

Course Location:

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
A, V, P	Global (all animations involving Pamela)	Use a different voice for Pamela in all animations in which she appears and speaks. Customer thinks she sounds too robotic, so please choose a voice that is not robotic.		
P	Lesson 1, Lesson Introduction (Page 1 of 35)	At 1:04/1:05 – make the 4th bullet point – Performance issues vs. misconduct (use that capitalization exactly)		
V, P	Lesson 1, Chris's Errors (Page 3 of 35)	From :49 to 1:02, change the images of supplies and equipment to items more related to CDC laboratories. Consider these items: microscopes, centrifuges, petri dishes, autoclaves, pipettes, incubators, fume hoods.		
P	Lesson 1, Examples of Performance Issues and Misconduct (Page 6 of 35) AND GLOBAL	On this question, add "Choose the best answer." to the end of the question. It should read like this: "We've established that Chris's issue is about performance, not conduct. What type of performance issue do you think Chris has? Choose the best answer. " THEN, for ALL question in the course where there is only one correct answer (not ones where the learner is told to "Select all that apply") – put "Choose the best answer." at the end of the question.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
A, V, P	Lesson 1, Non-Compliance Misconduct (Page 7 of 35)	Change the narrator audio to this new script: "As we've just learned, non-compliance with policies, protocols, and regulations is a form of misconduct. We will also discuss what we call general misconduct. General misconduct is anything that is misconduct, but not a non-compliance issue, such as harassment, intimidation, or theft. Non-compliance misconduct is handled by a different set of offices. It also has different accountability and investigation mechanisms. That is why we differentiate between non-compliance and general misconduct. Non-compliance misconduct is especially pertinent to laboratory supervisors, as it may, in fact, be more common than general misconduct. Let's hear from the supervisors again about their compliance and non-compliance issues with laboratory employees. They will focus on violations of animal use protocols."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
A, V, P	Lesson 1, Supervisors Discussion: Non-Compliance with Animal Use Protocols (Page 8 of 35)	Three audio changes in this box: 1) From :01 to :11, replace the audio with this new script: (Mauricio) "While we're talking about our situations, maybe you guys can help me consider what to do about a dilemma with a particular employee. He is failing to adhere to a procedure, which causes a protocol deviation; this is non-compliance." 2) Then have the line after that be replaced with this: (Gina) "I hope it's not a compliance issue that involves animals. Those are serious." (It previously said "I hope it's not one...") 3) From :19 to :26 (time might be moved based on above changes), change Kirby's line to this: "It does seem like the ones involving animals require more documentation. Every action or step must be meticulously recorded." 4) From :36 to the end (time might be moved based on above changes), change Mauricio's line to this: "This person is a brilliant laboratory scientist, but lately I'm concerned about his choices. He seems to do what he wants when he wants, instead of following written protocols and laboratory procedures."		
A, V, P	Lesson 1, Mauricio and James (Page 9 of 35)	At 0:08 to 0:21, re-record the audio using this script instead of what's there: <i>"James, in the last enhanced HepB vaccine candidate Hepatitis B study, we were to administer to the mice 6 micrograms per injection twice a day, spaced apart by at least 6 hours. We're doing the same this time."</i>		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 1, (Page 10 of 35)	From :52 to the end, Suni is "bobbing her head." Make sure she does not do this. Her head should be still. At :58 to 1:00, Suni puts her hands up for seemingly no reason. Have her hands at her sides or something similar.		
A, V, P	Lesson 1, Gray Areas (Page 13 of 35)	Re-record the entire audio for this narrator video and use this script instead (the change is in the last paragraph, but you can just re-record the entire clip if it's one sound file): "Let's talk more about gray areas. Because situations are often layered, they can be hard to categorize as a performance issue or misconduct. An employee could be completing work poorly because of a lack of knowledge, training, and skills. This points to a performance issue. However, the situation could have circumstances associated with misconduct, such as a defiant attitude, repeated errors despite remediation, and serious consequences. Conversely, an employee may be frequently late for work or meetings, a behavior associated with misconduct. However, the situation could have circumstances associated with performance issues, such as remorse for mistakes, eagerness to improve, and negligible or no consequences for anyone involved. Because the situations have elements of a performance issue <i>and</i> misconduct, a supervisor may feel uncertain as to how to treat them. The situations are gray and may require more consideration than usual, as well as guidance from other supervisors and offices."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 1, Supervisors Discussion: Safety Violations (Page 15 of 35)	At 00:59, there is some extra CC/transcript text on the screen that should not be there. Take this out: "It was just one at first, propping the doors open"		
A, V, P	Lesson 1, Safety Violation: Misconduct or Performance Issue? (Page 18 of 35)	Re-record narrator audio for this video: This is the new script: "Zoë not complying with an approved protocol is misconduct. Zoë not retaining information on written documents is potentially a performance issue, but could be a gray area, depending on circumstances and intentions. Zoë being distracted while doing her work and needing to focus more is a performance issue. Zoë's dismissive and irritated demeanor is associated with misconduct. It is not easy to determine how to treat a situation when it has hallmarks of both misconduct and a performance issue, but discussion with peer supervisors, OHR, and other management officials can help you sort out how to proceed in nuanced and unique situations. Generally speaking, safety violations are more likely to be treated as performance issues when they stem from genuine mistakes, lack of training, or a misunderstanding of safety protocols. They are more likely to be treated as misconduct when there is an element of negligence, willful disregard, or deliberate violation of safety protocols. Let's return now to our first scenario where Chris was making mistakes."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 1, Safety Violation: Misconduct or Performance Issue? (Page 18 of 35)	Add this to the feedback layers (to the right of the narrator/video): "Zoë is not complying with an approved protocol (misconduct). Zoë is not retaining information on written documents (often a performance issue, but a potential gray area). Zoë is distracted while doing her work and needs to focus more (performance issue). Zoë's demeanor is dismissive and irritated (misconduct)."		
P	Lesson 1, Supervisors, OHR, and Performance Issues (Page 20 of 35)	Change answer choices on this question to Yes or No (per CDC SME – we do not have a choice in the matter.) Take out True/False wording.		
P	Lesson 1, Supervisors, OHR, and Performance Issues (Page 20 of 35)	Add this text to the pop-up layer (for correct and incorrect): "A supervisor can • implement helpful checks and modifications • provide additional support, training, and coaching Involving OHR or not depends on stage, severity, and other circumstances."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 1, Chris's Personal Obligations (Page 21 of 35)	At :45 to :47 and 1:24 to 1:28, reduce Chris's head movement. Customer thinks he is "bobbing his head" too much.		
A, V, P	Lesson 1, Chris's Personal Obligations (Page 21 of 35)	Remove audio from :30 to :51 and replace with this (Chris – new script here): "I have more pressure at home. Stella, my youngest, is now starting kindergarten and my two oldest children are entering their teenage years. I'm also now the president of my HOA and doing hefty work for another volunteer organization. I know I shouldn't make excuses. But everything's adding up. So much to be done, personally and professionally."		
P	Lesson 1, Supervisors Dealing with Performance Issues (Page 22 of 35)	Forward button is not working even after learner submits correct answer and sees correct feedback. Please fix.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 1, Supervisors Dealing with Performance Issues (Page 22 of 35)	Add this text to the green (correct) pop-up layer: (can keep the "yes, this is correct" – just add this below it) "When an employee's performance issues are rooted in personal distractions and obligations, a supervisor could offer any of the following: • Resources related to strategic scheduling and time management. • A flexible work schedule to accommodate the obligations. • Additional support and redistribution of work. • Wellness resources: employee assistance, counseling services, etc."		
P	Lesson 1, Mauricio Speaks with James about His Non-Compliance (Page 23 of 35)	Change title of this scenario (on the cover screen at the beginning of the animation) to "Administering Unapproved Vaccine Doses" (was previously "Administering Unapproved Virus Doses") Other places to make this same change: Lesson 1, page 9 of 35 – Mauricio and James; Lesson 1, page 10 of 35 – Suni Speaks to Mauricio; Lesson 2, page 18 of 33 – Administering Unapproved Vaccine Doses.		
P	Lesson 1, Supervisors and Informal Fact-Finding (Page 24 of 35)	Add text to the feedback layers (to the right of the narrator video): "Supervisors can discreetly conduct informal fact-finding. Informal fact-finding is a precursor to official reporting to relevant offices."		
P	Lesson 1, Reporting Non-Compliance, (Page 25 of 35)	Add text to the feedback layers (to the right of the narrator video): "When non-compliance with animal use protocols is suspected, the supervisor should report it to IACUC and ACUPO."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
A, V, P	Lesson 1, Anissa Seeks an Explanation From Zoe, (Page 26 of 35)	Remove the current audio from 1:03 to the end. Change Anissa's audio at 1:03 to the end to this instead: "Staff well-being is our number one concern. We want to protect everyone. It is also a legal requirement that we provide a safe working environment. Additionally, if we're inspected by the Institutional Review Boards, and you're seen not wearing PPE, we're going to face fines, penalties, or suspensions. This is very serious."		
P	Lesson 1, Anissa Seeks an Explanation From Zoe, (Page 26 of 35)	Change screen /text direction to this (copy and paste): "Select the play button to observe Anissa's conversation with Zoë about door-propping and PPE concerns."		
SMEs	Lesson 1, Anissa Seeks an Explanation From Zoe, (Page 26 of 35)	Blake/Rodger do not need to do anything for this. Jane is inserting a comment to be discussed w/ OLSS/CDC. Conrad comment: "jump to safety topic needs explanation by narrator"		
P	Lesson 1, Informal actions: Verbal or Written Warnings (Page 27 of 35)	On the screen title at the top, capitalize the word 'actions'. Should read: Informal Actions: Verbal or Written Warnings		
V, P	Lesson 1, Formal Actions (Page 28 of 35)	Fix the audio/video feedback. At 0:08 the avatar disappears and audio ends, but the video goes on as "dead air" and background. Please have the feedback go from 0 to :09 with the avatar/narrator there til the end.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 1, Formal Actions (Page 28 of 35)	0:00 – 0:01 - Unnatural pause by avatar after stating "yes." Adjust so that there's less of a pause after he says yes.		
A, V, P	Lesson 1, Overview of Scientific Integrity (Page 29 of 35)	At 00:52, the avatar states "(R.I.O.)" quickly without a pause between the full word and the acronym. At 0:50, re-do this audio "Within OS, the Research Integrity Officer (RIO) group oversees scientific integrity issues" and make sure there is more of a pause between when the narrator says Research Integrity Officer and RIO group (should be pronounced R-I-O group). It does not need to be a long pause, just a little more space than currently (currently it is run together).		
A, V, P	Lesson 1, Overview of Scientific Integrity (Page 29 of 35)	Change the beginning of the audio to this (the part in yellow is new): "Now let's pivot to another important topic: scientific integrity. Laboratory supervisors must understand scientific integrity to ensure that research is conducted ethically, help prevent misconduct, and foster a culture of trust and accountability in scientific work." (The above goes before: "Scientific integrity is adherence to professional practices...") Everything else remains the same in that audio/video.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 1, Supervisors Discussion: Roles in Research Misconduct (Page 30 of 35)	At 0:30, CDC logo should be updated		
A, V, P	Lesson 1, Pamela and Gladys (Page 31 of 35)	At :24, change Gladys's line to "As far as the clinical sample analysis, will Wednesday of next week be okay?" (Change in audio and in the CC text at the bottom of the screen)		
P	Lesson 1, Natasha's Concerns (Page 32 of 35)	From 0:02 to 0:09, in the text CC, put a comma after Dale's and Jenny's. Should read like this: "We looked at Dale's, Jenny's, and Gladys's reports."		
P	Lesson 1, Natasha's Concerns (Page 32 of 35)	At :10 to :12, the CC text should say "Oh? Anything I should know about?" At: 00:13, the CC text should be, "As a matter of fact, yes, we found something concerning. Nothing with Dale and Jenni, but Gladys." Remove the "Oh anything I should know about?" on that part.		
V, P	Lesson 1, Natasha's Concerns (Page 32 of 35)	At 00:52 when Natasha states "take a look at this," the paper on the clipboard is blank. Adjust that graphic so that there is some writing and some charts on it so that it appears to have information.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
p	Lesson 1, Natasha's Concerns (Page 32 of 35)	At 1:21 to 1:24, Natasha states, "OrYou don't think she would have made up these data, do you?" Show Natasha on the screen for that part so it's clear she's the one saying that. This one's Natasha. 		

I	Lesson 1, Natasha's Concerns (Page 32 of 35)	Blake/Rodger - this was previously marked pending SME review. It is now finalized. You can work on it now. Please re-do this animation's audio. The basic scene is the same (same characters, background, and context, but the script is different). Here is the new script: <i>After time passage...</i> <u>Natasha</u>: Hi Pamela. Belle, our statistician, and I completed our interim analysis on the Virus X study and have some concerns. <u>Pamela</u>: Oh? Anything I should know about? Was the initial testing blinded? <u>Natasha</u>: Yes, it was. But we unblind the data for the in-process statistical analysis and found a series of significant outliers in the data set. <u>Pamela</u>: Can you tell me specifically what you found? <u>Natasha</u>: Sure. Immune responses and injection site reactions data were dramatically different from the rest of the data for that study group. Higher responses and lower reactogenicity scores. <u>Pamela</u>: (chuckles) Well, that's good, right? <u>Natasha</u>: Well, maybe ... The data are valid and the test was done with proper samples, controls, data, and analysis. However, the problem is that these outlier data are all associated with a single test operator – Gladys (shows Pamela a few sheets of paper for comparison). <u>Pamela</u>: (looks at sheets for a few moments). You're right, this doesn't make sense. How could the safety percentage and efficacy percentage change so drastically? Most of the same controls and samples were used, in the same amounts and in the same administrations across the various cell cultures. Perhaps it's a performance problem? Gladys has had a lot on her plate lately. <u>Natasha</u>: I did some additional analyses but can't make these numbers add up. Maybe Gladys was in a hurry and inadvertently duplicated some old results? Or... you don't think she would have made up these data, do you? <u>Pamela</u>: Oh, I hope not! If this is fabrication, and it were to go undetected, bad information could get circulated and lives could be lost. But I can't explain this pattern either. <u>Natasha</u>: So...we're seriously talking about possible data fabrication?		
---	---	---	--	--

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 1, Natasha's Concerns (Page 32 of 35)	Change the screen direction to say: "Select the play button to watch and listen to Pamela's conversation with Natasha, a statistician who has concerns."		
P	Lesson 1, Types of Research Misconduct (Page 34 of 35)	On feedback layers, take out the colon after "are" in this part -- "Other research behaviors that do not fall under the official definition of research misconduct but warrant concern are:" Also remove that colon at the 00:08 to 0:16 mark in the video (the CC text at the bottom)		
P	Lesson 1, Lesson Conclusion (Page 35 of 35)	At 0:59 to the end, the text under "What's Next" overlaps with the CC text transcript of the avatar speaking. Please move that CC text so that it does not do that.		
P	Lesson 2, Gina Seeks Solutions (Page 2 of 33)	At 00:30 when Gina is discussing "physical comfort," replace the image of the white fan with an image of a wall thermostat.		
P	Lesson 2, Gina Speaks with OHR (Page 4 of 33)	At 0:05 to 0:07, Gina's lips are moving but there is no sound. Even though this is may be intentional to show that they are all talking, please have her just sit there with no mouth movement (customer prefers this).		

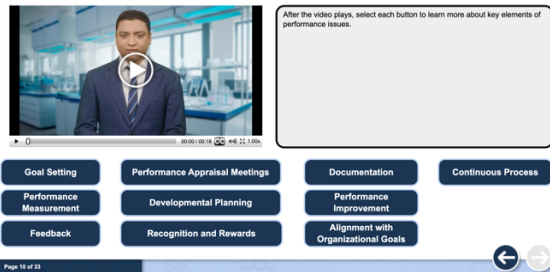
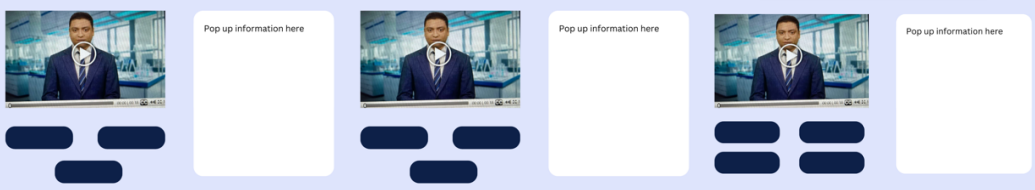
Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Gina Speaks with OHR (Page 4 of 33)	At 0:23, there appears to be a glitch/jump in transcript while Kaj is speaking. Separate the two lines timed to the narration. It should be this first, "I wish more supervisors would reach out to us." Then after audio finishes, it should disappear, and this part should appear: "OHR supports employees and managers with anything related to performance improvement."		
P	Lesson 2, Gina Speaks with OHR (Page 4 of 33)	At 0:33, the transcript for Gina extends beyond the border of video screen. Consider adjusting. Have the CC text in two parts instead of all together. Should be this first: "Well, I've reached out to a colleague about a spreadsheet she created for an employee a few years ago." Then after that is off the screen, this part. "I haven't heard back from her yet. As I understand it, it was a great document." And make sure they do not go to the edge of the screen on the left or right.		
V, P	Lesson 2, Gina Speaks with OHR (Page 4 of 33)	At 0:49 to 0:52, Kaj states "I've used it for a few weeks. I find it very helpful." but there is no transcript on the screen while he is speaking. Please add in the CC text.		

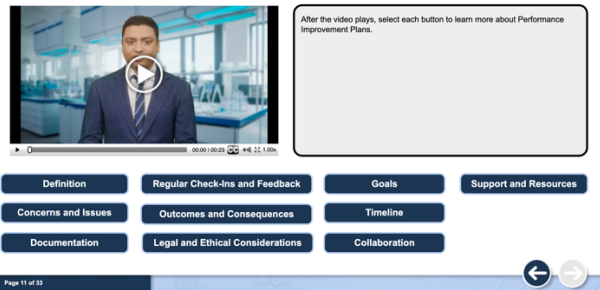
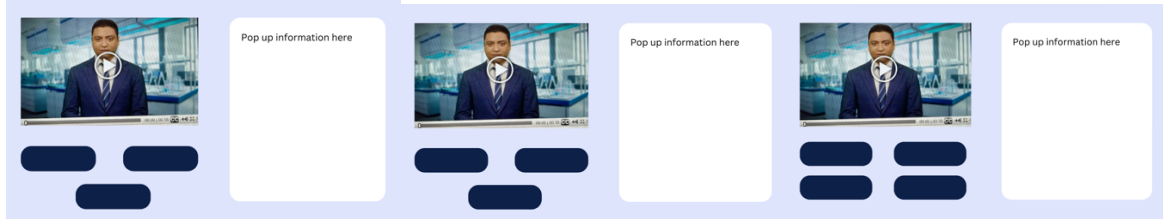
Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 2, Gina Speaks with OHR (Page 4 of 33)	At 0:52 - 0:54, Gina mouth is moving "oddly" before she speaks. Keep her face neutral until she begins speaking.		
P	Lesson 2, Documenting Performance Issues (Page 6 of 33)	Change the question to this (copy & paste; change already made): "The main responsibilities for a supervisor dealing with performance issues are: – Gather information related to the performance issue – Document meetings and discussions – Schedule private follow-up meetings – Monitor improvement progress Thus, Gina was right to ask about documentation. When she documents her situation with Chris, what type of information do you think Gina should include? (Select all that apply.)"		
A, V, P	Lesson 2, Performance Management Appraisal Program, (Page 7 of 33)	At 1:16, the avatar states "plans." Change this audio to say: "Let's see how Gina revises Chris's performance plan to help him improve." (Changed "plans" to "plan") Please make sure it is changed in the CC text as well (plans -> plan)		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 2, Revising Performance Plans (Page 8 of 33)	At 0:02 – 0:04, there is a long pause before the images come into view. Reduce the pause between the words "Some Time Later" and when the images come into view.		

A, V, P	Lesson 2, Revising Performance Plans (Page 8 of 33)	Re-do this animation please (w/ new audio/script). We are eliminating the character "Brian" and changing a bit of the dialogue. The other characters (besides Brian) can stay. This is the new script for this scene: <u>Gina (after she sits down):</u> Thanks for meeting with me again. <u>Kaj:</u> We're always happy to. What can we help you with? <u>Gina:</u> I have a question about performance plans. As I understand it, they can be revised. Is that correct? <u>Gretchen:</u> Yes. Is this about your employee who was struggling? <u>Gina:</u> He's been improving, but I think modifications to his performance plan would help even more. <u>Kaj:</u> Revisions to performance plans are common. Revising makes sense if organizational goals change or situations arise. <u>Gretchen:</u> There is a condition, though. The change should be made when there are at least 90 days left in the appraisal period. <u>Kaj:</u> Yes, that way the employee works under the new standards for enough time to be rated fairly. <u>Gina:</u> That makes sense. <u>Gretchen:</u> Keep in mind that you can create new goals, indicate a new evaluation method, or change review dates. <u>Gina:</u> Yes, I plan to schedule more review dates with my employee. I think it will be helpful.		
P	Lesson 2, Aims of PMAPs (Page 9 of 33)	Add "Select all that apply." to the end of the question stem.		
P	Lesson 2, Aims of PMAPs (Page 9 of 33)	Change the feedback layers to have this on-screen text (not on the video, but on the green/pink layer). Should be in this exact order. • Help differentiate performance issues and misconduct		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
		• Set performance standards • Clarify expectations • Prevent or mitigate problems • Evaluate employee performance		
P	Lesson 2, Key Elements of Performance Plans (Page 10 of 33)	Put a number on each button so the learner knows what order to select in: (can make text size slightly smaller, if necessary, to accommodate adding the #s) 1. Goal Setting 2. Performance Measurement 3. Feedback 4. Performance Appraisal Meetings 5. Developmental Planning 6. Recognition and Rewards 7. Documentation 8. Performance Improvement 9. Alignment with Organizational Goals 10. Continuous Process		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Key Elements of Performance Plans (Page 10 of 33)	Roles and Responsibilities: Accountability in Employee Conduct and Performance Key Elements of Performance Plans  Customer thinks this page (above) looks too busy and like it has too much on it. Is there any way we can break this up into three screens so that the buttons are all covered (1 through 10), but on separate screens. Follow the same # order as in the above change request. The three pages would look like this: 		

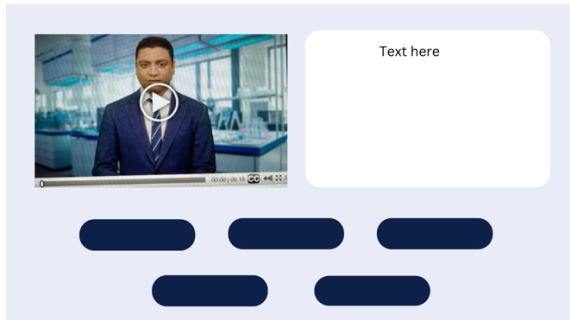
Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Performance Improvement Plans (Page 11 of 33)	Roles and Responsibilities: Accountability in Employee Conduct and Performance Performance Improvement Plans  Customer thinks this page (above) looks too busy and like it has too much on it. Is there any way we can break this up into three screens so that the buttons are all covered (1 through 10), but on separate screens. Follow the same # order as in the below change request. The three pages would look like this: 		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Performance Improvement Plans (Page 11 of 33)	Put a number on each button so the learner knows what order to select in: (can make text size slightly smaller, if necessary, to accommodate adding the #s) 1. Definition 2. Concerns and Issues 3. Documentation 4. Regular Check-Ins & Feedback 5. Outcomes and Consequences 6. Legal and Ethical Considerations 7. Goals 8. Timeline 9. Collaboration 10. Support and Resources		
P	Lesson 2, Chris's Improvements (Page 12 of 33)	Change Gina's audio at the very end (0:45 to the end) (re-record her audio – new line is here): <i>"That's the power of working together and strategizing. I'm happy to say this situation is resolved."</i>		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Supervisors Discussion: Interpersonal Conflicts (Page 13 of 33)	At 0:51 Kirby states "Interpersonal conflicts are common." However, the transcript for his next line ("What can supervisors do to prevent them or mitigate their damage?") appears before he finishes the previous line of the script. Make sure these lines/CC text appearances are aligned correctly.		
P	Lesson 2, Preventing General and Non-Compliance Misconduct (Page 15 of 33)	The pop-up text for button 6 – "Identify common goals" states "Outcome and Consequences," and the onscreen text does not align with the name of the button. This is what should be on the layer for button 6: "Identify common goals": "Identify common goals Help employees identify shared goals and objectives to encourage collaboration and highlight mutual interests. Emphasize team objectives and everyone's stake in lawful, ethical, and responsible work completed in the laboratory."		
P	Lesson 2, Administering Unapproved Virus Doses (Page 18 of 33)	At 1:06 – 1:10, there is too long a pause (blank screen) before dialogue resumes ("Thank you for this report. Mauricio"). Have "Thank you for this report" occur just two seconds after "anything else I need" ["...anything else I need" ends at 1:06. "Thank you for this report, Mauricio" should start at 1:08]		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Administering Unapproved Virus Doses (Page 18 of 33)	At 00:18 the transcript for Naomi (Hello, this is Naomi....) appears onscreen early, before she starts to speak at 0:22. Please fix this. The words at the bottom should appear at 0:22 when she starts speaking.		
A, V, P	Lesson 2, Administering Unapproved Virus Doses (Page 18 of 33)	At 0:08 to 0:14, re-record the audio so that he says eye-uh-cook more correctly. He says it like "kook" currently. Should be "cook" – "Contacting IACUC about the incident with my employee. I should probably be alone"		
P	Lesson 2, Non- Compliance Procedures (Page 19 of 33)	Remove "Select all that apply." at the end of the question stem. Also, the correct answer is the first choice (Supervisor). Make the question single correct answer only (Learner should not be able to select more than one correct answer).		
P	Lesson 2, CIO Associate Director for Laboratory Science (Page 20 of 33)	Change the question to this (just copy & paste; change has been made already): "The previous question's answer choices mentioned the CIO Associate Director for Laboratory Science (ADLS). The person in this role is not involved in non-compliance misconduct while IACUC and ACUPO are appraising a situation and determining whether a full investigation is needed. What do you think is ADLS's role in assisting laboratory supervisors who are managing non-compliance misconduct? (Select all that apply.) "		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, CIO Associate Director for Laboratory Science (Page 20 of 33)	Change Correct feedback (learner selects all four choices) to this audio feedback instead of just the "Yes, that's correct" text on screen: Audio feedback for Correct: "Yes, that's correct. These are all important ways that the CIO Associate Director for Laboratory Science supports laboratory supervisors in managing non-compliance misconduct." For both Correct and Incorrect layers (green and pink), add this text on-screen to the right of the narrator: "The Associate Director for Laboratory Science does the following: ■ Coordinates and provides oversight with laboratory supervisors, branch chiefs, and division directors to ensure reporting of incidents to OLSS and CIO leadership. ■ Provides guidance and suggests remediation or follow-up, as appropriate, related to incidents involving major or minor infractions. ■ Ensures that all regulated and accredited laboratories under their management are operating within compliance. ■ Supports scientific review and clearance; liaises with the Office of Science "		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 2, Office of Laboratory Science and Safety (Page 22 of 33)	Reviewer comment: "There appears to be quite a bit of white space to the right of the buttons. Consider rearranging the buttons to minimize the white space." Jane's suggestion: 		
V, P	Lesson 2, General Misconduct Accountability (Page 23 of 33)	At 1:19 to about 1:25, the transcript/CC text at the bottom obscures the phased in text on the video (i.e., Fellows, Guest Researchers). Please move the transcript/CC text for just this part so it doesn't do that.		
V, P	Lesson 2, General Misconduct Accountability (Page 23 of 33)	At 00:08 – 00:27 (or so), the onscreen CC/transcript text lags behind the audio. Please fix so that they are aligned.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V, P	Lesson 2, Supervisors Discussion: Progressive Discipline (Page 26 of 33)	At 00:55, Gina's mouth is moving before the audio is heard at 00:57. Make sure it doesn't move til she starts talking.		
V, P	Lesson 2, Supervisors Discussion: Progressive Discipline (Page 26 of 33)	At 00:04, Gina starts her script – "Absolutely. You have the right attitude." The CC text disappears from the screen abruptly before she finishes her line. Make sure the CC text stays on the screen.		
V, P	Lesson 2, Pamela Speaks to Research Integrity Officers (Page 29 of 33)	At :11 to :15, Pamela's "beauty spot" is on her right cheek. Previously it was on the left. Put it on the left for consistency.		
P	Lesson 2, Research Misconduct Red Flags (Page 30 of 33)	Change 'mention' to 'mentioned' in the first line of the question.		

A, V, P	Lesson 2, Research Misconduct Investigations (Page 32 of 33)	Record new audio/narrator feedback on these. New scripts provided here: True (Incorrect) (Pink layer): "This is False. Once a supervisor has reported their suspicion to a Research Integrity Officer in the Office of Science or to the Office of Research Integrity, the supervisor does not take any action other than what those offices directly ask of them. Investigators could ask supervisors to provide relevant information or assist in gathering evidence. Supervisors must maintain confidentiality as required. The Office of Human Resources is likewise not involved unless the Research Integrity Officer in the Office of Science or the Office of Research Integrity asks for their assistance. It is the job of these offices to receive an allegation, collect documentation, evaluate and assess the circumstances, and determine if a full investigation is needed or if the matter should be referred elsewhere." False (Correct) Green layer: "Correct. This is False. Once a supervisor has reported their suspicion to a Research Integrity Officer in the Office of Science or to the Office of Research Integrity, the supervisor does not take any action other than what those offices directly ask of them. Investigators could ask supervisors to provide relevant information or assist in gathering evidence. Supervisors must maintain confidentiality as required. The Office of Human Resources is likewise not involved unless the Research Integrity Officer in the Office of Science or the Office of Research Integrity asks for their assistance. It is the job of these offices to receive an allegation, collect documentation, evaluate the circumstances, and determine if a full investigation is needed or if the matter should be referred elsewhere."		
A, V, P	Lesson 2, Lesson Conclusion (Page 33 of 33)	Re-record entire audio and use this script (below) instead (several changes, just copy & paste what is below – make sure "which" (highlighted in yellow below) is pronounced like "witch" – it was previously pronounced wrong.) Make sure IACUC is eye-uh-cook; ACUPO is uh-coo-po; OLSS is O-L-S-S).		

		"We've come to the end of this lesson. We've covered a lot, including how supervisors support employees with performance problems and how implementation or revision of performance plans and performance improvement plans relate to handling performance problems. We've also looked at how the Office of Human Resources supports supervisors in these efforts. Additionally, since laboratory supervisors are often confronted with general misconduct and non-compliance misconduct, you learned about various supervisor responsibilities therein. You've likewise learned about the roles that certain offices, such as IACUC, ACUPO, and OLSS, play in assisting supervisors dealing with safety violations and animal misuse within research experiments. The agency and laboratory supervisors follow important accountability guidelines: Douglas Factors and progressive discipline. Finally, you learned more about supervisor responsibilities in situations of suspected research misconduct. You're aware of the importance of early detection, reporting procedures, and confidentiality. You also know which offices to speak to – namely, the Research Integrity Office in the Office of Science, and the Office of Research Integrity– and when. In the next lesson, we'll focus on misconduct investigations, specifically. You'll learn more about your supervisory responsibilities beyond identifying that there is a problem. You'll also learn about the role of OHR in investigating general misconduct; the role of IACUC, ACUPO, and OLSS, in investigating non-compliance misconduct; and the role of research integrity officers in the Office of Science, and the Office of Research Integrity in investigating research misconduct."		
p	Lesson 2, Lesson Conclusion (Page 33 of 33)	At 1:12 – 1:20, the last line of the "What's Next" text is obscured (in part) by the transcript at the bottom of the screen. Please move the transcript box in just that part (1:12 to 1:20) so that it's not obscuring anything.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
A, V, P	Lesson 3, Lesson Introduction (Page 1 of 21)	At 0:07, change the second bullet point on screen to say, "Help from OHR, OS, ORI, OLSS, ACUPO, and IACUC." Also, fix the audio at this part. It should say: "We also looked at the roles of other offices, such as OHR, OS, ORI, OLSS, ACUPO, and IACUC, and how they assist supervisors confronted with various issues." (OLSS was not named previously. Needs to be named.) Pronunciations: O-H-R O-S O-R-I O-L-S-S Uh-coo-po (ACUPO) Eye-uh-cook (IACUC)		
V, P	Lesson 3, Lesson Introduction (Page 1 of 21)	At 0:09 in the video, change the closed caption text at the bottom so that OS doesn't have periods. Change from O.S. -> OS.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
V ^P	Lesson 3, Supervisors Discussion, Involvement in Misconduct Investigations (Page 2 of 21)	At 1:58, the onscreen text/transcript appears as "a CUPO" instead of "ACUPO." Fix this to say ACUPO.		
P	Lesson 3, General Misconduct: Steps to Take (Page 3 of 21)	On the feedback layers, please time the appearance of each line of text to the right...to the narrator's words. i.e. When the narrator says, "1. Identify the issue," that appears on the screen to the right. When the narrator says, "2. Conduct informal fact-finding," that appears on the screen to the right. And so forth. (If that is not possible, and the words on the right/on the feedback layer have to stay fixed, at least have the CC lines on the video itself aligned with the audio. It is currently off. Also, please fix this even if the change (in the first paragraph above) is possible.		
P	Lesson 3, Safety Non-Compliance Misconduct Investigations (Page 6 of 21)	Button 5 title is "Interviews & Records" whereas the title for the pop-up box is "Interviews & Interview Records." Change the pop-up box title to "Interviews & Records."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 3, Mauricio Speaks with IACUC (Page 10 of 21)	Revise the on-screen instructions on this page. It is missing the word "with" Should be: "Select the play button to watch and listen to Mauricio's exchange with IACUC representatives."		
A, V, P	Lesson 3, Mauricio Speaks with IACUC (Page 10 of 21)	At 1:01 to 1:12, re-record this part making sure IACUC is pronounced eye-uh-cook, but said very naturally, not slowed down: " <i>If it's not accurate, the principal investigator has 24 hours to modify the report. Then, the IACUC chair and some other officials have 24 hours to decide on the best course of action.</i> " (The way the character pronounces IACUC at 1:26/1:27 is perfect.) At 1:52 to 2:04, re-record this part making sure IACUC is pronounced eye-uh-cook but said very naturally, not slowed down (again, the pronunciation at 1:26/1:27 is perfect): " <i>After the investigation, the IACUC Chair or Vice Chair provides a formal written notification to the principal investigator within five business days. Later, appeals are considered.</i> "		
P	Lesson 3, Animal Use Misconduct: Courses of Action (Page 11 of 21)	The audio and green feedback box states, "Yes, you chose correctly" whereas the transcript/CC displayed at the bottom of the video states "All five are correct." Please change the CC displayed at the bottom to say "Yes, you chose correctly."		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
P	Lesson 3, Governing Bodies (Page 12 of 21)	"Please make selection" default words are missing from the first answer choice under "Report to Governing Body." Please insert.		
P	Lesson 3, Governing Bodies (Page 12 of 21)	Add this (in yellow highlight) to the bottom of the text content on feedback layers: "Select agent or toxin: Responsible Official (RO) and the Federal Select Agent Program (FSAP). Recombinant or infectious synthetic nucleic acids: Institutional Biosafety Committee (IBC). Animal use: IACUC and ACUPO. Laboratory safety: Office of Laboratory Science and Safety (OLSS)."		
A, V, P	Lesson 3, Office of Science and Office of Research Integrity (Page 16 of 21)	Please fix the audio around 1:24, when the narrator says, "Coordinates the Excellence in Science Committee of CIO-level Associate Directors for Science (ADS)" The audio does not say the "A" in ADS enough. Fix it so that it very clear says A-D-S.		

Category	Page Number	Description	Change Agent's Initials	Comments/Q/A Initials
Performance and Conduct Management for Laboratory Supervisors				
A, V, P	Lesson 3, Office of Science and Office of Research Integrity (Page 16 of 21)	At 00:23, when the narrator says "ORI's mission is to protect the health and safety of the public," the pronunciation of O.R.I. needs to be fixed. He says "orry" here, but it should be pronounced O-R-I.		
P	Lesson 3, The Office of Research Misconduct (Page 20 of 21)	When the learner submits the correct answers (Yes, No, Yes, Yes, No), the forward button is still not activated. Learner is stuck on the page. Please fix.		

Category Legend:

- **I** = ISD Needs to do or provide something still before anything else can be done; often this is put in so that we don't "lose" it while we're waiting on SME input or to remind ourselves to get the info to the team
- **A** = Audio files need worked with for this change item
- **G** = Graphic artist needs to do something with a static image
- **V** = A video/animation file is affected by the change
- **P** = Programming needs to do something with this item

Note for using categories: Identify all categories that will need to "touch" the change.