

1 answer is, I don't know, because I don't
2 think we know enough scientifically about
3 what those safety toxicity issues are. I
4 mean, Carol alluded to the biodistribution
5 issue. Some of the immunological response
6 issues I've alluded to before, and so again
7 that's why my vote was no on the first
8 question because I don't think we know what
9 to say.

10 MS. MORRIS: Thanks. Well, one
11 area that I don't think it's unique but it's
12 certainly crucial is this size or physical
13 characterization of these particles because I
14 think that that is going to be important for
15 toxicity, for biological activity, it is
16 certainly important for distribution
17 throughout the body and the need for a well
18 characterized particle distribution,
19 characterization of shape, size, aggregation,
20 charge -- I didn't say that -- all of those
21 certainly are important generally in
22 formulation, but I think they're crucial when

1 we're talking about nanotechnology because
2 they will be so important in determining both
3 biological properties and toxicity.

4 MR. MEYER: Again, I think we need
5 to, if we can, figure out what we should be
6 getting, what information we should know, and
7 can we get that information by some means
8 known to mankind? If so, and we're not
9 getting it currently, then perhaps we need a
10 guidance for it.

11 If we don't know, and I heard a
12 couple of people say in different ways, they
13 voted one way or the other because they
14 didn't know what could be needed. Well,
15 until we know what can be needed, that's not
16 a reason to say, I don't think we should have
17 a guidance, it's a reason to say, we
18 shouldn't have a guidance now because we
19 don't know what to put in it. So maybe
20 someday we'll need a guidance, but in the
21 meantime, if we could figure out what we need
22 to know that we don't know, that we're not

1 capturing with typical preclinical and
2 clinical trials and everything else that goes
3 into approval, then I think we can't do a
4 guidance. So I would say one area that we
5 haven't talked about much is stability, and
6 some of these dosage forms are kind of
7 complex and we need to look at the stability
8 types of studies that are being done. It's
9 not just simple chemical degradation. It may
10 be particle size distribution changes or what
11 have you that could have a big impact over
12 time if we don't follow it once a product's
13 approved.

14 One of my professors, Gerhard Levy
15 used to say, the clay feet of bioavailability
16 bioequivalence is we test one formulation,
17 certainly with the generic drug, one lot, and
18 we approve it. Now do we really know I
19 there's something unique about that generic
20 drug product that two years down the road
21 sitting on a pharmacist's shelf, that drug
22 product is no longer bioavailable.

1 So stability may be a key factor
2 but in general to say what is needed, if we
3 can figure out what we don't know, and we
4 know how to get that information, then
5 perhaps we need to prod the industry along
6 with some guidance. If we don't know what to
7 say, let's not say anything, much like I did
8 the first time around.

9 MS. TWAY: Pat Tway. I can speak
10 from experience from the first type, the
11 simple type, the (off mike) example that was
12 given by the second speaker, and you're
13 right. You have to worry about particle size
14 and particle size distribution and charge and
15 all the rest of that but I think the tools
16 are in place and I think the guidances are
17 there. It's not different than a large
18 molecule. You may have to do more stuff, you
19 may have to use different techniques, but
20 it's not that different. You have to be very
21 careful of stability, but again the guidances
22 are there. You can't do one lot, but you

1 really have to watch it and watch it

2 carefully.

3 I can't speak to the second type so

4 I saw when I listened to this the simple

5 molecules where you're just making them much

6 smaller and then what I think of is more

7 devices where you have the gold particles or

8 the silver particles or the dendrites and

9 thing I know absolutely nothing about and

10 those may be very different and there may not

11 be the guidances to do those, but I kind of

12 agree with what a lot have said is I'm not

13 sure we know the right questions or the right

14 tools at this point to write it but I think

15 they exist for the first type or for the

16 simple type.

17 MR. MORRIS: Yes, this is Ken

18 Morris. I wanted to add one thing to what

19 you said, Pat, and that is that one of the

20 things I think of from years ago when I talk

21 about devices, of course there are diagnostic

22 in plants and things like that, but I'm

1 thinking more of the sort of science fiction
2 view of this where people had talked about
3 nanomachines that would be included in
4 capsules, in permeable capsules that would
5 then bore a hole, that's a ways down the
6 road, maybe not as far as we think, but
7 certainly the sort of thing that were it to
8 come across FDA's desk, you'd want to have
9 some background for, so certainly that sort
10 of uniqueness, I think, is the kind of thing
11 I was thinking more of although there are
12 certainly others that I hadn't thought of
13 that had been raised here.

14 So can we recap this? We need to
15 come to a consensus on this. This isn't a
16 voting question in the strict sense of the
17 word. What I had in my notes in terms of the
18 consensus is that the committee basically is
19 focused on areas that are -- in terms of
20 focusing on areas would be the uniqueness or
21 those areas which are unique to the
22 nanotechnology in question so that whether or

1 not the guidance, the hypothetical guidance
2 was more narrowly focused on a particular
3 dosage form or route of administration, but
4 the uniqueness of the nanotechnology should
5 be the focus. The impact on safety should
6 they be different than would be expected from
7 the molecular entity by itself would be
8 another area of the focus, that the
9 environmental fate of such compounds and/or
10 technologies, because again, not only might
11 you be releasing the molecule into the
12 environment, but maybe nanomachines someday,
13 and that the areas that -- I'm sorry, the
14 unique methodologies for characterization and
15 stability and characterizing both the
16 compound, the stability of the device, and
17 the compound, as well as -- I missed one
18 other point here -- as well as uniqueness
19 that is related to the biodistribution.

20 Does that basically capture the
21 consensus and then we can wordsmith this a
22 little bit? Can we wordsmith this after the

1 fact or does it have to be right now?

2 So is there any -- does anybody
3 want to comment or detract or shoot? Yeah,
4 Art?

5 MR. KIBBE: Art Kibbe. I think
6 this ties into the third question and the
7 reason I said no is because I don't think
8 we're ready for a guidance that's going to be
9 helpful and useful. And I believe what
10 Boswell said that unless there's absolutely a
11 need for a law, there's absolutely a need not
12 to have a law. So until we know exactly what
13 we need to tell everybody about what they
14 need to do, then we shouldn't start down that
15 path. And the reason I say we go to question
16 three is because it says, "What elements or
17 factors should CDER consider to incorporate
18 into the definition of nanotechnology?" And
19 here differentiation between the first two
20 speakers and their definition of what a
21 nanotechnology product is, and we need to
22 make sure that the agency understands or

1 articulates -- I think they understand, but
2 articulates the difference between a device,
3 which is a compilation of things put together
4 in a very specific and controlled way, and
5 the simple act of reducing particle size
6 beyond micronized because we now have the
7 technology to do that. And I think that is
8 key to the way the agency looks at it and if
9 I was recommending, I wouldn't put out a
10 guidance. I would put out a recommendation
11 to companies if they have a complex
12 nanotechnology product that they're bringing
13 along, that if they're not in here talking to
14 us, they're in trouble. And if they're going
15 the simple route, just go ahead and do it
16 like a regular compound. And until the
17 agency knows what specific things bridge that
18 class, which is the complex system drug
19 delivery, then we shouldn't have a guidance.

20 MR. MORRIS: So does what we said,
21 though, in terms of the consensus sit okay?
22 I agree with your point, but I mean because

1 we're going to get to question three when
2 we'll hopefully delineate some of those
3 specific comments that you just made.

4 MR. KIBBE: I have no problems, I
5 just don't think we need a guidance. I think
6 we need a guidance on how we vote.

7 MR. MORRIS: Yes.

8 MR. KIBBE: But we don't need --

9 MR. MEYER: Marv Meyer. Ken, maybe
10 we could vote yes or no that we agree with
11 your consensus statement and that would be
12 more official. I hate when it comes out in
13 the minutes and the committee had a
14 consensus, well what about the four people
15 that thought it was a lousy idea? So
16 personally I think you did a good job, but
17 I'd like for it to go on record.

18 MR. MORRIS: Yes, everybody will
19 get to see the draft minutes, so if that's
20 what you're saying -- if there was anybody
21 violently in opposition, but otherwise, as
22 Art says, unless we really need to have a

1 vote, we shouldn't. That's a paraphrase.

2 Okay, so at this point we're
3 cleared to break for lunch, we're cleared for
4 takeoff. We're number one for departure.
5 And we'll reconvene at 1:30 at which we'll
6 have the open public hearings talk. And then
7 we'll take up question three in time to
8 resume -- question three, then topic two at
9 2:00. Okay. Thank you. See you at 1:30.

10 (Whereupon, at 12:38 p.m., a
11 luncheon recess was taken.)

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1 session of the Advisory Committee meeting,
2 FDA believes that it's important to
3 understand -- sorry, my glasses are old, too
4 -- the context of an individual's
5 presentation. For this reason, the FDA
6 encourages you, the open public hearing
7 speaker, at the beginning of your written or
8 oral statement, to advise the Committee of
9 any financial relationship that you may have
10 with the sponsor, its product, and if known,
11 its direct competitors.

12 For example, this financial
13 information may include the sponsor's payment
14 of your travel, lodging, or other expenses in
15 connection with your attendance at the
16 meeting. Likewise, FDA encourages you at the
17 beginning of your statement to advise the
18 Committee if you do not have any such
19 financial relationships. If you choose not
20 to address this issue of financial
21 relationships at the beginning of your
22 statement, it will not preclude you from

1 speaking.

2 The FDA and this Committee place
3 great importance in the open public hearing
4 process. The insights and comments provided
5 can help the Agency and this Committee in
6 consideration of the issues before them.

7 That said, in many insurance and for many
8 topics there will be a variety of opinions.

9 One of our goals today is for the open public
10 hearing to be conducted in a fair and open
11 way where every participant is listened to
12 carefully and treated with dignity, courtesy,
13 and respect. Therefore, please speak only
14 when recognized by the chair. And thank you
15 for your cooperation.

16 How does she do that? So, can I
17 introduce Dr. Weaver? No problem. No
18 problem.

19 Our first speaker -- actually, it's
20 the only speaker for this session -- is
21 Connie Weaver. Professor Weaver is from
22 Purdue University.

1 MS. WEAVER: Where do you want me?

2 MR. MORRIS: Right there if you
3 could.

4 MS. WEAVER: Okay.

5 MR. MORRIS: Thank you.

6 MS. WEAVER: Great, thank you. So
7 to honor your request, pretty much any
8 calcium producing company or food company
9 I've had some relationship with, either
10 through grants, or advisory boards, or
11 consulting, or something. The organization
12 that I hope is planning to pay my travel here
13 today is GlaxoSmithKline.

14 Let me tell you who I am and why
15 I'm here then. So as Ken said, I'm head of
16 the department and distinguished professor of
17 foods and nutrition at Purdue University in
18 West Lafayette, Indiana. And some possibly
19 relevant positions I've held -- I was a
20 member of the Institute of Medicine panel
21 that determined calcium requirements that are
22 still in existence for North America. I was

1 a member of the 2005 Dietary Guidelines for
2 Americans Committee. And I am a past member
3 of the Food Chemical Codex Committee. My
4 expertise is on calcium and mineral
5 bioavailability, in general. And that's the
6 area I would like to address -- is the
7 special interaction between calcium and lead
8 -- today.

9 So, today you're discussing lead
10 limits. And I applaud your efforts to do
11 that. I noticed in the advanced slides that
12 you will be discussing factors that influence
13 lead exposure and lead burden. So I want to
14 call your attention to this special
15 relationship -- this interaction between
16 calcium and lead so that you don't throw the
17 baby out with the bath water while you're
18 considering lead limits. Because calcium and
19 lead co-exist in nature, and if they're
20 co-ingested, the calcium has a huge influence
21 over the amount of lead that's absorbed and
22 its risk then to the subjects.

1 So it would appear by looking at
2 the slide on potential increases in blood
3 level exposure that that particular
4 interaction of calcium suppressing lead
5 absorption is not factored into the potential
6 increase in blood level increases. So, lead
7 is a natural part of the environment. It
8 exists in the soil and transfers into the
9 food supply. It's a natural part of mind
10 minerals.

11 Thus, food and other natural
12 materials, including mind calcium carbonate
13 will have measurable amounts of lead and
14 possibly amounts that are in the range of
15 those limits or those levels that you're
16 considering today.

17 An important strategy backed by a
18 lot of animal and human data to reduce the
19 body burden of lead, especially for children,
20 is to encourage adequate calcium intakes.
21 Calcium competes with lead for absorption in
22 the gut, and thereby reduces lead absorption

1 in a dose-dependent manner. Dietary calcium
2 has been shown to be inversely related to
3 blood levels, lead levels, in about 3,000
4 black and white children in the NHANES
5 survey. Higher calcium intakes have been
6 shown to offset pregnancy-induced or
7 lactation-induced increases in maternal blood
8 levels. Thus, calcium supplements admittedly
9 should be manufactured to reduce the lead
10 content as much as possible, and a lot of the
11 industries take measures to precipitate the
12 mind calcium to reduce the lead levels. But
13 maybe not expect purity to the point it
14 increases cost to the consumer because keep
15 in mind that the calcium that they ingest
16 enhances the benefit-risk ratio by reducing
17 absorption of lead.

18 Calcium is one of the nutrients
19 most likely to be deficient in the diet. It
20 was listed as a shortfall nutrient for both
21 children and adults by the 2005 Dietary
22 Guidelines for Americans report, a committee

1 for which I served as a member. Thus, it
2 would not be a health advantage to eliminate
3 calcium supplements using mind calcium
4 carbonate which happens to be the cheapest
5 and most abundant source for calcium
6 supplements.

7 I'm happy to answer any questions
8 or serve as a resource if that should be
9 welcome.

10 MR. MORRIS: No, absolutely. And
11 if anybody would have any questions of
12 Professor Weaver, please signify. Marilyn
13 and then Mel.

14 MS. MORRIS: Just a general
15 question. It's Marilyn Morris. Do other --
16 are there any other electrolytes that have
17 been shown to also affect lead absorption,
18 such as magnesium?

19 MS. WEAVER: Yes. Several minerals
20 that are sort of bone seeking nutrients do
21 interact. And that would include magnesium
22 and zinc. So also -- my expertise is

1 calcium, so I can best address that.

2 But there are other nutrients that
3 would suppress absorption of lead as well.

4 MR. KOCH: Mel Koch. That's
5 basically the same question I was going to
6 ask because sometimes you have a large
7 interaction between a number of minerals that
8 are co-factors, etcetera.

9 MS. WEAVER: Correct.

10 MR. KOCH: Assisting in activity as
11 well as absorption.

12 MS. WEAVER: Correct.

13 MR. MORRIS: I'm sorry. I just
14 have one quick question.

15 MS. WEAVER: Sure.

16 MR. MORRIS: So to follow up on
17 both those points, are the levels are
18 magnesium safe, say for example, that are
19 natural in mind calcium carbonate dissimilar
20 to lead, or less than lead, or do we know? I
21 know that's not your specialty.

22 MS. WEAVER: No, mind calcium

1 carbonate sources for fortifying foods or
2 making supplements would have negligible
3 amounts of magnesium or zinc.

4 That wouldn't be where -- but in
5 the food supply and for behavior to bone they
6 sort of co-migrate.

7 MR. MORRIS: Oh, I'm sorry. Dr. Au
8 was recused this morning and rejoins us this
9 afternoon.

10 Sorry.

11 MS. AU: I have a question
12 regarding the other ions. So is there a way
13 for us to find out? Based on the calcium, I
14 think your diagram, it was clear there is a
15 linear relationship. But what about the
16 other (off mike) ions? Is there a way for us
17 to know based on the content of the other
18 (off mike) ions what sort of absorption can
19 we expect?

20 MS. WEAVER: I don't think they've
21 been studied to the degree of calcium, so I
22 don't recall seeing similar obvious negative

1 bar graph relationships the way we have
2 available for us for calcium. It's more of
3 an association by survey associating certain
4 mineral intakes with blood level burden of
5 lead.

6 MR. MORRIS: Marv.

7 MR. MEYER: You mentioned a couple
8 of times mind calcium carbonate.

9 MS. WEAVER: Right.

10 MR. MEYER: Are there other
11 sources? And are they significant sources or
12 not?

13 MS. WEAVER: Well, most of the
14 committees I'm on prioritize drinking dairy.
15 So we advocate consuming dairy as your
16 primary source of calcium.

17 MR. MEYER: But as a recipient,
18 let's say, there aren't --

19 MS. WEAVER: There are a number of
20 other calcium sources all more expensive and
21 lower in abundance. So, the amount you would
22 have to consume in terms of pills goes up

1 weight-wise. So you have calcium lactate,
2 calcium glutamate, calcium sulfate, calcium
3 phosphate, calcium citric malate.

4 MR. MEYER: I was thinking more in
5 terms of a substitute for milk to get away
6 from the lead associated with the calcium
7 carbonate.

8 MS. WEAVER: Well, it can get even
9 worse. If you go more back to products from
10 nature that you can't purify as well, so
11 oyster shell calcium, for example, or dolomite
12 or something, that's even worse for heavy
13 metal contamination.

14 So, how the committee knows at this
15 time is best to measure by ICP mass spec or
16 something. And you can quantitate them. But
17 there's good enough data to say what the
18 effect of co-ingested calcium is. Maybe not
19 so much the other minerals for the lead
20 suppressing effects on absorption.

21 MR. MORRIS: Thank you very much.

22 MS. WEAVER: You're welcome.

1 MR. MORRIS: So there are no other
2 speakers in the open public hearing, so at
3 the close we'll -- let me just read this
4 statement. The open public hearing portion
5 of this meeting has now concluded and we will
6 no longer take comments from the audience.
7 The Committee will now turn its attention to
8 address the task at hand, the careful
9 consideration of the data before the
10 Committee, as well as the public comments.

11 Okay, so at this point if we could
12 I'd like to return to question 3 to finalize
13 the nanotechnology discussion of this
14 morning. I know in some ways it sounds like
15 we're asking the same question three
16 different ways; however, there are subtleties
17 in each of these that we can, of course,
18 tease out now as we go on.

19 So question 3 is for regulatory
20 purposes, what elements or factors should
21 CDER consider incorporating into a definition
22 of nanotechnology? So, to couch this in

1 terms of what we had done earlier, we first
2 talked about the need for guidance given the
3 state of understanding. Then, the focuses
4 and now we're talking about, well, if we need
5 to define it before we can get any farther,
6 what are the considerations? What should be
7 considered incorporating into a definition?
8 And I think Mel and --

9 MR. KOCH: Mel Koch. I guess it's
10 maybe not following with the intent of the
11 question, but it would be nice to see a list
12 of what CDER's experience has seen as
13 important as a template for developing what
14 needs to be considered. But is there some
15 experiential basis for here are the things
16 that normally are thought of or related to
17 generating such a guidance?

18 MR. WEBBER: Well, I think rather
19 than give sort of a summary of what we found
20 is important, because I'm not sure how long
21 that list would be -- the essence of this
22 question as I see it is more towards if we

1 were to have guidance or develop policy
2 related to nanotechnology, what would be
3 considered within the scope of that? What
4 type of products? What are the
5 characteristics of the products that would be
6 within the scope of that guidance? And how
7 would we decide if we're dealing with
8 nanotechnology or not?

9 MR. KIBBE: Before we break I said
10 we really have to separate out the difference
11 between a complex dosage form that uses
12 nanosize particles in a unique way from
13 simply making particles when API or something
14 else nanosized. And I think if you're
15 talking about nanotechnology that needs to be
16 watched carefully, it's the first as opposed
17 to the second. So if I was going to define
18 nanotechnology, it wouldn't simply be any
19 particle less than 1 micron or less than half
20 a micron or some number like that. It would
21 be that technology involved uses particles in
22 the nanosize range which are complex and do a

1 very specific function.

2 MR. MORRIS: I guess I would add --
3 I agree with what Art said. And I also agree
4 with what you said earlier with respect --
5 this is Ken Morris, sorry.

6 Something you said earlier which is
7 the idea that to make that assessment in part
8 what would go into the definition would be
9 these considerations that you're not going to
10 have at hand unless the company has come
11 forward or the sponsors come forward early to
12 share with you what the technology is or what
13 the belief -- or the level of understanding
14 in the technology is. Because on one hand it
15 seems like we ought to have some element of
16 the uniqueness. We need some sort of the
17 uniqueness factor that speaks to what you're
18 talking about. And if it's unique in the
19 sense that if you have a nanoparticle but it
20 doesn't have any impact on the fate, or
21 disposition, or effect, then that may be a
22 distinction without a difference.

1 On the other hand, if the
2 functioning depends solely on some aspect,
3 whether it's the size or the structure of the
4 particle, then that seems like a distinction
5 that has to be made or included in any sort
6 of a definition. You know, the definition
7 has to include some level of functionality as
8 well. So there's a structure part and
9 there's a functionality. And then whether or
10 not you call it a technology or just the API
11 itself -- I mean, if you take an API and
12 reduce the particle size until it's nano,
13 that may be just a property of the API at
14 that point. The technology used to get there
15 may not be anything unique; whereas, if you
16 have a layered particle or some sort of a
17 more intricate device, that's a different
18 category there again I would say.

19 MR. KIBBE: Art Kibbe again.
20 That's exactly what I was getting to.
21 Remember the second speaker, he gave us the
22 Noyes-Whitney equation which is more than 100

1 years old. Okay, so that equation defines
2 what happens when you change particle size.

3 Thank you. Okay. So that's not a
4 brand new technology. It's pushing the limit
5 of that technology further down. I mean,
6 more than 50 years ago we started micronizing
7 drugs and now we have the ability to reduce
8 that particle size and prevent aggregation by
9 adding a second ingredient. I don't think
10 that's what you need to be dealing with.

11 What you need to be dealing with are the
12 kinds of things that the first speaker talked
13 about where doing a real complex, targeted
14 system. And that is fraught with issues that
15 you need to address.

16 MR. WEBBER: What I think I hear
17 you saying is there's a distinction between
18 nanoparticles and nanotechnology. Just
19 because it's small doesn't make it a
20 technology.

21 MR. MEYER: Perhaps it's a dopey
22 idea, but maybe you could define it in terms

1 of what it's not.

2 It is not a conventional particle
3 size. It's not a conventional this,
4 conventional that. So if it's not one of
5 those, then it must be -- and produced in a
6 certain way perhaps -- then it's
7 nanotechnology. Because it sounds like, you
8 know, as soon as you get your guidance and
9 your definition out there, somebody is going
10 to come up with something a little bit
11 different that doesn't really fit that. So
12 you're going to be constantly trying to
13 revise or have arguments that they don't fit.

14 MR. WEBBER: I was just going to
15 add for thought to think about is one of the
16 difficulties we run into is that nano
17 particles or what might -- if you broaden the
18 definition of technology that we deal with is
19 that it's not always intended. You may have
20 a particle that's a nano particle. It wasn't
21 intended to be a nano particle. That's just
22 what it is. And how much do we need to be

1 concerned about those things that aren't
2 necessarily intended to be.

3 From a scientific respect, if you
4 would think, well, once the body sees it, it
5 doesn't really matter whether it was intended
6 to be a nanoparticle or not. It's going to
7 have the same issues. And those are things
8 we need to consider in developing these
9 definitions.

10 MR. MORRIS: I think it was Harriet
11 and then Mel.

12 MS. NEMBHARD: I'm reflecting on
13 the idea that there's a distinction between
14 the simple process for manufacturer and the
15 more complex process for manufacturer, but
16 I'm not sure that is incorporated into a
17 complete definition of nanotechnology. From
18 the standpoint, for example, we've heard
19 presentations about the use of
20 nanoparticulates of gold and silver, fairly
21 well known, well established particles.
22 However, if you are desiring to reduce those

1 particle sizes to some specific dimensions,
2 it may require some processes.

3 For example, modifications to the
4 wet milling process that may use tooling or
5 tools made out of materials. The point was
6 made that the milling machine should be of
7 3/16 stainless steel. But if you were trying
8 to reduce the particle size and wanted to
9 experiment, for example, with using ceramics
10 in the tooling, well that may then -- even
11 though the product is simple -- may still
12 want to -- may still call for us to take a
13 look at the product development itself in
14 terms of its nanotechnology relevance.

15 MR. KOCH: Mel Koch. Just
16 reflecting back reminded me of something that
17 Keith was talking about. At some point there
18 are industrial processes. You go back maybe
19 20 years ago when you were effectively
20 separating particles based on screening, and
21 there was a certain amount of material that
22 would go through the last screen and would

1 just not only be called dust -- and depending
2 on the product use there was a certain amount
3 of dust that was allowed in the products,
4 whatever. But it often contributed to
5 sticking or other problems in formulation.
6 But it also turned out that it had some
7 effects in actual absorption.

8 And taking a look on this
9 particular product, there was only like 2/10
10 of a percent that made it through that last
11 screen. But it had more surface area than
12 the other 98 percent. So there were things
13 that, I think, just happened that, I think,
14 now beg some attention to what are the
15 implications.

16 MR. MORRIS: Liz.

17 MS. TOPP: Yeah, Keith, I want to
18 address some issues that you raised a few
19 minutes ago, and I think certainly one thing
20 that a definition would require is some
21 comment on size. But beyond that this idea
22 of structure or in particular, periodicity in

1 structure, this intentionality or periodicity
2 in part, because the periodicity in a
3 nanoparticulate may be exactly the thing that
4 is an immune stimulant or may, you know, be
5 something that's triggering for that kind of
6 response. So, some other people have talked
7 about, you know, sort of intentionality or
8 structure. These all kind of are the words
9 around the same kind of thing. To what
10 extent is this structured, or periodic, or
11 intentional, as opposed to being dust that
12 happens to be at the nanometer scale or a
13 particle that's really not particularly
14 structured but just happens to be at that
15 size range.

16 MR. MORRIS: That's really
17 interesting, actually. One comment before --
18 unless there are others -- before we sum up.
19 All right. One of the things I'm sort of
20 hearing and maybe we can put this in a form
21 of part of the consensus and then query
22 ourselves on it, is that there's still a

1 distinction between -- and I'm not sure where
2 it would go. It would go more maybe in the
3 other question, but it leads into here -- is
4 whether or not we're talking about an
5 existing product that we're changing so that
6 something like that unexpected might show up
7 versus a new product that might go through
8 the rigors of the IND and first in human, you
9 know, that Jerry was talking about earlier,
10 that might not be the same level of scrutiny
11 that you'd give to a product that you were
12 just altering sort of, to your point, I
13 guess, Art.

14 So I just wonder if in that
15 definition consideration exercise there
16 shouldn't be this inclusion of an altering of
17 an existing product where we think we know
18 what's going on versus a new product.

19 MR. WEBBER: Yeah, I think along
20 those lines, sort of counter opposed to Art's
21 comment, one of the things that people say
22 about nanotechnology is that once you get to

1 a smaller size you get new characteristics,
2 new functionalities, and new activities for a
3 compound which it doesn't possess when it's a
4 larger size. And those are the things that
5 we need to keep in mind as well. Where and
6 how do you recognize a new activity or a new
7 characteristic based on simply size.

8 MR. MORRIS: Anything else? Now,
9 let me try to see if we can lasso this into
10 something like a consensus. One of the
11 things I think that comes out of this is that
12 whatever comes of the definition, the
13 definition has to include consideration of
14 the idea that the functionality of what's
15 being done has to be part of the scope of the
16 definition. In other words, if you're just
17 making something smaller for the sake of
18 making it smaller -- I can't remember who
19 said that -- and it doesn't impact on the
20 functionality, then does it really matter?
21 Maybe I said it. Maybe that's why it sounded
22 familiar.

1 In any case, the idea that you're
2 tying the nano aspects of the dosage form or
3 the product to its activity -- to its
4 functionality -- should be one of the issues
5 -- one of the areas -- elements or factors.
6 One of the elements or factors that we should
7 distinguish between existing product that is
8 to be altered and new material. Not to say
9 that one or the other shouldn't be subject to
10 the same level of scrutiny, but rather that
11 if we don't know the characteristics of
12 what's out there, then how do we know when
13 it's changed, number one; and number two, how
14 do we then determine if there is a
15 difference.

16 And then in that same vein,
17 Harriet's point about the fact that
18 modification of equipment may -- and the
19 process itself, I guess, in the more general
20 sense, may impart different properties than
21 you know or understand. So, Mel's dust, for
22 example, may be quite a different beast than

1 it was when it started, and then elements
2 like Liz's point about the periodicity
3 perhaps being what stimulates the immune
4 response becomes an issue.

5 So, if we sort of boil that down a
6 little more, the idea is that we have to know
7 what's in whatever it is we're talking about.
8 So the definition has to start with the
9 presupposition that there's been sufficient
10 communication to allow the agency to know
11 what the product actually consists of and
12 what the level of understanding is. To
13 become a nanotechnology, it also has to be
14 tied to the functionality, and that that
15 functionality may be an intended or
16 unintended result of the process, and then
17 the distinguish between existing and new
18 product. Have I missed anything? Please,
19 Harriet.

20 MS. NEMBHARD: I may just like to
21 clarify my thought about the functionality.
22 I don't think that a consideration of its

1 functionality -- whether it be a simple
2 function or a previously known product --
3 should exempt it from coming under the
4 definition of nanotechnology if it meets the
5 standard of a small size -- less than one
6 micron or what have you. Even if it's
7 familiar, if it's of a nanosize, I think that
8 should be sufficient to take a look at it
9 under the definition of nanotechnology.

10 While I agree the functionality is
11 important, I don't think that being able to
12 say that it had a previous form or a simple
13 function should exempt it from being
14 considered a part of a nanotech product.

15 MR. MORRIS: Yeah, I guess -- sort
16 of what I was thinking is that you have a
17 structural element and you have a functional
18 element. So structurally it can be a
19 nanoparticle, but functionally, whether or
20 not that makes a difference just in terms of
21 the definition. But I agree that once it's
22 best -- once it's proper scale of measure is

1 a nanometers, then it's nanotech. That's
2 interesting.

3 Is there anything we've missed in
4 our overview? No? Is that good? Okay.
5 Well, if there's no further discussion we'll
6 go on to Topic 2. We've already heard some
7 from Connie Weaver on this as background, so
8 we should have that in mind as well. Topic 2
9 is lead in pharmaceutical products. And
10 we're going to -- Norman Schmuff, who is the
11 branch chief division of Pre-marketing
12 Assessment II, ONDQA from FDA is going to
13 give us a historical background and an
14 introduction to the topic. And of course
15 we've all had the pre-reads. I saw Norman.
16 Where did he go? You moved.

17 MR. SCHMUFF: Thanks, Ken. So,
18 it's my job to cover a little background of
19 how we got here and to give you at least a
20 few specific numbers to think about.

21 MR. MORRIS: Nice try, but you have
22 to stand up.

1 MR. SCHMUFF: Okay. And this is
2 sort of the generalized question -- what
3 further steps should we take regarding lead
4 content, specifically in pharmaceutical
5 products. I will mention that we, of course,
6 are representing CDER. And there is another
7 big stakeholder in this, and that's the
8 Center for Foods. And we do have them
9 represented here today. And Dr. Kashtock
10 will be a speaker.

11 Initially we got a docket
12 submission related to a monograph. And the
13 monograph essentially proposed that for
14 ibuprofen and a number of other drugs -- that
15 we regulate those by a monograph system
16 instead of the current NDA system.

17 You may or may not know that there
18 really are two ways to do what we used to
19 call OTC and nonprescription products. One
20 of the monograph rail and one is the NDA
21 rail.

22 So there was a proposal -- a

1 tentative proposal -- to include ibuprofen.

2 And Albemarle raised the issue of lead in
3 foreign-sourced drug substance and reported
4 some testing that they did. They tested 30
5 products and here are the numbers for the
6 1200 mg maximum daily dose of ibuprofen.

7 Okay, U.S. products from not detected to 1.25
8 micrograms. And the foreign products from
9 not detected to 13 micrograms.

10 Probably related to this, the
11 Department of Veterans Affairs asked FDA to
12 test some ibuprofen in 2003. And at that
13 time an FDA lab tested 11 samples from two
14 suppliers that came from the stocks of the
15 Veterans Affairs. And really found that
16 there were submicrogram levels -- nanogram
17 levels -- for 1200 mg of ibuprofen.

18 Just to give you an idea here what
19 the USP limits are like for 1200 mg and a
20 theoretical tablet of, say, 500 mg in weight
21 -- you can read the numbers there. But the
22 result is that you could have as much as

1 about 75, 78 micrograms of daily intake that
2 would be permitted under the current USP lead
3 limits. And that actually -- ibuprofen
4 doesn't have a lead limit. It has a heavy
5 metals limit. And you'll hear a little bit
6 about that later on.

7 Here's just a summary of some
8 regulatory lead limits. The USP as you'll
9 hear currently regulates on a monograph by
10 monograph basis and with quite a wide range
11 in parts per million (ppm) that would result
12 in quite a wide range of potential daily
13 intake. How CDER does it I'll mention in a
14 moment. CFSAN recently -- that is the Center
15 for Food Safety and Applied Nutrition
16 recently revised their limits on candy to 0.1
17 ppm. I don't know how much candy you think
18 your kids would be able to eat, but for 50
19 grams of candy that would be about 5
20 micrograms intake.

21 Just for comparison, the EPA --
22 which does recognize that there is no safe

1 threshold and their goal is zero --
2 nonetheless has a limit when you have to take
3 some remedial action of 0.15 ppm. So, for 2
4 liters of water that's 30 micrograms. And
5 the EU foods actually has some limits that
6 really are pretty widely ranging. And I
7 believe that highest limit -- the 1000 mg, or
8 1000 micrograms, or 1 milligram I think is
9 for bivalves, as I recall.

10 How does CDER control lead? Well,
11 really it's indirectly via the USP/NF
12 monographs. And about half the drug
13 substances and excipients have either lead or
14 heavy metals limits. And drug products --
15 very few of the drug products have limits.
16 Just a few of those. And generally we would
17 have no additional controls unless the
18 product contains metals other than sodium or
19 potassium. So generally if we did see these
20 mined elements, metals, we would generally
21 see or ask for a limit on heavy metals.

22 In '93 there was a provisional

1 tolerable total intake level that was arrived
2 at by one of the models for lead intake and
3 its correlation with problematic blood
4 levels. And you can see what those numbers
5 look like. So 6 micrograms to 75 micrograms
6 for adults.

7 And here just, you know, I only
8 went up to grams a day, but here's the kind
9 of range you would see depending on how many
10 parts per million were allowable in a drug
11 product ranging up to 8 milligrams. So you
12 can see that you get up to -- you know, you
13 get up to 75 microgram levels depending on
14 the amount of drug intake and the amount
15 that's permissible. But recall that so far
16 as I reported what we've seen it's more like
17 in the low single digit microgram numbers.

18 So we did form a working group that
19 was comprised of people from a diverse range
20 of offices.

21 We knew we had to get some
22 pediatric input. The ONDQA had me as a

1 member. The Office of Pharmaceutical
2 Science, Janna Malay. And there were a
3 couple of people from the OTC group which is
4 now known as the Office of Nonprescription
5 Products. And at some point then we stepped
6 back a bit from the specifics of lead in
7 ibuprofen and merely responding to the lead
8 in ibuprofen and saying, well, maybe we
9 should take a risk-based look at all
10 pharmaceutical products and just see what
11 kind of lead levels we do see.

12 And I think we came up with a
13 pretty good risk-based sampling plan that
14 also Dr. Kauffman will discuss a little more.
15 So the idea was anything with a mind comp
16 component -- non-alkaline metal -- that's
17 used in the pediatric population and if it's
18 a high volume product. And so we sampled
19 based on that kind of plan.

20 Now, I'll just remind you that
21 vitamin supplements and minerals are
22 regulated not by CDER but by our Center for

1 Foods. And there was a letter that was sent
2 by Congressman Waxman in response to a
3 finding that there was 15 micrograms of lead
4 in 2 tablets, which presumably is about a
5 daily dose of a vitamin supplement. Now,
6 there are some -- in response to that, CFSAN
7 collected more than 300 samples of vitamins
8 and minerals, and at least the preliminary
9 analysis suggests that there really are no
10 significantly elevated levels of lead. But
11 you won't see the final levels until that
12 information is finalized.

13 So, here's the agenda then. First
14 we'll start with medical effects. Then John
15 will talk about the drug product survey that
16 was done. Dr. Abernethy from USP will talk
17 about the USP controls. And I think more
18 interesting, where the USP is moving in this
19 direction. And then Dr. Kashtock will tell
20 us a little about CFSAN's approach to
21 controlling lead exposure. And then we'll
22 have a wrap up and the questions.

1 So it's a general question that's
2 posed to the Committee. And there are some
3 underlying implicit questions. But the
4 explicit question is what additional
5 information would be necessary for us to
6 gather so that we might appropriately
7 determine the next steps that the FDA or CDER
8 should take.

9 So, with that, I think I would
10 introduced Susan Cummins, who actually has a
11 fair amount of background in this particular
12 area. And we really were fortunate to have
13 her on the committee because of her expertise
14 in this area, and also her involvement with
15 pediatric drug development at FDA.

16 So, Dr. Cummins.

17 DR. CUMMINS: Good afternoon. And
18 thank you for having me.

19 This is a huge topic and I can only
20 in the time allotted touch the highlights.
21 How do I go forward here? There we go.

22 I'm going to spend a fair amount of

1 time talking about the blood lead level
2 distributions in the U.S. population and
3 special groups that we're particularly
4 concerned about and trends about those over
5 time. I'm going to spend some time talking
6 about measurement and modeling the exposure
7 because in the last 15 years or so with the
8 advent of the K X-ray fluorescence machine,
9 which is a tool that's used for research to
10 measure lead concentration in bone, there's
11 been a lot of work in modeling lead exposure
12 and understanding where lead moves around in
13 the body once it's there. And the bone is a
14 long-term storage compartment. We now
15 understand it's interplay with blood lead
16 levels over time.

17 I'm also going to just touch on --
18 very quickly walk through what we know about
19 the major health effects, particularly with
20 low level population level exposure.

21 Oops, sorry. So this is a slide.

22 You can actually go to the Arctic snow strata

1 and burr down like with rings in a tree and
2 collect samples and measure how ambient air
3 lead levels have changed over time. And
4 that's what this slide is showing you. And
5 you can see that starting with the Industrial
6 Revolution there was a gradual increase.

7 And then the ambient air lead
8 levels really shot up beginning in the 1930s
9 and through the 1950s with the use of leaded
10 gasoline. Leaded gasoline's phase-out
11 started in 1975 and ended in about 1996. And
12 that dotted line is a hypothetical line
13 showing a decline. The amount of tonnage of
14 lead mined each year continues to increase,
15 so if we were able to go and update this
16 slide we might see some interesting patterns.

17 This is old data but still
18 relevant. This is from the National Health
19 and Nutrition Survey from 1991 to 1994, and
20 it shows you the distribution of blood lead
21 levels according to age and gender. And
22 you'll see a couple of important points I

1 want to point out. The first is that there's
2 this u-shape distribution. So very young
3 children are at high risk, and gradually
4 their risk of lead exposure declines as they
5 get older until they reach adolescence. And
6 then you see a steady increase. You don't
7 really see a gender differential until
8 adulthood, and that's because more men than
9 women work in lead occupations. And most
10 adult exposure to lead is from workplace
11 exposure.

12 Pediatric patients -- I always like
13 to think of lead poisoning as an opportunity
14 that's tied into development. So the peak
15 age incidence for lead poisoning in young
16 children is around the age of two. At about
17 two they stop engaging in much oral motor
18 behavior. They start talking more. They're
19 exploring their environment less with their
20 mouths. They're being less exposed to lead
21 contaminated dust, and that's why their blood
22 lead levels tend to drop.

1 We also -- this is just looking at
2 children's blood lead levels over time. And
3 you can see that with each successive NHANES
4 survey there's been a steady decline in
5 geometric mean blood lead levels. This is
6 just in children. We would see probably the
7 same pattern in adults. And that's because
8 of the many environmental and regulatory
9 interventions that have been taken to reduce
10 the amount of lead in consumer products, and
11 gasoline, and paint, and other sources.

12 This slide, just very quickly,
13 lists the sources -- common sources for
14 adults and children. And for pediatric
15 patients, the exposure sources have changed
16 some over time. We've made a lot of progress
17 in reducing the number of homes in the United
18 States with deteriorated lead based paint.
19 Children can also be exposed when their
20 parents bring lead dust home on their
21 clothing, through folk remedies, through
22 ceramic pots and toys, and many others. And

1 as you know this has really been in the news
2 recently with imports from China that have
3 lead in them surprisingly often.

4 And there had not actually been a
5 death from lead poisoning in the U.S. until
6 the last couple of years. And there were two
7 children who have died. The first died from
8 lead-based paint exposure, a very
9 deteriorated home. And the second child died
10 because he swallowed a lead trinket that was
11 on his tennis shoe that was imported from
12 China.

13 Adult lead exposure is primarily
14 through occupation, also through hobbies.
15 They also may use folk remedies that are
16 imported from other countries that have high
17 lead content. Ceramic pots can leach lead.
18 Food can be contaminated. There are many,
19 many sources of lead. It's a very
20 industrially useful metal, and that's why you
21 can find it so much and why people continue
22 to use it.

1 Now I want to move on and talk
2 about uptake distribution metabolism
3 excretion. There are two primary routes of
4 lead exposure: Inhalation and ingestion.
5 And the only particles that make it into the
6 lungs are the very tiny ones, less than 1
7 micrometer in size. And those are ones that
8 are respirable. Ones that are inhaled that
9 get stuck in the nasopharyngeal tract can be
10 ingested because they mix with mucous that is
11 swallowed.

12 Ingestion is the other common
13 pathway for exposure. A little bit can be
14 exposed, particularly from organoleg
15 compounds. Exposure to those now is very
16 rare. And absorption is influenced, as was
17 mentioned earlier, by the presence -- or
18 absence of other nutrients. Iron deficiency,
19 calcium deficiency -- both tend to increase
20 lead absorption. And children tend to absorb
21 more of the lead they are exposed to than do
22 adults. And that's probably primarily

1 because they are at higher risk for those
2 nutritional deficiencies and because they
3 have a much higher metabolic rate.

4 Now, this is a very simplistic
5 slide, but I want to try to make a point when
6 you think about exposure and cumulative
7 exposure. There are two kinds of ways that
8 particularly children are exposed. You can
9 have a brief acute exposure. Child swallows
10 a BB. Child goes fishing, sucks on fishing
11 weights. Parent has a minor exposure that
12 comes and goes. And you can actually track
13 that by monitoring blood lead levels. A
14 famous example was one a couple of decades
15 ago. There was a big party at the U.S.
16 Embassy in Mexico, and the children's punch
17 was in a lead glazed punchbowl. And the
18 punch was acidic. The lead leached into the
19 punch. The children got lead poisoning, and
20 they all got serial blood lead levels and you
21 could see their blood lead levels go up and
22 go down fairly quickly.

1 What's much more common and of much
2 greater concern is the kind of chronic
3 long-term exposure that's modeled here where
4 a child was living in a home with
5 contaminated dust, and they are constantly
6 exposed to that lead-contaminated dust
7 because it's from the friction surfaces on
8 painted surfaces. And they are constantly
9 exposed, and over time build up a body burden
10 of lead that is stored in their bones. This
11 is what we worry about the most because once
12 that lead is in that bone compartment it's
13 hard to get it out. It does come out but
14 very, very slowly.

15 Here is just another slide that
16 goes into a little bit more detail about
17 uptake disposition and excretion. As I
18 mentioned you can inhale it or ingest it. It
19 comes into us. It goes in. Some of it is
20 excreted in feces, sweat, hair, and nails --
21 a small amount. Most lead then goes into the
22 blood compartment. It mostly is bound to red

1 blood cells.

2 It interacts with the soft tissue
3 compartments. The ones we worry about the
4 most are the kidneys and the brain,
5 especially for young children. It's
6 primarily excreted in the kidneys, and
7 there's this interaction in the bone
8 compartment.

9 Most lead over long term is stored
10 in bones. The bone lead body burden for
11 adults is about -- 90 to 95 percent of their
12 total lead burden is in their bones, and for
13 children that number is about 80 to 95
14 percent.

15 Now, circulating lead -- there are
16 times when lead levels will go up. There's a
17 tendency when there's a need to heighten bone
18 reabsorption and mobilize calcium. That
19 occurs during pregnancy and lactation. It
20 can happen with prolonged bed rest. For
21 example, children who get a femur fraction
22 and traction actually can become

1 hypercalcemic because there's a lot of bone
2 reabsorption going on just from not moving --
3 being in bed. Osteoporosis -- post-menopause
4 osteoporosis is a time when that occurs.
5 Hyperthyroidism and weightlessness. Not a
6 common risk factor but one I listed here for
7 completeness.

8 Now, clinically when you worry
9 about lead poisoning and do screening
10 programs for lead poisoning, primarily we
11 measure blood lead levels. And a blood lead
12 level reflects usually recent exposure. The
13 half-life of lead in blood is about 35 days,
14 but if there's this kind of long-term chronic
15 exposure pathway that I mentioned earlier,
16 the clearance of that lead is not simple. It
17 interacts with the other soft tissues that we
18 worry about and then it equilibrates with
19 soft tissue and bone.

20 And we kind of always thought this,
21 but this has actually been very well
22 characterized in the last decade with the

1 availability of x-ray fluorescence to measure
2 lead in bone. And I keep coming back to that
3 because this is a real breakthrough. I think
4 the '90s we learned a lot about how to
5 remediate lead in housing, and in this last
6 decade we've learned a lot about how to
7 better look at lead exposure long-term,
8 short-term, and how to integrate the various
9 compartments where it lives in humans.

10 Bone lead levels are a way to
11 estimate cumulative body burden, particularly
12 -- lead is particularly stable in cortical
13 bone where it has a half-life of decades. A
14 very long half-life. Trabecular bone -- the
15 turnover is more rapid. But still it's years
16 to decades.

17 There's also been some effort to
18 develop a cumulative blood lead index. And
19 I'll show you an example of that in just a
20 moment. That's the area under the curve -- a
21 way of integrating various blood lead levels
22 taken at points in time to estimate total

1 blood burden.

2 This slide demonstrates that
3 concept. This is data from the treatment of
4 lead exposed children trial -- TLC trial. It
5 was the only randomized controlled clinical
6 trial of chelation therapy for moderately
7 lead poisoned children. It was conducted in
8 the early- to mid-1990s. Children who had
9 moderately elevated blood lead levels were
10 recruited into the trial. They were treated
11 either with succimer, an oral chelating
12 agent, or a placebo. They were followed for
13 three years to see if there was an impact on
14 their IQ after chelation therapy. And the
15 trial was sized to detect a three point
16 increase in IQ after chelation.

17 There were many interesting lessons
18 from this trial. Both arms, by the way, had
19 environmental interventions to deal with the
20 lead paint in their homes and to clean it up
21 and keep their homes as free of lead dust as
22 possible. One of the most important lessons

1 is many had hoped in lead poisoning
2 prevention that we could use a decline in
3 blood lead level as a surrogate measure for
4 reduction in lead with chelation. And what
5 we learned from the TLC trial is that wasn't
6 a very useful measure.

7 You can see that after chelation in
8 the treated group there was a small and
9 transient decline in blood lead levels, but
10 over time there was a convergence between the
11 placebo group and the succimer group. And
12 really, not much lead was mobilized by this
13 chelating agent. It was really an
14 intervention of very limited impact. But you
15 can also see here how one might be able, with
16 a lot of serial blood lead levels, to model
17 cumulative exposure and develop an index of
18 that.

19 So I'm going to quickly run through
20 what we know about health effects in
21 children. This is a huge topic so I'm going
22 to just touch on the high points. Lead is a

1 systemic toxicant. It's not an essential
2 nutrient. There's no such thing as a normal
3 blood lead level. We have lead in our bodies
4 because it's been used industrially, it's in
5 the environment, and we're exposed.

6 This slide shows the level of lead
7 in blood is -- on the left side you can see
8 the points when CDC changed their definition
9 of a blood lead level of concern. And you
10 can see also on the right a list of various
11 health effects so that the higher the blood
12 lead level, the more serious the effects.

13 And we are now thinking about these
14 very low levels. And what's been really
15 interesting in watching lead poisoning
16 prevention and lead poisoning health
17 literature over the years is that as the
18 levels of lead have declined in the
19 population, every time there's a decline then
20 we go to say, well, you know, is there an
21 effect on learning, IQ, cognition, behavior
22 between the range of 0 and 10, which is where

1 the action has been in the last 15 years or
2 so for kids. And we can do that because we
3 can find children with very little exposure
4 as the reference population, and then do
5 comparisons with various levels of exposure.

6 The effects that we mostly worry
7 about now are these ones here at the bottom
8 -- attention deficits, learning disabilities,
9 school failure, behavior problems, reduced
10 IQ. And I'd add to that that there is
11 literature showing evidence that antisocial
12 behavior and real sociopathic behaviors have
13 been linked to lead poisoning as well.

14 I don't want to forget mentioning
15 that lead commonly can cause at higher levels
16 microcytic anemia and the symptoms of that --
17 of lead exposure, such as abdominal pain.
18 And at even more severe levels can cause
19 death from encephalopathy.

20 This is an old slide. It shows the
21 regression lines for several studies that
22 have looked at blood lead versus IQ. And the

1 important lesson to take home from this is
2 that these lines are all going downward as
3 blood lead goes upwards. And many more
4 studies have been done since this slide was
5 developed, and they would show you generally
6 the same consistent trend.

7 This is data from -- just to remind
8 me that there have been studies that have
9 specifically looked at behavioral effects of
10 lead. This is one from one of the most
11 famous studies. It was a study of dentin
12 lead levels from deciduous teeth done by Herb
13 Needleman published in 1979. And it shows
14 you that the higher the dentin lead level --
15 so the yellow is low, up to red is high --
16 the more distractible, dependent,
17 disorganized, frustrated, unable to follow
18 sequences, and low overall functioning this
19 school-aged child had -- none of these are
20 qualities you'd want your own children to
21 have.

22 And this was actually -- I want to

1 give credit to Herb Needleman. I think he's
2 retired now, but he always pushed the
3 envelope. And this was a study that really
4 rattled everyone and moved us in a new
5 direction. He managed to follow up this
6 cohort to graduation and showed, again, that
7 there was a strong and dose-response
8 relationship between deciduous tooth dentin
9 level at age seven, and the likelihood of not
10 graduating from high school -- and in the
11 subgroup that had identified lead poisoning,
12 that likelihood of not graduating was nearly
13 45 percent. So this is not a trivial effect;
14 it's quite significant.

15 Now, let's zoom forward. There's
16 been a lot of other research in this area. I
17 want to mention one study that was published
18 in April of 2003 in the New England Journal
19 of Medicine. This was a study by Canfield
20 and colleagues that looked at 172 children.
21 Followed them from birth -- every 6 months
22 from birth to -- from 6 months to 36 months,

1 and then saw them again at 48 and 60 months.

2 And did IQ studies at 3 and 5 years
3 of age. And then they looked at the impact
4 of blood lead levels on their IQ that was
5 measured and they adjusted for maternal IQ,
6 which is the most positive, strongest
7 predictor of a child's IQ and other
8 co-variants that are related to IQ.

9 This is their regression line. And
10 you can see a couple of things. Here again
11 is lifetime average blood lead concentration.
12 So he integrated all those values as we
13 discussed. Here are their IQ scores. And
14 you can see that there is a dose response
15 relationship between blood lead levels and
16 Stanford-Binet IQ -- Stanford-Binet is just
17 one of several standardized IQ tests.

18 And what's important about this one
19 is the action here in the average blood lead
20 levels between 0 and 10. Because you can see
21 that this line -- the slope of this line
22 changes. And that there is a larger dose

1 response effect at these very low blood
2 levels than there is at higher blood lead
3 levels.

4 Indeed the nonlinear model was the
5 most predictive, and the nonlinear model
6 showed that for blood leads below 10 there
7 was an impact on IQ of 7.4 points. That's
8 about half a standard deviation.

9 And that for the linear model
10 overall above 10 micrograms per deciliter
11 there's about a 4-1/2 to 5 point decline in
12 IQ for every 10 microgram per deciliter
13 increase in blood lead.

14 Now, that may seem like a small
15 effect, but it's important when you think
16 about it as distributed over the entire
17 population. If you think that a blood lead
18 level greater than 10 will lower IQ by 2 to 4
19 points, that has a big -- oops, sorry --
20 impact on the tails of the distribution.
21 Here and here.

22 So this little change may not seem

1 like much, but when you look at the tails it
2 will double the number of children with low
3 IQs in the retarded range, and half the
4 number of children in the high IQs in the
5 gifted range. And the other powerful point
6 about this is this new finding by Canfield
7 that there's a bigger impact in these blood
8 lead levels between 1 to 10 -- that lead has
9 a bigger impact on neurodevelopment as
10 measured by IQ.

11 I also mentioned that lead
12 poisoning causes anemia. The anemia you see
13 with lead poisoning is a hypochromic
14 microcytic. Red cells -- tiny pale red cells
15 -- that's because lead tends to bind to the
16 enzymes that help to create heme and block
17 its production. And block the binding of
18 iron to hemoglobin, and block the binding
19 essentially of oxygen to hemoglobin. So it
20 mimics and looks very much like the kind of
21 anemia you see with iron deficiency.

22 It's rare with blood lead levels

1 less than 35. It's now pretty rate in
2 children because we don't see that that
3 often, but it does still occur in adults.

4 Other health effects are behavioral
5 effects that have been seen in children and
6 youth in various studies include executive
7 function disorders. That's things like
8 active working memory, being able to plan --
9 the kind of skills you need to organize
10 yourself and perform well in school as school
11 demands get greater. Complications of
12 attention deficit hyperactivity disorder and
13 school failure. One study showed a very
14 small and subtle effect of blood lead on the
15 date of onset of puberty. There's been
16 studies linking it to dental carriers, and
17 also studies linking it to -- in a small way
18 -- to reduce linear growth.

19 Now I'm going to move on and talk
20 about adult workers in the general
21 population. And again, lead is a systemic
22 toxicant. It's a dose response relationship

1 in the kinds of effects that you see. Adult
2 exposed workers can have a whole range of
3 health effects depending on their level of
4 exposure.

5 And with chronic exposure they can
6 have fatigue, apathy, GI complaints, gout,
7 arthritis, impaired concentration, renal
8 disease, and again, microcytic anemia.

9 The next couple of slides list the
10 range of health effects you can see in adult
11 workers. And I'm not going to walk through
12 these because they're in your slides and you
13 can read them. But only to point out that
14 there are many organ systems involved. And
15 with a high level of exposure, each organ
16 system can experience some damage.

17 There are reproductive effects that
18 have been reported in adult workers. In
19 males that includes impotence, reduced sperm
20 counts, malformed sperm, and with reduced
21 mobility. For women, menstrual disturbances,
22 sterility, spontaneous abortions and

1 stillbirths. And in both there has been
2 measured genetic damage to germ cells.

3 Both the National Toxicology
4 Program and the World Health Organization
5 have declared lead to be a probable human
6 carcinogen. The NTP declared it a reasonably
7 anticipated to be a human carcinogen in 2004.
8 And the WHO monograph -- which is if you want
9 a full review of lead and all we know about
10 it, I would highly recommend that document --
11 found inorganic lead to probably be
12 carcinogenic to humans but was not able to
13 classify organic lead compounds.

14 The tumors of particular concern
15 are renal, stomach, and brain. There is some
16 data on lung cancer but that's somewhat
17 equivocal.

18 Now I want to just touch on what we
19 know about the low level exposure in adults.
20 There have been several surveys. I've
21 included a couple of slides from one of the
22 best surveys on these issues.

1 The reason I want to focus on this
2 is because occupational exposure is regulated
3 in a somewhat different way, but we now know
4 because we can look at where lead migrates
5 over time within the body. There are very
6 well documented studies showing a
7 relationship between low level lead exposure
8 in adults -- much from the mobilization of
9 lead in bone -- and hypertension and renal
10 disease, various cardiovascular endpoints,
11 and cognition declines with aging.

12 With regard to hypertension there
13 have been many, many reviews and metanalysis
14 of this relationship, including 30 original
15 observational studies. In cumulation, about
16 60,000 participants that have shown that low
17 level lead exposure is associated with a rise
18 in blood lead levels with every twofold
19 increase in blood lead. So from 5 micrograms
20 to 10 micrograms per deciliter there is an
21 approximate 0.6 to 1.25 millimeters of
22 mercury increased in systolic blood pressure.

1 And this research has been supported by
2 animal studies as well.

3 For cognitive function -- now, this
4 is an issue that has just started to come
5 together. There was a large metanalyses
6 published in 2007 that looked at study
7 participants with environmental exposure or
8 current or past occupational exposure. And
9 that's one of the challenges in the adult
10 studies -- is that those two groups are
11 integrated and their exposure stories are
12 often quite different.

13 These studies supported an
14 association between lead dose and decrements
15 in cognitive function for all these cohorts.
16 And that the kind of effect and cognitive
17 domains include verbal and visual memory,
18 motor and psychomotor speed, manual
19 dexterity, attention, executive functioning,
20 peripheral motor strength. And in each of
21 these studies there appeared to be a dose
22 response relationship.

1 Now, I just want to mention in
2 closing that much of this research comes from
3 the Normative Aging Study. This is a study
4 that was begun in Boston in 1961. They
5 recruited about 2,300 Boston men. And then
6 to do the lead study, subsetted out 719 men
7 without any occupational exposure history
8 entry. They followed these 719 men over time
9 ever since 1961. They now have bone lead
10 measurements in them, and they've been able
11 to integrate all that data to understand
12 these relationships I've been talking about.

13 Just to give you the data that they
14 collected from their bone lead measurements
15 -- and you can see it here. They looked at
16 particularly a bone lead burden in the tibia
17 and patella.

18 So to conclude, lead is a systemic
19 toxicant. There is no evidence for a safe
20 exposure threshold. The integration of bone
21 lead and blood lead measurements has allowed
22 us a more precise categorization of exposure

1 and body burdens over time. And the recent
2 evidence that I just showed you demonstrates
3 that there is harm in children and in adults
4 from low level lead burdens.

5 Thank you for your time. Do you
6 want to take questions now or do you want to
7 wait?

8 MR. MORRIS: Actually, if there are
9 clarifying questions then we should take them
10 now if that's all right with you?

11 DR. CUMMINS: Yeah, that's fine.
12 Absolutely.

13 MR. MORRIS: Art.

14 MR. KIBBE: I have just a few that
15 I think you can answer quickly. For people
16 that are not exposed to lead in their
17 workplace, is most of the lead that they have
18 picked up during their lifetime airborne?

19 DR. CUMMINS: It's airborne or they
20 can also have a point source of exposure.
21 People have things around their house that
22 have lead in it that they don't know. It can

1 be from soldered cans, from a hobby they
2 practice. You know. Rifling enthusiasts
3 pack their own shot. Some people -- my
4 stepmother, who had very poorly controlled
5 hypertension, made stained-glass using leaded
6 solder. I mean, there are many, many ways
7 that adults can be exposed to lead. But
8 occupation is far and away the most common.

9 MR. KIBBE: Second, your slide 21
10 shows IQ lifetime average blood level -- it
11 has a curve through it, but the data points
12 are hugely scattered.

13 DR. CUMMINS: Yes, they are.
14 You're absolutely right.

15 MR. KIBBE: And what is the
16 reliability of that correlation based on that
17 kind of scatter?

18 DR. CUMMINS: Well, that's a very
19 good point, and I'm glad you brought that up.
20 I just showed you the most influential and
21 final study that has looked at this
22 relationship. There have been a number of

1 other studies. In the interest of time -- I
2 could give you a whole hour talk on just this
3 area of research -- but a number of other
4 studies have shown a very similar
5 relationship with a very similar estimate of
6 the effect size for blood leads between 0 and
7 10.

8 There are many other factors -- one
9 of the challenges is that IQ is an apex
10 measure of cognitive performance. And it's
11 influenced by many factors other than blood
12 lead level. And so the thrust in recent
13 research to look at this relationship has
14 been to collect that data, robust that
15 covaried data as robustly as possible so you
16 can adjust for that. And these are adjusted
17 for those factors.

18 But there is a lot of scatter.
19 There is a lot of variation in the impact of
20 lead on cognition.

21 And what the literature suggests is
22 that the children who are most at risk for

1 school failure, who are in the poorest
2 households with the least able parents are
3 the most impacted by this added burden in
4 their lives. Children who are of better
5 economic circumstances, or whose parents are
6 better educated or smarter, tend to recover
7 more from any lead exposure that they had.

8 MR. KIBBE: Third question. I
9 notice that in the discussion of how lead is
10 eliminated from the body -- because if we
11 have a constant exposure, in order to balance
12 it up and keep our lead levels -- that brings
13 me to the question of what does that mean for
14 the end stage renal disease population whose
15 kidneys have shut down.

16 DR. CUMMINS: Oh, that's a good
17 question. Well, they are really in a bind.
18 It's difficult for them to mobilize and
19 excrete their lead. You're right. I can't
20 say that I can answer that with more
21 precision. I haven't really focused on that
22 subpopulation.

1 MR. KIBBE: Because we use calcium.

2 DR. CUMMINS: Absolutely.

3 MR. KIBBE: To control their
4 phosphorous level. And if calcium has got
5 lead in it, even if it inhibits lead
6 absorption, it still exposes it. I mean, I
7 just don't know what that means.

8 DR. CUMMINS: That's a really good
9 question. I wish I could answer it off the
10 top of my tongue, but I can't.

11 Any other clarifying questions?

12 MS. MORRIS: In the last study that
13 you talked about the Boston man, I take it
14 they were looking at correlation with
15 disease?

16 DR. CUMMINS: Yes. A lot of the
17 issues I mentioned earlier -- let me
18 apologize. I should have put those slides
19 earlier in my talk. And I didn't. So I
20 played catch up. But, yes, many of those
21 studies that I cited earlier, much of the
22 data or some of the data came from the

1 Normative Aging Study. It's been a really
2 important study in this arena.

3 MS. MORRIS: So was it mainly
4 hypertension?

5 DR. CUMMINS: Hypertension, other
6 cardiovascular endpoints, such as sudden
7 death. That data is softer, but there is
8 some evidence that there is sudden death,
9 cardiac hypertrophy, other cardiovascular
10 endpoints, as well. Hypertension is the
11 biggest one though and the strongest
12 relationship. And again, a concern because
13 we all have blood pressure. You know, it's a
14 variable that's one that's distributed
15 throughout the population.

16 Thank you for your time.

17 MR. MORRIS: Thank you. So next we
18 have John Kauffman. Is that right?

19 MR. SCHMUFF: Yes, we have John
20 Kauffman, who also was a member of our CDER
21 group, as was Dr. Cummins. And I'd just like
22 to say that the group could sit around and

1 pontificate about this issue, but then when
2 it came time to do something about it people
3 always looked to John and said, well, can you
4 guys do this? And as our labs have said in
5 the past -- they always say, yeah, we can do
6 that. And I'll tell you, we had a recent
7 issue in which we had a little project that
8 we thought maybe would be nice to get some
9 data. And that was their response, too.
10 Yeah, we can do that. So, I would say thanks
11 to John, who actually had to set up the
12 assay, validate the assay, buy the samples,
13 and do most of the work.

14 Also, the paper that came out of
15 this, which Susan was also a coauthor of,
16 really, I think, painted a pretty good
17 holistic picture of the whole issue of lead
18 exposure in pharmaceuticals and the
19 acceptable levels. So, John.

20 MR. KAUFFMAN: Thank you. You're
21 giving me more credit than I deserve because
22 a bunch of other people did a lot of this

1 work as well. But thank you anyway.

2 Shortly after the lead in
3 pharmaceuticals working group began to think
4 of broader issues, you know, one of the first
5 things we did was a literature search. And
6 we found that in the literature there was
7 very little known about lead in
8 pharmaceuticals. What's the level of
9 contamination?

10 And so what I'm going to tell you
11 about today is a survey that we did in the
12 Division of Pharmaceutical Analysis. And I'm
13 going to begin by talking about how the drugs
14 were selected. And this was something that
15 the group -- the entire group participated
16 in. I'm going to talk a little bit about
17 analytical procedures because you can't
18 really talk about lead limits without also
19 considering the procedures -- the analytical
20 methods that are available to test those
21 limits.

22 And then I'll talk about the

1 results. And we look at concentrations in
2 pharmaceutical products and materials, and
3 also the amount of lead delivered to the
4 patient by ingesting these materials. And in
5 the end I'm going to relate that to blood
6 lead levels, which is the more relevant
7 toxicological quantity.

8 So, as Norman mentioned earlier, we
9 used a risk-based approach. And of course,
10 we wanted to address the concerns of the
11 citizens' petition, so ibuprofen was at the
12 top of the list. And we also wanted to look
13 at other analgesics, like aspirin and
14 acetaminophen, and so forth. We looked at
15 calcium- containing, bismuth-containing,
16 other metal- containing products. We figured
17 that those would be the ones that would be
18 most likely to have elevated levels of lead.
19 We also looked at high volume products, and
20 in particular we looked at products that
21 treated chronic diseases like diabetes,
22 cholesterol drugs, drugs for asthma and

1 rheumatoid arthritis. We looked at some
2 over-the-counter drugs, smoking cessation
3 products, vitamins -- which also will have
4 metals in them -- and so forth.

5 We also attempted to collect
6 imported drugs. We were able to use imported
7 ibuprofen that the FDA collected in routine
8 inspections. But it was very difficult for
9 us to find finished products that we knew
10 with certainty were imported. We found one
11 of those we purchased over the Internet, and
12 you'll see that later.

13 We were also cognizant of the need
14 to look at pediatric dosage forms. And one
15 of the things -- two of the things I didn't
16 mention up here were that we also looked at
17 products that were likely to be taken by
18 older adults. And also we wanted to have a
19 pretty good balance of innovative products
20 and generic products.

21 So let me talk briefly about the
22 common methods -- the USP methods for lead.

1 And there are two of them. The first one is
2 the lead -- a general chapter on analyzing
3 lead. This was a dithazone extraction. You
4 make up a dithazone solution in chloroform
5 and that solution is a bluish-green. And it
6 chelates metals. And when it chelates metals
7 it turns from bluish-green to sort of a
8 bright pink. So it's unambiguous when you're
9 chelating metals. The way you do this is you
10 take your product, and you grind it up, and
11 you extract the metals from it in an acid
12 solution. And ideally you would do this in
13 something like a closed vessel digester.

14 Okay, like a microwave digester because that
15 way you can make sure that all the matrix
16 materials are decomposed and that the lead is
17 truly released. So the best way to proceed
18 is with some sort of closed vessel digestion.

19 It's a little bit problematic to do
20 that because when you close a vessel and you
21 digest it, you're making carbon dioxide. So
22 it can get very high pressure. So you're

1 limited in how much mass you can put in one
2 of these digestion vessels.

3 Well, in any case, the dithazone is
4 in a chloroform solution. You take that
5 extract and you extract that aqueous -- that
6 acidic aqueous solution with this chloroform
7 solution, and the lead will partition into
8 the non-polar phase. And then what you do is
9 you take a standard solution and you apply
10 this method. And you take your test solution
11 and you apply this method. And then you look
12 at them and you ask is the test solution more
13 red or less red than the standard solution.
14 And if you answer that it's more red, then
15 you say that it fails the lead test; and if
16 it's less red you say it passes the lead
17 test. And that's the way the test is done.

18 Okay. The detection limits are in
19 the ballpark of 1ppm. That's probably a
20 little optimistic, but that's the range that
21 it's intended to be used. Okay. There are a
22 number of problems with this. First of all,

1 you have to control pH fairly carefully in
2 order for this method to work properly. It's
3 only useful for a fairly narrow range of
4 analyte concentrations. Calcium, magnesium
5 phosphorous, iron -- a lot of elements will
6 interfere with this test. And it's
7 nonspecific. So if you have zinc and lead in
8 the same solution, you'll get the response
9 and you don't know whether it's zinc or lead.
10 All you know is that the solution turned
11 pink.

12 It's a fairly elaborate wet
13 chemical procedure. And also you need a
14 fairly large sample mass. The way you
15 increase the sensitivity of this method is to
16 jack up the mass of material from which you
17 extract the lead. And that then becomes too
18 much for a closed vessel digester to handle.
19 And so it's incompatible with the closed
20 vessel digestion.

21 The other method in the USP that is
22 often used to determine lead or that will

1 often respond to lead in materials is the
2 heavy metals test, Chapter 231. This is a
3 sulfide precipitation. It's also a wet
4 chemical method. You get insoluble colored
5 metal sulfides that turn the solution a sort
6 of rust color, depending on what metals you
7 have. And this is also a similar visual
8 colorimetric test. You have a reference.
9 You have a test. If the test is darker than
10 the reference, then it fails. If it's
11 lighter than the reference, then it passes.

12 A number of problems with this
13 method as well. The low limited detection
14 here is fairly high for many metals. And
15 it's also nonspecific. It requires elaborate
16 wet chemical methods, and it also requires a
17 fairly large sample mass. And so it's
18 incompatible with microwave digestion. Or
19 it's more challenging to do if you're going
20 to use microwave digestion.

21 Okay. So these are the two methods
22 that are prescribed by the monographs for

1 analyzing lead and other heavy metals in
2 pharmaceutical materials.

3 There are lots of instrumental
4 methods available. One of the most widely
5 available ones is a flame atomic emission.
6 And I mentioned for the previous two methods
7 -- the wet chemical methods -- the limits of
8 detection are on the order of a part per
9 million or higher. For flame atomic
10 absorption the detection limit is about 30
11 parts per billion (ppb).

12 So that's about 30 times better
13 sensitivity than the wet chemical methods.
14 It's inexpensive -- relatively inexpensive as
15 an instrumental method. It's pretty widely
16 available, and so that's very beneficial
17 because people don't have to buy new
18 instrumentation.

19 There are interferences that can
20 cause problems. We tried to use this on one
21 of the vitamins that we looked at, and some
22 of the metals really interfere and give you

1 false results. Each metal requires its own
2 specific lamp. So if you want to just do
3 lead, then you just need a lead lamp. But if
4 you want to look at a variety of metals, then
5 you need to use several different lamps. And
6 that increases the amount of time and effort
7 that's required to do the analysis.

8 It requires a fairly large volume
9 of solution, and that means it requires a
10 fairly large mass of the product that you're
11 trying to analyze. And again, that makes it
12 difficult to do with closed vessel digestion
13 because you would have to do multiple
14 digestions in order to get enough mass.

15 And there are a number of other
16 methods. Most of the other methods are along
17 these lines. But the state-of-the-art -- the
18 real state-of-the-art is inductively coupled
19 plasma mass spectrometry.

20 And the detection limits for ICP-MS
21 for lead -- for metals in general -- is in
22 the ballpark of one part per trillion (ppt).

1 For lead, this is the method we use. We got
2 about a 0.5 ppt. That is, you know, 30,000
3 times more sensitive than flame atomic
4 emission. So this means we can use very
5 small samples. It's compatible with closed
6 vessel digestion methods, and it's definition
7 the current state-of-the-art for metals
8 analysis.

9 It's more expensive than AA. This
10 is potentially problematic, but it's being
11 adapted by most analytical labs at this point
12 and the prices are coming down. There are
13 tabletop models and so forth. Not so many
14 interferences because you can separate things
15 out by mass -- single mass unit analysis.
16 And it can survey nearly all the metals.

17 So this is the method we're going
18 to use. There are a few references on this
19 in the literature, and I think we may hear
20 more about these later. But there was a
21 paper written in 2000 by someone from -- I
22 think this person is from -- well, they're

1 from the pharmaceutical industry. I think
2 they're from Merck. One of these is from
3 Merck, and the other one is from another
4 pharmaceutical company. In any case, this is
5 a survey of replacing the USP heavy metals
6 method with ICP mass spec. And they
7 concluded that this is a much better way to
8 do it. This is another paper that was
9 written also looking at ICP mass spec as a
10 means of screening for heavy metals. And
11 then the third paper here is our paper that
12 was published in 2007. And this is really
13 not looking at the method itself; rather,
14 it's looking at lead in pharmaceutical
15 products -- the prevalence of lead in
16 pharmaceutical products.

17 So, here's what we did, and this is
18 a summary of our analysis. So we did -- as I
19 said, we used inductively coupled plasma mass
20 spectrometry. Our limits of detection were
21 0.5 ppb in the product.

22 Okay. So those detection limits I

1 mentioned before -- 30 ppb for flame atomic
2 absorption and roughly 1 ppt for ICP mass
3 spec -- that is the detection limit with
4 respect to the solution that you aspirate
5 into the instrument. When you then take into
6 account the fact that you've diluted the
7 sample and so forth, what we get with this
8 method is a detection limit of 0.5 ppb in the
9 actual product. Okay. So we have very good
10 ability to detect lead in pharmaceutical
11 products.

12 We performed this in collaboration
13 with the University of Missouri research
14 reactor. The analytical services group there
15 -- all they do is elemental analysis. And
16 they are very good at it. They're truly
17 experts in ICP mass spec. And we really
18 benefited from their contribution.

19 Here's the summary. We analyzed 45
20 total products. None of them exceeded 500
21 ppb of lead. The highest one we saw was 500
22 ppb. So, you know, we need to put that in

1 perspective. When Norman talked about what's
2 allowable for ibuprofen, that level would be
3 roughly 25 ppm. And what we see is 500 ppb
4 at the highest. That's about 50 times lower
5 than what's allowable in ibuprofen.

6 Okay, the average was roughly 50
7 ppb. That's 500 times lower than what's
8 allowed in ibuprofen. And so I want to
9 emphasize that while I will talk about some
10 higher concentration products versus lower
11 concentration products, those -- I'm
12 referring to high and low with respect to the
13 average of our survey. I would say that none
14 of these constitutes high concentrations of
15 lead in the actual product.

16 We also looked at 10 foreign
17 sources of ibuprofen. As I mentioned, none
18 of those exceeded 15 ppb. Okay, so orders of
19 magnitude below what we expected on the basis
20 of the citizens petition.

21 All right, so onto the results.
22 We're going to look at the results along

1 several different dimensions. First we want
2 to look at ibuprofen. So I've tried to color
3 code these. And by the way, this is all
4 published. Okay, so these tables are
5 directly from the published paper. The only
6 part that's not published is this part --
7 this little bit on ibuprofen API. Okay. And
8 we discussed that but we didn't publish this
9 in a table. And what you see here is that
10 the ibuprofen API -- here are our lead
11 concentrations in ppb. And they range from
12 less than 1 ppb to about 12 ppb. Those are
13 very low concentrations of lead.

14 I've tried to color code the ones
15 that tend to be on the high side with respect
16 to the products that we looked at. If we see
17 an elevated concentration, I've labeled that
18 with a yellow highlighting. If I see one
19 with elevated intake -- that is if the mass
20 of lead delivered by this product is
21 elevated, then I made that one blue. And if
22 both concentration and intake are elevated,

1 then that one is green.

2 So, this one happens to be green.

3 The one that we see here that is high is this
4 product that we purchased over the internet.

5 It's a combination product. It contains both
6 ibuprofen and acetaminophen. It has
7 virtually no information on the package about
8 what other materials are in there.

9 We did X-ray fluorescence analysis
10 on this material to see if we could find
11 calcium because that might be a potential
12 source. There's very little calcium.

13 We really don't know where lead
14 came from in this product. And yet, it was
15 one of the higher concentration products that
16 we looked at. It's 316 ppb. Still fairly
17 low, but this is one of the higher ones.

18 So that's ibuprofen. We can look
19 at the pediatric products. And what we see
20 with the pediatric products is that, again,
21 very low levels of acetaminophen. Anywhere
22 from a part per billion to -- most of these

1 down here are in the 1 ppb to 25 ppb range.
2 Those are, again, very low. The highest ones
3 we saw -- actually, this product -- this
4 vitamin product had the highest concentration
5 that we saw. That's right about 500 ppb.
6 The interesting thing about this product is
7 that though the concentration is high, the
8 dose mass is relatively low. And so the mass
9 ingested by taking this product as it's
10 recommended is less than 1 microgram of lead
11 per day.

12 Another product -- this is a
13 calcium containing product. It had a
14 concentration of 173 ppb. Again, in the
15 ingested mass, if you take it as recommended
16 -- the maximum mass as recommended by the
17 product insert -- you would ingest about .85
18 micrograms of lead a day. So, I mean, in
19 conclusion, again, very low concentrations of
20 lead in these pediatric products.

21 Now, I want to focus on the worst
22 cases here -- the highest concentrations.

1 And I'm going to begin by looking at these.
2 These are now sorted according to their
3 concentration. There are six products that
4 have concentrations higher than 100 ppb. And
5 they range from 500 ppb down to 144 ppb.
6 Most of these are either metal containing,
7 such as this vitamin. There are a couple of
8 calcium containing or bismuth containing
9 materials. So these are things that are
10 expected to have some lead impurities in
11 them.

12 And then this one down here is a
13 smoking cessation product. And this product
14 actually has a fairly low concentration of
15 lead, but the recommended amount is -- the
16 maximum recommended daily dose is so high
17 that you can ingest a microgram of lead by
18 taking this product as recommended.

19 So, we can sort these not by
20 concentration, but we can sort them by
21 maximum daily ingestion. And you see that
22 that ranges from about 2.7 micrograms per day

1 down to 1 microgram per day.

2 Those are the five that deliver the
3 highest mass of lead to the consumer in a
4 day. So the highest one here is about 2.7
5 micrograms per day.

6 And we can look at that now with
7 respect to blood lead levels. And this is
8 the same table. I've added this column here.
9 Here's the 2.7. And below I have this table
10 that is -- I believe this is an EPA model
11 that attempts to relate the blood lead level
12 -- the blood lead level to the ingestion
13 rate.

14 So the toxicologically relevant
15 quantity is the blood lead level, but the
16 easiest quantity to measure is the ingestion
17 rate, particularly with respect to the sorts
18 of things that we're talking about today.

19 And so the way to think about this
20 is that this is the conversion factor. This
21 blood lead level per ingestion rate. And the
22 units of that is micrograms per deciliter per

1 microgram per day. So you take the
2 micrograms per day that you ingest, you
3 multiply it by this conversion factor, and
4 you get an estimate of the blood lead level.
5 And so we've done that on the basis of the
6 maximum daily ingested mass. And we get
7 these sorts of blood lead levels.

8 So the blood lead level increase
9 that you can expect from the product that
10 delivers the highest mass of lead is about .11
11 micrograms per deciliter.

12 That's the increase. And if you'll
13 remember from the previous talk, the average
14 -- I believe that I got this right -- the
15 average is in the ballpark -- the average
16 blood lead level is in the ballpark of 3
17 micrograms per deciliter. So that gives you
18 an idea that here we're about an order of
19 magnitude below that. And that's the worst
20 case scenario.

21 And by the way, this product is a
22 calcium containing product. So we're not