whitestt back for any
19 other questions about the science and the background.

20 Does that make sense? Okay.

21 So Dr. Hamvas, who is the principal
22 investigator from Washington University, will give us
23 an overview of the protocol under discussion. Good
24 morning.

25 DR. HAMVAS: Thank you, Dr. Nelson.

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1 BACKGROUND ON PROTOCOL

2 DR. HAMVAS: It's a pleasure and an honor
3 to be a participant in this process, although when I
4 first heard about it, I was unsure how much of a
5 pleasure and honor it was going to be. I think that
6 these kinds of deliberations are really going to be
7 crucial in terms of us being able to really adequately
8 move knowledge forward in our care of babies.

9 I must say I'm a neonatologist, first and
10 foremost, and a clinician/researcher, secondly. The
11 protocols, the studies that I am going to describe
12 that we have already performed and that we are
13 proposing now really emanate from similar frustrations
14 that Dr. Whitestt has experienced in our care of these
15 extremely premature babies.

16 We have improving outcomes, but, yet, I
17 think we're getting lucky. I think we do well, but we
18 really need to know considerably more than we do in
19 terms of our care of these babies so that we can
20 adequately take care of them and not only improve
21 survival, which we have done, but, really, more
22 importantly, decrease the morbidity associated with
23 premature birth.

24 So over the next half-hour or so, I'm
25 going to go over three major issues. Number one is

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1 stable isotope methodology. That's the methodology
2 that we're using in these studies. I'm going to
3 provide a summary of our experience to date with these
4 studies. And then I will spend most of the time on
5 the specifics of the particular protocols.

6 So let's just talk a little bit about
7 stable isotopes. Dr. Whitestt referred briefly to
8 many of the studies that are performed using
9 radioactive isotopes. Obviously those cannot be used
10 in babies, but the basic tenet of stable isotope or
11 isotope tracer methodology is that a tracer is a
12 substance that is added to a system to interrogate one
13 or more metabolic pathways. But the tracer must be
14 indistinguishable from the naturally occurring
15 molecule of interest or the natural substrates. So
16 the tracer itself cannot perturb the system in any
17 way. And that is one of the key assumptions in
18 performing these isotope studies.

19 Now, stable isotopes, as opposed to
20 radioactive isotopes, which emit radiation, stable
21 isotopes are non-radioactive. And they are different
22 from the natural substance in that they possess one
23 extra neutron, but they do not undergo radioactive
24 decay. They're stable.

25 This one neutron mass difference in a

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1 substance is detectable with mass spectrometry, very
2 sensitive techniques that have been available for many
3 years and are getting better and better, extremely
4 more sensitive.

5 These stable isotopes are naturally
6 occurring. And I'll come back to that in a bit. And,
7 as such, they're safe. And there's an extensive
8 history of using these tracers to study carbohydrate,
9 protein, fat, and energy metabolism, not only in older
10 children and adults but in infants as well.

11 And some of these studies, in adults
12 especially, go back to the 1930s and 1940s. So
13 there's extensive experience with these. There's
14 extensive experience in using these tracers in infants
15 going back to the 1970s. So there's a wealth of
16 literature in terms of using stable isotopes,
17 especially to study metabolism and nutrition in
18 newborns.

19 These are some of the naturally occurring
20 stable isotopes in nature: hydrogen, carbon,
21 nitrogen, and so on. These stable isotope that we are
22 focusing on and that we utilize in these studies is a
23 stable isotope of carbon.

24 The atomic weight of carbon, the natural
25 molecular mass, is 12. The isotope with one extra

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1 neutron for carbon, carbon-13, has a molecular mass of
2 13 and is present in nature in about one percent. One
3 percent of all carbon atoms contain carbon-13. So we
4 are made up of one percent carbon-13 at this point.

5 So carbon-13 is an abundant naturally
6 occurring stable isotope. And this is the isotope
7 that we take advantage of in performing these studies.

8 So let's talk a little bit about
9 palmitate. Palmitate is the fatty acid. It's a
10 ubiquitous fatty acid. And it's very abundant
11 throughout the body, but it is most abundant, as Dr.
12 Whitsett was saying, in the pulmonary surfactant. As
13 a matter of fact, it composes approximately 60 percent
14 of all the fatty acids in surfactant.

15 So surfactant is a unique molecule in that
16 it is enriched in palmitate, palmitic acid. And so
17 this is the molecule of interest that we are studying
18 in our studies of surfactant metabolism in newborns.

19 Now, when we look at the palmitate
20 molecule, there were 16 carbon atoms. And each one of
21 these carbon atoms has a 1.1 percent chance to be a
22 carbon-13 atom. The natural abundance of carbon-13 in
23 nature is 1.1 percent.

24 So each of these carbons has a 1.1 percent
25 change of being carbon-13. But when you look at the

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1 molecule as a whole with 16 carbons and each one has a
2 1.1 percent chance, that means that ubiquitously and
3 in nature and in the body, 17.6 percent of all the
4 palmitate in our body has at least one carbon-13 atom
5 attached to it.

6 And so this is a very abundant molecule
7 that's already present in our body. When we perform
8 our stable isotope studies, we're taking advantage of
9 this by adding a little bit of extra carbon-13 labeled
10 palmitate into the system so that we can trace its
11 synthesis, secretion, and so on.

12 So here is a conceptual framework that we
13 have been working with. And this reiterates what Dr.
14 Whitsett was reviewing. Here is our surfactant
15 molecule in general. This is the alveolar type II
16 cell, where surfactant synthesis occurs in the lungs,
17 and the plasma.

18 The palmitate is the primary precursor,
19 primary component of the surfactant complex that we
20 are looking at. And palmitate can be derived from
21 several different sources. It can be derived directly
22 from palmitate that is circulating in the plasma or it
23 can be synthesized de novo from other sources, such as
24 other cellular lipids, or from precursors of
25 palmitate; that is, acetate and acetyl-CoA, which are

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1 assembled together to ultimately form the palmitate
2 molecule. Glucose fatty acids, amino acids also
3 provide a substrate for acetyl-CoA that ultimately
4 ends up in palmitate.

5 Now, for these stable isotope studies,
6 then, we are taking advantage of these two metabolic
7 pathways, these precursor steps to look at the
8 synthesis of palmitate, either directly from uptake of
9 palmitate from the plasma using a palmitate molecule
10 that is labeled with four carbons that have carbon-13
11 or with acetate that only has one carbon that is
12 carbon-13 and utilizing the differential molecular
13 masses of these, we can interrogate these two pathways
14 in surfactant synthesis.

15 Here is a chemical structure of
16 dipalmitoylphosphatidylcholine, DPPC, the primary
17 surface active phospholipid in surfactant, the choline
18 moiety, a triglyceride backbone or a glycerol backbone
19 and then two palmitic acid or two palmitate chains
20 attached to it.

21 Now, when we use the stable isotopes, as I
22 mentioned, we interrogating two different pathways.
23 The first is a pathway utilizing acetate, in which we
24 have one of the two carbon atoms in the acetate
25 molecule labeled with carbon-13. It is ultimately

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1 synthesized into palmitate, which contains any number
2 of acetate building blocks, up to eight acetate
3 building blocks, and may have one, perhaps two, and
4 very rarely three or four of these carbon-13 labels in
5 it. And it ultimately gets incorporated into the
6 dipalmitoylphosphatidylcholine.

7 As I mentioned, the other pathway that we
8 were interrogating is the pathway that is coming
9 directly from plasma-derived palmitate. So we infuse
10 a palmitate molecule that has four of these carbon-13
11 atoms. It gets incorporated into DPPC. And because
12 of the mass difference between the four carbon-13
13 palmitate and the one carbon-13 palmitate, we can
14 interrogate those metabolic pathways and understand
15 where the surfactant synthesis, from which substrates
16 it is being derived, and to what extent.

17 The general methods that we use for these
18 studies, we use a 24-hour infusion of these 2 tracers.

19 We obtain sequential blood samples during the
20 infusion period. These samples are contained in
21 conjunction with clinically indicated samples in these
22 critically ill infants.

23 And we require up to 2.5 milliliters in 5
24 aliquots over about 27 hours. We can get by with
25 less, and we do if the baby is not having blood drawn

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1 that frequently. But at most, we will take five
2 aliquots of 0.5 ml each for a total of 2.5 ml.

3 We obtain sequential tracheal aspirate
4 samples. So as part of routine care in an intubated,
5 mechanically ventilated baby, the nurses suction out
6 the airway in order to make sure that that
7 endotracheal tube is not blocked.

8 In general, the nurses just suction out
9 the airway. The suction material just goes into a
10 canister and gets discarded. Well, we save those
11 tracheal aspirate samples. And we obtain those
12 tracheal aspirate samples in conjunction with the
13 routine airway suctioning that the nurses are doing.
14 And we obtain these samples two to four times daily
15 for about two weeks or as long as the baby requires
16 mechanical ventilation.

17 I should also mention that the babies who
18 are enrolled in the study, their clinical care is
19 dictated by the bedside care team so no baby is kept
20 intubated for any longer than they absolutely need to
21 be. And if a baby gets extubated within 24 to 48
22 hours of our undergoing the protocol, unfortunately,
23 we lose the data because we need at least five days or
24 so of airway sampling.

25 From these tracheal aspirate samples, we

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1 can extract the surfactant phospholipid. And then we
2 measure the enrichment of carbon-13 in the
3 surfactant-derived palmitate with mass spectrometry.

4 This slide depicts a series of
5 approximately 30 babies that we studied. This slide
6 depicts several different issues with respect to the
7 methodology.

8 Number one, these are the type of data
9 that we obtain from these tracheal aspirate samples.
10 When we extract the surfactant phospholipid from these
11 tracheal aspirates and measure it with mass
12 spectrometry, we can detect the change from baseline
13 of the enrichment of carbon-13 in that palmitate.

14 So this is a series of babies with --
15 these are term babies who had normal lungs. These
16 were babies that we studied about five years ago.
17 These were babies who were otherwise in the intensive
18 care unit for some type of problem. And many times
19 these babies had surgical needs or had neurologic
20 injury. And I'll talk a little bit more about that
21 population because it's this population that we
22 propose to study again, a series of pre-term babies
23 with RDS and a series of term babies with respiratory
24 distress as well. These are babies who were studied
25 within the first three to five days after birth.

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1 This is a time enrichment curve that we
2 obtained from measuring the enrichment of the
3 carbon-13 in the palmitate. And you'll notice that
4 the y-axis starts at 18 percent enrichment.

5 This is the baseline. The tracer infusion
6 occurs in the first 24 hours. And then in the
7 subsequent tracheal aspirate samples, we can gradually
8 see enhanced enrichment of the carbon-13 in the
9 palmitate.

10 And so with baseline enrichment of
11 approximately 18 percent or the 17.6 percent, we can
12 detect because of the sensitivity of these instruments
13 even just a one to one and a half percent increase
14 over baseline in the amount of carbon-13 in that
15 palmitate.

16 And so from these data, then, from these
17 curves, then we can do a series of mathematical
18 calculations and come up with an estimate of
19 surfactant synthesis and surfactant turnover. And
20 what we see in these babies, we're looking in this
21 particular case at the fractional catabolic rate or
22 the actual turnover of the surfactant pool.

23 And what we see in these babies with
24 normal lungs, so, again, these are term babies who
25 require mechanical ventilation for other reasons, the

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1 fractional catabolic rate, or the turnover rate, is 76
2 percent. So 76 percent of these babies' surfactant
3 pool is turning over in a 24-hour period. So it's
4 relatively rapid, again, alluding to what Dr. Whitsett
5 had referred to.

6 In contrast, babies with respiratory
7 distress, whether they were pre-term babies or whether
8 they were term babies, had a significantly slower
9 turnover rate. Only 18 percent of their pool was
10 turning over in a 24-hour period, so very, very slow
11 turnover, suggesting some disruption in surfactant
12 metabolism in babies with respiratory distress.

13 So the main conclusion from that study was
14 that surfactant synthesis was slower in pre-term
15 infants and term newborns with RDS.

16 Now, as part of our safety monitoring in
17 these studies, we are looking at several different
18 things. But the main concerns or complications that
19 we are worried about and monitoring in these babies
20 are whether there is an electrolyte disturbance during
21 the infusion period or in the 24 hours after the
22 conclusion of the infusion.

23 This electrolyte disturbance that we're
24 looking for is increase in the sodium concentration
25 and increase in the bicarbonate concentration or a

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1 change in the acid-base balance in the babies.

2 We are also looking to see whether these
3 babies develop an infection within one month of having
4 undergone the studies. And we're also looking to see
5 whether these babies die within one month after these
6 studies. And these are a very critically ill group.

7 Our study group was 53 babies who
8 underwent these stable isotope studies. Our
9 comparison group was babies who qualified for our
10 studies, and either we approached the families and
11 they denied consent or, for one reason or another, the
12 baby was not suitable to enroll in the study. So this
13 is a comparison group that is very, very similar in
14 terms of birth weight, gestational age, acuity of
15 illness to the babies who actually underwent the
16 studies.

17 So when we look at the data from our last
18 four years, we see that there is no difference or
19 about 20 percent of the babies had an electrolyte
20 disturbance, as compared with 42 percent. And these
21 numbers were derived from these comparison babies had
22 we studied them for that period of time, during which
23 we would have studied them had they been enrolled.

24 So about twice as many babies in our
25 comparison group had electrolyte imbalance. Slightly

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1 more babies in the comparison group had a bloodstream
2 infection within one month of birth and slightly more
3 babies in this comparison group died.

4 Here are the statistics. So basically
5 what we have concluded from our initial safety data
6 is, number one, we have not identified any significant
7 adverse events during the course or in the period
8 after the infusion. And at this point there does not
9 appear to be any increased risk of electrolyte
10 imbalance, infection, or death from participation in
11 the study.

12 So that's a little bit of a background.
13 Let's move to the rationale and the protocol for this
14 particular study under question. As Dr. Whitsett
15 alluded to, chronic lung disease or bronchopulmonary
16 dysplasia in premature newborns continues to be a
17 significant cause of morbidity and mortality and is
18 one of the most vexing problems that we deal with in
19 the neonatal intensive care unit today.

20 We do know from studies from many
21 investigators that certainly the function of the
22 surfactant in babies with chronic lung disease is
23 abnormal, and there are varying studies that suggest
24 that the composition of surfactant to the phospholipid
25 especially and some of the protein component may be

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1 abnormal as well.

2 As Dr. Whitsett alluded to, nothing is
3 known about surfactant metabolism in premature
4 newborns who develop chronic lung disease. There are
5 animal models. But, again, as Dr. Whitsett pointed
6 out, there is no animal model that mimics the human
7 experience, mimics what we are experiencing in the
8 intensive care unit on a daily basis.

9 And as a somewhat ancillary note, a study
10 using stable isotopes in pigs found that pigs that
11 were fed diets low in palmitate had lower levels of
12 surfactant to DPPC and decreased lung compliance,
13 suggesting that: number one, palmitate, the
14 availability of palmitate as a substrate for
15 surfactant synthesis, has a direct correlation on
16 surfactant composition and function.

17 And, as Dr. Whitsett was saying earlier,
18 knowing what we are giving, providing these babies in
19 terms of nutrition, is crucial in order to not only
20 make them grow but ultimately to provide for adequate
21 surfactant composition, synthesis, and function.

22 So the objective of the study was to
23 determine the rate and contribution to surfactant
24 production from palmitate and acetate in pre-term
25 infants who are less than 28 weeks gestational age at

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1 birth or within the first 3 to 4 days of birth at
2 approximately 2 weeks of age and then again at 4 weeks
3 of age.

4 The inclusion criteria for the study,
5 first of all, premature infants with respiratory
6 distress who are anticipated to require mechanical
7 ventilation for at least five days. Because of that
8 very slow turnover of the surfactant, we need to have
9 at least five days, preferably seven to ten days of
10 time points after the infusion in order to really
11 adequately assess the clearance.

12 These babies have to have an intravenous
13 line already in place as part of their routine
14 clinical care. And they also have to be undergoing
15 blood drawing for clinical purposes at least twice a
16 day. Finally, we have to get assent from the clinical
17 care team before we even approach families to
18 participate.

19 Our exclusion criteria, we have been very,
20 very selective. As I mentioned, I am a neonatologist.

21 I am also very keen to the outcomes from the babies
22 in our intensive care unit. So we are very, very
23 exclusive when it comes to enrolling babies for
24 studies.

25 So any baby who has a need for escalating

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1 intervention around the time that we're considering
2 their inclusion in the study we don't even approach.

3 Certainly if death is anticipated, we
4 don't approach the families. If there is evidence of
5 ongoing infection, we exclude the babies. Chromosomal
6 abnormalities or multiple congenital anomalies or any
7 evidence of fluid sensitivity or electrolyte
8 imbalance, those are the exclusion criteria.

9 Once we have discussed with a clinical
10 care team as to the appropriateness of a particular
11 baby for this study, the frame of mind that the
12 particular family is in, how they have been dealing
13 with having a baby in the neonatal intensive care
14 unit, once we have received determination from the
15 clinical care team that this baby would be appropriate
16 and the family would be appropriate for us to talk
17 with, we talk with the family.

18 We describe the study in exquisite detail
19 in terms of the use of stable isotopes, that they are
20 nonradioactive, that these are part of naturally
21 occurring substances that the babies are already
22 receiving. And I'll go into more detail in that and
23 what this means exactly in terms of the risks and
24 benefits to the baby.

25 We then give the family a copy of our

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1 consent form. And we also have a pamphlet that
2 outlines what this study actually means. We give them
3 plenty of time to think about it.

4 We talk with them again 24 hours later.
5 If they have not decided one way or the other whether
6 they want to participate, we give them more time. So
7 there's no pressure on the families to participate in
8 this study. And so even if they are appearing to be
9 kind of wavering and not really sure, we generally
10 don't pursue it any further. But if the family says
11 that they are interested, then we go ahead and get
12 ready to enroll the baby.

13 So let me talk a little bit about the
14 tracer preparation because this is one of the key
15 issues of the particular protocol. The acetate and
16 palmitate are commercially prepared as a powder. We
17 use clinical grade or metabolic grade powder that is
18 available from the manufacturers. These are stored
19 under vacuum in a desiccator.

20 Because the vehicle for these is albumin
21 along with glucose water and albumin is a very good
22 culture medium, we have to prepared these tracers
23 extemporaneously. The standard of care is any albumin
24 solution that's used, cannot hang for longer than 24
25 hours at a baby's bedside.

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1 So, therefore, because our infusions are
2 24 hours long, we're operating with a very finite
3 period of time in which we can use these particular
4 tracers.

5 So the tracer infusates are prepared under
6 sterile fashion by a pharmacologist, a Pharm.D., in
7 our hospital clinical pharmacy in a laminar flow hood.

8 The isotope powder is weighed. It's dissolved in
9 warm glucose water. And then it's filtered through a
10 filter into albumin and the syringe in which that is
11 ultimately going to be taken, labeled, and then taken
12 to the baby's bedside and administered like other
13 infusates for 24 hours. At the conclusion of the
14 infusion, we save it. And then we freeze it for later
15 analysis, if necessary.

16 Because we have to prepare these tracer
17 infusions extemporaneously, there is really no
18 concurrent means of assessing the tracer. And so we
19 participate and test our preparation procedures very
20 meticulously at regular intervals.

21 Every three months, we go through the
22 process, prepare an infusate, and then send it to our
23 microbiology lab for routine bacterial, fungal, and
24 viral cultures. We have not had any positive cultures
25 to date.

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1 With each new bottle of isotope that we
2 use, even though they come clinical grade and we have
3 a label that has the sterility and pyrogenicity, we
4 still make up a new preparation, send it off to an
5 analytical lab for particulate matter and pyrogenicity
6 along with a culture. This occurs approximately two
7 to four times a year that we go through this depending
8 on how many studies we do in the course of a year.

9 And then once a year, just to again test
10 our technique, we do this along with sending the
11 infusate off to a clinical lab so that we can assure
12 ourselves that the constituents that are contained in
13 the infusion are what they think they are so that the
14 amount of acetate is what we think it is, the amount
15 of palmitate and so on.

16 So it's a pretty extensive preparation
17 procedure that we test extensively in order to ensure
18 that our methods are meticulous and that we are
19 getting what we think we are.

20 So here are a few details about the
21 infusion. And I have listed the main components of
22 the infusion over here on the left and the amounts of
23 these various components within the infusion and
24 compare them with the usual intake that these babies
25 experience in the course of a day.

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1 So the sodium acetate, the acetate tracer
2 that we use is a sodium salt. Our infusion provides
3 3.6 millimoles per kilogram per 24 hours in the
4 infusion. The typical intake of one of these babies
5 for sodium is about three to five millimoles per
6 kilogram per day, and acetate is anywhere from one to
7 eight millimoles per kilogram per day, so about the
8 same amount of sodium that a baby ordinarily receives
9 as part of their routine clinical care.

10 The palmitate tracer that we use is the
11 potassium salt. We use 58 micromoles of palmitate.
12 So it provides 58 micromoles of potassium. The
13 typical daily requirements for a premature newborn are
14 two to four millimoles per kilogram. So we're using
15 about 1,000 times less potassium than is ordinarily
16 required by a premature baby.

17 Palmitate is part of the standard
18 intralipid or intravenous fat solution that we use,
19 comprises about 7 to 14 percent of the intralipid.
20 And so the amount of palmitate that we're using in
21 these infusions is 58 micromoles. That translates
22 from the intralipid's standpoint to about 1,500
23 micromoles per day.

24 So from standard intravenous lipid
25 infusions or fat intake in general in these babies,

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1 they're getting about 30 times the amount of palmitate
2 than we are actually infusing in our tracers.

3 We use about one gram per kilogram of
4 albumin. These babies receive anywhere from zero to
5 two grams per kilogram per day depending on their
6 clinical condition. And the tracer infusion provides
7 24 milliliters per kilogram per 24 hours. And the
8 typical needs for a baby are about 100 to 150
9 milliliters per kilogram per day.

10 We work with the clinical care team and
11 the pharmacy team to: number one, ensure that we do
12 not disrupt the fluid intake, the electrolyte intake,
13 or nutrient intake of the baby during that 24 hours.

14 So all of the intravenous solutions are
15 remixed so that they're getting exactly the same
16 amount of electrolytes, calories, and so on during the
17 course of that infusion that they would have received
18 had they not undergone the infusion. And these tracer
19 infusates do not interfere with other intravenous
20 solutions.

21 So here are the data that prompted us to
22 want to study more babies with normal lungs and,
23 hence, the reason for the discussion of this protocol.

24 These are a series of babies in which we
25 infused stable isotope-labeled acetate and palmitate

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1 concurrently to premature babies who were less than 28
2 weeks gestation. The average, the mean gestational
3 age, of these babies at birth was 26 plus or minus 2
4 weeks.

5 And these are the results of the tracer
6 infusions, the isotope studies at birth, actually
7 approximately three to four days of age, two weeks of
8 age, and four weeks of age in premature babies who had
9 respiratory distress who continued to require
10 mechanical ventilation at two weeks or four weeks of
11 age. The relative portion of this pathway to the
12 total surfactant synthesis increases.

13 In contrast, this arm of the surfactant
14 pathway, the unlabeled sources, whether it be from
15 cellular lipids, glucose, fatty acids and so on, or
16 surfactant recycling, decreases in the face of
17 evolving chronic lung disease.

18 And so then the next question is, are
19 these changes that we are seeing in these babies,
20 these 26-week gestation babies, then at 28 and 30
21 weeks, a function of development; i.e., is this
22 something that would happen normally to babies who
23 don't have lung disease or is this a function of
24 disease; i.e., these are babies who still require
25 mechanical ventilation, these are not babies who had

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1 respiratory distress at birth but no longer require
2 mechanical ventilation? This is a very select group
3 of babies who required mechanical ventilation for four
4 weeks of age and so have chronic lung disease or are
5 in the developmental phases of chronic lung disease.

6 So are these changes that we're seeing
7 simply a matter that the baby is maturing or is it the
8 development of chronic lung disease and there is some
9 potential disruption of surfactant metabolism or is it
10 a combination of both? And we don't know the answer
11 to that right now.

12 We think that the bulk of this unlabeled
13 source of surfactant comes from recycling. We have
14 some animal data from Alan Jobe, who suggested in term
15 rabbits with normal lungs that 90 percent of the
16 surfactant pool in a term newborn rabbit was recycled.

17 In adult rabbits, about 50 percent was recycled. And
18 then in lambs, about 30 to 40 percent was recycled.

19 We believe that most of this is recycling,
20 although we don't have any data about that as yet, but
21 that then as these babies develop in age or are
22 developing chronic lung disease, that the amount of
23 recycling decreases.

24 So the hypothesis is that the decrease in
25 surfactant recycling over time is associated with the

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1 evolution of chronic lung disease, rather than normal
2 development in premature infants.

3 Now, how do we figure this out? And this
4 is the very difficult aspect of this particular
5 protocol. The idea comparison group would be to have
6 a gestational age and chronological age matched set of
7 controls, so babies at 26 weeks, at 28 weeks
8 gestation, and at 30 weeks gestation who have normal
9 lungs.

10 Well, any baby at 26, 28, or 30 weeks
11 gestation who has normal lungs isn't going to be
12 mechanically ventilated. And, therefore, without an
13 endotracheal tube in place, we don't have access to
14 the airway secretions. We don't have access to the
15 surfactant. So these babies are extremely, extremely
16 rare, babies with normal lungs who require, premature
17 babies at 26 to 30 weeks, mechanical ventilation.

18 So a more realistic approach is to study
19 babies that have a condition that requires neonatal
20 intensive care with mechanical ventilation,
21 intravascular catheters, and so on, as part of the
22 routine clinical care but who by our best estimates --
23 and that being looking at gas exchange, looking at
24 chest X-rays -- have normal lungs.

25 Now, the big caveat is that any baby who

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1 requires mechanical ventilation may not really have
2 normal lungs. However, this is as good as it gets in
3 the real world of neonatal intensive care.

4 So in general, then, the groups of infants
5 that meet these conditions are generally near-term or
6 term infants who have various surgical conditions.
7 And the most common ones that we deal with are babies
8 with abdominal wall defects because these babies are
9 generally born near term, have normal lungs, but in
10 their postoperative care require sedation and
11 oftentimes require mechanical ventilation in order to
12 get them through the postoperative recovery period.

13 Sometimes we'll have babies with
14 neurologic defects who cannot breathe because of
15 decreased drive from the central nervous system but
16 who otherwise have normal lungs, babies who have
17 craniofacial abnormalities. And the most common ones
18 we'll see are babies with very, very small jaws who
19 need a tracheostomy placed in order to adequately
20 breathe or babies with congenital heart disease.

21 And these babies are a little more
22 difficult because many babies with congenital heart
23 disease either don't require mechanical ventilation or
24 their congenital heart disease leads to some
25 disruption in pulmonary blood flow, which can

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1 potentially alter their surfactant metabolism.

2 So we're dealing with a very, very select
3 group of infants but a group of infants who are
4 critically ill, who require mechanical ventilation,
5 who require intravenous therapy, who require blood
6 drawing as part of their routine care.

7 This is a chest X-ray of a baby with
8 respiratory distress, as Dr. Whitsett pointed out
9 before. And this is a chest X-ray of a patient, not
10 one that was enrolled in our study, but this is an
11 abdominal wall defect called gastroschisis, in which
12 there was a failure of fusion of the abdominal wall
13 and the intestines flowed out into the amniotic fluid
14 in utero. This is something that's generally picked
15 up prenatally.

16 So you can see here this is the X-ray of a
17 baby with gastroschisis. And the intestines are
18 protruding out from the abdomen. But the important
19 thing here is that this baby has clear lungs, but this
20 baby also has an endotracheal tube in. So it's on a
21 ventilator.

22 And this baby also has an umbilical artery
23 catheter, so an intravenous catheter in the aorta to
24 sample blood, monitor blood pressure as part of this
25 baby's routine care. And this is generally the type

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1 of baby that meets the conditions for our studies for
2 the "normal lungs." And, like I said, you can argue
3 whether this baby with all of these accouterments has
4 normal lungs.

5 So with that in mind, then, the
6 interventions that are specific to this research
7 protocol, then, include the stable isotope infusion --
8 it's a 24-hour infusion -- and then up to two and a
9 half ml of additional blood that is drawn.

10 So the risks from this protocol are
11 primarily those from the standard clinical care, blood
12 drawing, airway manipulations, the risk of infection.

13 And the most likely risk for adverse outcome comes
14 from the baby's underlying condition.

15 The risks that are specific to the
16 research protocol are that it requires two and a half
17 ml of additional blood. We do time the blood sampling
18 to coincide with clinical samples so that the lines
19 are not being broken into more frequently, the baby is
20 not getting stuck any more frequently. We just
21 cluster our needs for blood sampling along with
22 clinically indicated samplings.

23 The risk from the tracer infusion is
24 infection, but, as we have seen in our experience to
25 date, that risk does not seem to be any greater than

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1 these babies are ordinarily exposed to. And there is
2 that risk of transient electrolyte imbalance, again,
3 that doesn't appear to be any greater from our
4 experience to date.

5 The potential benefits from this protocol,
6 first of all, there will be no benefit to the subjects
7 themselves. However, we will be able to derive some
8 information about normal -- and I put "normal" in
9 quotes, again, with all the potential caveats for
10 whether these are babies with truly normal lungs, but
11 it will provide us some information about the relative
12 contributions of acetate, palmitate, the other
13 substrate or the metabolic pathways that babies with
14 normal lungs use in order to synthesize surfactant.

15 Second benefit from this is that these
16 data will provide some context, although not the ideal
17 context, as I mentioned, but some context for
18 interpreting our data from the premature newborns with
19 evolving chronic lung disease.

20 We might be able to get some idea, is this
21 really a developmental phenomenon. If we find in
22 these term babies with normal lungs that their rate of
23 recycling is only ten percent, then we are going to
24 surmise that what we were finding in the babies with
25 chronic lung disease may be more a developmental

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1 phenomenon, rather than a phenomenon specific to the
2 development of bronchopulmonary dysplasia.

3 And I think, finally, the most important
4 benefit from these studies is that we're starting to
5 establish new paradigms for thinking about the role of
6 surfactant in newborn lung disease.

7 And so we are starting to understand that
8 there are some babies -- and I haven't gone into any
9 of these data. Some babies appear to make surfactant
10 just fine. And the chronic babies with chronic lung
11 disease seem to synthesize surfactant fine.

12 Their metabolic pathways seem to be there.
13 The question is, can they recycle it? Well, it
14 appears that they can't. So maybe it's not a
15 surfactant synthetic problem that they have. Maybe
16 it's a recycling problem. Maybe they're breaking down
17 the surfactant too rapidly.

18 So we have been so used to thinking that
19 prematurity is a disease of inability for these babies
20 to synthesize surfactant, but some of these studies
21 are suggesting that perhaps that thinking was correct
22 10-20 years ago, but we're seeing now a subset of
23 babies or a different population of babies whose
24 surfactant metabolism may be disrupted in ways that we
25 hadn't seen previously.

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1 So I think that at the end of when we look
2 at the benefits relative to the risks, that this
3 protocol does provide us the opportunity to
4 understand, prevent, and/or alleviate a serious
5 problem affecting the health or welfare of children.

6 Thank you.

7 CHAIRMAN NELSON: Thank you very much for
8 that I think quite illuminating presentation.

9 I am going to suggest that we take a
10 ten-minute break. And for those of you who have got
11 wristwatches, we'll use that clock as the official
12 clock. So 20 after and then resume our business.
13 Thanks.

14 (Whereupon, the foregoing matter went off
15 the record at 10:11 a.m. and went back on the record
16 at 10:25 a.m.)

17 CHAIRMAN NELSON: So as people are finding
18 their seats, the next presentation to basically set
19 the stage for, then, the public hearing and our
20 further discussion and deliberations is Sarah Frankel,
21 who is going to be presenting comments from the
22 reviewing Institutional Review Board at Washington
23 University School of Medicine.

24 DR. FRANKEL: Thank you very much.

25 IRB QUESTIONS

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1 DR. FRANKEL: I am very honored to be
2 here. I also want to send regards from Dr. Ludbrook,
3 who is very sorry that he is unable to attend this
4 meeting. He had a rather nasty car accident not too
5 long ago, but, fortunately, he is recovering. He just
6 didn't feel that he was quite up to traveling at this
7 time.

8 So I am going to be presenting the IRB
9 perspective, a little bit about what we found in the
10 protocol, and then some of the questions that we have
11 that we're hoping you can help us in our deliberations
12 and help us make a determination about.

13 Okay. So we did find that in the
14 inclusion criteria -- first I guess I should tell you
15 that this protocol was originally approved in 2002.
16 And at that time, it only had the infants with the
17 lung disease. And they were 28 weeks or less at
18 birth. And they were up to six weeks old after birth.

19 And that is something that is recently being added
20 now at the time of renewal.

21 Something else that is being added at the
22 time of renewal is the controls. And we have found
23 that they are full-term infants with normal lungs that
24 are viable. And they are in the NICU. And they do
25 require mechanical ventilation for breathing

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1 difficulties caused by other illnesses other than lung
2 disease.

3 We have also found the exclusion criteria
4 are infants for whom death is imminent. So you have
5 your non-viable infants, those with known infections,
6 and those with congenital anomalies and pulmonary
7 hemorrhage.

8 So the rationale for the inclusion and
9 exclusion criteria would be that the preliminary data
10 indicates the kinetic parameters of surfactant
11 metabolism evolved with infants' age -- and I think
12 both Drs. Hamvas and Whitsett have explained that very
13 nicely -- and to determine the impact of age versus
14 worsening chronic lung disease needed to study the
15 surfactant metabolism in infants without lung disease.

16 And I think Dr. Hamvas explained that very nicely
17 also.

18 The research procedure is the 24-hour
19 continuous infusion of the non-radioactive stable
20 isotopes acetate and palmitate and the 2.5-milliliter
21 blood draw done in 5 .5-milliliter increments over the
22 first 27 hours, in addition to any routine blood
23 draws.

24 If there is an in-dwelling catheter, the
25 blood draws will be done through the catheter. If an

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1 in-dwelling catheter does not exist, there will be two
2 to three blood draws done at clinically indicated
3 times.

4 Then the clinical procedures used will be
5 the tracheal aspirates that are going to be obtained
6 with routine airway suctioning over the next 14 days
7 as long as the infant is intubated and blood samples
8 that could be drawn before the infusion begins at
9 selected intervals over the next 2 weeks after the
10 infant is enrolled. And the amount of blood is doing
11 to be dependent on the treatment for the illness.

12 So we found that the research risks were a
13 rare risk of bloodstream infection. We do understand
14 that the isotope infusions are prepared in sterile
15 fashion by the pharmacists and that the rate of
16 bloodstream infection will be monitored by the data
17 monitoring committee. And the clinical risks would be
18 the need for blood transfusion that usually comes
19 about because of the infants' illness, not because of
20 the research.

21 We do agree that there is a benefit to
22 better understand how surfactant is made and used in
23 premature infants. So we do feel that this
24 information from this study could help us understand
25 surfactant production and could potentially provide

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1 information that could help alleviate or prevent lung
2 disease in infants in the future. But at this time,
3 there are no direct benefits to the infants.

4 We looked at category 2 under expedited
5 procedures for blood draw samples. And we found that
6 category 2 does not include or exclude the collections
7 through a catheter. And it does specify two times per
8 week for the collections but through the finger stick,
9 heel stick, ear stick, or venipuncture.

10 So one of the questions would be, can more
11 collections be done if you're using a catheter? And
12 then would the study qualify as minimal risk?

13 Then in looking at the risk categories for
14 minors, we find that it doesn't fit minimal risk or
15 46.404 because of the 5 blood draws done in the
16 27-hour period; that is, barring my previous question.

17 Does that still hold true if you are using a catheter
18 and the rare risk of bloodstream infections?

19 We also find that it doesn't fit 46.405
20 because there is no direct benefit to the
21 participants. In looking at 46.406, we have now added
22 a control group in the NICU that has illnesses that
23 are not related to lung disease.

24 So even those control group is other than
25 healthy. They don't have the disease being studied.

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1 So information would be generalizable but not to the
2 specific disease that you have. If you're looking
3 long-term, could potentially these participants
4 benefit?

5 I think Dr. Hamvas did a nice job of
6 explaining that potentially in the future they could,
7 but at this time they would not. And also the control
8 group would not necessarily have stable isotopes
9 infused, nor would they have the additional blood
10 draws done as part of their routine care.

11 In looking at 46.407, we have a control
12 group now that is considered healthy, but they're not
13 really healthy. And then we have the infusion of
14 isotopes and the five blood draws.

15 So we felt overall that even though the
16 control group is not really healthy and that
17 indirectly information could be obtained that could
18 help this control group in the future as we find out
19 what is happening with surfactant production and how
20 that leads or does not lead to potential lung disease,
21 but that it doesn't really fit the spirit of 46.406.

22 So we thought it was best to refer it to
23 this Committee so that you could help us make a
24 determination. In the past, when it was only the
25 infected group, we did approve this protocol under

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1 46.406.

2 CHAIRMAN NELSON: Thank you.

3 We have now a half an hour before our
4 scheduled open public hearing. So my suggestion is
5 that we use that time to ask questions of either Dr.
6 Hamvas or Dr. Frankel about the protocol or IRB
7 process. So we'll just open it up to panel members
8 and start with Joan and then Roan.

9 DR. CHESNEY: I have some questions for
10 Dr. Hamvas. As a non-neonatologist, I just wanted to
11 be sure that I really understand the purpose of the
12 study. And my first question actually has to do with
13 the slide incorporation of carbon-13 acetate into
14 surfactant, which has been published in Pediatric
15 Research.

16 And you used there some normal infants.
17 How many did you have? And do you have reason to
18 believe that -- are you just looking for an additional
19 population or to increase your numbers or do you have
20 any reason to question that result?

21 DR. HAMVAS: So in that original group,
22 there were seven term infants with normal lungs by the
23 criteria that we have used. We used the single
24 tracer, carbon-13 acetate. And so that and we trust
25 those data implicitly.

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1 What we found out with our subsequent
2 studies with the premature infants, though, when we
3 used both tracers, both the acetate and the palmitate,
4 is that at each age of the premature infants that we
5 studied, the palmitate provided a greater contribution
6 to the overall surfactant synthesis than did the
7 acetate.

8 And so, in essence, what we were looking
9 at in those previous infants with normal lungs was
10 actually one of the minor pathways of surfactant
11 synthesis. And so that prompted the subsequent
12 questions, not only the questions I address but if
13 we're only interrogating the minor pathway but, yet,
14 palmitate is providing the more predominant substrate
15 for surfactant synthesis, are we missing a significant
16 proportion of surfactant synthesis in this term
17 population with relatively normal lungs? And so that
18 was a side impetus for wanting to study the additional
19 babies.

20 DR. CHESNEY: Thank you for clarifying
21 that.

22 My second question -- and forgive me if I
23 don't express this as well as you have -- the major
24 issue is the metabolism or turnover of surfactant in
25 infants who go on to develop chronic lung disease and

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1 that their recycling rate is only ten percent. And
2 your concern is primarily with the surfactant turnover
3 that isn't tracer-labeled. Am I expressing that well?

4 It's your slide labeled "New surfactant
5 synthesis in ventilated pre-term infant newborns."
6 And you pointed out that with increasing age, more of
7 the surfactant had the tracer label in it and that
8 meant that less of the surfactant being synthesized
9 through other pathways.

10 And is the theory correct that you're
11 concerned that there is less being produced by other
12 pathways and that may be because of increased
13 metabolism or decreased synthesis?

14 DR. HAMVAS: Right. So I think there are
15 several questions that have come about from those
16 observations. Number one, when we're doing these
17 tracer studies, this is going to be a very difficult
18 concept to try to put out. So what we're looking at
19 with these tracer studies is the relative proportion
20 of these various metabolic pathways and the relative
21 proportion of surfactant turnover.

22 So we have found from these tracer studies
23 that depending on the age, 50 percent, 70 percent, 90
24 percent of the surfactant pool is turning over per
25 day.

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1 Now, that's one part of the equation. The
2 other part of the equation is, what is the size of
3 that surfactant pool? Is the surfactant pool large
4 enough to provide adequate lung function? We don't
5 know the answer to that question, number one. And,
6 number two, we don't have any immediate ways of
7 testing that, although we're in the process of
8 developing some of those.

9 But what we can say is that there appears
10 to be a decrease in contribution from these unlabeled
11 sources of surfactant, just like you said. And so if
12 that bulk of that is due to recycling, it appears that
13 these babies can synthesize surfactant, at least from
14 the acetate and palmitate pathways.

15 But what we don't know is are they making
16 enough, for one thing? And, secondly, if they are
17 unable to recycle it, is that recycling a critical
18 component of maintaining surfactant pool and
19 surfactant function or is it something that happens in
20 the normal development of surfactant synthesis in the
21 otherwise healthy lung?

22 DR. CHESNEY: Thank you.

23 CHAIRMAN NELSON: If we're going to Ron,
24 let me just ask one clarification. These samples at
25 zero, two, and four weeks, were they paired or

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1 unpaired? Were these different premature points in
2 time? And if they were the same, how would you rule
3 out build-up of the isotopes within the overall pool?

4 DR. HAMVAS: So some of the babies were
5 the same. There were maybe out of that whole group
6 two babies whom we had time points, all three time
7 points.

8 Most of the babies were just babies who
9 were studied just an individual time, either at two
10 weeks or for plus or minus a week or so. We don't
11 believe that that's build-up because if you go back to
12 the slide that shows the turnover from our 2003
13 Pediatric Research publication, the tracer is
14 essentially out of the system by about 10 to 14 days
15 of age.

16 So what we're seeing, the tracer has
17 essentially been washed out by the time we do the
18 second infusion. So that's issue number one.

19 Issue number two is, before the start of
20 the infusion, we always get a baseline sample so that
21 we have background enrichment. And then everything
22 that we get subsequently is compared to that
23 background enrichment at the baseline sample.

24 CHAIRMAN NELSON: Ron? And then Mary
25 Faith.

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1 DR. RUBENSTEIN: I have a few questions.
2 The first one relates to you mentioning that five
3 years ago you studied with similar methods a similar
4 non-premature group.

5 DR. HAMVAS: That's correct.

6 DR. RUBENSTEIN: Okay. So for me, what is
7 the significant differences between these two
8 protocols that would alter the risk/benefit analysis?

9 And also you may or may not remember and maybe Dr.
10 Frankel knows, but under what part of Subpart D was
11 the previous protocol approved? I feel fairly
12 comfortable that it did not go to a 407 panel.

13 DR. HAMVAS: It did not go to a 407 panel.

14 I believe it was under the 406 originally.

15 DR. FRANKEL: Yes, it was under 406.

16 DR. RUBENSTEIN: The non-premature infants
17 were approved under 406.

18 DR. HAMVAS: Right. And from my way of
19 thinking, I'm not sure that what we're doing with this
20 particular protocol is significantly different from
21 what we did three years or four years ago.

22 DR. RUBENSTEIN: Okay. So it's basically
23 the same preparation of infusion, similar constituents
24 to make up the infusion, similar sampling, so on and
25 so forth?

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1 DR. HAMVAS: Right. The only difference
2 is that with using the palmitate, we have to use
3 albumin to bind the palmitate. So the difference is
4 the use of albumin in the infusion.

5 DR. RUBENSTEIN: Okay. Second question is
6 that you stated you've done many of these infusion
7 preps without any evidence of contamination,
8 infection, and so forth. Can you hang a number on
9 that?

10 DR. HAMVAS: Well, I guess I don't have a
11 specific number. Basically all we have is our
12 comparison studies looking at population of babies who
13 would otherwise qualify for the study but were not
14 infused and that we do not appear to have any higher
15 rate of infection in the babies that we have studied.

16 DR. RUBENSTEIN: Next question.

17 DR. HAMVAS: Maybe I should mention, too,
18 that every time we have gone through our tracer
19 preparation and actually tested our preparation, our
20 cultures have been negative as well.

21 DR. RUBENSTEIN: Do you have a number
22 about how many times that has been?

23 DR. HAMVAS: We do it about three times a
24 year or four times a year, every three months. So
25 40-50 times.

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1 DR. RUBENSTEIN: Okay. The IRB-approved
2 consent form for the premature infants states that
3 infection is expected to be a rare or very rare
4 complication. What does that mean at Wash. U.?

5 DR. HAMVAS: Well, the --

6 DR. RUBENSTEIN: Maybe Dr. Frankel can
7 help you out. What do you guys mean when you say it's
8 expected to be an extremely rare complication?

9 DR. FRANKEL: We actually have an
10 assessing risk guideline. And one of the criteria
11 that -- or information that the reviewers can use
12 comes from the NCI. And rare is less than two
13 percent. That's if we have percentages for the
14 protocols. So we use that as a rough guideline.

15 So when we're talking about something that
16 is rare at Wash. U., we're talking about something
17 that is pretty rare.

18 DR. RUBENSTEIN: Okay. If you were to
19 write future directions for this research as to how it
20 would ultimately be applied to patients, what would
21 you say?

22 DR. HAMVAS: Well, I think one issue is
23 looking in more depth at the nutritional components of
24 the substrates that we're providing to these babies in
25 order to maximize surfactant synthesis. That's number

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1 one.

2 Number two is to interrogate that
3 recycling aspect. And there are theoretical ways that
4 we can do that by using a labeled airway tracer and
5 assessing surfactant recycling. So those would be the
6 two major components.

7 What that could potentially lead to
8 therapeutically for children is, number one, might
9 alter the nutritional composition that we provide to
10 sick premature infants. We have already found that
11 palmitate seems to be the predominant precursor should
12 we be providing them more palmitate than we actually
13 are in our current nutritional solutions. I realize
14 that's a very narrow viewpoint.

15 DR. RUBENSTEIN: Do you think there is
16 insufficient evidence to do that at the present time?

17 DR. HAMVAS: I don't think we have
18 evidence one way or the other to do that. Secondly, I
19 think that if recycling or catabolism is an issue, if
20 we're finding that babies are breaking down the sort
21 of catabolizing surfactant more rapidly, should we be
22 looking at surfactant preparations that are actually
23 more stable and less susceptible to catabolism so that
24 we can maintain that alveolar pool size?

25 DR. RUBENSTEIN: And one last sort of

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1 question and comment. I wonder if the comparison
2 group -- and I'm using that word as opposed to a
3 normal control group -- should be more properly called
4 a disease control group? Because then I think you
5 have a better, and sort of an editorial comment,
6 chance of understanding this under 406 because most
7 people I think would agree that people on ventilators
8 have some alteration in surfactant, even though it's
9 probably the best you can do.

10 And I agree with that. I am not sure that
11 they have normal surfactant metabolism.

12 DR. HAMVAS: Yes. That's an excellent
13 point, yes.

14 DR. RUBENSTEIN: Thank you.

15 CHAIRMAN NELSON: Mary Faith? And then
16 Mark.

17 DR. MARSHALL: I have a couple of
18 questions. One is about your data monitoring plan,
19 which is very nicely done and outlined.

20 But my question is this. You say that the
21 data that you are compiling about your research
22 participants will be compared against otherwise
23 eligible infants who were not studied. So how do you
24 accrue those data? From whence do they come?

25 DR. HAMVAS: Well, we actually do accrue

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1 the data by looking at the babies who were eligible.
2 And then if the parents decline consent or if the baby
3 is not studied, for one reason or another, we collect
4 that data, the clinical data, just the infection, the
5 electrolyte imbalance, and the survival data.

6 DR. MARSHALL: Are those identifiable
7 data?

8 DR. HAMVAS: No.

9 DR. MARSHALL: Okay.

10 DR. HAMVAS: I mean, they're identifiable
11 from the standpoint that we know which babies we have
12 approached and so on, but once we have completed our
13 monitoring, there are no identifiers.

14 DR. MARSHALL: Okay. Thank you.

15 My second question has to do with your
16 previous control group and your data that were
17 reviewed on the 4th of October of last year. It looks
18 as though your previous sort of control group was also
19 pre-term infants and that if you look at the data,
20 that the mortality rate among that group was actually
21 higher than among the group that you studied in terms
22 of outcome.

23 I'm not making a critique. I'm just
24 trying to get a sense in terms of the proposed control
25 group, that would you expect the morbidity and the

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1 mortality rates to be similar between the two groups
2 or could you give me just a sense of what you might
3 anticipate there?

4 DR. HAMVAS: Yes. So I'm not sure I'm
5 following which control group here.

6 DR. MARSHALL: Okay. So I'm looking here.
7 So these are your data and safety monitoring plan,
8 data reviewed October of '04.

9 DR. HAMVAS: Okay.

10 DR. MARSHALL: And it says that of your 18
11 subjects in this study, you had one death, not you but
12 one of the subjects died. And of the eight control
13 patients, two died. So it seems as though that the
14 mortality and their morbidity would be expected to be
15 at least similar between the two groups. That's all
16 I'm asking. I'm not --

17 DR. HAMVAS: Okay. And so to try to
18 clarify, number one, the control group there, the use
19 of the word "control," is generally pre-term babies
20 who were otherwise eligible for the study --

21 DR. MARSHALL: Right.

22 DR. HAMVAS: -- and that were not studied,
23 --

24 DR. MARSHALL: Right.

25 DR. HAMVAS: -- in contrast to the term

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1 "control" that we have been using for the healthy or
2 the --

3 DR. MARSHALL: Right.

4 DR. HAMVAS: -- babies with normal lungs.

5 DR. MARSHALL: Normal lungs, yes.

6 DR. HAMVAS: Right. So one of that, yes,
7 you would expect fairly similar. But, again, some of
8 the babies in that comparison group we excluded. The
9 families did actually consent for the study.

10 And I think out of that 57, there were
11 about 8 or 10. I don't remember the exact number who
12 consented to undergo the study but a change in the
13 baby's clinical condition caused us to step back and
14 say, "We're not going to study."

15 So, you know, there is a small group of
16 babies in there who were not studied because of change
17 in their clinical condition, which could contribute to
18 the higher.

19 DR. MARSHALL: Okay. Thank you.

20 And this question, Dr. Frankel, this is
21 kind of for both of you. And it's relative to the
22 consent document, I guess to not really questions
23 perhaps but points that I would want to make about the
24 consent document. And that is under the question
25 "What are the risk?"

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1 Sort of the first thing you see there is
2 research-related, likely "none." And I'm speaking for
3 myself here, but there are always either unanticipated
4 risks that attend to studies, there is human error.

5 So the word "none" I find hugely
6 troublesome to ever find in a consent document for
7 research, especially biomedical research. So I'm
8 making up that point. And I'd even go so far as to
9 say -- I'm not speaking for OHRP, but if I were on a
10 site visit with OHRP, I'd find that really bothersome.

11 And the second thing is under the
12 "Alternatives" sections, under the "Benefits," it
13 seems to imply what the alternatives are for the
14 researchers, as opposed to the subjects, because it
15 says there are no alternatives, there are no other
16 alternatives, for studying surfactant metabolism in
17 babies.

18 The point of this is, what are the
19 alternatives for the research participants? And
20 always 100 percent of the time, an alternative should
21 be not participating in the study. And that should be
22 outlined there under the alternative section, even if
23 it's mentioned later.

24 So those are two observations that I would
25 make that are probably relatively minor but wouldn't

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1 be for me if I were paying a call on your place.

2 DR. FRANKEL: I could actually comment to
3 both of those. So yes, what should we do? Ask that
4 the researchers outline the risks as likely, less
5 likely, and rare, but if they don't feel like that
6 there are any risks that fit into one of the
7 categories, we usually ask them to sort of remove
8 that. I know this was approved with "none" on there,
9 but quite frequently we'll catch that and ask them to
10 just remove that so it doesn't say "none."

11 And there was a version of our consent --
12 and this is one of them -- where we actually did talk
13 about the study being voluntary and that individuals
14 didn't have to participate.

15 We had actually moved that to section 7.
16 And then when they asked us to move it back to section
17 6 so it was more obvious, one of the things that we
18 had tried to do with our consent is to increase the
19 readability. And in doing that, we try to be a little
20 less verbose. Maybe it wasn't as obvious then.

21 And so in our current version, it's
22 actually back under "Alternatives." And it's --

23 DR. MARSHALL: Good. I'm glad. I'm glad
24 to hear that. Thank you very much.

25 CHAIRMAN NELSON: Let me go to Mark. And

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1 then I'll go down to Jill, Paula, and Angela.

2 DR. HUDAK: I have just a few unrelated
3 questions that I just need to clarify. With respect
4 to the protocol itself, the consent is obtained at
5 what point? Is it shortly after birth? Is that when
6 it's obtained?

7 DR. HAMVAS: It depends on the baby being
8 studied. So if it's one of the babies who is being
9 studied in those first few days after birth, we will
10 generally look at the baby for 24 to 48 hours once
11 there is a little bit better idea of what the kinetics
12 of the baby's illness are, then start the consent
13 process. So it's usually after about 48 hours that we
14 first talked to the family.

15 The babies who are studied at 2 weeks or 4
16 weeks, we've determined that they were potentially
17 candidates in the newborn period, but for one reason
18 or another, didn't approach the family, revisit them
19 at about 10-12 days of age and at that point, if
20 they're appropriate, then approach the families. And
21 then the same goes for the babies who are at four
22 weeks.

23 So the approach for consent is about the
24 same time point as within 48 hours or so of doing the
25 study. When we first approach parents, even in that

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1 early time point, we say "We may be approaching you
2 again in two weeks or four weeks if your baby is still
3 potentially eligible." And if the baby is still
4 eligible, we will re-consent them at that time, at the
5 later time point.

6 So every study that we perform has gone
7 through the consent process. So some of these
8 families, a couple of the families, actually went
9 through three different consent processes.

10 DR. HUDAK: That answers my second
11 question. With respect to the infusate, you had
12 presented the information on the composition. For the
13 very pre-term infant who is getting this, this is a
14 significant sodium and fluid load. Do you make
15 allowances in your clinical care during the day to
16 take that into account?

17 DR. HAMVAS: Right. I mentioned that we
18 adjust the other infusate so that basically if that
19 baby has required about 3 to 4 milliequivalents per
20 kilogram in that 24 hours, the only sodium that they
21 will receive will then be through that infusion. So
22 we adjust all the other fluid, the composition of the
23 fluid, so that nothing is changed that the baby is
24 getting, just their appropriate need.

25 Now, if a baby is eligible and we see that

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1 their sodium is 155 at the time of the study, then we
2 don't study them.

3 DR. HUDAK: Okay. The babies that you
4 have studied obviously are a population of babies who
5 are ventilated for which you think that they're
6 anticipated to be ventilated for another five days.
7 That's --

8 DR. HAMVAS: You know as well as I do that
9 you can never predict, right.

10 DR. HUDAK: You certainly can't. And
11 there is a whole other group of babies now who are
12 extubated very aggressively. And, again, it's
13 unpredictable whether it's going to succeed or not in
14 the long term, but there are quite a few small babies
15 now who come off the ventilators who do very well.

16 And so I have a very hard time with any
17 given baby saying whether this baby is going to need
18 ventilation for five days or not or live or die or
19 whatever. It's just not predictable.

20 But I think the point is that clearly
21 there is something different about the baby who
22 continues to require ventilation versus one who
23 doesn't. And it's unknowable exactly what you would
24 find if you were able to get the same data for that
25 population of babies at the same postnatal age and the

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1 same gestational age, which is a long way of my
2 getting around to the second point of the control
3 group you've outlined: the babies who don't have lung
4 disease who have got the abdominal wall defects,
5 neurological defects, congenital heart, craniofacial
6 sort of things. Most of those babies are more toward
7 the term.

8 I guess the question is whether or not --
9 I'm trying to put in my mind exactly what that
10 information is going to tell you because the
11 population you're looking at -- and that population is
12 very different. Things may be different between the
13 two on the basis of gestational age, may be different
14 -- as you point out, may not be actually control lungs
15 or normal lungs. And so you're going to get some
16 information there.

17 Could you sketch out exactly what the real
18 contributions, taking a range of information that you
19 might find out about that population will contribute
20 to future interventional studies?

21 DR. HAMVAS: Sure. Yes, you bring up some
22 very, very important questions and difficult questions
23 that we have been wrestling with since we have been
24 doing these studies. And it all comes down to we need
25 airway access. And we're not going to get the

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1 information if we don't have airway access.

2 So yes. Admittedly, these near-term/term
3 babies are a significantly different population than
4 that population of babies we are actually getting data
5 from.

6 I think that the information that we will
7 get from these near-term babies, I think, number one,
8 we will see what the relative contributions of
9 palmitate and acetate are to surfactant synthesis.

10 Now, we will have an idea of what the
11 turnover rate and the relative contributions of those
12 couple of pathways to surfactant synthesis are in the
13 near-term/term babies. If they are more or less the
14 same as what we see in the premature babies, then we
15 can speculate, although we're not going to be able to
16 say with absolute certainty, that perhaps what we're
17 witnessing is just a developmental phenomenon in terms
18 of the evolution of surfactant metabolism in babies.

19 If they are significantly different,
20 however, and if the term babies or this "disease"
21 comparison group are anywhere similar to what Alan
22 Jobe's animal studies have suggested, suggests that
23 about 90 percent of the surfactant pool is recycled in
24 a 24-hour period in the term rabbit.

25 And if we find that that is the case in

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1 these term newborns, then we're going to make the
2 assumption again. It's not going to be with absolute
3 certainty that something is happening that's
4 decreasing the amount of recycling as these babies are
5 developing chronic lung disease. And it would suggest
6 to us, then, that there is an issue with recycling in
7 these particular babies.

8 Now, again, there is the whole issue of
9 surfactant pool size as well. You know, do the term
10 babies have a normal surfactant pool size and pre-term
11 babies have an abnormal surfactant pool size or a
12 normal? We're not going to get at that question with
13 these particular studies.

14 I think it will provide us at least some
15 reference point from a developmental standpoint as to
16 what surfactant metabolism should look like in the
17 near-term or term baby with normal gas exchange and
18 perhaps then give us some intuition about what is
19 happening in these babies at 30 weeks. I don't know
20 if I answered your question satisfactorily or not.

21 DR. HUDAK: It helps.

22 CHAIRMAN NELSON: Thanks, Mark.

23 Before turning to additional questions, we
24 have reached the official time for our open public
25 hearing. Let me just ask. I know Dr. Whitsett has

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1 indicated a desire to speak as part of that hearing.
2 Are there other people here that have asked for that
3 opportunity?

4 (No response.)

5 CHAIRMAN NELSON: Then I have a question
6 for Dr. Whitsett. Is it all right with you if we
7 continue the current line of questioning and at some
8 point in the next half-hour, we get to your comments?
9 Is that fine?

10 DR. WHITSETT: Anytime.

11 CHAIRMAN NELSON: So why don't we continue
12 with our line of questioning, and then we'll do the
13 public hearing. Jill? And then, Kate, did you put up
14 your hand? So we'll go Jill, Paula, Angela, Kate. It
15 looks like everybody. All right. I'll write them all
16 down. Thank you. Go ahead, Jill.

17 MS. FISCH: Well, having been the parents
18 of a critically ill child in the NQ two weeks on a
19 ventilator sitting by his bedside, what I'm wondering
20 is, how are the parents approached? And do you give
21 them access to a social worker for their questions?

22 In reading the informed consent, I see
23 they can call Dr. Spence, they can call another
24 physician, they can call a privacy officer, but I
25 don't see them having any access to somebody else who

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1 might be able to answer their questions and may not be
2 as intimidating as speaking to a physician who wants
3 their child to participate in a research study.

4 Another thing that concerns me looking at
5 the informed consent, what we have to realize is a
6 significant portion or a decent portion of the
7 population reads on an elementary school reading
8 level. And I find, you know, while I certainly
9 understand this, that things could be better
10 explained, that there are things in there that are not
11 clear.

12 And it may lead to people wanting to ask
13 questions and being uncomfortable asking them. And
14 how do you handle it at the hospital? Do you have a
15 social worker who is working with you on this for the
16 families?

17 DR. HAMVAS: Well, we don't have a social
18 worker per se, but I would say that the biggest filter
19 that we have is the bedside nurses. And so the nurses
20 in our intensive care unit understand that the
21 neonatal ICU at St. Louis Children's Hospital is one
22 in which there are opportunities to participate in
23 research studies.

24 Among the many different studies that are
25 going on in our intensive care unit, we have regular

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1 sessions with the nursing staff that outlines the
2 various studies that are going on. So that the nurses
3 are versed at least in terms of who is performing
4 which study.

5 The families feel very comfortable talking
6 with their bedside nurse, as you know --

7 MS. FISCH: I know.

8 DR. HAMVAS: -- about all aspects of the
9 baby's care. And so we have found that our nurses are
10 able to -- at least if they can't answer the question
11 specifically, we always leave a note at the bedside to
12 say we would like to approach this family for a stable
13 isotope study if they have questions and then leave
14 Dr. Spence's or my pager number at the bedside so that
15 the nurses, the bedside nurse, can call us any time of
16 the day or night.

17 And we make it very, very clear that these
18 studies are very complex. They're very important.
19 But, yet, we don't want to interfere with the normal
20 care, the routine care of the baby, and we don't want
21 to disrupt that very fragile family dynamic that
22 occurs in the course of the intensive care.

23 So, therefore, when we're talking about
24 approaching these families, we involve the bedside
25 nurse in those discussions as to whether this is a

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1 family that is appropriate to approach.

2 We also make it very clear to them that we
3 don't mind being called at 2:00 o'clock or 3:00
4 o'clock in the morning with these questions when the
5 parents are at the bedside and just come up with them
6 because we would much rather have a question get
7 answered and so that the family does have that
8 information and then can make an informed decision one
9 way or the other.

10 So that is kind of a long-winded answer to
11 your question, but we use the nurses a great deal as
12 our way --

13 MS. FISCH: Is that something that could
14 be added to the consent, that the nurses are available
15 to speak with for questions as well as the physicians
16 who are conducting the study, so that people know?

17 I mean, even though you're sitting there
18 and you're talking to the nurse, there's so much going
19 on and you have so many questions about the care of
20 the child itself with whatever the child is in there
21 for in addition to this. And I think it's just a lot
22 for parents to handle.

23 Reading this, maybe somebody wouldn't
24 think to ask a nurse a question. And maybe if they
25 see it in writing and they say, "Oh, then I have

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1 access to ask the nurse what I would like to ask" and
2 the nurse can approach the doctor and that may make
3 families feel more comfortable --

4 DR. HAMVAS: That's an excellent point,
5 yes. Thanks.

6 CHAIRMAN NELSON: Thanks, Jill.

7 I'm going to make a suggestion. What I
8 would like to do is just sort of move around. And if
9 we could focus on questions, we'll have three hours
10 this afternoon to sort of do our own deliberations as
11 well. And I'm just concerned that in the next
12 half-hour we sort of get through what is now a fair
13 number of individuals that would like to ask some
14 questions.

15 MS. FISCH: I'm done.

16 CHAIRMAN NELSON: What I'm going to just
17 do is go around and let's sort of focus. And if you
18 don't have a question, just say, "No question." Kate?

19 MS. SHAFER: I had a question about the
20 blood drawing that is described in both the pre-term
21 infants as well as the comparison group. It says that
22 5 samples of one-tenth of a teaspoon each would be
23 drawn over 27 hours when there is an in-dwelling
24 catheter or when there is not an in-dwelling catheter,
25 there would be 2 or 3 samples taken during other

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1 routine clinical care time frames.

2 A couple of questions related to that. Is
3 that the same amount of blood that's drawn over the 5
4 blood samples over 27 hours compared to 2 or 3 times?

5 DR. HAMVAS: No. It's 0.5 ml --

6 MS. SHAFER: Per?

7 DR. HAMVAS: -- per sample regardless.

8 MS. SHAFER: Okay. And, then, does that
9 yield the same kind of information? Can you compare
10 two blood draws with five blood draws over a longer
11 period of time?

12 DR. HAMVAS: Well, we can depending on
13 when the samples are obtained. Ideally we use the
14 blood sampling to assess the level of the isotope in
15 the bloodstream.

16 So ideally we would like to get one just
17 before the start of the infusion at three time points
18 during the infusion to assure that we have what we
19 call steady state, that the amount of tracer is flat
20 and then at the end of the infusion or within two or
21 three hours after the end of the infusion, to see that
22 it has died away.

23 We can get by with two samples if we can
24 obtain it right before the infusion and then one
25 sometime during the infusion, but what we lose there

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1 is that we're seeing that we don't always have the
2 ideal curve. It's not always the same amount at every
3 step.

4 So we potentially lose information by not
5 having the additional blood samples within the time
6 frame of the infusion.

7 MS. SHAFER: So if you are losing
8 information, is there a reason that you would not only
9 enroll babies who are going to have an in-dwelling
10 catheter over the time period that you need, rather
11 than having them be stuck, granted for other types of
12 care, but you may not have data that would be very
13 useful to you?

14 DR. HAMVAS: Yes. That works in the
15 babies shortly after birth because they generally have
16 an arterial catheter, from which blood is drawn. By
17 the time they are two weeks or four weeks out, those
18 kinds of catheters have generally been removed. And
19 so we don't have access to the routine frequent blood
20 sampling in those later ages than we do at the early
21 ones.

22 So then that distills the population even
23 further in terms of the population of babies that we
24 are studying at four weeks. If they still have a new
25 arterial catheter and this is a select group of babies

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1 who is extremely ill and is felt on the part of the
2 clinical care team to require that frequent blood
3 monitoring, which is a significantly more distilled
4 population than we were looking at beforehand.

5 So, again, we're making compromises at
6 every step along the way, trying to achieve the best
7 information that we possibly can. And so by the time
8 we're getting out to the babies at four weeks, they're
9 generally having blood sampling only twice a day. And
10 we understand that we're potentially losing
11 information or could potentially get erroneous
12 information as well.

13 And we can tell if we're getting very
14 erroneous information if the sampling point seems to
15 be just way out of proportion to what we have seen
16 before. We may end up discarding that data
17 altogether.

18 CHAIRMAN NELSON: Paula?

19 MS. KNUDSON: Well, I, too, have been
20 concerned about the consent process with these babies
21 and families. Not only do I think of the babies as
22 being highly vulnerable and very sick, but I think
23 with parents as being highly vulnerable.

24 I am very concerned about the concept of
25 the therapeutic misconception. Do these parents

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1 really seem to understand that their very sick baby is
2 really not going to directly benefit from these
3 studies?

4 DR. HAMVAS: Well, we're very clear when
5 we talk to the families that we will not get any
6 information that will help their baby. As a matter of
7 fact, we're up front with them that tells them that
8 the results of this study, we may not know the results
9 of this particular study for several months after it
10 has been performed.

11 So we are very, very clear that the baby
12 will not benefit from the study, that what this will
13 provide is potentially the opportunity to help not any
14 of the other babies that are in the intensive care
15 unit right now but other babies down the road who may
16 be in a similar situation.

17 MS. KNUDSON: Thank you.

18 DR. HAMVAS: We're also very sensitive to
19 that vulnerable aspect of the families, too. And,
20 like I said, I'm a neonatologist, first and foremost.
21 And so, like I said, if we get a lot of babies who
22 are transported in from some distance, we do not study
23 the babies.

24 We do not get consent over the phone. We
25 want to meet the families firsthand. We get an idea

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1 of what the families' psyche is around the time. And
2 our nurses are very, very good at helping us
3 understand what that is. So we are very, very
4 sensitive to those issues.

5 CHAIRMAN NELSON: Angela?

6 MS. HOLDER: Yes. I don't really have a
7 question, but I think the consent forms in general
8 need to be seriously rewritten at a much lower level
9 of comprehension.

10 And I specifically agree with Mary Faith
11 that you never put "None" of consents. Question 7,
12 particularly about HIPAA, is very confusing. And
13 there's actually one mistake, which is HIPAA has
14 nothing to do with sharing information with primary
15 care physicians who are taking care of the patient.

16 And I think that, in particular, but the
17 whole thing strikes me as extraordinarily complicated
18 just in terms of anguish and grammar and the way it's
19 put together.

20 CHAIRMAN NELSON: Thank you. "HIPAA" is
21 HIPAA for those who don't -- Mary Faith? Nothing.
22 Ron?

23 DR. RUBENSTEIN: No.

24 CHAIRMAN NELSON: Alan?

25 DR. FLEISCHMAN: I really appreciate your

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1 presentation. And I think we have learned a great
2 deal. I want to focus on the near-term group because
3 I think that's why we're here at a 407 discussion.

4 And what I didn't pick up -- and maybe the
5 number of eligibles per year that exist in your
6 neonatal unit or somewhere in the institution of those
7 infants, and then I have a question after that.

8 DR. HAMVAS: Okay. I don't have a
9 specific number. I can try to construct something.
10 We get about 20 or so abdominal wall defects a year.
11 We'll probably get 10 to 15 babies with central
12 nervous system disturbances, although we generally shy
13 away from those given the extenuating circumstances of
14 those, maybe one of the craniofacial abnormalities

15 So in general, our population is probably
16 about -- you know, the baseline population is 20 to
17 25. Of those who require mechanical ventilation for
18 the determined period of time and so on, it's
19 significantly less than that. I don't have a clear
20 number, but I would guess when it comes right down to
21 it, we maybe have at most ten eligible infants a year.

22 DR. FLEISCHMAN: The second question has
23 to do with power. In your power analysis, you talk
24 about groups and needs for a minimum of ten. I think
25 that's both optimistic in terms of number and perhaps

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1 less than you're going to need because of the
2 variation in this group that really isn't normal or
3 may not be as normal as we'd like to think.

4 So in terms of the power here, do we
5 really think that we will within a reasonable time
6 frame of the life expectancy of Dr. Spence and the
7 research, you know, in terms of her research career,
8 will that happen? And then I have a third question.

9 DR. HAMVAS: Yes. Well, we have gone
10 around and around with the power analysis. The power
11 analysis, we looked at a 50 percent difference in the
12 rate of total surfactant production as our delineation
13 points or demarcation points and found that 10 infants
14 from this comparison group should be sufficient to
15 provide that 80 to 90 percent power.

16 And we were anticipating over about a two
17 to three-year period of time to be able to accrue
18 these. With our previous seven babies, it took us
19 about two years to enroll those seven babies. So we
20 were kind of looking at similar types of time frames.

21 DR. FLEISCHMAN: Here's the hard question.

22 If we gave you infinite money and a non-human primate
23 colony, wouldn't you be better off doing those studies
24 in that environment where you wouldn't have chronic
25 intubation, you would have normal lungs and you'd

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1 learn a heck of a lot in an animal model that I think
2 is pretty comparable to the full-term newborn human?

3 DR. HAMVAS: Yes. Even if we used
4 animals, a premature baboon --

5 DR. FLEISCHMAN: Not premature. It's the
6 term that I'm talking about.

7 DR. HAMVAS: Oh, oh. I see.

8 DR. FLEISCHMAN: You see, Dr. Whitsett is
9 right. We have not succeeded in having monkey
10 neonatal intensive care units, although we could, and
11 we did a little bit of that back 30 years. But what
12 about the term monkey?

13 DR. HAMVAS: Well, that's a good question.
14 We have talked about perhaps doing animal studies.
15 The question that we really don't know is how similar
16 are the baboons to term newborns under these kinds of
17 conditions.

18 Certainly, I guess, given infinite amounts
19 of money and ability to perform these studies, that
20 would certainly be one reasonable possibility.

21 CHAIRMAN NELSON: Mark?

22 DR. HUDAK: I'll pass but reserve the
23 right to come back.

24 (Laughter.)

25 CHAIRMAN NELSON: You have that right.

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1 Joan?

2 DR. CHESNEY: I have several hopefully
3 very short questions. Apparently your IRB was
4 concerned about the infection risk in the normal
5 population. And the blood draws are happening anyway.

6 So I assume their concern about the risk had to do
7 with the 24-hour hanging of the albumin tracer
8 preparation and the risk of that becoming infected.

9 I wondered if you had done any cultures at
10 the end of your infusions of those bags and
11 demonstrated that they were always sterile. I didn't
12 know if that could help your case in that sense.

13 DR. HAMVAS: That's a good point. We have
14 not done that. And part of the reason for that is if
15 we came up with something, I'm not sure I'd know what
16 to do with the information.

17 DR. CHESNEY: Well, I agree.

18 DR. HAMVAS: Certainly, we would have to
19 approach the family and talk with them. But it's a
20 difficult situation, yes. We have not done that.

21 DR. CHESNEY: Well, I agree. And even as
22 an infectious disease person, -- many Dianne knows --
23 I don't really know what the risks of hanging albumin
24 for 24 hours are in terms of infection. But that
25 seemed to be the main issue that they were concerned

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1 about.

2 DR. HAMVAS: And it's something that we do
3 as part of our routine clinical care as it is. Many
4 of our babies have albumin mixed in with their
5 parenteral nutrition solutions. So it's part of
6 standard care.

7 DR. CHESNEY: And you hang them for 24
8 hours?

9 DR. HAMVAS: Right.

10 DR. CHESNEY: I wondered if you had picked
11 up any differences between the infants that you
12 studied that were extubated after two weeks; in other
13 words, they didn't fall into that chronic lung disease
14 group, and those that were still intubated after four
15 weeks.

16 In other words, do you see improved
17 recycling of that unlabeled pool in those infants that
18 don't go on to be intubated for four weeks? Does it
19 make sense?

20 DR. HAMVAS: Yes. That's a good question.
21 Yes. We actually did look at that. And we didn't
22 see a difference, but, then, part of that is
23 potentially a power issue as well because at the
24 2-week time point, we had -- I'm trying to remember --
25 I think it was, 9 babies altogether and then at the

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1 4-week time point had 16 babies.

2 So we did look at that. We didn't see a
3 statistically significant difference, but whether
4 that's a biological phenomenon or a power phenomenon,
5 we don't have enough information.

6 DR. CHESNEY: My last question is probably
7 going to sound very ignorant, but please understand I
8 was a chemistry major if it sounds hopelessly
9 ignorant. But why are you drawing blood? What do you
10 do with the serum concentrations of tracers because
11 most of your data is based I think on the levels in
12 the lungs. Do you do some kind of proportion? And do
13 you see changes in the serum concentrations?

14 DR. HAMVAS: So the reason we're drawing
15 the blood is in order to calculate one of the
16 parameters that I didn't address -- it's called the
17 fractional synthetic rate -- we're looking at the
18 relative amount of the tracer in the tracheal aspirate
19 surfactant and comparing it to the precursor
20 enrichment so that we get an idea of what the flux
21 from the bloodstream into the surfactant is.

22 And so the reason for the blood sampling
23 is to get an understanding of what that enrichment is.

24 And then we can adequately interpret what we're
25 seeing after the incorporation into the surfactant.

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1 DR. CHESNEY: So you do it relative to the
2 surfactant. Can those numbers alone tell you
3 anything?

4 DR. HAMVAS: Generally not. It tells us
5 how much -- what the enrichment of the tracer is in
6 the plasma, but that in and of itself, we do see from
7 baseline to the infusion a slight increase in the
8 precursor enrichment or the plasma enrichment.

9 But those numbers in and of themselves
10 right now, we could potentially use that information
11 for other aspects, looking at other aspects of
12 nutrition and fat handling and so on in newborns. We
13 have not done that at this point. We have just
14 focused on the surfactant aspect.

15 DR. CHESNEY: I had one last question. Do
16 you ever, do neonatologists ever, use surfactant after
17 the first 48 hours; in other words, an infant who you
18 think is becoming a chronic lung disease patient? And
19 if in your hypothesis maybe that there's not enough
20 surfactant pool because you have increased recycling,
21 have neonatologists ever given surfactant after a
22 month to see if it makes a difference?

23 DR. HAMVAS: So I'm talking at the FDA.

24 DR. RUBENSTEIN: I may be able to help you
25 out with that. There actually is a trial going on now

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1 where they are looking at surfactant weekly. And I
2 think I can say that at the FDA because I know the FDA
3 knows about it.

4 DR. HAMVAS: Right, right. And we're
5 participating in that study with the investigators.

6 DR. RUBENSTEIN: Yes.

7 DR. HAMVAS: So yes, it is something that
8 is being tried on an investigational basis right now
9 to determine if later surfactant administration does
10 alter the outcome. We are in the process of
11 participating in that study. And at our center, we
12 are in the process, then, of we would like to do these
13 stable isotope studies in those particular patients so
14 we can see whether that additional surfactant alters
15 surfactant metabolism and whether there may be
16 additional benefits beyond just simply administering
17 the surfactant.

18 DR. CHESNEY: Thank you.

19 CHAIRMAN NELSON: Michael?

20 DR. FANT: Yes. As a neonatologist, I
21 would like to just comment on what I think is the
22 importance of this line of investigation to helping us
23 understand the dynamic and complex nature of
24 surfactant deficiency in premature lung disease and
25 trying to better be able to deal with it.

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1 And having said that, I'm going to come
2 back to what may be a hard question. And that's back
3 to the control group. You mentioned in your
4 presentation that in terms of the surfactant
5 production that you see, the various components that
6 contribute to the production vary over time.

7 And the question is, the central question
8 is, is that change related to evolving lung disease or
9 is it related to developmental age? And so the
10 problem that I'm having seeing the connection with is
11 how term or near-term kids who don't have lung
12 disease, how studying those kids will help you answer
13 that question.

14 And if you could help maybe even reiterate
15 some things that you have already said to make me see
16 the connection there or, alternatively, is there any
17 way or are there any ways that you can modify the
18 control group that may answer that original question
19 more directly?

20 DR. HAMVAS: Okay. Good question. So I
21 should probably mention that we have had the
22 opportunity in our early study from four or five years
23 ago, where we studied some term babies with "normal
24 lungs," we had the opportunity to study a couple of
25 those babies on several different occasions about two

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1 to four weeks apart. And we know that in those term
2 babies, those two -- it was two babies. We know that
3 their parameters of surfactant metabolism on those
4 separate occasions were identical.

5 So it gives us the impression that once a
6 baby is born at term, at least over that first month
7 of life or so, that with an n of two and all the
8 caveats that go along with it, that surfactant
9 metabolism seems to be relatively stable.

10 So with that as a background, that
11 suggests to us that then there are likely to be
12 developmental changes earlier on in gestation,
13 although, again, to what extent those occur, I don't
14 know.

15 Again, I think that given the realities of
16 the availability of babies who require mechanical
17 ventilation, have reasonably normal gas exchange
18 suggests that we're only going to obviously get a
19 population of term or near-term babies.

20 We will occasionally have a premature baby
21 who has normal lungs who requires intubation or apnea
22 or who may have one of these birth defects, although
23 my experience has been -- and we have not studied or
24 even approached any of these babies -- our general
25 experience has been that these babies are pretty

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1 sensitive to other, you know, especially surgical
2 manipulations in terms of what happens with their gas
3 exchange postoperatively.

4 So we have at this point kind of stayed
5 away from those very rare babies who may be premature
6 who may otherwise fit into some of these categories.

7 I think, again, where we'll get the
8 information in terms of the term or near-term babies
9 is really, again, the relative proportions of the
10 contribution of acetate and palmitate but, more
11 importantly, what is that proportion of recycling or
12 that new surfactant synthesis coming from unlabeled
13 sources.

14 And, really, using that as kind of the
15 guidepost, we have this ever-increasing contribution
16 of new synthesis to surfactant replacement at 26, 28,
17 and 30 weeks. If we see a distinct difference in the
18 term babies, where there is significantly more
19 recycling, I think we can suggest that there is some
20 disruption of surfactant metabolism in those pre-term
21 babies.

22 Getting babies who are mechanically
23 ventilated, for whatever reason, between that kind of
24 30-32-week gestation and the near-term babies is going
25 to be very difficult to come across, especially in

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1 terms of the babies who require mechanical ventilation
2 but have otherwise reasonably normal gas exchange.

3 I'm not sure if that helped you out or
4 not.

5 DR. FANT: I'm not sure either, but I'm
6 sure we'll discuss it more.

7 DR. HAMVAS: Yes. These are all excellent
8 points. And I think that if we could design the ideal
9 study, it would be to have a baby at 26 weeks, at 28
10 weeks, and at 30 weeks who has normal gas exchange but
11 who requires mechanical ventilation. That would be
12 the ideal comparison group in order to assess these.

13 And all of the neonatologists in this
14 audience know that you might run across one of these
15 babies every couple of years. So it's a pretty
16 unusual phenomenon in that these term or near-term
17 babies are: number one, more accessible, but, yet,
18 they will still provide us kind of that guidepost as
19 to what normal or near-normal surfactant metabolism
20 should be in the term gestation or the near-term
21 infant.

22 DR. FANT: In terms of the availability,
23 would it be reasonable, do you think -- in addition to
24 the normal or near-normal kids at term or near-term,
25 are there babies that are at similar gestational age

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1 that incur similar lung injury?

2 I'm thinking of kids with idiopathic
3 pulmonary hypertension, for instance, that endure
4 fairly high pressure settings and oxygen concentration
5 and acquire lung injury secondary to in a similar
6 fashion to the pre-term kids, although they're at a
7 more mature gestational age, that might be able to be
8 compared to the "normal" kids to get a sense of what
9 injury in and of itself -- I'm still getting back to
10 the point. Is it lung disease or is it gestational
11 age?

12 DR. HAMVAS: Right, right. We have
13 studied some term and near-term babies with
14 respiratory disease and with just the single tracer
15 acetate. We are still recruiting those types of
16 babies under another protocol.

17 So we are getting information about what
18 the diseased lung at term or near-term looks like, at
19 least surfactant metabolism by our parameters looks
20 like in those babies.

21 CHAIRMAN NELSON: Billie Lou?

22 DR. SHORT: Not to beat the term baby to
23 death, but that really is not a homogeneous group.
24 And I'm concerned about at least the abdominal wall
25 defects. A lot of the kids we get have very

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1 significant lung disease.

2 And hypoplastic lungs can be a component.

3 Heart babies, the very severe ones, are on
4 prostaglandins and then going to surgery in three to
5 four days. And the neurologically damaged kids, are
6 you guys either in the head cooling or body cooling
7 studies with that?

8 DR. HAMVAS: Not yet, no.

9 DR. SHORT: You're not at that point.
10 Okay. You know, I do have concerns about the
11 homogeneity of the group. And then the other, you
12 said the animal data that recycling becomes a larger
13 component very early, within the first 24 hours.

14 So it almost sounds like you ought to do a
15 second protocol with these term kits because they're
16 so different from the pre-term babies. But does that
17 concern you that if you're going to study the same
18 baby at two weeks or that you may be seeing a
19 differential just related to the term infants' initial
20 metabolism of surfactant? Is that --

21 DR. HAMVAS: Yes. All of those things
22 that you bring up are things that concern us and we
23 struggle with in terms of trying to develop the ideal
24 comparison group.

25 And I agree that these babies, these

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1 term/near-term babies, are a very heterogeneous group.

2 We do have that small group of seven babies that we
3 studied with simply acetate previously that can
4 provide us at least a context in terms of looking at
5 what the acetate precursor, acetate contribution is to
6 surfactant synthesis.

7 If we saw a significant or what we thought
8 was a significant deviation from what we had obtained
9 previously in terms of the acetate, then we would say
10 that this baby probably does not have normal
11 surfactant metabolism, and they would not be analyzed
12 in that normal group. So at least we have some
13 reference point at which to kind of determine do these
14 babies really have -- in retrospect, do they have
15 normal surfactant metabolism?

16 As far as looking at birth versus two
17 weeks versus four weeks, again, those are relatively
18 heterogeneous groups of babies. Again I go back to
19 the couple of term babies that we had the opportunity
20 to study a couple of weeks apart who had similar
21 indices in that, almost identical surfactant indices
22 in those two weeks.

23 So those particular babies were probably
24 first studied at about a couple of weeks of age. So
25 they were not in that immediate newborn period

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1 obviously, but at least two to three weeks out, their
2 indices of surfactant metabolism were not changing.

3 DR. SHORT: Just a couple of questions on
4 the preemie population. The fluid intake you intake
5 to be -- or the infusion will be about 25 percent of
6 the fluid intake. And you're using five percent
7 glucose. Have you seen any -- some of these kids are
8 on higher glucose at that point. Any hypoglycemia as
9 a risk factor in this population?

10 DR. HAMVAS: No because they're getting
11 glucose through their parenteral solution.

12 DR. SHORT: So you adjust for that?

13 DR. HAMVAS: Right.

14 DR. SHORT: And the tracheal aspirate
15 methodology, obviously your nursery is very used to
16 doing this, but at least many years ago when we did
17 some work with Jeff, it was you were putting down at
18 least two cc's of saline, which was not the norm for
19 our regular suctioning. Is there a protocol that is
20 different than the regular suctioning process that
21 nurses do or is this basically all you're saying?

22 DR. HAMVAS: Our standard protocol that
23 the nurses use is to have half a ml of saline and then
24 down the endotracheal tube and then suction. So we're
25 using that same --

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1 DR. SHORT: And then just to throw out
2 since you brought up the other trial, I'm assuming
3 these two trials, kids couldn't be in both trials. Is
4 that correct or is that incorrect?

5 DR. HAMVAS: No, no. They're just
6 enrolled in one or the other.

7 DR. SHORT: Okay. Thank you.

8 CHAIRMAN NELSON: Thank you.

9 I would like to turn now to our open
10 public hearing. Ron, we need to get that done on
11 time. Then we can go back to questions if that's all
12 right. Dr. Hamvas will be here until 4:00 o'clock.
13 So we can tackle it. Thank you very much.

14 Before we go to our speaker, I need to
15 read the open public hearing statement, "Both the Food
16 and Drug Administration and the public believe in a
17 transparent process for information gathering and
18 decision-making. To ensure such transparency at the
19 open public hearing session of the Advisory Committee
20 meeting, FDA believes that it is important to
21 understand the context of an individual's
22 presentation.

23 "For this reason, FDA encourages you, the
24 open public hearing speaker, at the beginning of your
25 written or oral statement, to advise the Committee of

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1 any financial relationship you may have with any
2 company or group that may be affected by the topic of
3 this meeting. For example, the financial information
4 may include a company's or a group's payment of your
5 travel, lodging, or other expenses in connection with
6 your attendance at the meeting.

7 "Likewise, FDA encourages you at the
8 beginning of your statement to advise the Committee if
9 you do not have any such financial relationships. If
10 you choose not to address this issue of financial
11 relationships at the beginning of your statement, it
12 will not preclude you from speaking."

13 So I assume it's still true, although we
14 have 20 minutes left, -- someone could declare
15 themselves wanting to speak publicly -- that Dr.
16 Whitsett is the only such person so far. So you're
17 welcome to come up and address the Committee within
18 this session with your protocol-specific comments.

19 OPEN PUBLIC HEARING

20 DR. WHITSETT: I just have a general
21 comment as a neonatologist and a care-giver. It
22 relates to we made great advances in neonatology in
23 the last 20 years, but we really shouldn't be even
24 close to satisfied.

25 Mortality at 24 weeks is about 50 percent.

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1 Fifty percent of those babies have profound
2 abnormalities affecting neurobehavior in growth in
3 their development. And so there is no time to rest.

4 The only advances we have made in the last
5 20 years have come from science. And they relate to
6 resuscitation, nutrition, and understanding surfactant
7 biology and realize that almost all of our insights
8 regarding surfactant biology have come from the study
9 of newborns. We apply what we learned in newborns in
10 the last 20 years to understanding how postnatal lung
11 works. We actually, pediatricians actually, inform
12 the basic scientists about how the lung works.

13 It's not time to rest. We have terrible
14 morbidities. And our babies aren't doing nearly as
15 well as we would all wish them to. And we need them
16 to reach their genetic potential, not just the best we
17 could do. We moved through a time in which what was
18 our best was unacceptable. And it's still
19 unacceptable to me.

20 So we have many opportunities. And to me
21 those opportunities come from science. So the most
22 important thing for me -- I don't really do this kind
23 of work. I'm a basic scientist and a clinician. The
24 most important outcome is that we need to find ways of
25 going forward to study these babies. It behooves us

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1 to study them and to study them carefully and well and
2 in accordance with the needs of the families as well.

3 So this is really a plea for this kind of
4 study needs to be applied to babies broadly about how
5 much sugar we should give them, about how much amino
6 acid, how they're going to utilize it, the drugs we
7 give them. We're going to use mass spec when we study
8 pharmacodynamics because we can't take large blood
9 draws for some of the things we need to do.

10 So as we improve the care of babies, we
11 really need to be advocates for understanding how to
12 proceed safely with clinical studies in babies.

13 Baboons. Try to hold down a six-month-old
14 baboon and study him in the intensive care unit for
15 three months on a ventilator. You hold him. And
16 watch out because they have long incisors.

17 So it would be wonderful if we had
18 postnatal non-experimented-upon live animals that we
19 could study that mimic our diseases in full term. We
20 don't have them, and we don't hold down full-term
21 baboons. They really bite, really terrible.

22 There is some basic science that we really
23 didn't talk about here that we are really starting to
24 understand. We now understand what some of the
25 biologic controls of surfactant catabolism as well as

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1 the controls of pool sizes and what controls
2 surfactant's function in the air space. We had no
3 clue about this five years ago.

4 And so I just happen to have data that
5 I'll finish with that pertains directly to this
6 question about the post-term full-term baby. We think
7 we know about it. Full-term babies should have
8 surfactant just like we do. But, remember, the full
9 size of a full-term baby is 100 milligrams per
10 kilogram. And your and my pool is four. So we're
11 going to 100. To do that, we have to change synthesis
12 recycling, catabolism by macrophages type II cells.
13 It's complicated in there.

14 And just to show you how profound that is,
15 it takes -- I just happen to have the data sitting
16 here while you're talking. So the data are this is a
17 full-term baby mass. This is his full size. This is
18 adult levels of normal pool size right here at two
19 months of age, pretty good.

20 So the bottom line is we now know that
21 this is controlled by surfactant proteins. It depends
22 on injury. Particularly this is controlled by
23 surfactant protein D, which is absent in babies with
24 BPD.

25 So there's extraordinary basic science and

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1 complex science regarding macrophage function, pool
2 size control that we don't have a handle on at all.
3 And the only way we're going to get a handle on that
4 is going to be these kinds of study.

5 As difficult as they are, as inadequate in
6 getting pool size, wow. Boy, computers are getting
7 better. They're getting so smart.

8 (Laughter.)

9 DR. WHITSETT: This is the pool size in a
10 full-term newborn two-gram mouse. And he drops his
11 pool size, alveolar and total lung, dramatically but
12 progressively over a two-month period, reaching normal
13 levels two to three months out. This is a little tiny
14 mouse.

15 We have no clue in the normal human being
16 when we reset that pool size. Why do we reset it? It
17 indicates normal lung function. If we understood that
18 pool size and control of it, can we mimic that in the
19 babies? Do we need to understand it to mimic it? Is
20 that a therapeutic opportunity?

21 Until we get the basic knowledge that
22 provides insight into these processes in the term
23 baby, as inadequate as it is in terms of precise
24 control, we don't know what we're shooting for in a
25 pre-term baby.

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1 So I am simply advocating for due
2 diligence in providing data that will inform us about
3 the future.

4 DR. RUBENSTEIN: One question about that.
5 Can you remind me when the alveolar phase of
6 development completes in a mouse?

7 DR. WHITSETT: At day 15.

8 DR. RUBENSTEIN: Day 15?

9 DR. WHITSETT: So it's unrelated to --

10 DR. RUBENSTEIN: It's unrelated to that.

11 DR. WHITSETT: Yes. It goes on. You're a
12 mature, breathing mouse at six weeks of age, and you
13 still haven't reset your pool.

14 Another aside is that there are up to
15 three full differences in these pool sizes among
16 different strains of mice. So your other heredity
17 influences profoundly. Until we begin to understand
18 our baby differences and strain-dependent differences
19 in babies, we're still going to be in a black box
20 wondering "How does this miracle happen?"

21 And I think science can move forward, and
22 we can understand the issues at hand and not unless we
23 study them safely.

24 CHAIRMAN NELSON: Thank you, Dr. Whitsett.

25 And hopefully when you give you your computer back,

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1 it will still function.

2 (Laughter.)

3 CHAIRMAN NELSON: In looking at the
4 agenda, what I am going to suggest, actually, since
5 this closes our open public session for individuals
6 that choose to speak at the meeting, that I summarize
7 the submitted public comments now. And then that
8 would allow us after lunch to basically just move into
9 our own discussion of the issues. And since they were
10 submitted as public comments, it sort of makes logical
11 sense for me to do that right now.

12 So I have some slides. And I can speak
13 and just advance them from here.

14 DR. FLEISCHMAN: Do we have all the public
15 comments?

16 CHAIRMAN NELSON: Yes, you do. They are
17 in the handout, the handout from today. And they're
18 on pages 13 and following.

19 SUMMARY OF SUBMITTED PUBLIC COMMENTS

20 CHAIRMAN NELSON: But just to basically
21 run through it, there were seven public comments. The
22 category of individuals that submitted public comments
23 include one federal government employee; five health
24 professionals, of which one identified himself as an
25 academic IRB chair; and then one citizen, for lack of

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1 a better term. We're all citizens.

2 Now, in terms of the categories, what I'm
3 going to do is I basically looked at these seven
4 comments. And I tried to group them into specific
5 categories so we can think more generally about the
6 comments.

7 The three categories that I grouped them
8 in, one is the category of not approve, which I
9 grouped into two: either those who said don't approve
10 it because they misunderstood the protocol or those
11 who said not approve but they understood it,
12 recognizing that this is a bit of a value judgment on
13 my part, which I'm willing to defend; then
14 recommendations and then questions.

15 So in the not approve, misunderstood,
16 there were two comments. One raised the question of
17 the causality of autism, which I know of no data to
18 support that.

19 The second basically interpreted a lot of
20 the procedures that were being performed clinically
21 for these babies as research-only procedures. And so
22 I don't think it was clear to that individual that the
23 intubation and the catheters were part of the clinical
24 care.

25 Then there were two that really didn't

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1 say, but it appeared, at least from their comments, --
2 and I'm being generous -- understood the protocol and
3 just raised the questions as to whether the risk was
4 greater than minimal and felt that because of that, it
5 could not be approved.

6 Now, there was one recommendation in one
7 of the comments about the presence of what I'm -- this
8 wasn't the language they used but adapting language
9 from what exists in many institutions that a research
10 subject advocate during the informed consent and
11 conduct of research might be a useful presence as one
12 recommendation.

13 And then there were three individuals that
14 raised a number of questions. These questions were
15 not raised by all of the individuals but I think fit
16 within the themes that each one of them was raising.

17 The first general area was the safety of
18 the infusions. And there was one individual who
19 pointed out that, in fact, he gave an n of 60. We
20 have seen an n of 53. I didn't add up to know if this
21 was accurate or not, but that there then would be data
22 about outcomes, adverse events for previous studies,
23 et cetera, the solution being used. And we had seen
24 some of that data. The risk of contamination was
25 raised.

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1 One individual commented on a case in
2 Maryland, which I'm not familiar with, of an adult who
3 had what I assume was endotoxic shock or septic shock
4 as a result of infusion.

5 And specific issues, methods of assuring
6 and testing for sterility, rapid testing, 24-hour
7 shelf life, training and skill of the personnel, many
8 of which, although in our discussion we may have
9 further questions, I think have been addressed by the
10 presentations we have heard this morning, even if they
11 were not necessarily addressed in the materials
12 available prior to the meeting.

13 And then there was a question raised of
14 any particular complications if this isotope infusion
15 -- there was some extravasation of that fluid into
16 subcutaneous tissues.

17 Another issue that was raised and has been
18 touched on in our questioning of the investigators is
19 interference with clinical care, would this interfere
20 with the infusion of other potentially life-saving
21 solutions? What if the isotope was being infused if
22 you needed vascular access for medically necessary
23 products during those 24 hours?

24 And then there was the question which I
25 think Kate began to raise as well around the different

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1 sampling. What do you do if you have incomplete data.

2 If the infusion, for example, has been delivered for
3 less than 24 hours, is this just thrown out? And what
4 does that mean, if you will, for the overall ethics of
5 the enrollment of subjects when the data you collect
6 from those individuals is, in fact, not useable?

7 So that is my summary of the material that
8 was submitted as part of the public comment period.
9 You have the text in front of you within the packets
10 that were handed out this morning. And I think that
11 can then inform our deliberations and discussions this
12 afternoon.

13 So with that, I mean, we don't necessarily
14 have to fill up the next five minutes.

15 (Laughter.)

16 CHAIRMAN NELSON: Unless there's something
17 I'm --

18 DR. JOHANNESSEN: For lunch, you're going
19 to be heading across the street. There's a new buffet
20 eatery across the street. Stan will lead the way.

21 CHAIRMAN NELSON: Okay. I guess lunch is
22 across the street. So why don't we, then, break for
23 lunch? We will start again at 1:00 o'clock. My
24 intent was that we could move right into questions and
25 panel discussions. So hopefully the buffet will move

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1 expeditiously. Thank you.

2 I will remind committee members that all
3 discussions of this since this is a public hearing
4 have to be conducted publicly. So lunchtime is not an
5 appropriate time to discuss the protocol at all, so
6 social talk only.

7 (Whereupon, at 11:55 p.m., the foregoing
8 matter was recessed for lunch, to reconvene at 1:00
9 p.m. the same day.)

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A-F-T-E-R-N-O-O-N S-E-S-S-I-O-N

(1:05 p.m.)

CHAIRMAN NELSON: Well, we seem to have everybody with one exception. Our executive secretary is out and about somewhere, but I guess we'll start without him. The copilot seat is empty. It makes me a little nervous.

(Laughter.)

CHAIRMAN NELSON: That's all right, Alan. You're just sitting in the back, right?

Well, let me just set a quick context for our afternoon and point towards where I hope we're going to get. At the end of the day, we need to make a decision that falls into one of three categories with a twist. And let me tell you the there categories and then give you the twist.

The three categories are: approval, approval with conditions, or disapproval. Now, I am reminding you that under the approval with conditions, if we have conditions, I will ask people to state them very clearly. And my interest initially as we get into that process will be go over things that people feel are required, as opposed to it would be nice if.

Now, the twist is before we get to that, we need to have enough of a discussion to have some

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1 sense of which category. Since we're dealing with
2 four different categories of research within Subpart
3 D, it would be highly complex to go through three
4 different options over four different categories. For
5 you mathematicians, that would be 12 different
6 permutations.

7 So my goal is for us to have an initial
8 discussion at least so we begin to coalesce around the
9 category. And then we can begin to sort of get more
10 concrete.

11 QUESTIONS AND PANEL DISCUSSION

12 CHAIRMAN NELSON: And so with that in
13 mind, I'd like to turn to the questions and, with your
14 permission, sort of modify them slightly and just give
15 sort of three general categories I see us working
16 through.

17 The questions that you see which are under
18 in the book and I think -- are they in this handout?
19 We have a slide. Why don't you put up the slide?

20 So the specific questions that we
21 presented, I would propose -- I'm not going to read
22 them at this point. And in many ways, if you have
23 been in this business long enough, you know we'll
24 probably bounce back and forth between some risk, et
25 cetera. Once we would answer these questions, place

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1 it into a category. So to some extent, a discussion
2 of those questions will place it into a category.

3 I think there is a prior question that may
4 merit a little conversation further that we were
5 touching on this morning, which is scientific
6 necessity. Then once we discuss that, I would suggest
7 turning to these questions. And then once we have
8 discussed that, have some discussion about the consent
9 process and documents, and then hopefully turn to the
10 more concrete task.

11 Now, in doing this, I will remind people
12 that we are not an IRB. It's not our role to serve as
13 one. And we do have to put some trust in the process,
14 assuming that we have provided concrete direction. So
15 I don't even think IRBs are supposed to wordsmith
16 consent documents. I keep that out of meetings. So
17 we shouldn't do that either.

18 So, with your permission, I would like to
19 suggest that the first sort of arrow we talk about --
20 and I haven't put in my own mind the times, but I'll
21 keep an eye on how much time we spend and hopefully
22 drive us through to a 4:00 o'clock ending with a task
23 achieved -- will be on a scientific issue because I
24 heard a number of questions coming from our
25 neonatology colleagues sort of thinking about that.

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1 And so I guess I'd like to open us up for
2 that discussion before we actually move into a
3 discussion, then, of the specific questions or maybe
4 there's -- Ron?

5 DR. RUBENSTEIN: So in thinking about
6 Michael's question before about what are you really
7 learning, developmental versus just maturation versus
8 lung disease, if you think about the protocol, what
9 the protocol needs is a blood-drawing line or the
10 ability to draw blood and the ability to access the
11 airway.

12 It has been written it's limited to kids
13 who are mechanically ventilated, but I would raise the
14 question about what about kids who have had
15 tracheostomies placed for clinical indications?

16 These are kids who get routinely
17 suctioned. So we're talking about the former preemie
18 who has been mechanically ventilated for a while but
19 is now weaning off mechanical support. They get
20 suctioned at least twice a day and a term kid who has
21 a paralyzed vocal cord, for whatever reason, or
22 subglottic stenosis, for whatever reason, or severe
23 craniofacial anomalies that require placement of an
24 artificial airway. But they may have no lung disease,
25 may be breathing spontaneously through a tracheostomy.

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1 But, yet, they have access to the airway that would
2 not require sedation, bronchoscopy, that sort of
3 stuff.

4 So I think what I'm getting at is I am not
5 necessarily abdicating doing that in this project, but
6 I do think that one could start to address the issue
7 of kids who are term gestation but were born
8 prematurely if you do them at 40 weeks post-conception
9 with whatever level of lung disease they have versus
10 kids without lung disease but have artificial airways
11 for other reasons. And I think you could address
12 surfactant metabolism.

13 The one caveat with that is anybody with a
14 tracheostomy is likely not to have perfectly normal
15 lungs just from the absence of the upper airway filter
16 allows the lungs to get exposed to.

17 So, for example, they get colonized with
18 different bacteria and so forth. So they wouldn't
19 exactly be normal kids, which I think, you know, helps
20 when you're trying to get to what category you're
21 trying to prove under because if they have chronic
22 colonization in your airway, you could reasonably
23 hypothesize surfactant metabolism might be different
24 and understanding it may be important.

25 So I just wanted to throw that out as, you

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1 know, a way to down the road try to address some of
2 these issues that we're struggling with from a
3 scientific basis.

4 CHAIRMAN NELSON: Other discussion? Mark
5 and then Alan?

6 DR. HUDAK: I'm still trying to understand
7 for the control group exactly how this information is
8 going to be helpful to the advancement of testing
9 therapeutic options in infants who are pre-term.

10 And certainly I think that as the protocol
11 is sketched, I mean, it clearly involves more than
12 minimal risk, but it doesn't involve an undue amount
13 of risk in terms of the fact that these sort of things
14 are done commonly to other babies who have diseases
15 that are studied.

16 Blood drawings are very common. The
17 nursery tracheal suction is very common. The nursery
18 infusions are very common. This infusion is in no
19 significant way different than parenteral nutrition
20 solutions we administer to babies on a routine basis.

21 So I don't see that it is very different from a lot
22 of the things we do.

23 The issue is really the scientific
24 knowledge issue at this point. And in this control
25 group, I'm worried about if we find out the

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1 information, it may be homogeneous or not. It may
2 indicate something about surfactant metabolism that
3 basically confirms the suspicion, which is that in the
4 term baby, there is a lot of recycling that goes on.

5 On the other hand, it may show that in
6 these kids, for whatever reason, that is not the case.

7 And trying to grapple with those two things and
8 looking at interventions, the two interventions that I
9 heard were, well, maybe we can improve the nutritional
10 care of these babies so that we replete their
11 surfactant in a better way.

12 And to the extent that they are
13 surfactant-deficient, either functionally or
14 metabolically or in terms of pool sizes, it doesn't
15 seem to me that what you find out in the term infants
16 is going to alter your structure of your clinical
17 study on that respect because you can never assume
18 that your intervention is going to be either safe or
19 effective. And it needs to be tested in any case.
20 I'm not sure it generates an additional hypothesis.
21 And we don't know anything about surfactant pools, and
22 this particle doesn't address that either.

23 And then in terms of the other issue as to
24 whether or not it's better to treat with a surfactant
25 that stays in the alveolar pool and isn't recycled or,

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1 conversely, you know, you want to have a surfactant
2 that maybe does go into the recycling mode, I'm not
3 sure that there's an alternative you're going to do
4 other than study those preparations. And what you
5 find out in this group of term control babies I'm not
6 sure is going to change how you approach that
7 hypothesis either.

8 So I guess that's sort of my dilemma here.
9 I think it's reasonable research to conduct.
10 Information is good. Knowledge is good. But under
11 the context of 407, as I understand it, there has to
12 be some concrete prospect that the knowledge in this
13 population is going to enhance development of good
14 interventions in other babies. And I just can't make
15 that leap at the moment. Maybe someone can help me
16 with that.

17 CHAIRMAN NELSON: Mark, let me ask you a
18 couple of questions. If you look at the slides, page
19 43, there's a hypothesis that's presented, "A decrease
20 in surfactant recycling over time is associated with
21 the evolution of chronic lung disease, rather than the
22 normal development in premature infants."

23 The argument, as I heard it, was that the
24 comparison group is necessary as much pragmatically
25 because of access, as Ron pointed out, but as an

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1 attempt to try and answer that hypothesis.

2 Four-o-seven does allow just something for
3 understanding. It's a serious problem. It doesn't
4 necessarily say it has to be an immediate leap into an
5 interventional strategy.

6 So I guess concretely, do you think as
7 designed, as proposed, this hypothesis is addressed by
8 having that comparison group or not?

9 DR. HUDAK: Well, this is part of the
10 dilemma. For instance, suppose you do find that in
11 term babies, you have, you know, predominantly
12 recycling going on and very little of the sort of de
13 novo synthesis from these precursors. Well, that's,
14 of course, the hypothesis.

15 On the other hand, if you find that
16 there's a lot of non-homogeneity there and, in fact,
17 in some of those patients, they do have a lot of
18 incorporation of precursors and that may be for a
19 variety of reasons that one will speculate about, that
20 doesn't refute the hypothesis either. So in either
21 case, it seems to me you would probably have to test
22 this hypothesis with the clinical intervention study.

23 And the second issue is so it doesn't in
24 my mind alter the need to study this hypothesis. Will
25 that information help you modify how you would go

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1 about designing a protocol? Would it be useful in
2 that sense? I can't get there either. So I'm still
3 confused as to how that information is going to help
4 us with a pre-term baby.

5 Is that clear or --

6 CHAIRMAN NELSON: Before Mary Faith, Alan,
7 you were up.

8 DR. FLEISCHMAN: Yes. I would like to
9 back us up to the regulations a little bit. I know
10 that you are going to get us there, Skip, but if we
11 look at page 127 of our book, where I'm looking,
12 406.407, I guess we could look at the FDA
13 comparability, but they're identical, I understand.
14 Right?

15 CHAIRMAN NELSON: With two exceptions:
16 clinical investigation, instead of research; and
17 documents.

18 DR. FLEISCHMAN: The standard in the 407
19 assessment is the research presents a reasonable
20 opportunity -- underline the word "reasonable" -- to
21 further the understanding, prevention, or alleviation
22 of a serious problem affecting the health or welfare
23 of children.

24 Clearly, we're dealing with a very serious
25 problem affecting the health and welfare of children:

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1 respiratory distress syndrome. And at least I'm
2 convinced in terms of the science presented, that
3 there's a level of reasonableness about the
4 opportunity to further the understanding. And it is I
5 think only furthering the understanding. It will lead
6 perhaps to other studies that can help us with either
7 prevention or alleviation.

8 And I think that's a very low standard.
9 In fact, it's a lower standard than the standard the
10 IRB has to use in the 406 context, which is vital
11 importance.

12 I don't think this study is of vital
13 importance, but I think it is a study that presents a
14 reasonable opportunity to further understanding. And
15 it's an interesting regulatory question, but we are
16 faced with trying to interpret the regulations as they
17 exist.

18 I do agree with the IRB that it was not
19 approvable, if that's a word, at the local level based
20 on 406. I don't believe that the comparison group,
21 the normal, so-called "normal," full-termers have a
22 condition or disorder that would place them in 406.
23 Yet, I do believe that the risk level fits the minor
24 increase over minimal. And the commensurability
25 standard I think is fine.

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1 So I am left with this problem for me of I
2 don't think this is a critically or vitally important
3 study, but I do think it's a study that gives us a
4 reasonable opportunity of learning something about
5 this disease with a fairly low level of risk.

6 CHAIRMAN NELSON: Mary Faith?

7 DR. MARSHALL: Well, Alan just opened the
8 door. I was going to raise the same question, but I
9 may have a different perspective about what the phrase
10 "health or welfare of children" means. So I'm asking.
11 I haven't made a concrete decision.

12 When I think of health or welfare of
13 children, I guess I'm thinking of children in general,
14 not children who are premature or children who have
15 respiratory distress syndrome. So I'm not sure that
16 what we're talking about perhaps doesn't necessarily,
17 at least in terms of the research group, not the
18 control group but perhaps even the control group, fall
19 under 406.

20 But if someone could help me understand
21 how the research question if it has to do with, you
22 know, developmental understanding, then I could be
23 persuaded that perhaps it's a general problem that
24 would affect children? Maybe I'm wrong.

25 CHAIRMAN NELSON: I guess I'm a little

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1 confused. It's not clear to me at least that the
2 phrase "children" is meant to imply that the health
3 problem has to extend to 100 percent of the pediatric
4 population, as it does to --

5 DR. MARSHALL: I'm not saying that it has
6 to. I'm not saying 100 percent of the population, but
7 I guess I'm just wondering what the difference is here
8 between 406 and 407. And perhaps someone could
9 articulate it clearly.

10 I have a question for Mark. And you may
11 have answered this, but is there a second study here
12 potentially, would you see, as opposed to having a
13 sort of strangely defined control group here? Is
14 there an hypothesis that would support a second study
15 with a larger n that might answer the developmental
16 question more concretely?

17 DR. HUDAK: I think Aaron can talk to that
18 better than I can, but I think what he sketched out as
19 the best study is the one that has the controls at the
20 same gestational age. And that is a study that is not
21 impossible to do, but it would take a long time at any
22 one institution to accumulate those rare babies to
23 answer the question.

24 DR. MARSHALL: But in theory, it could be
25 done perhaps with other if it were a multi-center

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1 trial or --

2 DR. HUDAK: In theory, yes.

3 DR. MARSHALL: Yes. Okay.

4 CHAIRMAN NELSON: Mary Faith, to comment
5 on your question about 406 or, for the FDA benefit, 53
6 versus 54, in this particular project, there were
7 infants enrolled who clearly had a condition.
8 prematurity with lung disease associated with that,
9 where information was generated about surfactant
10 kinetics in that context under the category of minor
11 increase over minimal risk.

12 And at this point, the investigators are
13 saying, "We're not sure how to interpret what we've
14 found without extending that research into a group
15 that does not have that condition that we had
16 originally studied." And, therefore, because they
17 don't have that condition but they have other reasons
18 to be intubated because of the access issues, it
19 doesn't fit under the minor increase over minimal risk
20 with the condition category. That's very different.
21 And, therefore, it's thrown into 407 or 50.54.

22 The broader question about what the
23 language of the health or welfare of children means
24 relative to that category, I know of no particular
25 insight on that other than saying, "Is it a big enough

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1 problem for enough children to sort of justify going
2 forward as long as it can be conducted ethically?"

3 And I would venture a guess that premature
4 birth is a big enough problem that trying to
5 understand that data with a comparison group in my
6 view would fit that health or welfare of children
7 model. I mean, it's a pretty broad population. I
8 think the statistics we saw that Dr. Whitsett
9 presented were quite large. And that was just in the
10 United States.

11 So those would be my thoughts.

12 DR. MARSHALL: We've visited this on other
13 407 panels. So I just wanted to put it out on the
14 table and make sure that we were in agreement about
15 the scope of the problem.

16 CHAIRMAN NELSON: Billie?

17 DR. SHORT: Yes. I just want to echo the
18 presentations. I think the prematurity issue is a
19 huge one, financially. These kids are in the hospital
20 an average of two to three months. And that is an
21 enormous cost. And the numbers are significant.
22 Actually, the prematurity rate is going up and not
23 down due to we think a lot of the in vitro
24 fertilization, multiple births.

25 So it's a very big issue. And this

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1 hyaline membrane, the treatment of this is a very big
2 issue. We've made huge I think advances with
3 surfactant being given down the ET tube, but we still
4 see this group of kids go on and have this terrible
5 lung injury.

6 I think where we're going to have huge
7 breakthroughs in neonatology is in nutrition. Dr.
8 Whitsett kind of alluded to this. We don't know what
9 we're putting in hyperalimentation. Is that
10 appropriate for lung growth and brain growth?

11 And we need to start digging into that.
12 And it's a very difficult area. So I think the
13 proposal is very important. I think the concerning
14 thing is the term population. Is it consistent enough
15 to give an answer or is it too heterogeneous?

16 That's a group that actually is
17 fascinating to me also. Those kids, many of the kids,
18 can go on and have actually some lung disease and have
19 a different phenomenon going on.

20 So I would like to see either a stricter
21 definition of that term group, taking out some of the
22 kids who could be outliers, like the omphaloceles that
23 have very significant hypoplastic lungs should not be
24 included because they are different than an
25 omphalocele who is just on the ventilator because he

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1 had surgery and really narrow that down. I think that
2 makes the numbers smaller, that potential problem.

3 The trait kids, at least in our
4 institution, are enough to really answer the question
5 I think, but I think the premature population in the
6 study is it's a very, very important study for our
7 growth over understanding mechanisms and how we can
8 maybe change this disease, just by a nutritional
9 component. So I think answering metabolism and trying
10 to look at it as best we can with all limitations is a
11 very important question.

12 CHAIRMAN NELSON: Mark and then Ron?

13 DR. HUDAK: Well, I guess let me back up a
14 minute here. I do want to say that the study as
15 presented does in my judgment present a reasonable
16 opportunity to further understand. That doesn't mean
17 that we are definitely going to have a better
18 understanding. We might have a better understanding,
19 but it's a reasonable opportunity to have a little
20 better understanding.

21 The issue about nutritional studies and
22 these other studies, I think a full justification for
23 those things I don't see being made by this research
24 alone.

25 We don't have anything on pool sizes to

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1 look at. We don't have really a whole lot of
2 information, what's going on or not going on with
3 recycling, other than it becomes less as these
4 pre-term babies on ventilators get older.

5 It may be that an appropriate intervention
6 is to supplement babies with palmitate precursors
7 because maybe that is the -- maybe the babies are
8 really surfactant-deficient and the way to make them
9 more surfactant-replete is to nutritionally
10 supplement, put more surfactant in that pathway,
11 rather than take the attitude, "Well, you know, we
12 need to start interfering with or beefing up
13 recycling."

14 I think the biological system is very,
15 very complex. And I think that we can generate
16 hypotheses but realize that any hypotheses we have, no
17 matter how much knowledge we base it on, still needs
18 to be tested. And the results are not predictable.

19 CHAIRMAN NELSON: Ron?

20 DR. RUBENSTEIN: So a couple of points.
21 One, it's not clear to me that the term group doesn't
22 have a condition. They have a condition that requires
23 mechanical ventilation.

24 I think my understanding of the evidence
25 on surfactant metabolism is that any kind of noxious

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1 stimulus can change surfactant metabolism. So it may
2 be that we get valuable insight from that group into
3 surfactant metabolism from doing this experiment.

4 The second is sort of in response to
5 Mark's first statement, which is Mark raised a series
6 of questions that we don't know the answer to in his
7 discussion of things that he was concerned about with
8 the protocol. And we won't know the answer to those
9 questions until we do the protocol.

10 I think there's enough uncertainty about
11 what's going on to say that we don't know the result.

12 And that actually makes people who do investigation
13 rather uncomfortable when they don't know the results.

14 And it certainly makes study sections uncomfortable
15 when they think.

16 But I think, you know, acknowledging that
17 there may be alternate answers that come out is the
18 hallmark of a good research design because then you
19 sort of say, "Well, if it comes out the way I don't
20 expect, then I can go look at the alternate hypotheses
21 and generate more knowledge." It's okay that a
22 hypothesis is wrong. Okay?

23 CHAIRMAN NELSON: Thanks. I might point
24 out, Ron, you raise an interesting dilemma by your
25 point about intubation alone potentially altering the

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1 kinetics of surfactant because if the emphasis then is
2 on the condition of being intubated and the perception
3 is that the risk appropriately is categorized as a
4 minor increase, then you could go forward. But that
5 very argument undercuts the comparison of this group
6 with the previous studied groups.

7 So mainly because the access requirement
8 that you have, which is intubation -- and we're not
9 going to say, "Go intubate kids who don't need
10 intubation --

11 DR. RUBENSTEIN: No. And I'm not saying
12 that at all. What I'm saying is that if you're
13 looking at infants who require mechanical ventilation
14 for a pulmonary versus a non-pulmonary reason, you can
15 -- and this is why I said you really should call this
16 a disease control group, as opposed to a normal
17 control group because then I think you get closer to
18 406.

19 And I agree with Billie that there are
20 going to be very few kids with tracheostomies, but
21 that does give you the opportunity to try to get some
22 kids at the same gestational age so you're not just
23 doing the premies when they're 32-34 weeks
24 post-conception but you now have the opportunity to
25 expand it and do it at term post-conception and

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1 compare them directly by expanding the protocol a
2 little bit.

3 I think this gets to some of the issues
4 that are troubling Mark. And then I think we can get
5 more meaningful data by potentially expanding it a
6 little bit.

7 There is going to be no perfect group to
8 do here, but --

9 CHAIRMAN NELSON: Let me pursue you a
10 little bit, Ron, because I think you're raising an
11 interesting question. Generally I have understood
12 disorder or condition to be defined relative to the
13 protocol's primary investigation. You can have a
14 child with a condition that is unrelated to the
15 scientific investigation or the question you're
16 asking. And you wouldn't say they have a condition
17 for the purpose of that protocol.

18 So are you suggesting that they basically
19 reframe their hypothesis in a way that defines the
20 children they want to include that the IRB had
21 determined couldn't be included under 406 or 50.53?
22 Are you suggesting they redefine the hypothesis to
23 where those children then have a condition? Is that
24 what you're suggesting?

25 DR. RUBENSTEIN: Well, I'm not necessarily

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1 suggesting that as the way I view this protocol
2 because to me, as I read the protocol, the issue that
3 the IRB had that didn't allow them to approve it under
4 404 was the risk of infection with the infusion.
5 Okay? That was what was written in the IRB minutes.

6 You know, an IRB, even though it's not in
7 accordance with exempt guidelines, my understanding is
8 that an IRB can look at a volume of blood drawn and
9 decide that yes, that's minimal risk, even though it
10 doesn't fit within the exempt guidelines.

11 So I was really sort of thinking about my
12 review as trying to figure out exactly what is the
13 risk of infection because that is the risk that was
14 identified by the IRB, which is why I specifically
15 asked what does "extremely rare" mean? What are your
16 numbers on infection? Because I feel almost if we can
17 quantitate that that risk is truly a minimal risk of
18 infection, then this might actually be approvable
19 under 404.

20 DR. HUDAK: Well, I would just like to
21 speak to that. I think the answer to that question is
22 really not known. And I can't conceive of a way to
23 sort of tease out that information, the issue being
24 that a lot of these little kids who are 24, 26, 28
25 weeks who are on TPN have frequent staph epi

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1 infections, other infections, bloodstream infections,
2 and to piece out how much of that is due to the
3 infusion, which they need because they're pre-term,
4 versus how much is because they are pre-term and their
5 immune defenses are low. There's no answer to that
6 question.

7 So the risk, I mean, in this population
8 that you looked at, may be low in terms of the percent
9 of babies who sustain a bloodstream infection. But
10 why did that baby get that infection?

11 CHAIRMAN NELSON: So we have touched on,
12 in spite of hoping to take this sequentially, question
13 4, question 2, a little bit of one, maybe some in 3.

14 So why don't we just focus in on this
15 categorization of risk? And my interest here is, I
16 mean, we can go around and around. And also, you
17 know, risk has some ambiguity relative to the
18 regulations versus what some guidelines have suggested
19 it be interpreted as.

20 But Ron has specifically raised a question
21 about categorization of risk. So what would be useful
22 for me in terms of minimal risk, minor increase over
23 minimum risk, and for those who aren't familiar with
24 those categories, we would also talk about them a
25 little bit. But let's just focus on identifying the

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1 risks, the rare risk of infection, something that is
2 less than two percent.

3 The risk of the blood volume draw since
4 there is no additional catheters nor blood sticks
5 taking place, there is no increased risk of
6 suctioning. And that's being done by clinical
7 routine.

8 And the risks that were addressed about
9 the infusion itself in terms of hypernatremia, a
10 change in acetate infusion, the sort of metabolic and
11 electrolyte risks and the like, I guess the first
12 question, am I missing any risks that I'm thinking
13 about that people would feel would need to be on the
14 table before we say, "Well, how would we categorize
15 those?"

16 So why don't we just focus on that
17 question? Where would we put that in thinking about
18 the category of minimal risk, which is defined within
19 the regulations as that degree of risk which is no
20 different than the risks of everyday life or in the
21 routine psychological or physical examinations or
22 tests? It doesn't say of who, but some individuals
23 feel that should be of healthy; i.e., non-diseased,
24 children. But that's ambiguous. That's minimal risk.

25 So if it's not that, then it's something else.

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1 So how about just on that point? Is there
2 anyone other than Ron? Anyone think we ought to say
3 this is minimal risk? I'm not even going to say maybe
4 Ron. Angela?

5 MS. HOLDER: I have a question, if I may.

6 CHAIRMAN NELSON: Okay.

7 MS. HOLDER: What risk can you tell me if
8 these children were not in this study and they were
9 just getting ordinary care for their prematurity?
10 They would clearly have some risk of infections, et
11 cetera, et cetera, which are acceptable in the light
12 of treatment of their condition. So how much
13 additional risk are they at because they are
14 participating in the study? That's the question I
15 want to know.

16 CHAIRMAN NELSON: Well, 2.5 milliliters is
17 -- a full transfusion would be 10 cc's per kilo. I
18 think a lot of IRBs would consider less than two per
19 kilo not a problem for single draws. This is two and
20 a half over a day on a one-kilo baby. For a term,
21 that would be then a third of that because there are
22 generally three kilos, which is a relatively small
23 volume.

24 I was curious, although I assume they
25 didn't collect the data. They could have looked at

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1 the risk of transfusion relative to the study patients
2 and non-study patients, but I suspect it would end up
3 being no difference, similar to all the other ones.

4 And the infection on that data-monitoring
5 plan was no different, though the numbers are small.
6 In fact, you could -- and I say this somewhat tongue
7 in cheek -- argue that the infusion benefitted the
8 study group to a p of less than .05, but I'm not sure
9 the investigators wanted to make that claim for their
10 infusion.

11 So it's not clear to me there is a big
12 incremental risk to this group. Is that where you're
13 going?

14 MS. HOLDER: Yes.

15 CHAIRMAN NELSON: Alan?

16 MS. HOLDER: Skip, I agree with you there
17 is not a big incremental risk to this group, but I
18 don't think this research study falls into the minimal
19 risk category.

20 And I think these investigators have done
21 an exceedingly fine job of keeping the risks
22 minimized. But it's an additional creation of an
23 intravenous nutritional solution.

24 Now, that doesn't mean that these babies
25 don't get that kind of intravenous solution, but it's

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1 another one. And, you know, I do think they have done
2 appropriate work to minimize risk, but I would be
3 hard-pressed to argue that this could fall in any
4 stretch of the minimal risk definition.

5 But from a clinician's perspective, this
6 is a very low level of risk, incremental risk, from a
7 clinician's perspective. But from a regulatory
8 perspective, I don't think it's minimal risk. I think
9 it very comfortably falls into minor increase over
10 minimal risk and may have aggressively minimized risk.

11 And they have done it I think, you know, very, very
12 well.

13 CHAIRMAN NELSON: Let me go to Billie Lou,
14 and then I'll come back to Jill.

15 DR. SHORT: Yes. Actually, I just want to
16 agree with that statement. I think for a clinician,
17 you would be in the middle risk category. Again, for
18 regulatory, it's probably above that, but this
19 basically is another hyperal solution. We have lots
20 of data. In fact, the albumin amount is much less
21 than some of these kids may get.

22 So the infection risk I think for that is
23 very, very low. And the blood draw is small. It's a
24 risk, but it is small. So I think it's a --

25 CHAIRMAN NELSON: Joan?

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1 DR. CHESNEY: I was just going to agree
2 that I think it is minor increase over minimal risk
3 because you are giving over 24 hours a unit of albumin
4 and with the inherent risks of that, that these
5 infants wouldn't otherwise be getting. So I agree
6 with Alan they have minimized the risk, but there is
7 an increase over not receiving a 24-hour infusion of
8 albumin.

9 CHAIRMAN NELSON: Let me ask the group a
10 question, then. My preference in getting to where we
11 discuss specific conditions, they should do this, they
12 should do that, I mean, and all the kinds of things
13 that we may want to do would be to do it in the
14 context of a specific recommendation about where this
15 could be approvable if we're going to go there, as
16 opposed to disapproved.

17 So I guess my question to the group is, do
18 you feel that we need to spend more time together
19 framing these various questions or are we at the point
20 where someone might be willing to venture a proposal
21 of one of those three that I've outlined, either
22 approval, which means no conditions; approvable with
23 some conditions; or reject but specific to the
24 category?

25 So let me just ask first if people feel

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1 comfortable going in that step or if we need to have
2 more discussion about things to where we could at
3 least fit it within that framework. Alan?

4 DR. FLEISCHMAN: I like where you're
5 going, but I would like to caution that we first focus
6 on Drs. Spence's and Hamvas' protocol, not re-create
7 it at the outset, and see where we can go with that.

8 CHAIRMAN NELSON: That's my intent. Yes.

9 DR. FLEISCHMAN: Okay. Because what we
10 have had are some suggestions to enhance either the
11 science or the doability issue. I mean, it strikes me
12 that we have something in front of us that we need to
13 --

14 CHAIRMAN NELSON: Right. Procedurally my
15 intent would be if a suggestion like that didn't get
16 an overwhelming round of support as a requirement, it
17 would basically go fizzle. In other words, when we
18 get into that discussion, it is going to be okay,
19 that's nice as a suggestion, but is it a requirement
20 or not?

21 I'd really like to do that first, get
22 those absolute things on the table. If there are
23 finer points, we can think pick that up as we go
24 along. Does that make sense? So yes, I'd like to
25 stay with the protocol concretely.

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1 Joan?

2 DR. CHESNEY: Are you looking for somebody
3 to make a motion? In other words, I would favor
4 supporting discussion of approval with conditions at
5 this point in time, I think. Is that what you were
6 looking for.

7 CHAIRMAN NELSON: But the question is
8 under which --

9 DR. CHESNEY: You're looking for a
10 consensus?

11 CHAIRMAN NELSON: No, no. A motion is
12 fine, but under which category?

13 DR. CHESNEY: Under 407.

14 CHAIRMAN NELSON: Or 50.54. Our FDA
15 colleagues I'm sure would like us to include that in
16 there. So I guess the motion is for approvable with
17 conditions under 50.54 or 46.407. Now, procedurally
18 we need a second.

19 MS. HOLDER: Second

20 CHAIRMAN NELSON: All right. Now, what we
21 end up doing is let's talk about the conditions
22 because the idea here is we get the conditions to
23 where we agree on those and then vote on the main
24 motion once those conditions are in place. So why
25 don't we go through those conditions?

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1 And so what I would like people to do is
2 first talk about conditions that if that were not
3 done, you would basically say it should be rejected.
4 In other words, not it would be nice if, but if they
5 didn't do this, it should not go forward.

6 Once we get those on the table, then we
7 can go to the next group, which is in doing this, it
8 would be nice if they did this and then get some sense
9 of those.

10 So the first conditions I would like to
11 entertain would be those things that if they didn't do
12 it, you think it should sort of stop here if they
13 didn't do it. In other words, as it is presented, if
14 they didn't do it, it shouldn't go forward as
15 presented.

16 Mary Faith?

17 DR. MARSHALL: I am worried about whether
18 it's adequately powered. And so I would want to be
19 reassured that it was adequately powered, especially
20 the control arm, with an n of ten.

21 And perhaps one way, we could talk about
22 whether a DSMB for the study is something that should
23 be considered, but the powering I think need
24 revisiting.

25 CHAIRMAN NELSON: I'm only pausing because

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1 I'm thinking how one would formulate that. I mean,
2 other than asking for an independent statistical
3 review, how would we focus that?

4 DR. MARSHALL: Yes. I think that would be
5 the way to do it. I think that would be absolutely
6 the way to do it. It could be either done separately
7 with an independent review, statistical review, or if
8 we at some point decided to recommend that there be a
9 DSMB, then they could also prospectively review it.
10 And then their statisticians would obviously take a
11 look at that.

12 CHAIRMAN NELSON: Let's keep the DSMB
13 separate.

14 DR. MARSHALL: Okay. Yes.

15 CHAIRMAN NELSON: So I guess the
16 recommendation for a condition is that the appropriate
17 sample size of this comparison group be reviewed by an
18 independent statistician to ensure that, in fact, the
19 sample size is appropriate.

20 Now, I assume you are concerned it is too
21 small. Is there a size that would worry you about
22 being too big or is it just a question of power?

23 DR. MARSHALL: It's a question of power.

24 CHAIRMAN NELSON: Mark?

25 DR. HUDAK: Gee, I guess I take a very

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1 different approach to thinking about this. I think
2 that the numbers are very small. I think that ten
3 patients may take by past sort of performance two
4 years, two years or so.

5 And basically the information you are
6 going to get out of this is -- I mean, your hypothesis
7 may be that compared to the four weeks post-birth in
8 the pre-term infants, this group is going to have very
9 good surfactant recycling. And it's going to be
10 homogeneous because the kids don't have any gas
11 exchange abnormalities. And, therefore, presumably
12 surfactant is intact, in which case to me power is not
13 very important.

14 You are basically going to see what you
15 find. And if you find that all ten babies have
16 predominantly recycling and very little incorporation
17 of precursors, you have answered your question.

18 I don't know that a power calculation is
19 necessary to justify the sample size. I think you are
20 going to look at ten, see what you got, and go from
21 there.

22 DR. MARSHALL: So is that generalizable,
23 then? I guess I'm worried about accrual, too.

24 DR. HUDAK: You don't know until you find
25 out. That's the whole issue. I mean, that's science.

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1 They may find something very different than what they
2 expected. They might find exactly what they expect.

3 DR. MARSHALL: So would that argue from
4 your perspective for a DSMB in terms of looking at the
5 findings of the results as one goes along?

6 DR. HUDAK: No, no.

7 CHAIRMAN NELSON: Michael wants to jump
8 in.

9 DR. FANT: Yes. Let me start off with
10 going back to my prefacing comment that as a clinician
11 and an investigator who does investigation because of
12 the limitations of what we know clinically, this line
13 of investigation, while there is no immediate payoff
14 that you can sort of see in the near-term, this type
15 of fundamental increasing our fundamental
16 understanding of the biology of lung disease, both
17 from a developmental standpoint and in different
18 cross-sections in time, you know, I think is very
19 important. And it really pushes us beyond what we
20 have kind of been relegated to trying to deal with and
21 do in the clinical setting now and really addresses
22 some of the more dynamic, complex issues related to
23 lung disease and how best to attack it.

24 So I think in terms of the information
25 that will be gleaned from any of these kids will at

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1 some level be applicable and generalizable to kids in
2 general.

3 I know the focus in the protocol, the
4 primary problem that we deal with is RDS in pre-term
5 kids, you know, but lung disease affects kids and
6 adults, actually, of all ages with various underlying
7 disorders. And I think understanding how surfactant
8 metabolism is altered I think at the end of the day is
9 going to be relevant not only to kids but to
10 everybody.

11 Now, having said that, coming back to the
12 protocol specifically, you know, again, I really don't
13 see how the control group is really going to answer
14 any specific question, really help clarify with this
15 group what observations are made in the pre-term group
16 with RDS. But, having said that, I think the
17 information that's gotten from the term kids will be
18 useful and generalizable on some level.

19 Now, getting back to the protocol, in the
20 consent process, the term kids are enrolled. The
21 general sense I've gotten is that when they're
22 enrolled, you know, the families may get the
23 impression that somehow the information that's
24 obtained with their kids may help understand what goes
25 on with what's going on in the pre-term kids. And it

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1 may or it may not, but I don't think it will once the
2 data is obtained.

3 I think kind of at the end of the day when
4 a lot of studies are done, you know, it all may be put
5 together. And, sure enough, it helps us understand
6 the big picture. But I'm not sure that the connection
7 between this control group and understanding the
8 process that's going on in the pre-term kids is going
9 to be better defined or more clearly understood.

10 And I'm not sure if the enrollment of the
11 control group should be marketed in a sense to that
12 end. I'm not sure if it's -- you know, I think it's
13 just as appropriate and I think it's just as
14 compelling to say this is a problem that affects kids,
15 certainly more strikingly in the pre-term kids, but
16 the information we get is really going to be a
17 critical piece of the puzzle that helps us understand
18 how disturbances in surfactant metabolism affect all
19 kids with lung disease.

20 So that kind of touches on a couple of
21 areas, one of which from a pragmatic sense is sort of
22 in the consent process.

23 CHAIRMAN NELSON: Well, then when we
24 finish with the statistician, I'll come back to you
25 and ask you to formulate your consent issues as a

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1 recommendation.

2 Let me try to frame the question to the
3 statistician this way and then ask how we want to
4 proceed. Even if you see this as a descriptive study
5 of full-term infants, the question of the
6 heterogeneity or homogeneity of the population could
7 be reformed as how many measurements do you need to
8 make to where you end up with a small enough
9 confidence interval to where you can actually have
10 some reasonable accuracy, even as a descriptive
11 predictor of what you would expect in that population
12 when you measure the next infant.

13 So it goes to the heterogeneity. It goes
14 to the measurement issue. And it's also then by
15 framing it that way not a question you can answer a
16 priori as if you already have two measurements in a
17 population, can do a sample size because you're
18 postulating a difference, et cetera.

19 So it's kind of hard, even if you view it
20 as a descriptive issue, to say what that sample size
21 ought to be because if it's a very narrow range of
22 measurement, then it could be a very small number.
23 And if it's a wide range, it may have to be a very big
24 number.

25 So, having said that, I guess my question

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1 is, where do we want to go with that? We could just
2 say it's a concern and not make it a condition.

3 But having listened to this, Mary Faith,
4 what would you like to do?

5 DR. MARSHALL: Well, I'm not a
6 statistician. I just have sat on enough sort of
7 intramural DSMBs and so forth to realize that things
8 aren't always well-designed up front.

9 And if you find yourself in the middle of
10 a study that hasn't been adequately defined or powered
11 up front, then it can be an unfortunate thing.

12 But if you're saying that this is
13 descriptive and that it's something that will need to
14 be sort of understood as it progresses, then I will
15 certainly defer to the clinician scientists.

16 DR. HUDAK: I think there's some element
17 that there is a hypothesis, but it's also
18 hypothesis-generating.

19 DR. MARSHALL: Perhaps just to get back to
20 what you said, at some point I'd like to visit the
21 idea of whether the design of a control group versus
22 whether we really have two separate studies here, I'd
23 like for us to discuss that at some point, Skip.

24 CHAIRMAN NELSON: Well, let me first add,
25 do you want to reformulate or just decide to take back

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1 the study session?

2 DR. MARSHALL: I will retract my sort of
3 statistician query, then.

4 CHAIRMAN NELSON: To comment on the one
5 study/two study thing, you could do it either way.
6 And I think as long as we recognize what it is and
7 evaluate it as it is, it's a comparison group, which
8 is very different than saying it's a control group.

9 DR. MARSHALL: I agree. I agree.

10 CHAIRMAN NELSON: So I'm not sure we need
11 to do that. You could have done it either way.

12 Alan?

13 DR. FLEISCHMAN: I think Mary Faith,
14 though, is going in a direction that would have
15 recommended a year ago to these investigators. It is
16 clear that the preemie studies are approvable under
17 406. It is also clear to me that the full-term baby
18 studies are approvable under 406 if these
19 investigators were interested in fundamental questions
20 about surfactant synthesis in babies who are sick and
21 on respirators.

22 There's a lot of fundamental questions we
23 haven't answered in that population. Now, they
24 haven't sought that from us nor from their IRB, but it
25 strikes me that if their focus had been on this other

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1 context of fundamental interests, we wouldn't be here.

2 And then if you've got data from the
3 preemies and you've got data from the full-term
4 babies, nothing stops you from kind of looking at
5 them.

6 But in this context, I think we're at a
7 407 juncture. And I don't find any deal-breakers. I
8 don't find any things that we need to have in the
9 protocol that isn't there now that would make it
10 approvable that doesn't make it approvable now.

11 CHAIRMAN NELSON: Okay. Let me see if
12 there are others who might formulate a deal-breaker
13 that needs to be unbroken. I'll go to Joan and then
14 Billie Lou.

15 DR. CHESNEY: Under the conditions -- and
16 I think Alan makes an excellent point that if you
17 reframed the question, maybe we wouldn't be here -- in
18 reading the materials we had before the meeting and
19 then hearing things today and particularly hearing Dr.
20 Hamvas' comments that just sheer forces and oxygen may
21 affect surfactant concentrations, I am wondering
22 whether all normal newborns who were on a ventilator
23 for non-pulmonary reasons are appropriately included.

24 And specifically I wonder about if
25 patients who are on a ventilator for heart conditions

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1 should be included. I don't know enough about
2 cardiology and pulmonary medicine, but maybe those of
3 you who do.

4 I have less problem putting the babies who
5 have GI conditions or neurologic conditions; for
6 example, physical abuse or something like that, but I
7 just wondered if we shouldn't ask the investigators
8 for a little bit more definition of what normal
9 neonates will be looked at other than just having a
10 normal chest X-ray and an oxygen requirement of less
11 than 30 percent.

12 I guess that's a question, rather than an
13 actual condition. And I don't know if Dr. Hamvas can
14 still comment or some of the neonatologists or Dr.
15 Rubenstein.

16 CHAIRMAN NELSON: He can if we ask him to.
17 He can't if we don't.

18 (Laughter.)

19 CHAIRMAN NELSON: Ron?

20 DR. RUBENSTEIN: I'll be happy to comment.

21 I think Dr. Hamvas this morning talked about how he
22 would be very leery of children with certain
23 congenital heart diseases being appropriate for the
24 study or not.

25 I can think of children with vascular

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1 rings who could certainly be appropriate for the
2 study, children with coarctation of the aorta who
3 would be appropriate for this study, children with
4 small non-hemodynamically significant ASDs or VSDs who
5 might be appropriate for this study, but certainly
6 children with tetralogy of Fallot or more complex than
7 that I think that the investigator in this discussion
8 this morning was very succinctly in saying that he
9 would be very leery of putting a patient on this
10 protocol. So asking him to define that in writing, I
11 think he's be happy to do that.

12 DR. CHESNEY: That was my only point. And
13 maybe that doesn't even qualify as a condition but
14 just that that was more clearly delineated.

15 CHAIRMAN NELSON: Billie Lou?

16 DR. SHORT: Actually, that was the same
17 point I was going to make. I would make a condition.

18 I think it's key if you're going to leave this as a
19 quasi-controlled group that you have it very focused
20 and defined. And I think major cardiac lesions with
21 shunt physiology should not be included. I think the
22 omphalocele, the kids who have hypoplastic lungs
23 should not be included.

24 And I think if they can focus this, there
25 is a group that is on the ventilator with another

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1 disease process with ventilation because secondary to
2 surgery that they could get good data from. And it
3 would make that a cleaner data set if they don't want
4 to add a whole other study looking at term infants
5 with various diseases. And I think if we have to look
6 at this protocol, that would be my recommendation.

7 CHAIRMAN NELSON: Let me summarize what I
8 have heard for my own benefit and see if everybody
9 agrees. In a sense, we're looking at two sides of one
10 coin in that we're flipping it back and forth. You
11 look at one side as presented.

12 As a comparison group, they need to reduce
13 the heterogeneity that they potentially may have from
14 other complicating conditions, whether it's various
15 non-pulmonary lesions that then result in pulmonary
16 hypoplasia or cardiac lesions where flow through the
17 lungs may be affected in a way that might impact on
18 surfactant physiology.

19 Now, to the extent they want that group to
20 serve as a comparison for this other group, they need
21 to reduce that heterogeneity. And I've heard and I've
22 heard no disagreement that then that could fit
23 appropriately under the 407 or 50.54 category.

24 The irony is that there is, in fact, as
25 the very desire to reduce heterogeneity illustrates,

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1 important questions of surfactant kinetics and
2 physiology in full-term infants with a range of other
3 conditions that impact on lung physiology, not the
4 very least of which is the simple active intubation
5 for a non-pulmonary indication.

6 And the irony, which I am perceiving, --
7 and now I am understanding I think better where Ron
8 was going -- the irony that if they had focused on
9 that as their primary hypothesis, then it very well
10 may have fit under a 406 or a 50.53 category because
11 then the focus of the scientific investigation was
12 precisely on that full-term population, rather than as
13 a comparison group for another set of questions,
14 illustrating I think the dynamic relationship between
15 the hypothesis and focus of a scientific investigation
16 and the definition of the condition that you're, in
17 fact, investigating.

18 Did I get it? Okay.

19 (Laughter.)

20 CHAIRMAN NELSON: Hopefully someone has
21 written that down. It's on tape.

22 But that leaves us with what they have
23 proposed to do and I think, back to Alan's advice,
24 leads to what they propose to do. And I think they've
25 certainly heard the scientific discussion.

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1 It's not clear to me that we have to frame
2 it as a condition. And, you know, the process by
3 which this goes through will be another vetting by the
4 IRB and by the OHRP and by the et cetera, et cetera.
5 So it's not clear to me with this discussion we need
6 to take that and frame it as a condition, having had
7 that discussion.

8 So, again, placing aside the consent for
9 the moment, which I will give some space to, are there
10 things that really ought to be there that we haven't
11 seen for us to be comfortable with them doing this
12 under 407.

13 Okay. Let's talk about consent, then.

14 DR. MURPHY: Now, Skip, did you just say
15 that the condition that Dr. Short thought should be
16 there, you're saying shouldn't be there?

17 CHAIRMAN NELSON: Well, I mean, we could
18 formulate it as -- I guess we could formulate that to
19 the extent that they want this to serve as a
20 comparison group. The full-term infants that are
21 selected ought to have conditions that are excluded,
22 much along the lists that were mentioned verbally. I
23 mean, that would be fine.

24 DR. MURPHY: Okay. Because I do think it
25 also gets at some of the other questions that were

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1 coming up earlier so that it makes it easier I think
2 to frame what you just said, which is --

3 CHAIRMAN NELSON: Right. You're right,
4 right.

5 DR. MURPHY: -- this group really has
6 questions and we don't want to muck it up by having
7 more heterogenicity in that group.

8 CHAIRMAN NELSON: Yes. You're right. To
9 the extent that the investigators --

10 DR. MURPHY: Excuse the technical "muck"
11 word.

12 CHAIRMAN NELSON: That's an FDA word, yes.
13 I guess to the extent that they're presenting it as a
14 comparison group, making sure that the population is
15 homogenous enough to make it a meaningful comparison
16 group is an appropriate condition.

17 So I guess, having said that, is there a
18 second?

19 DR. CHESNEY: (Raising hand.)

20 CHAIRMAN NELSON: So is the second for the
21 condition, I guess. Is there any other discussion of
22 that particular condition?

23 DR. SHORT: I'll second it.

24 CHAIRMAN NELSON: Well, you're the first
25 author. So, to restate it clearly, it's to say as a

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1 comparison group within the framework presented for
2 the research as a 407 is a comparison against a
3 pre-term, that that needs to be a fairly homogenous
4 group explicitly excluding conditions known to be
5 associated with impacts on surfactant, such as cardiac
6 lesions that affect pulmonary blood flow and pulmonary
7 hypoplasia.

8 Can we be more specific, Ron?

9 DR. RUBENSTEIN: I think you're going a
10 little far by saying "conditions known to" influence.

11 CHAIRMAN NELSON: Thought to?

12 DR. RUBENSTEIN: The major issues I would
13 say, you know, I was thinking kids with pulmonary
14 hypoplasia are going to be excluded from this study
15 because they're not going to have normal chest X-rays.
16 And they're not going to have fractional inspired
17 oxygens less than 30 percent.

18 CHAIRMAN NELSON: Right.

19 DR. RUBENSTEIN: So I think they're pretty
20 much excluded. I think you could make the same
21 argument for kids with significant congenital heart
22 disease, that they would already fall out, but if you
23 wanted to say, as you said in your presentation this
24 morning, Dr. Hamvas, that you want to exclude kids
25 with significant intracardiac shunt physiology. And I

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1 do believe the kids with pulmonary hypoplasia would be
2 excluded by what is here already.

3 So if you want to just get to the kids
4 with significant cardiac shunt physiology, that would
5 I think take care of -- I don't think we know enough
6 about surfactant metabolism to say things that are
7 known to influence surfactant metabolism.

8 CHAIRMAN NELSON: Mark?

9 DR. HUDAK: Well, I agree with the
10 discussion, but from what I heard Dr. Hamvas present,
11 I think he had well in mind exactly which patients he
12 was going to put in this comparison group. And I
13 think sort of better defining that is perhaps better
14 left to the local IRB than as a condition of approval
15 here.

16 CHAIRMAN NELSON: I guess we could word it
17 generally enough so we're not micromanaging that
18 population. And I'll have to capture the wording. Is
19 that fair without listing conditions but express the
20 sentiment?

21 So just on the one condition before us,
22 which is that the population be defined in the way it
23 was presented to us, homogeneously enough to make it a
24 meaningful comparison group, I guess I'll just ask for
25 hands of those who are in favor of that as a condition

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1 for approval.

2 (Whereupon, there was a show of hands.)

3 CHAIRMAN NELSON: I'll let the record
4 stand. Are there any abstentions?

5 (No response.)

6 CHAIRMAN NELSON: Or no votes?

7 (No response.)

8 CHAIRMAN NELSON: So all voting members of
9 the panel voted in favor of that if that is sufficient
10 for the transcript.

11 Going on to the consent documents and
12 process, there were some issues raised about the
13 consent. Michael raised some. I know Jill and Kate
14 and Paula and other people raised some.

15 So is there a condition that is emerging
16 out of that that people think could be formulated?

17 MS. KNUDSON: I would like to recommend
18 that the consent form be considerably simplified in
19 language that the risks as listed be changed to take
20 out "none," as we had said, to make absolutely certain
21 that it is very clear both -- I believe Dr. Hamvas
22 will not enroll someone who thinks there is any
23 benefit that their baby will derive, but I would like
24 to say it very specifically in the consent form,
25 perhaps even in a couple of places, oh, and the

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1 alternative, actually, that there is an alternative
2 not to agree to be in the study.

3 CHAIRMAN NELSON: So let me just rephrase.

4 So simplification of the consent language;
5 elimination of language of risk, which we already was
6 eliminated from a more up-to-date, but the movement of
7 alternatives, as was previously discussed, which was
8 also noted. And I'm sorry. The fourth was?

9 MS. KNUDSON: Being absolutely certain
10 that there's no direct benefit.

11 CHAIRMAN NELSON: People not laboring
12 under the misperception of benefit. Now let me ask
13 you a specific question. One of the public comments
14 recommended a research subject advocate. I don't know
15 if this is funded by the GCRC or not, in which case
16 there would be someone involved, but is that something
17 that would be helpful or not in this context?

18 MS. KNUDSON: Oh, yes, I would think so,
19 absolutely. I would love to have a research subject
20 advocate, an outside person not associated with the
21 research.

22 CHAIRMAN NELSON: Right. I assume that
23 that such person is available at Washington University
24 since I assumed they have a general CRC.

25 Why don't we focus on the consent document

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1 itself? We can keep the advocate as a process point.

2 But on the document itself, Michael, you had a
3 comment about marketing.

4 DR. FANT: Yes. I throw this out for
5 feedback as much as to make a point and to see what
6 other folks may think, but in just reading through the
7 informed consent, I think, as in any informed consent,
8 it is just as important that the people who are
9 signing it really understand clearly what they're
10 signing onto and what they're not and what may be
11 inferred and what is real.

12 And on the first page, -- this is under
13 the "Parental Permission" tab briefing document --
14 number one, why is this study being done? To study
15 the production of surfactant, the material that helps
16 babies breathe but is missing in premature babies.
17 Clear. No, no issue with that.

18 This is important because only about half
19 of premature babies respond to surfactant replacement.
20 This suggests something else unrelated to not
21 producing enough surfactant may be causing some of the
22 breathing problems in premature infants.

23 And I sort of get the sense from just
24 hearing that, you know, just trying to put myself in
25 the parents' position that if I enrolled my child who

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1 doesn't have this condition, they get information, it
2 will help them interpret the information they get from
3 the kids who do have the condition. That's kind of
4 what I'm kind of imagining as I think through this.

5 And I really think my interpretation of
6 the comparison group is that the ability to make that
7 connection with the kids who have RDS, it's not going
8 to be that direct. You know, it may come at a later
9 date when more information is known with other kids.

10 And I just want to be sure that however
11 this is worded, that the parents of the kids that are
12 in the comparison group really understand that the
13 value of the information that is gleaned from their
14 child may not necessarily help understand what is
15 going on in pre-term kids at the conclusion of the
16 study but may be important to understand surfactant
17 biology in general and will ultimately be important.
18 I'm not sure how to translate that into a specific --

19 CHAIRMAN NELSON: Well, I don't think we
20 need a wordsmith, but the idea is to sort of
21 de-emphasize the connection with prematurity in that
22 that is what is being explored, but you don't want to
23 oversell it in a way that may mislead people to think
24 that it's a direct connection.

25 Jill and then Kate?

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1 MS. FISCH: I know we're not picking this
2 apart and taking it apart word for word, but I do
3 agree with Michael. And I do agree with Paula. The
4 one thing that really sticks out at me, in addition to
5 many other things in the consent, isn't the first part
6 where it says, "If you don't need treatment right
7 now." That leads parents to believe that their
8 children are receiving treatment. I'm not really sure
9 why that is in there.

10 If you do not need treatment right now,
11 you can take home an unsigned copy of this form.

12 CHAIRMAN NELSON: Boilerplate.

13 MS. FISCH: But a parent looking at that
14 and just looking at that and maybe not reading through
15 every word of the consent is going to look at that and
16 say, "Treatment." You're going to focus on that word.
17 And they're going to think their child is being
18 treated for something. And I think that's an issue.

19 CHAIRMAN NELSON: What you're raising is
20 whether that what I assume is boilerplate language in
21 the standard --

22 MS. FISCH: It has to be very specific.
23 The parents need to know what they're signing, what
24 their children are getting into, and what the risks
25 are. I mean, it needs to be as clear as clear can be

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1 on a very basic level.

2 CHAIRMAN NELSON: Right. Kate?

3 MS. SHAFER: My comment is along the lines
4 of what I asked about before, which I don't think I
5 fully understood the response. And it has to do with
6 the section 2 in the consent form about blood draws.

7 I still don't know how -- I mean, it
8 seemed clear to me in the response earlier that the
9 drawing of blood at times that are not consistent
10 across patients, some of the data may be unusable and
11 discarded or certainly not be comparable or
12 generalizable.

13 So I guess it falls in a it would be nice
14 if there could be consistency in the blood drawing so
15 that it's done at the same time frames, rather than
16 some kids having blood drawn five sample times over a
17 consistent amount of time and others drawn at variable
18 times.

19 CHAIRMAN NELSON: Let me ask you a
20 question.

21 MS. SHAFER: It's not a condition exactly
22 but a question.

23 CHAIRMAN NELSON: I understand, but as a
24 parent, let me ask you a question. As you saw the
25 curves that were generated from the previous work,

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1 getting five sample points at different times gives
2 you a nice curve. Getting two or three sample points
3 depending upon where they fall in that curve, may or
4 may not give you as nice a curve in that you may or
5 may not -- hopefully would still fit on that curve but
6 not generate as nice a curve.

7 There's a tension between minimizing risk
8 by not doing additional nonclinical sampling in the
9 absence of a catheter.

10 MS. SHAFER: Right.

11 CHAIRMAN NELSON: So you're really raising
12 the question about whether an additional risk of a
13 timed sample absent a catheter; therefore, a
14 nonclinically indicated needle stick, is worth it for
15 the scientific purpose of the investigation.

16 So I guess to ask you explicitly, you have
17 asked the question twice. If you were a parent and
18 having heard this conversation, would you say, "I'd
19 rather have my child get an additional needle stick
20 where I know the data is worth getting" or not?

21 MS. SHAFER: An additional needle stick
22 specifically and only for the purpose of research?
23 No.

24 CHAIRMAN NELSON: Correct. Well --

25 DR. FLEISCHMAN: Kate's argument isn't

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1 that, Skip. Kate's argument is ineligibility
2 criteria. If you don't have a catheter in place in
3 which five samples can be drawn, maybe you should be
4 ineligible because she is concerned about the quality
5 of the data that's obtained at a haphazard moment, --

6 MS. SHAFER: Right, right.

7 DR. FLEISCHMAN: -- rather than at a --

8 CHAIRMAN NELSON: I understand that, Alan.
9 That was the next place to go because I don't think
10 it was clear. You could say just to use a needle.

11 MS. SHAFER: That was exactly what I
12 meant.

13 CHAIRMAN NELSON: The problem there is I
14 think the answer was given that when you get out to
15 the two and the four-week, you don't have catheters.
16 And so you can't get the data.

17 DR. FLEISCHMAN: I didn't's say I agree
18 with that.

19 CHAIRMAN NELSON: Right.

20 DR. FLEISCHMAN: I just said that's what's
21 being raised.

22 CHAIRMAN NELSON: Well, that's why I
23 wanted to ask the prior question. So the answer, then
24 it's just a question of you get what you get because
25 you would not want to do an additional stick.

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1 And in a sense, it's almost like
2 population pharmacokinetics, instead of individual
3 case. I mean, you end up with enough babies with the
4 samples distributed all over the curve to where you
5 draw a curve on average for that population of babies.

6 MS. SHAFER: But will there be enough
7 babies to get that?

8 CHAIRMAN NELSON: That again goes back to
9 the same question of the heterogeneity of the
10 population. Until you do it, you don't know. But
11 it's the same kind of tension between population PK in
12 a sense and individual patient data where you draw a
13 lot of samples versus a couple of samples and then get
14 a larger population. I don't know if there's data to
15 know. Maybe there is.

16 MS. FISCH: I just want to be clear on
17 something. With the five blood draws with the
18 catheter versus taking blood draws during the day,
19 it's possible that that data would be unusable. So
20 the babies would get stuck.

21 And it may not be useable data anyway. Is
22 that right? I just want to make sure I'm thinking
23 about it the right way.

24 MS. SHAFER: They would be stuck anyway
25 for --

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1 MS. FISCH: Right, right.

2 MS. SHAFER: The additional blood that's
3 drawn --

4 MS. FISCH: Right.

5 MS. SHAFER: -- for research purposes may
6 not be useable.

7 MS. FISCH: So they would be getting the
8 blood draw anyway, no matter what?

9 CHAIRMAN NELSON: Yes.

10 MS. FISCH: And it would just be a matter
11 of taking a little bit extra?

12 CHAIRMAN NELSON: Yes.

13 MS. FISCH: Okay. I just wanted to be
14 clear on that. Thank you.

15 DR. MURPHY: Skip, I'm trying to see if we
16 can help answer the question. And I think your
17 analogy to population PK might be very helpful because
18 in doing drug levels in general, we like to have, you
19 know, samples every few minutes so we get these really
20 nice curves. And that gives you the best curve that
21 you can get.

22 But over time, people have developed a
23 different approach because of all of the sampling
24 issues. This is just in another arena where you can
25 get random samples, if you will, but I think it comes

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1 to your question, really, if you do it that way, then
2 you've got to have enough numbers of the random
3 sample. So I think that that is the question that I
4 think you're really asking.

5 It's not that it's -- it would be useless
6 if you didn't get enough samples if it turned out that
7 way, but there are approaches that try to integrate
8 that sort of population approach, instead of all of
9 those time samples.

10 CHAIRMAN NELSON: Perhaps I could
11 formulate a question and, with the Committee's
12 permission, ask Dr. Hamvas to respond. I mean, we
13 have an n of 53 that had been done previously. And I
14 don't know if that includes the premature group in
15 this study, but of that, there were some done at four
16 weeks, where they probably didn't have catheters.

17 So is there an estimate of the number of
18 infants whose data ultimately were not useable who
19 were placed at the risk of the infusion but, yet, you
20 couldn't use the data simply because of the sampling
21 problem that we have been discussing? Is that a real
22 problem or is that mainly just a theoretical concern?

23 DR. HAMVAS: So of those 53 babies or so,
24 there were maybe 3 babies for whom we could not obtain
25 adequate data. Two of those babies were extubated

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1 within 24 to 48 hours of starting the study. So we
2 just didn't have enough time points.

3 I'm trying to remember what the third one
4 was. I think because of a change in the clinical
5 condition, the infusion was stopped midway through.
6 And so we discarded that, those data.

7 We have amassed a reasonable experience
8 from getting these blood samples on babies. So we
9 have a general idea as to what population mean and
10 standard deviation are for these plasma samples.

11 So that helps us interpret if we have a
12 baby for whom we only have one or two blood samples
13 and one seems way out of line. It helps us
14 understand, well, perhaps that's an aberrant sample
15 and there was something wrong with that.

16 We have still utilized, then, the
17 population mean from our plasma sampling so we can
18 still get adequate data from those babies. So that
19 has not been a limitation to this point.

20 MS. SHAFER: And that was all in pre-term,
21 in studies of pre-term babies?

22 DR. HAMVAS: Right.

23 MS. SHAFER: So I guess the question,
24 then, is with ten normal comparison infants, is that
25 enough to be able to generate a picture of what those

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1 one or two or three blood draws mean?

2 DR. HAMVAS: Yes. And I don't know the
3 answer to that right now. Until we start obtaining
4 some of the information, seeing what the spread of the
5 data looks like, I really don't have any basis with
6 which to answer that.

7 CHAIRMAN NELSON: Well, let me ask a
8 question, then. Given that, I mean, one could
9 formulate a recommendation that the early experience
10 be gained with infants with an in-dwelling catheter.

11 In order to generate that data, you could
12 then sit intermittent sampling if we chose to go
13 there. I mean, that would be the direction that one
14 could take to address your concerns.

15 DR. CHESNEY: I was just going to ask the
16 neonatologists and critical care people here, how
17 often do you have an infant intubated and not have an
18 in-dwelling catheter for ready access? I can't
19 imagine that happens very often.

20 CHAIRMAN NELSON: As a full-term, it would
21 probably be unusual. As a four-week premature, it
22 would not be unusual, but that's not the population
23 we're talking about here.

24 DR. HUDAK: Well, I think is here for the
25 babies who are studied shortly after birth for one of

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1 these categories, most of these babies would have a
2 catheter because it would be, if nothing else, surgery
3 and so forth. There would be requirements for doing
4 that.

5 The issue becomes once you get out to two
6 and four weeks, for a kid who has got, you know,
7 minimal, you know, if any, lung disease who is
8 intubated, first of all, there are very few of those
9 babies that exist without lung disease at two or four
10 weeks who are term babies. And the second thing is
11 they would probably be very unlikely to have a
12 catheter.

13 DR. CHESNEY: Unlikely to have a catheter,
14 even though they were intubated at two to four weeks?

15 DR. HUDAK: Yes. I mean, you know, if
16 you've got a term baby who is on, you know, room air
17 on a rate of 15 and is, you know, for whatever reason,
18 receiving a combination of feedings and TPN, you get
19 very few labs. And you try to get the catheter out
20 because you've got complications with catheters.

21 CHAIRMAN NELSON: So I guess let me ask
22 Kate. I think this discussion certainly can edify the
23 investigators. Is this a strong enough concern that
24 we should add to our discussion of condition to the
25 protocol that the early experience be generated in

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1 infants with catheters or would that be such an impact
2 on feasibility that we wouldn't want to go to that
3 extent? I mean, that's the question that your mind
4 raises.

5 DR. HUDAK: Skip, I really think that the
6 information they're going to get is on babies who have
7 catheters who are close to birth, and they're going to
8 get very little on babies who are two weeks, four
9 weeks out.

10 That doesn't at all invalidate the
11 question they're asking. I think the critical thing
12 for them is to see what happens. I mean, Dr. Hamvas
13 can speak to this, but I think shortly after birth
14 would be adequate information.

15 CHAIRMAN NELSON: That's fine. So let me
16 just summarize what I've heard about the consent
17 document: simplification of language; elimination of
18 language about no risk; clarification of the
19 alternative not to be involved and putting that in an
20 appropriate place; de-emphasis of the connection with
21 prematurity since that is at this point somewhat
22 speculative as, in fact, the purpose of the research;
23 and to eliminate the template language about not
24 needing treatment and taking it home as that that may
25 potential reinforce the therapeutic misperception of

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1 this study. I've left the advocate out because we can
2 deal with that in terms of process.

3 So I guess that's what I've heard on the
4 consent. Is that sufficient for our sort of
5 high-level discussion, rather than wording?

6 DR. FANT: Yes. Skip?

7 CHAIRMAN NELSON: Michael?

8 DR. FANT: Just one tweak to that. Not
9 necessarily a de-emphasis to prematurity but a
10 de-emphasis of the data that is derived from the child
11 to understanding what goes on with prematurity.

12 I think it is valid to emphasize that the
13 data from their child will likely lead to a better
14 understanding of a disease that has a profound effect
15 on pre-term kids overall, but there's a bit of a leap
16 to make the connection between their child and
17 interpreting the data in pre-terms immediately in the
18 immediate term.

19 CHAIRMAN NELSON: Angela?

20 MS. HOLDER: The HIPAA language, in
21 particular, needs to be simplified and corrected.

22 CHAIRMAN NELSON: I agree, but I despair
23 of a solution to that problem.

24 (Laughter.)

25 CHAIRMAN NELSON: I know. And you have

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1 Doc Muhlbaier at Duke. So since he has written the
2 book, I guess send them the Duke template. Do you
3 really want me to put HIPAA in there? I mean, I can
4 make the comment about it's -- if they simplify it
5 down to a sixth or seventh grade level, it hopefully
6 would then get simplified. So we'll say including the
7 HIPAA language.

8 MS. HOLDER: Okay.

9 CHAIRMAN NELSON: Okay. So as a
10 condition, I would like to just entertain as a
11 condition those comments on the consent document as
12 one condition. So do we hear a second for that?

13 PARTICIPANT: Second.

14 CHAIRMAN NELSON: I ask for a show of
15 hands of all those in favor of the condition.

16 (Whereupon, there was a show of hands.)

17 CHAIRMAN NELSON: Any abstentions?

18 (Whereupon, there was a show of a hand.)

19 CHAIRMAN NELSON: One abstention, Dr.
20 Fleischman. Any objections?

21 (No response.)

22 CHAIRMAN NELSON: So other than Dr.
23 Fleischman, who abstained, the remainder of the voting
24 members voted in favor of that condition.

25 So let me now go back to the research

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1 subject advocate or it doesn't necessarily have to be
2 that person but the notion of an advocate for this
3 consent process and what we think about that. Dr.
4 Hamvas gave quite a description, I think, in answer to
5 one of Jill's questions about the consent process.

6 So my question is, what are your feelings
7 about the description? And the things that should be
8 put in place, was that an adequate description?

9 MS. FISCH: I think it was adequate in
10 that you do develop a relationship with your bedside
11 nurse, as you described, but let's not forget people
12 go on vacation, shifts change, and you have a rotation
13 of people on a daily basis.

14 I think it would be more helpful, in
15 addition to that, to have a particular person assigned
16 to go to with questions. In addition, I mean, the
17 nurse is a wonderful thing to have, but I think a
18 specific person really needs to be on board for
19 questions, concerns, and the like, in addition to the
20 nurse.

21 CHAIRMAN NELSON: Mark?

22 DR. HUDAK: Jill, can I just ask you to
23 clarify for me because this is a major change in how
24 research consent would be obtained. What is it about
25 this particular protocol that makes you say that that

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1 is something that we need to have as a condition? And
2 what would limit that? What I'm saying is, you know,
3 is this something that you think should be done for
4 all research --

5 MS. FISCH: I do.

6 DR. HUDAK: -- or is this something
7 specific --

8 MS. FISCH: Yes, I do.

9 DR. HUDAK: Because I think we need to be
10 addressing things that are specific to this protocol.

11 MS. FISCH: Well, I would feel that way
12 about any protocol. I mean, I think as a parent --
13 and I deal a lot with families who -- you know, all
14 different levels of education, income, and so forth.

15 And I think no matter where you are, it's
16 very important, you know, especially with research,
17 that the families have an advocate or somebody to go
18 to, be it the social worker or somebody else, to go to
19 with their questions and concerns, you know, not just
20 the doctors. The doctors can be very intimidating.
21 These are the doctors who may be taking care of your
22 child, in addition to doing this. And I think that
23 can be very intimidating as the parent.

24 A lot of times I speak to families and
25 they're afraid to even speak up to their doctors

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1 because they're afraid their child won't get the
2 proper treatment or they'll be looked upon poorly.
3 They don't want to ask too many questions because they
4 don't want to appear unintelligent.

5 And I think that if you have somebody else
6 who is accessible in any research project but in
7 definitely this one to make sure that everything is
8 explained, I think it is very important. And I would
9 consider it to be a condition that would --

10 DR. HUDAK: Well, I don't disagree with
11 you about the process. I think that's a very
12 appropriate way to sort of handle some of the issues
13 we see with these things.

14 But I'm just wondering within the purview
15 of this Committee in responding to this particular
16 protocol, whether or not that is something the
17 Committee can impose. I don't know.

18 MS. FISCH: Well, whether they can or
19 can't, I mean, that's how I look at it.

20 DR. MARSHALL: Can I ask a question for
21 clarification?

22 CHAIRMAN NELSON: Mary Faith?

23 DR. MARSHALL: Jill, I just want to make
24 sure I'm understanding what you're advocating for, and
25 that is a person, perhaps a research subject advocate,

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1 a social worker, someone, not necessarily to oversee
2 every consent process but someone to be there for
3 parents to ask questions of during the process as it
4 unfolds but someone besides the people who are already
5 listed on that list who might feel more comfortable
6 with the work who is available 24 hours a day, that
7 sort of thing.

8 MS. FISCH: Right. All the people they
9 are talking about, the nurses and doctors and so
10 forth, these are all people taking care of your baby.

11 DR. MARSHALL: Right, right.

12 MS. FISCH: And I think it's really hard
13 to sit there, you know --

14 DR. MARSHALL: An objective third party
15 sort of person.

16 MS. FISCH: -- while your child is
17 intubated and say, "Oh, you know, by the way, about
18 the research project."

19 DR. MARSHALL: Right.

20 MS. FISCH: And, you know, I'm concerned
21 about this.

22 DR. MARSHALL: Okay.

23 MS. FISCH: And there's another person to
24 call who is removed from all of that who you can go to
25 and even act as a go-between, you know, help you with

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1 the consent if you don't understand. Somebody may
2 feel more comfortable asking a question of you about
3 the consent itself if you don't feel comfortable
4 asking the physician.

5 And you will find parents who will never
6 ask a question of a physician. They'll never question
7 them ever. They'll just take their word, and that's
8 it.

9 DR. MARSHALL: Thank you. I just want to
10 make sure that --

11 MS. FISCH: Yes. Thank you.

12 CHAIRMAN NELSON: Paula? And then Ron.

13 MS. KNUDSON: Well, I actually would like
14 this to be someone who would see the family before
15 they actually sign the consent form to really be sure
16 as this independent person that the family really
17 understands and then go ahead and sign the consent
18 form if they really aren't comfortable, that all the
19 questions have been asked, that there is really some
20 basic understanding.

21 I'm not talking about really understanding
22 the science but understanding what their baby will
23 actually go through and that it is indeed not
24 treatment.

25 CHAIRMAN NELSON: Ron?

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1 DR. RUBENSTEIN: So I agree also with
2 everything that you say. I also agree with what Mark
3 says because from a practical standpoint, this becomes
4 an incredibly high standard for every -- if we mandate
5 this for this study -- and you said yourself you would
6 feel this way at any study at this review level. This
7 is something that has to be considered in the broader
8 context of what is it going to do to research in
9 children in general because the resources to have
10 somebody like this currently are not there.

11 So my specific question is NICUs have lots
12 of social workers. And the social worker in the NICU
13 being identified as somebody who could be at access,
14 would that be sufficient? There the resource already
15 exists.

16 MS. FISCH: That's pretty much what I
17 mean. I mean, to have somebody dedicated, take a
18 social worker who is already there dedicated to this
19 research project.

20 DR. RUBENSTEIN: But they won't be
21 dedicated to this research project.

22 MS. FISCH: No. But I'm saying if people
23 have questions, --

24 DR. RUBENSTEIN: Right.

25 MS. FISCH: -- that's who they could go

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1 to. And that would be their person if it's not for
2 the whole project, but it could be their social
3 worker, somebody they could go to if they're not
4 already working with a social worker but somebody who
5 really understands the project. I mean, all the
6 social workers then would have to understand the
7 project itself.

8 DR. RUBENSTEIN: That's putting a pretty
9 high burden and a high demand on somebody's job. I
10 mean, I'm not trying to take up --

11 MS. FISCH: No. I understand what you're
12 saying, but I feel that the children are worth it.

13 DR. RUBENSTEIN: I'm not trying to play
14 devil's advocate because --

15 MS. FISCH: And they need to be watched
16 for.

17 DR. RUBENSTEIN: Yes. In my own practice,
18 primarily in cystic fibrosis, we find out incredible
19 things from the social workers that the patients would
20 never tell us. And I'm very sensitive to what you're
21 saying, but from a practical standpoint, you know,
22 these are precious resources that we have in an era of
23 tightening resources to do these studies.

24 I'm trying personally to find the balance.
25 And the best way to find the balance is to create a

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1 use of the resources that we have, but to then try to
2 get a social worker to understand the science of this,
3 that's difficult. And that puts a lot of demand on
4 their time when they have other things. You know,
5 they will all tell you that they have too much to do
6 as well, and they're right.

7 CHAIRMAN NELSON: Mark, did you want to
8 jump in?

9 DR. SHORT: Skip, I might just say
10 something on that. I hear what you are saying, and I
11 agree with you. We actually have a parent advocate
12 that we're lucky enough to have that's funded through
13 the March of Dimes right now.

14 Unfortunately, we don't control the social
15 worker's job description. They aren't under our
16 budget. So I couldn't go to my hospital and say I
17 want my social worker now to understand this protocol
18 and to meet with parents. I think they would do it on
19 their own, but you couldn't mandate the St. Louis
20 Hospital to say the social worker has to do this.

21 I think if we feel it's an important
22 person, we have to leave flexibility within the group
23 to pick who that person will --

24 MS. FISCH: It could be anybody.

25 DR. SHORT: Right, absolutely.

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1 CHAIRMAN NELSON: Let me separate out
2 function from who. Okay? And then we can talk about
3 function and then decide who could do it. But I have
4 heard and I think Paula had given the clear the
5 statement of function is that someone who can at least
6 address whether or not the parents understand what we
7 have talked about as far as the lack of benefit and
8 the data that is resulting. That's a particular
9 function.

10 Whether it's a research subject advocate
11 who is hired by the GCRC or the social worker or a
12 parent advocate who is available to the unit, this may
13 be less important.

14 So why don't we try and answer the
15 question in our own minds about whether we think that
16 function ought to be here in this study per se, even
17 though I agree it would be great for all studies, but
18 in this study per se whether we think that function
19 ought to be built in as a condition.

20 I guess to Alan and Mark, you had your
21 hands up. Feel free to answer a different question,
22 but --

23 DR. HUDAK: Well, I guess I would say that
24 I agree with you. In a perfect world, that would be
25 wonderful to have that happen, but I think in terms of

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1 the approval of this study, I can't say that we need
2 to have that as a necessary condition.

3 And with respect to all studies, you know,
4 my fears are that if you are working in a
5 research-intensive nursery, where there may be many
6 studies going on, different areas of study, you would
7 have to have a number of people trained up to
8 understand those different areas. And they have
9 intelligent conversations.

10 And my fear is that if you made that a
11 mandate everywhere, you would actually compromise
12 research because you wouldn't be able to provide the
13 resources to meet that criteria.

14 And, furthermore, there are some studies
15 that are very, very windows of time. And sometimes we
16 have to get babies in within six hours after birth for
17 things. And I'll tell you, at 2:00 in the morning,
18 you're not going to be able to have that happen.

19 It's difficult enough with the resources
20 you have, with the doctors and nurses and so forth, to
21 get that to happen. And so I just think there are
22 some practical issues.

23 CHAIRMAN NELSON: I would like us, though,
24 to just answer the simpler question of whether we
25 should do that for this study or not, which doesn't

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1 happen at 2:00 in the morning.

2 Alan? And then we'll go to Kate and Jill.

3 DR. FLEISCHMAN: I think this would be a
4 fine optional recommendation, rather than a mandatory
5 recommendation. The justification ought not be that
6 the families are vulnerable, but the justification
7 comes under Paula's I think rubric of since there is
8 no prospect of direct benefit, a high risk of
9 therapeutic misconception because we're at the 407
10 table, that the families be helped to understand this
11 is a fundamental physiology study. So it would be a
12 good idea if there were others involved in that. But
13 I would oppose it being a mandated recommendation for
14 all of the reasons that we have raised here.

15 I have done lots of clinical research and
16 realize that these babies are very vulnerable and that
17 these families are very vulnerable, but I don't think
18 that stops us from being able to do a good job of
19 getting true informed and voluntary consent, but here
20 the justification is I think there is no prospect to
21 direct benefit and a high likelihood of a therapeutic
22 misconception. And we could, therefore, argue that
23 this would be a good thing.

24 CHAIRMAN NELSON: Kate? And then Jill.

25 MS. SHAFER: As a clinical social worker

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1 who has worked in research hospitals for many years, I
2 would love nothing more than to mandate that there be
3 a social worker involved in every consent process with
4 every parent, particularly in pediatrics, but I know
5 that the reality is that that is never going to
6 happen.

7 And I don't think that this research
8 presents a higher bar for having an identified person
9 than many other research projects have. I think as an
10 alternative, it might be helpful to think in terms of
11 a re-consenting process, a revisiting of the consent
12 with a parent certainly before the two-week re-draw or
13 re-testing, you know, each interval to make sure that
14 there have not been questions that come up in the
15 interim time. And that's a fairly good way of getting
16 parents to identify questions that they have and to
17 understand some misconceptions that they may have had
18 originally, so to go through a process of
19 re-consenting.

20 CHAIRMAN NELSON: Before going to Jill's
21 comment, what I thought I heard presented was that, in
22 fact, that is what is done is that the second week and
23 fourth week are not bundled with the zero week.

24 One way of perhaps institutionalizing that
25 is to make the reference in the consent document to

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1 subsequent testing to actually say that that will be
2 another opportunity to consent or to not consent.

3 DR. HUDAK: And it says that.

4 CHAIRMAN NELSON: Does it say that
5 specifically? So that was my impression that that is
6 what, in fact, they are doing from the discussion.

7 Let me go to Jill.

8 MS. FISCH: Well, I just wanted to
9 reiterate. I mean, in addition to my being concerned
10 about the families being vulnerable, I probably wasn't
11 clear. And I do share the same feelings as Paula.

12 I probably would have felt more
13 comfortable had the consent been written differently
14 to begin with. But when I first got this at home and
15 I opened it up and I looked at it, which I won't do
16 now, I mean, I picked it apart.

17 And I really feel that, as I said before,
18 parents looking at this are I'm not going to say
19 misled, but when you first see, as I said,
20 "treatment," that's why I feel it really is important
21 once it's rewritten who will look at it again to make
22 sure that it's within the standards that it should be
23 where parents will understand.

24 Can we add another phone number in
25 addition to the physicians listed of at least the

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1 social work department to call if they have questions?

2 Maybe they don't have that number accessible. And it
3 could be on the consent form. Is that a possibility?

4 Because right now there's nobody else listed to call
5 with any questions.

6 CHAIRMAN NELSON: Often the IRB is listed,
7 is it not? It is. But that may be not be written in
8 a warm and fuzzy "Approach us" kind of way.

9 I guess whether it's social work, the
10 broader question is access for the parents to raise
11 questions that might not be answered by the
12 individuals at the bedside and other clinical care or
13 research.

14 MS. FISCH: Right.

15 CHAIRMAN NELSON: Whether it's the social
16 work department I guess is less --

17 MS. FISCH: Whomever it is.

18 CHAIRMAN NELSON: Yes.

19 MS. FISCH: Whoever they decide for it to
20 be.

21 CHAIRMAN NELSON: That could be maybe
22 change. I don't know exactly how it's worded but
23 making that a more approachable way. For example, in
24 our institution, we change that from the office to the
25 individual because who is going to call an office its

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1 name, "the Office of Human Subject Regulation"? No
2 one is going to call that office in their right mind,
3 but they might call a person who has got their name
4 listed there.

5 MS. FISCH: Right.

6 CHAIRMAN NELSON: So we could certainly do
7 that. Let me ask you a question with this discussion.

8 I mean, I think the issue before us, everybody agrees
9 that this is a good thing to have. I hear a lot of
10 disagreement about whether it should be a condition of
11 approval or a recommendation.

12 I'm happy to put it to a vote as a
13 mandatory condition if you feel strongly and will ask
14 people to indicate whether it should be optional or
15 not or if optional is fine, we can just stop there.

16 So I guess I'm happy to go either way. It
17 depends on in order to bring the discussion somewhat
18 to a close on the point.

19 MS. FISCH: I would say for it to be
20 optional, but I would be I guess more comfortable with
21 somebody reviewing this with the family before they
22 sign it other than the physicians doing the research
23 and just make sure they understand.

24 CHAIRMAN NELSON: Okay. But as an
25 optional recommendation?

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1 MS. FISCH: Right.

2 CHAIRMAN NELSON: I think that's fine.
3 Anyone have a disagreement with that. Paula?

4 MS. KNUDSON: Yes, I do. I'm sorry. I
5 know it's an imperfect world. I know it's a terrible
6 way to have to do research, but I'm terribly concerned
7 about the families. And I really think that it should
8 be mandatory that there is a third party who speaks
9 with them and offers them the assistance of being at
10 least the liaison to get the questions answered who
11 may not be able to answer the questions themselves but
12 can be the person to send them to the right person for
13 the answers.

14 CHAIRMAN NELSON: Well, I'll take that as
15 a motion and then ask for a second.

16 DR. MARSHALL: Second.

17 CHAIRMAN NELSON: So the motion is made
18 and seconded that this advocate -- and we haven't
19 specified who; we'll leave that open -- but that the
20 function of an advocate specifically during the
21 process of consent prior to signature be added to this
22 protocol, not to all research but to this protocol,
23 for the purpose of reviewing particularly the lack of
24 direct benefit, the physiologic nature of the
25 protocol, and to reinforce that there is, in fact, no

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1 therapeutic benefit to the parents' individual infant.

2 So I guess I'll ask for hands of all of
3 those in favor of that as a mandatory condition.

4 (Whereupon, there was a show of hands.)

5 CHAIRMAN NELSON: I saw it done two
6 different ways the past two weeks. I'm happy to read
7 the names so you have it orally in the record if you
8 keep your hands up. So Jill Fisch, Paula Knudson, and
9 Mary Faith Marshall all voted in favor.

10 All those against it as mandatory?

11 (Whereupon, there was a show of hands.)

12 CHAIRMAN NELSON: Kate Shafer, Angela
13 Holder, Ron Rubenstein, Alan Fleischman, Mark Hudak,
14 Joan Chesney, Michael Fant, and Billie Lou Short.

15 DR. JOHANNESSEN: How about yourself?

16 CHAIRMAN NELSON: I thought the Chair only
17 votes when it's a tie.

18 DR. JOHANNESSEN: Okay.

19 (Laughter.)

20 CHAIRMAN NELSON: I get to wiggle out.

21 Michael?

22 DR. FANT: Yes. This is one of those
23 questions obviously that, you know, there is sentiment
24 on agreement to some degree by everyone, I think, but
25 there is some conflict in terms of how to implement

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1 it.

2 You know, I voted against mandatory
3 implementation for this protocol for a couple of
4 reasons, not because I don't think the function of the
5 advocate, you know, the functional endpoint of having
6 the advocate is not critically important, especially
7 for this comparison group in this study.

8 So I think ensuring all of that
9 understanding that the family has, getting their
10 questions answered, I think that is essential and very
11 important for this protocol. But I have trouble
12 feeling confident that an ill-defined person who is
13 employed by an ill-defined employer, who has
14 ill-defined links and linkages within the university
15 is going to be viewed or function any differently than
16 well-intentioned investigators. And it would, in
17 essence, add an extra layer of burden onto
18 implementing the study and getting it done and may
19 even result in some declines in enrollment
20 unnecessarily.

21 So I'm more concerned about the functional
22 endpoint that we all I think are talking about. I
23 think there's a lot of uncertainty in this ill-defined
24 person and who they are or how they are associated
25 with other folks because I'll tell you, when I think

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1 of people in my own family and friends who go to the
2 hospital, anybody who is employed in that building on
3 the same team, they're all together. So they aren't
4 distinguishing between a social worker or a doctor or
5 a nurse or an administrator, you know. They're all on
6 the same team.

7 And I'm not sure how that would work in
8 practical terms to achieve the things that I think
9 you're pointing to.

10 CHAIRMAN NELSON: Mary Faith?

11 DR. MARSHALL: I guess I am just going to
12 make the argument that we have heard from a family
13 member and a family representative who sees through a
14 different lens than most of us at this table. I think
15 even differently than your lens.

16 And I think that what we have heard is an
17 argument for someone to be available, not someone to
18 have to be there 100 percent of the time but someone
19 to be available when desired and when needed.

20 And we have heard the perspective, Jill's
21 perspective, who has told us -- and we know this --
22 that families maybe are afraid to ask investigators or
23 they're afraid that they're going to look stupid. And
24 her reality is just as valid and real as ours is and I
25 would say more so from her perspective.

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1 And I think the onus should be on us if we
2 are going to pay verbal homage to the idea that
3 informed -- and I'm emphasizing "informed" -- consent
4 is important. And if we're hearing that the family
5 members would like to merely have available -- this
6 person doesn't have to be there every time; a name and
7 a phone number on a piece of paper I think is what you
8 are asking for -- that I guess I would argue that the
9 onus is on us to believe what Jill has to say, rather
10 than for us to say we're not sure or don't understand
11 whether that would meet the need.

12 I think she probably has a better
13 perspective than we do on whether that would meet the
14 need.

15 MS. FISCH: Thank you.

16 CHAIRMAN NELSON: Well, I might point out
17 that, actually, that is a different modification to
18 say that you just need an approachable name and
19 telephone number to the consent document.

20 DR. MARSHALL: That's what I was
21 understanding she was saying.

22 CHAIRMAN NELSON: I understand. That's
23 not what the motion was, nor what Paula wanted. So
24 that's why I'm trying to be very concrete.

25 DR. MARSHALL: Okay. Sorry.

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1 CHAIRMAN NELSON: And I'm more than happy
2 to incorporate into the previous thing about the
3 consent document the approachability of the name and
4 telephone number that's available to meet that if
5 that's fine with whoever made that in the first place
6 as a friendly amendment to that one.

7 DR. MARSHALL: Thank you.

8 CHAIRMAN NELSON: I think Michael gives
9 voice to the ambivalence. I mean, yes or no seems
10 black and white. This isn't black and white.

11 We are scheduled for a break at 3:00
12 o'clock. Let me just ask one question before we just
13 take a brief break because what I will do after the
14 break is try and summarize where we are and then see
15 where we need to go to sort of finish up.

16 The question is this -- and if it needs
17 more discussion, we can deal with it after the break
18 -- that this protocol came to us as a sequential
19 protocol. It came to us specifically over the
20 inclusion of the comparison group. The research is
21 ongoing and had been ongoing about the premature group
22 to which this data is being compared.

23 So the question is whether or not we as a
24 group want to either reaffirm or change the assessment
25 of the local IRB or give comment on the assessment of

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1 the local IRB about the approvability category of that
2 particular research, which was placed under 406 or
3 50.53.

4 Mark?

5 DR. HUDAK: I would say we weren't asked
6 to do that. And I would not want to make that the
7 purview of this Committee.

8 CHAIRMAN NELSON: So I take that as a
9 motion no, we don't want to comment on that
10 assignability.

11 DR. CHESNEY: I second the motion.

12 CHAIRMAN NELSON: All right. So I guess
13 the question is, all in favor of -- Alan, discussion?

14 DR. FLEISCHMAN: I can understand why not.
15 I would ask Mark and Joan to help me understand what
16 the risk is of our doing that. And I would also like
17 to ask the Chair, why did he ask the question? I
18 mean, I'm trying to understand why we shouldn't go
19 where he asked us.

20 CHAIRMAN NELSON: I'll answer the first
21 easily. I was asked to ask the question. I'm happy
22 with people saying they're comfortable. I'm assuming
23 a vote to say we're not going to comment is sort of an
24 implicit endorsement of that, but that is a whole
25 separate issue.

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1 Ron?

2 DR. RUBENSTEIN: I think that that
3 responsibility has been delegated by statute to the
4 local IRB. The local IRB has executed their judgment
5 and statute.

6 There is not really a role for the
7 Advisory Committee in that judgment. We're not being
8 asked to consider it. And there's not statutory
9 reason for an advisory committee to oversee that.

10 If there are problems with the local IRB,
11 that's something for OHRP and FDA to deal with. It's
12 not the jurisdiction of this Committee, I don't
13 believe.

14 CHAIRMAN NELSON: Anybody have a problem
15 with that?

16 (No response.)

17 CHAIRMAN NELSON: I mean, that's not
18 really a motion. It's just a point of discussion.
19 And so hearing no motion on that, I guess let's take
20 our break.

21 We'll start again at 3:15.

22 (Whereupon, the foregoing matter went off
23 the record at 3:01 p.m. and went back on the record at
24 3:20 p.m.)

25 CHAIRMAN NELSON: Well, let me make a

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1 couple of comments and then summarize our discussion.

2 I think the first comment is I was asked a question I
3 would state broadly as sort of process. I mean, once
4 we finish here, what happens? Let me just make a
5 couple of quick comments about that.

6 At the end of the day today, we should all
7 leave the room with a very concrete idea of what we've
8 recommended and the various conditions that are
9 attached to that recommendation.

10 What I will then do is write that down in
11 a way that would then be presented concretely to the
12 Pediatric Advisory Committee tomorrow; whereas,
13 previously when we met together with some similar
14 members and a lot of different people from when we
15 reviewed last September, I had three or four days
16 between the two committee meetings just because of the
17 way it worked out. And so I could spend a lot of
18 time, if you will, dressing the turkey. I mean, all
19 of the --

20 (Laughter.)

21 CHAIRMAN NELSON: A lot of stuff I could
22 do, all of the reasons why and all of the discussion,
23 I mean, there's been a lot of rich material presented,
24 many of which has answered a lot of our questions that
25 we would have had if all we had was the paperwork, for

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1 example, in the presentations this morning.

2 Since I have to do this between today and
3 tomorrow, I'm not going to have the time to sort of
4 lay that out. In many ways, I see this as similar to
5 the FDA's sort of rulemaking and commentary process.
6 There's going to be the rules, in a sense what we have
7 recommended. And then there's all the commentary that
8 you can construct around that.

9 That commentary, although of interest, is
10 not going to be as rich, if it's even there at all,
11 between today and tomorrow. So you should know
12 exactly what that is going to look like.

13 Now, once that is reviewed and the
14 Pediatric Advisory Committee takes final action on it,
15 I might say to reassure you at least at the last
16 process there were two additional recommendations that
17 they added, which I would characterize as fairly
18 minor. But they could do anything they want
19 basically. And we'll see what happens.

20 Then those go up through the process to
21 the Commissioner and to the Secretary that has been
22 outlined previously. And then the local institution
23 works with OHRP and the FDA to sort of meet those.
24 And there are plenty of people in those offices to
25 review that process.

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1 So I guess what I am saying is there needs
2 to be a certain amount of faith in the process that
3 when we give our recommendations, that they can, in
4 fact, be executed to where it is possible to say,
5 "Please simplify the language" without necessarily
6 getting into a chapter and verse kind of discussion of
7 the language that needs to be simplified.

8 So having said that, what I would like to
9 do is just go through and summarize our previous
10 discussion and see if there are any other conditions
11 we want to put on the table and then once we do that,
12 go back to the original motion, if you recall, which
13 was for approval with conditions under 45 CFR 46.407
14 and 21 CFR 50.54. So we'll then go back to that as
15 the motion.

16 So the conditions I have are two required
17 conditions and one recommended or optional conditions.

18 The first required condition is a careful look at the
19 homogeneity of the comparison group in order to assure
20 that the comparison to the premature data is
21 meaningful.

22 And examples, which does require a certain
23 amount of expertise, were cardiac lesions affecting
24 lung flow as well as hypoplastic lungs. But the
25 recommendation I think will be written at a general

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1 enough level that we don't have to assume that all of
2 us around the table necessarily have the scientific
3 expertise but that we say that that group should be
4 homogenous enough to make a meaningful comparison to
5 the data about the premature infants that has already
6 been collected.

7 The second is related to the consent
8 document itself. And there are six recommendations
9 there. First is simplification of the language,
10 including the language that is there for the HIPAA
11 requirements. The second is that language referring
12 to no risk be eliminated. The third is that the
13 alternative section clearly indicate that one
14 alternative is not to be involved in reframing that
15 question from the perspective of participants and not
16 investigators.

17 To reframe the question of the connection
18 of the data derived from these full-term infants with
19 prematurity so it's understood by the parents that
20 that is somewhat tentative and that the connection
21 there is not as direct as it may appear from how it is
22 currently worded, that the "not need treatment"
23 language be eliminated given that that might reinforce
24 the therapeutic misconception, and that under the area
25 that discusses individuals to contact, that that be

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1 framed in a way that there can be an approachable
2 avenue for contact, which in my mind is someone who
3 has a first and last name with no fancy degrees
4 attached to it, so that parents can think there is
5 someone they can call who would be an approachable
6 advocate for them in answering questions surrounding
7 the trial, which probably is not the chair of the IRB,
8 probably not the regulatory office; so however that is
9 worded, just paying attention to that.

10 The optional one was the discussion we had
11 about someone who is actually present and available
12 during the consent process to reinforce and assure
13 themselves that the parents are not laboring under
14 sort of a therapeutic misconception and understand the
15 exploratory and physiologic nature of this particular
16 research.

17 We don't have to rehash that discussion,
18 but given the discussion that we had, the feeling was
19 that we couldn't be concrete enough about that to
20 where we wanted to make that a mandatory
21 recommendation. But, yet, that would be under an
22 optional category of highly recommended but not
23 required.

24 So that is what I have heard and what the
25 list would reflect. So I guess before going back to

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1 the primary motion, which was approvable with these
2 two required conditions and I guess the optional one
3 as part of that package, let me see if there are other
4 things that people feel should be put on the table
5 into these categories.

6 (No response.)

7 CHAIRMAN NELSON: So I guess, hearing
8 none, I don't recall who made the first motion, but I
9 guess the motion was approvable with these conditions
10 under 21 CFR 50.54 or 45 CFR 46.407.

11 So I guess all in favor of that particular
12 motion, raise your hands?

13 (Whereupon, there was a show of hands.)

14 CHAIRMAN NELSON: Any abstentions?

15 (No response.)

16 CHAIRMAN NELSON: Any rejections?

17 (No response.)

18 CHAIRMAN NELSON: So the record could show
19 that the vote was unanimous of all voting members of
20 the Committee. Do I need to read the names?

21 DR. JOHANNESSEN: No.

22 CHAIRMAN NELSON: Thank you.

23 Now, I'm sure there are some clarifying
24 things that we'll need to continue to clear up, but
25 since we've voted on that motion that seems to be

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1 there, let me just say at least how I understand if we
2 begin to frame the bigger picture, how this came to us
3 and the like, and see if there are any modifications
4 of that on the part of members of the Committee.

5 To a large extent, what we had been asked
6 to review here or what we are reviewing is an
7 amendment to an existing protocol. The amendment was
8 to include a comparison group in a protocol that to
9 date appears to be largely completed but may still
10 have a few infants that need to be enrolled looking at
11 surfactant physiology in pre-term infants at three
12 different post-gestational ages.

13 That prior protocol was reviewed and
14 approved by the IRB under 45 CFR 46.406. And they
15 probably didn't include the FDA language because they
16 may not have realized it was also under 50.53, which
17 is the same minor increase of a minimal risk, no
18 prospect of direct benefit, and the premature infants
19 having a condition.

20 Although we see no particular reason to
21 comment explicitly on that, I think it's important to
22 emphasize that our review of the amendment obviously
23 needs to take into account the whole context of the
24 protocol and that if we had wanted to comment, we
25 certainly could have commented if we so chose, just to

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1 make clear that that's the case.

2 But I don't see any particular reason in
3 the written record that I'll produce to the Pediatric
4 Advisory Committee to really say anything more than
5 that. Is that fair? Alan?

6 DR. FLEISCHMAN: Skip, I think it would be
7 helpful in the written record for the Committee and
8 the public to understand that we're reviewing this
9 because of a technicality in the extant regulatory
10 structure; i.e., the definition of condition and the
11 complexity of this 406 category.

12 It seems to me that when the National
13 Commission recommended having this 407 category, it
14 was conceiving of things far more risky than what
15 we're discussing today. It was conceiving of things
16 far more momentous than the need to do what seems to
17 be a fairly low-risk physiology, biochemistry,
18 exploratory study.

19 And it would be unfortunate if the public
20 or the media felt that this was risky business on very
21 sick small babies. This is not risky business, but
22 because of the regulatory structure that we have and
23 the definitions that we have, it's appropriately come
24 to this forum.

25 I really think it's helpful to have that

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1 in the record. And that's why I thought it was a good
2 idea to point out that they did approve the prior work
3 under 406 and that they felt they could not based
4 particularly on the definition of condition.

5 CHAIRMAN NELSON: I think that's fine,
6 Alan. And we could spend a few minutes sort of
7 talking more generally outside of this particular
8 protocol.

9 One of the issues that I think has been
10 implicit in our discussion that I will make explicit
11 is that the protocol be conducted according to sound
12 ethical design. And I think it is.

13 But there is in the literature even a
14 discussion among those looking at research ethics
15 about whether or not this minor increase over minimal
16 risk is the appropriate degree of risk confined to a
17 narrow range of interpretation by a conservative view
18 of minimal risk for all children independent of the
19 condition to be exposed to.

20 You know, you know those references. I
21 do. But there is a feeling. Our regulations do not
22 allow that because of the tying to minor increase
23 over minimum risk to condition, as you pointed out.

24 So I think from an ethical perspective,
25 assuming a conservative definition of minimal risk,

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1 which, granted, there is some variability, but
2 assuming that, I personally don't have any problem
3 extending that same risk category on ethical grounds
4 to children that do not have a narrowly defined
5 condition given our previous discussion, so that as a
6 sort of general comment, but that's out there in the
7 literature but not available under our current
8 regulatory structure. Is that fair?

9 DR. FLEISCHMAN: Yes.

10 CHAIRMAN NELSON: So let me ask, are there
11 other issues that we haven't addressed? You're going
12 to have to drag it out if they're not. Are there
13 other issues that we have not addressed that we need
14 to address to make sure that we have done our job.

15 DR. MURPHY: We've done risk. We've done
16 benefit. We've done category. We've done mandatory.
17 We've done optional. We've explained. I guess that
18 from FDA's perspective, we don't have any more
19 questions for OHRP. Bern, do you all have?

20 DR. SCHWETZ: No, I don't have any
21 additional questions.

22 CHAIRMAN NELSON: You mean, we could
23 actually end early? I don't know if I have ever been
24 in an FDA meeting that has ended early. I'm feeling
25 terribly disoriented.

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1 (Laughter.)

2 DR. MURPHY: Well, we have two more days.

3 CHAIRMAN NELSON: All right. Well, I
4 think we could use our time. And I think it would be
5 productive to just go around the room briefly. I
6 would be interested in hearing people's sort of
7 reflections on whatever you choose to say relative to
8 our process today. And if you don't have anything to
9 say, feel free to pass. And then we can adjourn at
10 that point.

11 Why don't we start over here? So I'll
12 give Jill and Kate the last word. Billie?

13 DR. SHORT: Yes. I think it's been
14 actually a very good process. And I think it's been
15 focused, and it's excellent to have the
16 multi-disciplinary group here. And having parents and
17 social workers is key on this. And so I think it has
18 been an outstanding process.

19 DR. FANT: I concur. Nothing really else
20 to add.

21 DR. CHESNEY: As always, a tremendous
22 learning experience. I always very much enjoy the
23 science and understanding that better.

24 I am particularly intrigued by Alan's last
25 comment that we wouldn't be here and that there

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1 wouldn't have been nearly as much time, effort, and
2 people power put into this if it weren't for the
3 language.

4 And I guess that's one of the most
5 important messages for me is how important a word can
6 be in determining a huge process. And I wonder if
7 there is room for modifying that word in some way.

8 DR. HUDAK: I think it has been a very
9 good process. And I guess my only other comment is I
10 am surprised knowing what sort of research is done
11 that this is the second time this has come to this
12 Committee only.

13 DR. FLEISCHMAN: I just want to thank you,
14 Skip, because I think both the materials and your
15 chairmanship have been really excellent.

16 DR. RUBENSTEIN: Yes. Also, as I was
17 reflecting on this, the other time I have been
18 involved in a 407 committee and the other studies that
19 I know have gone to 407 committees have been far
20 riskier, far more dangerous.

21 And, you know, I echo with Joan. I really
22 would hate to have this process become very highly
23 utilized for research that we all agreed was really a
24 very minor increase over minimal risk.

25 You know, this is a lot of people power

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1 taking away from things that we should all be doing
2 for a day, not that it isn't valuable, not that we all
3 didn't learn lots of things, but if there is an
4 opportunity to try to further define what comes to one
5 of these committees in some way I think it would be
6 helpful.

7 DR. MARSHALL: Well, I want to reiterate
8 thanks for Skip's chairmanship skills. It's almost
9 hard to imagine having one of these without him. He's
10 been there since almost the beginning -- and to say
11 that I also would like to thank the presenters this
12 morning, including the PI, because I think they made
13 very thoughtful presentations that were well-balanced
14 in terms of the audience. And I found them very
15 helpful, in addition to the materials that we had
16 ahead of time.

17 So it was really a well-structured day
18 that I thought went very well.

19 MS. HOLDER: This is my first 407
20 committee. So I learned a great deal. And I think
21 Skip did a great job. I agree with Joan that there
22 has got to be more clarification of all of this.

23 MS. KNUDSON: At the risk of "me-too-ism,"
24 I will say I agree with everyone who has said that
25 your chairmanship has been excellent. The materials

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1 have been excellent.

2 I am absolutely amazed at the wonderful
3 people who are here presenting and on the Committee.
4 It's been a valuable experience for me. Thank you
5 all.

6 MS. SHAFER: There's not much more to add.
7 It's interesting to me, though, that for me, the
8 science of this meeting and the regulatory processes
9 that we've had to think about are as equally
10 complicated. It's a challenge to understand both of
11 them. And to put them together has been really
12 enlightening.

13 MS. FISCH: Maybe I won't have that much
14 to say now, but I agree with everyone. And I think
15 you did a wonderful job. This is my first 407 meeting
16 as well. I am heavily entrenched in the world of
17 newborn screening committees statewide and so forth,
18 and this was an incredible learning experience for me,
19 scientifically, procedurally, the whole nine yards.

20 And I enjoyed meeting everybody and
21 hearing what everybody had to say. And I appreciate
22 everybody taking the time to license to me as I try to
23 represent our families and children.

24 And I thank you all.

25 DR. MURPHY: Skip, could we ask Dr. Hamvas

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1 and Dr. Frankel their perception of the process?

2 CHAIRMAN NELSON: Sure. Maybe they don't
3 want to share it.

4 (Laughter.)

5 CHAIRMAN NELSON: I haven't written
6 anything down yet.

7 DR. MURPHY: I just think that clearly it
8 is a tremendous effort on their part and would like to
9 hear from them.

10 DR. HAMVAS: Well, thanks for asking.

11 As I said, when all of this was evolving,
12 -- I guess it was November or December -- it's turned
13 into a very long process. So this has been going on
14 for me for about six or seven months already.

15 And despite Dr. Goldkind's and Dr.
16 Prohaska's best efforts to say that, you know, we are
17 here to support you and everything, it is very
18 difficult to feel supported when you are being asked
19 for all of these documents and making sure that
20 everything is lined up and that there are no conflicts
21 in wording and everything.

22 So I must say that it was really a very
23 intimidating process to prepare for this. I started
24 feeling more comfortable about it until I started
25 seeing the public comments. And then once I saw the

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1 public comments, then I realized that I live in a very
2 focused world and that there are a lot of other
3 viewpoints out there.

4 You know, I am very sensitive to parents.

5 And our intensive care unit is one of the models for
6 family-centered care in the United States. However,
7 that still doesn't give you the entire perception of
8 other people in the world. So it's been very, very
9 fruitful.

10 I think that actually seeing some of the
11 discussion and hearing the discussion about some of
12 these very difficult tasks, you know, trying to show
13 that the science is reasonable is one thing.

14 But then, you know, everything that we
15 know when these regulations and guidelines are
16 developed, everything is with the best intention for
17 providing good science but, yet, protecting people.
18 But, yet, there are these very subtle nuances within
19 the words that can be interpreted in so many different
20 ways.

21 And, you know, it's so important to
22 continue to make sure that we're critically evaluating
23 everything that we do in our routine clinical care and
24 in our research to try to take care of these babies
25 better.

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1 But it's also important to be able to move
2 the science forward without being unduly harnessed or
3 unduly burdened with regulatory things so that it's
4 just impossible to perform any research at all.

5 But, again, I want to thank the Committee.
6 I feel much better after hearing all of the
7 discussion. And I tip my hat to all of you. Thank
8 you.

9 DR. FRANKEL: Well, I'll just add that I
10 thought this was a very enjoyable meeting. It was
11 very informative. It is everything that we hoped it
12 would be. It provided a lot of guidance, a lot of
13 information that I can take back that will help in our
14 other committee meetings and deliberations that we
15 make there.

16 I found all of the discussion to be very
17 thoughtful, very thought-provoking. And I am glad
18 that I had an opportunity to come, meet you all, to
19 hear your thoughts, learn about some of your
20 experiences.

21 We appreciate you taking the time to help
22 us in our deliberations with this type of protocol
23 because I know it will help us in the future.

24 Thank you.

25 SUMMARY OF DELIBERATIONS

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1 CHAIRMAN NELSON: Thank you. And I guess
2 as a closing remark, the process is only as good as
3 the people around the table and the people that have
4 put the work into getting the materials, et cetera.

5 And so I thank everyone who has been
6 involved in the process within the Office of Pediatric
7 Therapeutics at FDA, the OHRP, and then everyone
8 around the table, that it's only as good as the people
9 who sit around the table and bring their ideas and
10 experience. And so I certainly appreciate everyone's
11 input.

12 So, with that, I guess we're adjourned.

13 (Whereupon, at 3:44 p.m., the foregoing
14 matter was adjourned.)

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NEAL R. GROSS

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