

**WORKSHOP SESSION SUMMARY**  
**POST-CONFERENCE PROCEEDINGS**  
**2018 National Trainers' Exchange**

**1. Session Title and Presenter's Contact Information:**

Workshop title: **Emergency Management Planning: Laboratories**

Presenter (s) Name: **Shalaka Kotkar**

Presenter Organization: **The University of Texas Health Science Center**

Presenter Email: **Shalaka.kotkar@uth.tmc.edu**

**2. Workshop Summary:**

Disasters such as hurricanes, floods or fires, can pose challenges to the safe operations of research, diagnostic and other laboratories that contain materials that, uncontrolled, are a hazard to human health and the environment. Securing and protecting research materials, products, and critical equipment is important in the event of such an emergency. Also important is preventing the release of chemicals, radiation sources, infectious agents or other hazardous materials. If the appropriate measures are not taken, invaluable data, samples and equipment may be lost or compromised. Worse, cleanup workers or the nearby community could be exposed to health hazards. Therefore, we strongly support the development of emergency management plans for laboratories. In this workshop, we propose using the train-the-trainer model to develop a cadre of new trainers with the expertise to teach laboratory personnel how to develop, maintain and update an emergency management plan. Workshop participants will receive training materials, emergency shutdown checklists and other resources to teach others to develop actionable site-specific plans.

**3. Methods:**

The session included both a power point presentation & handouts for discussion. Examples from Hurricane Harvey were used to drive home the message of the importance of Emergency Management Planning in Laboratories.

Advantages: The presentation was used to deliver key points as well as display images. The handouts had the checklist that the attendees could take to their own institutes and modify to suit their needs.

Disadvantages: Power point presentations can be didactic if not coupled with appropriate questions to elicit audience participations.

#### **4. Main Points/ Key Points Raised from Participants:**

##### **Main points raised by presenter:**

Institutes of higher education are required to maintain Emergency Management Plan (EMP). This plan includes planning and management of a variety of emergencies. It is important for researchers to have a cursory knowledge of the EMP. However, due to the nature of the profession; it is accurate to assume that researchers may not have time to parse out laboratory-relevant information from the EMP. The EMP too may not get into the minutia of what needs to be done by laboratory works prior to, during and after an event. These issues can be addressed by creating a handy checklist covering basic steps that should be taken before, during and after the event. This checklist should be provided to the laboratory workers.

##### **Main points raised by attendees:**

- 1) The various structural elements of the EMP discussed can be used by other entities creating their EMP.
- 2) The checklist on Emergency Management Planning for Laboratories can be modified to suit different laboratory settings.
- 3) This scope of this checklist is limited to general research laboratories. Certain laboratories and chemical plants could have unique considerations not outlined here.
- 4) This may not be appropriate for community settings.

#### **5. References:**

Texas Education Code §52.127

34 CFR 668.46 Institutional security policies and crime statistics

Joint Commission on Accreditation of Healthcare Organizations, Emergency Management Planning Standard

Hospital Incident Command System

National Incident Management System

NFPA 1600

National Response Framework

#### **6. Workshop Handouts/ Resources:**

*Attached*