

Read Before You Review:

Thank you for reviewing this Storyboard! This proof represents the content, assessment, and description of the functionality, from which a pilot course will be developed. As a **SME Reviewer**, consider the following questions as you review this content and formulate your comments. Please, refer to these questions several times during your review.

Course Instructional Content:

Are the objectives appropriate based on the need and CDC organizational goals?

Are the key concepts addressed?

Does the content represent a real need for the learners?

Does this project set and meet expectations for the learner?

Do the examples, analogies, case studies, and suggested simulations represent accurate information and practice?

Are the content and conceptual information factually accurate?

If appropriate, do the challenges and activities effectively convey or demonstrate the content?

Are the graphical representations, illustrations, and textural descriptions accurate?

Is the level of detail in the graphic representations, illustrations, and textural descriptions appropriate?

Is quoted material cited correctly?

To **create a comment**, first highlight the text, graphic, or area of the screen you wish to comment on. Then, either **right-click** or select the **Insert Tab** from the Word menu at the top of your screen. Click **New Comment** or **Comment** in the menu. Enter your comment in the area provided. You may also directly track wording changes you recommend to the content. Ensure track changes have been initiated on the top ribbon.

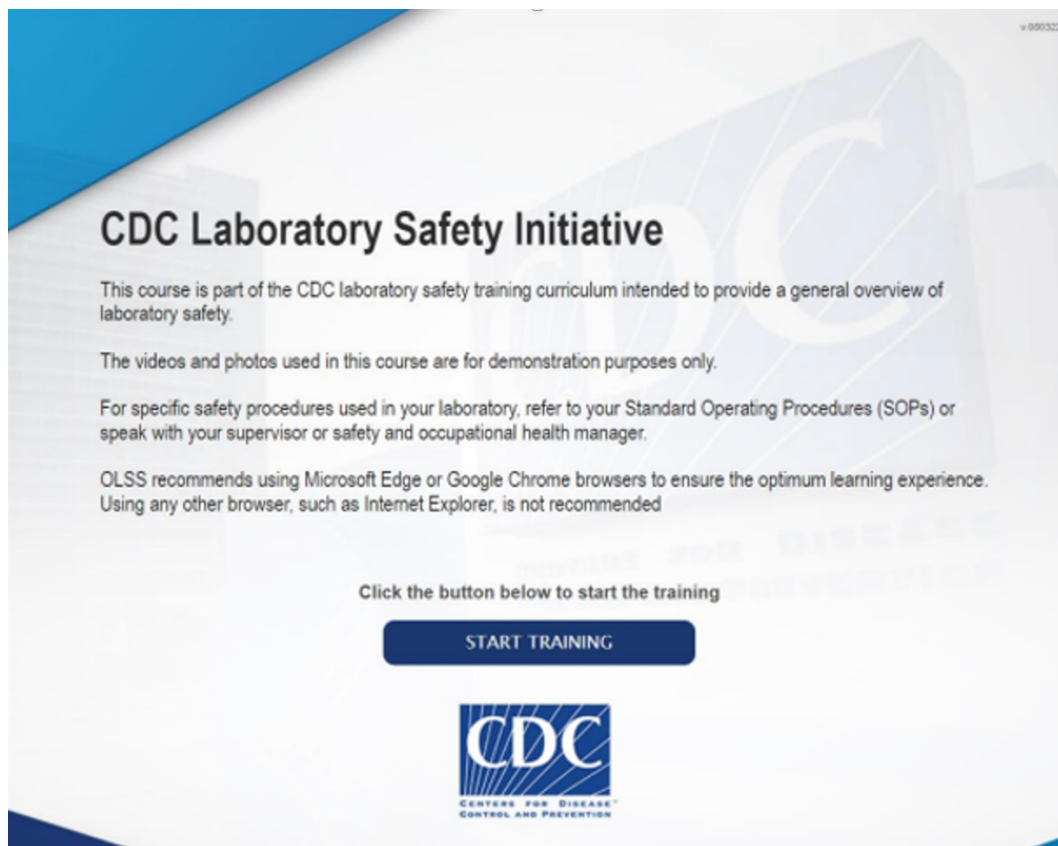
To **delete a comment**, click on any part of the comment within the text and **right-click**. Select **Delete Comment** from the menu near the cursor. Thank you again for reviewing this content!!**Please, contact the project leader if you have specific questions about the content and review process.**

Course Title: Performance and Conduct Management for Laboratory Supervisors

Shortened title will be: PCMS. This title will be used for all correspondence about the course.

Date:	Version:	Description:	Name:
6/21/24	062124v	The course provides lab supervisors with learning scenarios related to employees' performance and conduct.	Jane Nguyen

General Programming Notes
This course will be developed in HTML5 using the Lectora authoring tool. Graphic format: PNG ☐ JPG ☐ Combination ☒ Audio format: MP3 ☒ SWA ☐ Other ☐ Tablet/Mobile Device Compatible? Yes ☒ No ☐ – As responsive as natively possible with Lectora Description: This course helps laboratory supervisors hone their skills at identifying and addressing performance issues or issues of misconduct in laboratory settings. It is a multi-lesson scenario-based course with a scenario-based Final Exam. Each lesson delivers content on a set topic, including using scenarios that are threaded throughout the lesson(s). Key Words: supervisors, conduct, misconduct, performance, performance issues, laboratory supervisors, performance management, investigations, accountability, disciplinary action, discipline
ISD Inputs and Other Development Materials
ISD inputs and other development materials are located at: \\cdc.gov\locker\OLSS_LAB_TRAINING\eLearning Courses\2-FY2023_eLearning\PCMS-00000000



Select Start Training to continue.

Navigation Bar

Graphics

Filename	Graphic Description	Alt Text/Title Tag
00100a.png	Selectable Blue Bar	Selectable Blue Bar labeled Start Training
00100b.png	CDC icon	Blue and white CDC icon

Programming

Developer: This page can look like the image above (a standard start page). Everything from “Click the button below to start the training” down to the blue “Start Training” button and the CDC icon can remain the same.

Heading at the top: instead of “CDC Laboratory Safety Initiative,” it should read, “CDC Performance and Conduct Management for Laboratory Supervisors.”

Programming

Remove “This course is part of...such as Internet Explorer, is not recommended.” (Remove four [4] small paragraphs).

Replace with: “This course is part of the CDC laboratory supervisor training curriculum intended to provide a general overview of best practices for leadership, management, employee relations, labor relations (CBA requirements, BUE specific), and policy implementation related to employee performance and conduct specific to laboratory settings.

The videos and photos used in the course are for demonstration purposes only. The course is largely audio driven, but should you choose not to use the audio features, text-based alternatives (e.g., closed captioning) are provided.

For the most comprehensive overview of supervisor guidelines, refer to your Supervisor Handbook or speak with your manager, department director, or employee relations specialist.

OLSS recommends using Microsoft Edge or Google Chrome browsers to ensure the optimum learning experience. Using any other browser, such as Internet Explorer, is not recommended.”

Performance and Conduct Management for Laboratory Supervisors



Select Next to continue.

Navigation Bar

Graphics

Filename	Graphic Description	Alt Text/Title Tag
00101a.jpg	Supervisor in a laboratory background	Supervisor in a laboratory background
00101b.jpg	CDC icon	Blue and white CDC icon

Programming
Developer: This page should have an image of a supervisor in a laboratory background (the image can be of your choosing). The words “Performance and Conduct Management for Laboratory Supervisors” can overlay the image or be at the top above it, depending on whether the image takes up the whole screen or not (Developer’s choice). Everything should be centered.

Page 00102	Screen 2 of 2
Lesson Menu	
 The graphic shows a light purple rectangular background containing three stacked, rounded rectangular buttons. Each button has a blue-to-purple gradient and white text. The buttons are labeled: '1 - Distinguishing Between Performance Issues and Misconduct', '2 - Roles and Responsibilities in Holding Federal Employees Accountable for Conduct and Performance Issues', and '3 - Understanding Misconduct Investigations'.	
Select a lesson to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
00102.jpg	Lessons menu: "1. Distinguishing Between Performance Issues and Misconduct," "2. Roles and Responsibilities in Holding Employees Accountable for Conduct and Performance Issues," "3. Understanding Misconduct Investigations."	Lessons menu: "1. Distinguishing Between Performance Issues and Misconduct," "2. Roles and Responsibilities in Holding Employees Accountable for Conduct and Performance Issues," "3. Understanding Misconduct Investigations."

Programming
Developer: Set up the menu as shown above. Center lesson title buttons. You have liberty with colors/font, etc.

Page 00103	Screen X of XX
Lesson Introduction	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Laboratory supervisor with two laboratory employees in a laboratory setting	Laboratory supervisor with two laboratory employees
XXXXX.jpg	An icon related to compliance with policies, standards, and laws	Policies, standards, and laws icon
XXXXX.jpg	Several laboratory supervisors	Several laboratory supervisors

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00103a.mp3	At CDC, supervisors play a crucial role in managing and leading employees. A primary responsibility is to oversee employees' performance and conduct. The goal of this course is to prepare you to do so specifically in laboratory settings. Note that for laboratory supervisors, performance and conduct management includes ensuring compliance with the policies, procedures, and regulations in place to meet safety, efficiency, ethical, and quality expectations in CDC laboratories. Let's get started. I'm Martin. I work in the Office of Laboratory Science and Safety, and I'll be guiding you through this learning. In the first lesson, you'll meet several laboratory supervisors and hear about situations they're dealing with. Throughout the course, you'll be asked what each supervisor should do or how the case should be treated. Along the way, you'll learn about your responsibilities as a supervisor and the complexities of evaluating performance and conduct. More specifically, you'll think through gray areas and distinguish between performance issues and misconduct, consider employee accountability, and understand investigation processes. As you get a sense of supervisory best practices, you'll know when—and from where—to get professional assistance. Note that in many cases, when you answer questions, you will not have been told beforehand the proper course of action, key concept, definition, office to report to, or categorization. This is done intentionally to allow you to recall what you already know about performance and conduct management and to think about what makes sense for areas where you're less certain. Listening to and absorbing feedback is a key part of this course, as it provides rationale and pertinent information. Keep in mind that you do not have to complete this course in one sitting. Your progress will be saved, and you'll be able to pick up where you left off. A good rule of thumb is to, if possible, complete one lesson before taking a break.

Graphic Display	On-Screen Text	Audio Script
(fade in) Laboratory supervisor with two laboratory employees .jpg (fade out to next graphic after audio completes)		00103a.mp3 At CDC, supervisors play a crucial role in managing and leading employees. A primary responsibility is to oversee employees' performance and conduct. The goal of this course is to prepare you to do so specifically in laboratory settings.
(fade in) Compliance icon .jpg (fade out to no graphic after audio completes)	Policies Procedures Regulations	Note that for laboratory supervisors, performance and conduct management includes ensuring compliance with the policies, procedures, and regulations in place to meet safety, efficiency, ethical, and quality expectations in CDC laboratories.
		Let's get started. I'm Martin. I work in the Office of Laboratory Science and Safety, and I'll be guiding you through this learning.
(fade in) Laboratory supervisors .jpg (fade out to no graphic after audio completes)	Course focus areas: – Situations (performance issues and misconduct) – Supervisor responsibilities – Gray areas – Performance issues vs. misconduct – Employee accountability – Investigation processes	In the first lesson, you'll meet several laboratory supervisors and hear about situations they're dealing with. Throughout the course, you'll be asked what each supervisor should do or how the case should be treated. Along the way, you'll learn about your responsibilities as a supervisor and the complexities of evaluating performance and conduct. More specifically, you'll think through gray areas and distinguish between performance issues and misconduct, consider employee accountability, and understand

Graphic Display	On-Screen Text	Audio Script
	– Supervisory best practices – Assistance from other offices	investigation processes. As you get a sense of supervisory best practices, you'll know when—and from where—to get professional assistance.
	– Apply what you know – If uncertain, make an educated guess – Listening to feedback is crucial for key information	Note that in many cases, when you answer questions, you will not have been told beforehand the proper course of action, key concept, definition, office to report to, or categorization. This is done intentionally to allow you to recall what you already know about performance and conduct management and to think about what makes sense for areas where you're less certain. Listening to and absorbing feedback is a key part of this course, as it provides rationale and pertinent information.
		Keep in mind that you do not have to complete this course in one sitting. Your progress will be saved, and you'll be able to pick up where you left off. A good rule of thumb is to, if possible, complete one lesson before taking a break.

Page 00104	Screen X of XX
Supervisors Discussion: Performance Issues vs. Misconduct	
Select the play button to meet five laboratory supervisors at CDC. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
 .jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
 .jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
 .jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Filename	Graphic Description	Alt Text/Title Tag
.jpg		

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<u>Anissa</u> : It's been a rough week. I feel like I've been running experiments non-stop.	.mp3
.jpg	<u>Pamela</u> : I barely had time to eat lunch yesterday. We have some unexpected results in our latest trial. It's going to take some time to figure out what the results mean.	.mp3
.jpg	<u>Kirby</u> : Pamela, unexpected results can sometimes be the most exciting in science. But...sounds like you have your work cut out for you. Anissa, how's your viral study going?	.mp3
.jpg	<u>Anissa</u> : Not good. Someone in my group might have made an error on the study design, and results may be skewed. I'm worried, and not sure how to treat the situation.	.mp3
.jpg	<u>Gina</u> : You know you can always discuss the situation with your manager, and for tough situations, confidentially or hypothetically with the Office of Science, OS. If you're on unfamiliar ground, loop in the Office of Human Resources, OHR.	.mp3
.jpg	<u>Kirby</u> : I have questions on this topic. It's hard for me to tell whether laboratory-	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>related errors are research misconduct or a performance issue. I know the Office of Science handles research misconduct cases, but if it is more of a performance issue, then maybe I should address it myself or involve Employee Relations.</i>	
.jpg	<i><u>Anissa</u>: That's understandable, Kirby. "Gray area" situations seem to be the rule, not the exception.</i>	.mp3
.jpg	<i><u>Mauricio</u>: I wish we could avoid any protocol violations or non-compliance issues, but especially those gray area situations. I understand that performance issues and misconduct are on a spectrum and all situations need to be addressed. But sometimes the situations are both or neither. That makes it even more challenging.</i>	.mp3
.jpg	<i><u>Gina</u>: Definitely. I've been unusually preoccupied with one of my employees' struggles. I think it's a performance issue, but I'm not sure.</i>	.mp3
.jpg	<i><u>Anissa</u>: So, what is the best way to handle these situations? And what can we do better to prevent issues in the first place?</i>	.mp3
.jpg	<i><u>Pamela</u>: There's a lot we can do. As laboratory supervisors, we set the tone and expectations for our staff. We're on the front lines dealing with complicated situations as they unfold. We need to understand when poor quality work, deviations from protocols, or non-compliance with regulations are misconduct and when they are a performance issue.</i>	.mp3
.jpg	<i><u>Mauricio</u>: There's no reason, however, to be siloed in our supervisory problem-solving. OS and OHR have helped me immensely in past situations. It's important to reach out</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>to them with questions or concerns – that's what they're there for!</i>	
.jpg	<i><u>Kirby</u>: We can be good resources for each other too. Supervisors supporting supervisors.</i>	.mp3
.jpg	<i><u>Pamela</u>: Agreed. Other supervisors, OS, and OHR have likely already dealt with anything we're facing. Our burden is reduced when we let others' experiences help guide our courses of action.</i>	.mp3
.jpg	<i><u>Mauricio</u>: So, let's practice what we're preaching. Tell us more about your situation, Gina. Maybe we can figure out if it's a performance issue or misconduct, and what to do about it either way.</i>	.mp3

Page 00105	Screen X of XX
Chris's Errors	
Select the play button to watch and listen to Gina's exchange with her employee, Chris.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting.
	Laboratory supervisor - Gina	Female laboratory supervisor, Gina

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee - Chris	Laboratory employee – Chris
.jpg	Laboratory setting or office area near laboratory setting	Laboratory setting or office area near laboratory setting
.jpg	Work mistakes icon	Work mistakes icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows Gina’s face in a circle and Chris’s face in a circle, as well as an icon reflecting work mistakes (your choice for an icon). On-screen text should be: “Gina’s Dilemma With An Employee”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Gina: Chris, thanks for meeting with me privately. I would like to offer you some feedback on your work. You've been doing a great job managing laboratory safety protocols. I'm happy with how well you've followed safety guidelines, handled</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>hazardous materials, and implemented safety training.</i>	
<i>.jpg</i>	<i><u>Chris</u>: Thanks. I've had excellent guidance from you and Esmeralda.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Gina</u>: I'm a bit concerned about something, however. Lately we've not had the supplies we need when we need them. It's delayed a few big studies and experiments. Is there something disrupting our normal flow of ordering and managing supplies?</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Chris</u>: Not that I'm aware of.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Gina</u>: Last month, some of the items ordered were not the brand requested. We've been ordering very specifically for quality control. Equipment maintenance and calibration have also suffered lately. Repairs aren't happening in a timely manner.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Chris</u>: Gina, I feel awful about this. I've been with CDC for 8 years. I've never gotten this much criticism at once. I'll admit I haven't been as focused lately. I assure you I will adjust and do better.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Gina</u>: I understand. I know you want to do good work. You're an integral part of this laboratory, and we need your experience and expertise. I wanted to bring these issues to your attention so we can work together to make some adjustments.</i>	<i>.mp3</i>

Page 00106	Screen X of X
Chris's Errors: Performance Issue or Misconduct?	
Based on the conversation between Gina and Chris, do you think this is a performance issue or misconduct?	
A. Performance Issue B. Misconduct	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
A (Correct)	00106a.mp3 Yes, that's right. A performance issue refers to situations where an employee is not meeting the expected standards of work quality, productivity, or other job-related metrics. Performance issues can arise from a lack of skills, knowledge, or training. They may also occur because of a lack of motivation, lack of focus, poor time-management skills, or insufficient feedback on work. Finally, external factors can affect work performance. Misconduct refers to behavior that violates agency policies, ethical standards, or legal requirements. It is failure to comply and follow rules. In most cases of misconduct, an employee has control over the outcome: they are capable but still do not perform; they are aware but still do not comply. Their behavior appears to be a matter of choice.	Performance issue: employee does not meet the expected standards of work quality, productivity, or other job-related metrics. Misconduct: behavior that violates agency policies, ethical standards, or legal requirements. Failure to comply and follow rules.
B (Incorrect)	00106b.mp3 No, this is not misconduct; it is a performance issue. A performance issue refers to situations where an employee is not meeting the	Performance issue: employee does not meet the expected standards of work quality, productivity, or other job-related metrics.

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	expected standards of productivity, or other job-related metrics. Performance issues can arise from a lack of skills, knowledge, or training. They may also occur because of a lack of motivation, lack of focus, poor time-management skills, or insufficient feedback on work. Finally, external factors can affect work performance. Misconduct refers to behavior that violates agency policies, ethical standards, or legal requirements. It is failure to comply and follow rules. In most cases of misconduct, an employee has control over the outcome: they are capable but still do not perform; they are aware but still do not comply. Their behavior appears to be a matter of choice.	Misconduct: behavior that violates agency policies, ethical standards, or legal requirements. Failure to comply and follow rules.

Page 00107	Screen X of X
Factors Indicating a Performance Issue or Misconduct	
Chris is apologetic about his errors and displays eagerness to do better. How do you think this factors in to whether the situation will be considered a performance issue or misconduct?	
A. It will more likely be treated as misconduct. B. It will more likely be treated as a performance issue.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
A or B (Same feedback for either choice)	00107a.mp3 Categorizing a situation as a performance issue or misconduct is based primarily on the definition it fits. However, when a situation is gray and multi-layered or has markers of both a performance issue and misconduct, a person's high level of remorse and good attitude about improvement and change can, along with other factors, result in the situation being treated as a performance issue. Generally, factors indicating a performance issue are: • Remorse for the situation • Lack of intention • Lack of malice, defiance, or hostility. • Employee does not have the requisite skills, knowledge, or training to comply or to perform well. • The mistake or error occurred just one time or for a brief period. • Personal distractions or obligations interfered with work. • Consequences for the act, behavior, or poor performance were not severe and did not cause harm to the public, other employees, or animals.	Factors indicating a performance issue: ■ High remorse ■ Non-intentional act ■ Lack of malice or defiance ■ Employee lacks skills, knowledge, or training ■ One-time mistake ■ Personal obligations or distractions ■ Non-serious or severe consequences ■ Little or no damage to agency reputation, finances, or output Factors indicating misconduct: • Intentional act or behavior

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	- Consequences for the act, behavior, or poor performance did not cause significant damage to the organization's reputation, finances, or output. Generally, factors indicating misconduct are: - Intentional act or behavior - Acting with malice, defiance, or hostility. - Repeat offenses despite warnings, coaching, training, or remediation - Consequences for the act or behavior were grave for the public, internal employees, or animals - Consequences for the act or behavior were harmful to the organization's finances, reputation, or output.	- Acting with malice, defiance, or hostility - Repeat offenses despite warnings or remediation. - Grave consequences for the public, internal employees, or animals - Damage to the organization's finances, reputation, or output.

Page 00108	Screen X of X
Examples of Performance Issues and Misconduct	
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. A. Low quality work (errors, omissions, and delays) B. Failure to adhere to schedules and meet deadlines C. Low productivity (not enough work output) D. Cost-ineffectiveness	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-screen text
A (Correct)	00108a.mp3 Correct. Chris's performance issue is low quality work: errors, omissions, and delays. Low productivity and failure to adhere to schedules and meet deadlines are two other types of performance issues. Common types of misconduct are theft, harassment, bullying, intimidation, microaggressions, discrimination, frequent tardiness, insubordination, conflicts of interest, financial fraud, and violation of safety regulations. Non-compliance also falls under the misconduct umbrella, but it is handled differently from other types of misconduct.	Performance issues: – Low quality – Low productivity – Cost ineffectiveness – Unmet deadlines Misconduct: – Theft – Harassment – Bullying – Intimidation – Microaggressions – Discrimination
Incorrect Answers (B, C, or D)	00108b.mp3 The correct choice is low quality work: errors, omissions, and delays.	Performance issues: – Low quality – Low productivity – Cost ineffectiveness – Unmet deadlines

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-screen text
	Low productivity and failure to adhere to schedules and meet deadlines are two other types of performance issues. Common types of misconduct are theft, harassment, bullying, intimidation, microaggressions, discrimination, frequent tardiness, insubordination, conflicts of interest, financial fraud, and violation of safety regulations. Non-compliance also falls under the misconduct umbrella, but it is handled differently from other types of misconduct.	Misconduct: – Theft – Harassment – Bullying – Intimidation – Microaggressions – Discrimination

Page 00109	Screen X of XX
Non-Compliance Misconduct	
	What is non-compliance misconduct? 
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Icon or image of rules, policies, regulations, standards, etc.	Icon or image of rules, policies, regulations, standards, etc.

Programming
Developer: This should be one screen with the narrator talking.

Filename	Audio Script
00109a.mp3	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.

Page 00110	Screen X of XX
Supervisors Discussion: Non-Compliance with Animal Use Protocols	
Select the play button to watch and listen as the supervisors speak about non-compliance with animal use protocols. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors’ conference room area near research laboratories	Supervisors’ conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

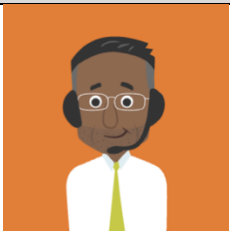
.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Mauricio: While we’re talking about our situations, maybe you guys can help me consider what to do about a dilemma with a particular employee. He is failing to adhere to a procedure which causes a protocol deviation; this is non-compliance.</i>	.mp3
.jpg	<i>Gina: I hope it’s not a compliance issue that involves animals. Those are serious.</i>	.mp3
.jpg	<i>Pamela: All compliance issues are serious.</i>	.mp3
.jpg	<i>Kirby: It does seem like the ones involving animals require more documentation. Every</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>action or step must be meticulously recorded.</i>	
.jpg	<i><u>Anissa</u>: Yes. There's considerable fallout if an audit occurs and any discrepancies in records are found.</i>	.mp3
.jpg	<i><u>Kirby</u>: Mauricio, what's going on with your employee?</i>	.mp3
.jpg	<i><u>Mauricio</u>: 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.</i>	.mp3

Page 00111	Screen X of XX
Mauricio and James	
Select the play button to watch and listen to Mauricio’s exchange with his employee, James, about the importance of following animal use protocols.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James.
	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee – James	Laboratory employee, James
.jpg	Laboratory setting or an office area near research laboratories	Laboratory setting or an office area near research laboratories
.jpg	Icon of laboratory mouse or mice	Icon of laboratory mouse or mice

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows James’s face in a circle and Mauricio’s face in a circle, as well as an icon of a laboratory mice (your choice for an icon). On-screen text should be: “Administering Unapproved Vaccine Doses”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Mauricio: 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>	.mp3

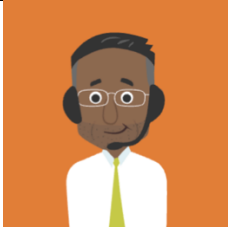
.mp4		
Graphic	Script	Audio Filename
.jpg	<i>James: Understood, though it seems a small amount compared to the specifications for other vaccine studies, which can be as much as 100 micrograms.</i>	.mp3
.jpg	<i>Mauricio: It's crucial that we monitor dosage and administration carefully based on specific requirements for each study. We have to follow the Institutional Animal Care and Use Committee (IACUC) approved protocol. Quality of science, ethical considerations, and CDC requirements are all factors. We don't want to be in violation.</i>	.mp3
.jpg	<i>James: I understand. In that last study, the mice varied in body weight, sex, and age. Those have to be factored into the study design and analysis plan too.</i>	.mp3
.jpg	<i>Mauricio: The study was carefully designed by experienced scientists who have worked for at least a decade on this research and submitted their protocol to the IACUC for approval. We have to adhere to the IACUC-approved protocol which specifies the amount and frequency of vaccine administration. These nonclinical safety data will ultimately be submitted to the Food and Drug Administration (FDA) and evaluated for approval to use the vaccine in clinical studies in humans.</i>	.mp3
.jpg	<i>James: It just seems a shame that we, as laboratory scientists, aren't permitted to use our professional expertise to judge situations.</i>	.mp3
.jpg	<i>Mauricio: I understand the inclination for on-the-spot decision-making, but the IACUC reviews and approves all research protocols involving animals in vaccine studies. Their review assesses risks and benefits, with an emphasis on animal safety and welfare. We have to adhere to the approved protocol</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>specifications. Not adhering to the protocol is non-compliance. The IACUC could potentially revoke the privilege to conduct animal work if we are not in compliance with their approved protocols.</i>	

Page 00112	Screen X of XX
Suni Speaks to Mauricio	
Select the play button to watch and listen to Mauricio’s exchange with Suni, another laboratory employee.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of Mauricio, a laboratory supervisor, speaking with Suni, a laboratory employee. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of Mauricio, a laboratory supervisor, speaking with Suni, a laboratory employee.

Filename	Graphic Description	Alt Text/Title Tag
 .jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
 .jpg	Laboratory employee – Suni	Laboratory employee, Suni
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.
.jpg	Icon of laboratory mouse or mice	Icon of laboratory mouse or mice

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows James’s face in a circle Mauricio’s face in a circle, and Suni’s face in a circle. Should also include an icon of a laboratory mice (your choice for an icon). On-screen text should be: “Administering Unapproved Vaccine Doses”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Mauricio: Hi Suni. How’s day 3 of the Hepatitis B study?</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Suni</u>: I hate to be the bearer of bad news, but I'm concerned about something I'm seeing. It involves James.</i>	.mp3
.jpg	<i><u>Mauricio</u>: Oh? You've got my attention.</i>	.mp3
.jpg	<i><u>Suni</u>: Well, it's about vaccine dosage. We're administering 6 micrograms at 9 am and 3 pm each day, according to protocol. But there is always some leftover, and James has been administering the remaining vaccine to two of the slightly bigger mice around 5 pm. He says he doesn't want to waste it.</i>	.mp3
.jpg	<i><u>Mauricio</u>: Not wanting to waste supplies is understandable, but this is a dose-escalation toxicity study. The doses are calibrated with great accuracy and precision and must be administered according to protocol—otherwise the study data are compromised and the animals wasted. Extra vaccine injections could cause organ failure, tissue damage, or even death.</i>	.mp3

Page 00113	Screen X of X
Unapproved Vaccine Doses: Performance Issue or Misconduct?	
At this point, does the situation appear to be one of misconduct or a performance issue?	
A. Misconduct B. Performance Issue	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-Screen Text
A (Correct)	.mp3 Yes. This situation points to misconduct because James has veered from approved protocol specifications. Since James has administered unapproved doses several times, and he's stated his reason for doing so, his act is intentional. Intentional non-compliance with animal use protocols is misconduct.	Intentional non-compliance with animal use protocols is misconduct.
B (Incorrect)	.mp3 The situation is not a performance issue. It is misconduct because James has veered from approved protocol specifications. Since James has administered unapproved doses several times, and he's stated his reason for doing so, his act is intentional. Intentional non-compliance with animal use protocols is misconduct.	Intentional non-compliance with animal use protocols is misconduct.

Page 00114	Screen X of X
First Offenses	
Though intentional non-compliance is misconduct, a situation can be treated as a performance issue instead if it is an employee's first offense. • Yes • No • It Depends	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
Yes, No, or It Depends (All answers get the same feedback)	<i>00114a.mp3</i> The answer to this is complex. The default categorization for intentional non-compliance is misconduct. A first offense, alone, does not change that. However, situations can be gray and complicated. If intentional non-compliance is a first offense <i>and</i> many other mitigating factors are also present, supervisors and other relevant offices may choose to treat the situation uniquely.	Situations can be gray and complicated. If intentional non-compliance is a first offense <i>and</i> many other mitigating factors are also present, supervisors and other relevant offices may choose to treat the situation uniquely.

Page 00115	Screen X of XX
Gray Areas	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Gray area	Gray area
XXXXX.jpg	Employee struggling with work	Employee struggling with work
XXXXX.jpg	Employee late for work	Employee late for work

Programming

Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00115a.mp3	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.

Graphic Display	On-Screen Text	Audio Script
		00115a.mp3 Let's talk more about gray areas. Because situations are often layered, they can be hard to categorize as a performance issue or misconduct.
(fade in) Employee struggling with work .jpg	⇒ Performance issue ⇒ Misconduct – Defiant – Repeated errors	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

Graphic Display	On-Screen Text	Audio Script
(fade out to next graphic after audio completes)	– Serious consequences	attitude, repeated errors despite remediation, and serious consequences.
(fade in) Employee late for work or meetings .jpg (fade out to next graphic after audio completes)	⇒ Misconduct ⇒ Performance Issue – Remorse – Eagerness to improve – No 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.
(fade in) Gray area .jpg		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.

Page 00116	Screen X of XX
Handing Gray Areas	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Gray area	Gray area

Programming
Developer: This should be one screen with the narrator talking.

Filename	Audio Script
----------	--------------

00116a.mp3	How should you handle gray area situations? Know that there is no easy formula, process, or checklist. The best preparation you can have as a laboratory supervisor is to be aware of gray area situations and to expect them. Be patient when they arise. When it comes to investigating and evaluating them, take it slowly and judiciously. Seek input from OHR, fellow laboratory supervisors, and other officials. As you seek experienced and fair-minded counsel, see if any consensus views emerge for you to seriously consider as the basis of your own assessment. Next, let's hear from the supervisors about another common type of misconduct – safety violations.
------------	---

Page 00117	Screen X of XX
Supervisors Discussion: Safety Violations	
Select the play button to watch and listen to the supervisors speak about safety violations. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing safety violations. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing safety violations. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Anissa: Have any of you had safety incidents?</i>	.mp3
.jpg	<i>Mauricio: Unfortunately, yes. I've seen laboratory scientists ignore proper use of PPE, mishandle hazardous chemicals, and tamper with equipment safety features.</i>	.mp3
.jpg	<i>Pamela: As soon as I become aware of a safety violation, I address it immediately. Safety violations need to be stopped right away to make sure no one gets sick or injured.</i>	.mp3
.jpg	<i>Kirby: More needs to be done to stop safety violations. It's often carelessness, but people</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>still need frequent reminders. We need increased signage and more job aids at people's fingertips.</i>	
.jpg	<i><u>Gina:</u> Sadly, people ignore safety procedures to cut corners and save time. Like not appropriately decontaminating a work surface or re-using PPE.</i>	.mp3
.jpg	<i><u>Mauricio:</u> Safety trainings should be repeated more frequently. Not just once a year but quarterly.</i>	.mp3
.jpg	<i><u>Anissa:</u> One of the laboratory staff working with me on the Virus X study has been violating a safety protocol related to doors. She keeps them open when they are supposed to be closed.</i>	.mp3
.jpg	<i><u>Kirby:</u> Just one violation?</i>	.mp3
.jpg	<i><u>Anissa:</u> It was just one at first—propping the doors open —but lately another violation has occurred. I'm wondering, are safety violations performance or conduct issues?</i>	.mp3

Page 00118	Screen X of XX
Safety Violation	
Select the play button to watch and listen to an exchange between Anissa and her employee, Jose.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Jose. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Jose.
	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
	Laboratory employee - Jose	Laboratory employee - Jose
.jpg		
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.
.jpg	Icon of laboratory doors	Icon of laboratory doors
.jpg	Icon of PPE	Icon of PPE

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows Anissa’s face in a circle, Jose’s face in a circle, and Zoe’s face in a circle, as well as an icon of laboratory doors and PPE (your choice for icons). On-screen text should be: “Zoe’s Safety Violation”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Jose: Anissa, what can we do about Zoë? She’s continued to prop doors open in the Virus X quarantine study. Casey and I keep reminding her to close them, but she won’t listen. Maybe if she hears from a supervisor instead of us...?</i>	.mp3
.jpg	<i>Anissa: We can’t have that. Open doors will affect airflow and negative pressure.</i>	.mp3
.jpg	<i>Jose: Exactly. Can you tell her that?</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Anissa: What does she say when you confront her?</i>	.mp3
.jpg	<i>Jose: She claims the doors aren't open for long enough to matter. She thinks anything under 20 minutes has no impact on disease spread.</i>	.mp3
.jpg	<i>Anissa: The controlled environment is particularly important. Temperature and humidity levels matter a great deal. We don't want to risk invalid study results. Nor do we want the virus potentially escaping from the laboratory.</i>	.mp3
.jpg	<i>Jose: It's written in the SOP that doors have to stay closed. Not to mention containment and appropriate directional airflow are required practices. Why won't she just follow the protocol?</i>	.mp3
.jpg	<i>Anissa: I'll talk to her.</i>	.mp3
.jpg	<i>Jose: When you do, remind her about wearing PPE in quarantine rooms too. I've seen her go in several times with no protective equipment. We're worried about study data being compromised, someone getting sick, or going through a big investigation because of her laxity.</i>	.mp3

Page 00119	Screen X of XX
Anissa Speaks to Zoë	
Select the play button to watch and listen to Anissa’s conversation with Zoë.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë.
	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
 .jpg	Laboratory employee - Zoë	Laboratory employee - Zoë
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories.

.mp4		
Graphic	Script	Audio Filename
.jpg	(Later) <u>Anissa</u> : Zoë, may I have a word with you?	.mp3
.jpg	<u>Zoë</u> : Sure, what’s going on?	.mp3
.jpg	<u>Anissa</u> : I’m aware of you propping doors open in the Virus X quarantine study. This can’t occur. If doors are open even for a brief period, the quarantined subjects aren’t truly isolated. Our whole purpose is to get a read on the natural course of the disease—tracking symptom onset and severity, and the duration of illness. We’ll get skewed results if the doors are open. Not to mention, Virus X is extremely dangerous.	.mp3
.jpg	<u>Zoë</u> : Our study has gone on for three weeks, and I only opened the doors a few times. It	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>can't be enough to matter. Why does this have to be an issue? Don't we have enough to deal with without all the nitpicking?</i>	
.jpg	<i><u>Anissa</u>: It's important that everyone follow the SOP to the letter. We can't justify deviations, no matter how minor or insignificant you think they are. Especially when we are entrusted with Virus X.</i>	.mp3
.jpg	<i><u>Zoë</u>: Well, to be honest, I didn't see that guideline when I read through the SOP. We're busy, and there are so many guidelines. I'm sure it's there, but I didn't see it.</i>	.mp3

Page 00120	Screen X of X
Safety Violation: Misconduct or Performance Issue?	
For each statement, select whether you think it represents misconduct or a performance issue . Then select Submit.	
A. Zoë is not complying with an approved protocol. (misconduct) B. Zoë is not retaining information on written documents. (performance issue) C. Zoë is distracted while doing her work and needs to focus more. (performance issue) D. Zoë has a dismissive and irritated demeanor when her supervisor speaks with her about the issue. (misconduct)	
Submit your answer to continue.	
Navigation Bar	

Drop-Down Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
Feedback (for any submission)	00120a.mp3 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	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).

Drop-Down Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
	negligence, willful disregard, or deliberate violation of safety protocols. Let's return now to our first scenario where Chris was making mistakes.	

Page 00121	Screen X of XX
Gina Speaks to Chris About His Performance Issues	
Select the play button to watch and listen to Gina speak to Chris about his performance issues.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Gina, speaking to a laboratory employee, Chris. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Gina, speaking to a laboratory employee, Chris.
.jpg	Laboratory supervisor – Gina	Female laboratory supervisor, Gina
.jpg	Laboratory employee - Chris	Laboratory employee - Chris
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add an introduction segment of 3 seconds that shows Gina’s face in a circle and Chris’s face in a circle, as well as an icon reflecting work mistakes (your choice for an icon). On-screen text should be: “Gina’s Dilemma With An Employee”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Gina: Chris, I’m afraid we need to talk again. It’s been a month since we first talked, and I’m not seeing improvement in your work. We couldn’t properly conduct a Lyme disease study recently because the device we use to monitor temperature, humidity, and lighting was not working. It was on the repairs list, as were three microscopes, with a deadline a week before the experiments were to start. Jamie was also missing gloves, PPE, syringes, and needles again. Did the company not deliver on time? What happened?</i>	.mp3
.jpg	<i>Chris: I’m sorry. Those supplies and repair orders were on my desk, and I thought I’d taken care of them.</i>	.mp3
.jpg	<i>Gina: Also, the document you outlined for Tamara was not as high quality as what we’re used to from you. The specific aims and objectives section was vague. The expected outcomes and significance sections only touched the surface of our vision and theories. Your description of experimental design lacked details as well. These are areas you used to be very thorough about.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<u>Chris:</u> <i>(looks helpless and says nothing)</i>	.mp3
.jpg	<u>Gina:</u> <i>I think we should implement some checks on your work leading up to when you turn it in to research writers. I'd like to set up two reviews by me and maybe one from Ann.</i>	.mp3
.jpg	<u>Chris:</u> <i>I won't let you down. Which projects are we talking about?</i>	.mp3
.jpg	<u>Gina:</u> <i>Let's do this for the next two rounds of supplies ordering, equipment maintenance and repairs, and three upcoming writing projects. I'm going to send you a detailed email with deadlines for these pre-checks. We'll either use a Word doc share or we'll have a sit-down and work together.</i>	.mp3
.jpg	<u>Chris:</u> <i>That sounds reasonable. Thanks, Gina. I'll look out for the email.</i>	.mp3
.jpg	<u>Gina:</u> <i>Thanks for your positive attitude, Chris.</i>	.mp3

Page 00122	Screen X of X
Supervisors, OHR, and Performance Issues	
Gina should defer to OHR to handle Chris's performance issue.	
☐ Yes ☐ No	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
Yes or No (either answer gets this feedback)	00122a.mp3 The statement is false. A supervisor is allowed and encouraged to implement any checks or modifications they think will help resolve the performance issue. Providing additional support, training, and coaching are also in a supervisor's purview. It is not necessary to involve OHR at an early stage, especially when all parties are cooperating in a professional manner.	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.

Page 00123	Screen X of XX
Chris's Personal Obligations	
Select the play button to watch and listen as Gina and Chris speak about causes of his performance issues. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Gina, speaking to a laboratory employee, Chris. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Gina, speaking to a laboratory employee, Chris.
.jpg	Laboratory supervisor – Gina	Female laboratory supervisor, Gina
.jpg	Laboratory employee - Chris	Laboratory employee - Chris
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Gina: (looking over some documents and papers as Chris walks in). Hi Chris. Please sit down. Let’s talk about this recent round of reviews and outputs. I’m still not seeing improvement in timeliness or quality. On the first review, I gave you detailed edits and suggestions for further research. Some of those were implemented in the second review, but not enough of them. I reinforced them, as did Ann when she reviewed. What do you propose we do? Is there anything going on that I can help with?</i>	.mp3
.jpg	<i>Chris: (says nothing at first; finally speaks). 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.</i>	.mp3
.jpg	<i>Gina: I see. This isn’t just a focus and concentration issue then. You have a lot of competing priorities. You’ve seemed stressed and sometimes unusually quiet. You’re also doing certification courses, if memory serves.</i>	.mp3
.jpg	<i>Chris: Yes, it’s been rough. The hematology and immunology certifications are</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>important, but they are taking so much out of me.</i>	
.jpg	<i><u>Gina</u>: This explains a lot. You have a lot of distractions, Chris. They're important and worthwhile distractions, but they are still distractions to your other duties.</i>	.mp3
.jpg	<i><u>Chris</u>: I know. I'm not able to manage my tasks properly even when I'm intentionally focusing.</i>	.mp3

Page 00124	Screen X of X
Supervisors Dealing with Performance Issues	
Which of the following do you think a supervisor can offer an employee whose performance issues are rooted in personal distractions and obligations? (Select all that apply.)	
A. Resources related to strategic scheduling and time management. B. A reduction in pay and decreased health benefits. C. A flexible work schedule to accommodate the obligations. D. Additional support and redistribution of work. E. An immediate demotion since responsibilities have not been handled well. F. Wellness resources: employee assistance, counseling services, etc.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
A, C, D, and F (Learner must get only and all four to get 'Correct' Feedback.)	Yes, this is correct. 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.	00124a.mp3
Any answer submission other than only and all four correct choices (A, C, D, and F) [Incorrect]	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.	00124b.mp3

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
	• Additional support and redistribution of work. Wellness resources: employee assistance, counseling services, etc.	

Page 00125	Screen X of XX
Mauricio Speaks with James about His Non-Compliance	
Select the play button to view Mauricio’s exchange with his employee, James, about a non-compliance violation. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James.
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory employee – James	Laboratory employee, James

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory setting or an office area near research laboratories	Laboratory setting or an office area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows James’s face in a circle and Mauricio’s face in a circle, as well as an icon of a laboratory mice (your choice for an icon). On-screen text should be: “Administering Unapproved Vaccine Doses”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Mauricio: James, I’ve examined some time logs and other documentation. Personnel I’ve talked to have given me consistent information. I have reason to believe you intentionally deviated from vaccine administration protocols.</i>	.mp3
.jpg	<i>James: I guess there’s no point in denying it. But I’d like to talk about my rationale for what I did. It may be more complicated than you think.</i>	.mp3
.jpg	<i>Mauricio: I have to report it first. It may be out of my hands for a while. We can talk about it at a certain point, but not now.</i>	.mp3
.jpg	<i>James: Alright.</i>	.mp3
.jpg	<i>Mauricio: Going forward, after this is resolved, let’s work together before you make your own judgement around not following approved protocols. We want to ensure we do work ethically and responsibly.</i>	.mp3

Page 00126	Screen X of X
Supervisors and Informal Fact-Finding	
True or False : Mauricio should not have examined time logs and other documentation, nor should he have talked to anybody about the situation.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
True or False (either answer gets this feedback)	<i>00126a.mp3</i> The statement is false. It is acceptable for a supervisor to conduct informal fact-finding when a suspicion of misconduct has been raised or an incident has been reported. The supervisor should be as discreet as possible as they do so, with care not to prematurely, unnecessarily, or unjustifiably damage anybody's reputation. Informal fact-finding is a precursor to an official reporting of the incident to relevant offices.	Supervisors can discreetly conduct informal fact-finding. Informal fact-finding is a precursor to official reporting to relevant offices.

Page 00127	Screen X of X
Reporting Non-Compliance	
Once a supervisor realizes that non-compliance with animal use protocols has likely occurred, who should they report it to? (Select all that apply.)	
A. Institutional Animal Care and Use Committee (IACUC) B. Division Directors C. Workforce Relations Office D. Animal Care and Use Program Office (ACUPO) E. The Office of General Counsel	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
A and D (Learner must get only and both A and D to get 'correct' feedback)	00127a.mp3 Correct. When non-compliance with animal use protocols is suspected, the supervisor should report it to IACUC and ACUPO.	When non-compliance with animal use protocols is suspected, the supervisor should report it to IACUC and ACUPO.
Any answer other than only and both A and D (Incorrect)	00127b.mp3 When non-compliance with animal use protocols is suspected, the supervisor should report it to IACUC and ACUPO.	When non-compliance with animal use protocols is suspected, the supervisor should report it to IACUC and ACUPO.

Page 00128	Screen X of XX
Anissa Seeks an Explanation from Zoë	
Select the play button to observe Anissa’s conversation with Zoë about doors-propping and PPE concerns.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë.
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory employee - Zoë	Laboratory employee - Zoë
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows Anissa’s face in a circle and Zoe’s face in a circle, as well as an icon of laboratory doors and PPE (your choice for icons). On-screen text should be: “Zoe’s Safety Violation”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Anissa: May I ask why you are propping the doors open, Zoë?</i>	.mp3
.jpg	<i>Zoë: It’s just so much easier to walk in and out. The door is heavy. It’s a chore having to force it open each time.</i>	.mp3
.jpg	<i>Anissa: And what about your usage of PPE? I understand you aren’t being consistent. Please wear PPE at all times to protect yourself and others. We want the study data to be from flawlessly executed experiments, including adherence to safety protocols. Past studies have been discontinued because laboratory staff did not wear the required PPE. You could also be exposed to harm yourself. Do I need to remind you that Virus X is a deadly disease?</i>	.mp3
.jpg	<i>Zoë: It’s very hot in that room when we are wearing all that PPE. Others agree. I’ve been fine. Why do we not have body autonomy in this laboratory? If I get sick or catch anything during an experiment, I wouldn’t blame the laboratory. I’m aware of the individual risks I’m taking.</i>	.mp3
.jpg	<i>Anissa: Staff well being is our number one concern. We want to protect everyone. It is</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>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.</i>	

Page 00129	Screen X of X
Informal Actions: Verbal or Written Warnings	
Anissa decides that Zoë's actions in the laboratory are misconduct. She chooses to take an informal action at this point: a verbal or written warning. Which statements do you think are true about informal actions in the form of verbal or written warnings? A. They go on an employee's permanent record. B. They clearly communicate the rules. C. They emphasize that the errant behavior is unacceptable. D. They can never be in email form. E. They must be documented.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-Screen Text
Feedback for any answer combination	00129a.mp3 Informal actions in the form of verbal or written warnings clearly communicate the rules. They emphasize that the errant behavior is unacceptable now and in the future. They must be documented even though they are informal.	Informal actions ■ Communicate the rules ■ Emphasize errant behavior is unacceptable ■ Must be documented

Page 00130	Screen X of X
Formal Actions	
The supervisor in this situation chooses to take an informal action at this point. If she chose to take a formal action (a letter of reprimand, suspension, demotion, or removal), what question do you think would she have to ask herself to support that decision? A. Did this situation involve other employees or just one employee? B. Should the employee have known that what they were doing was wrong? C. What is the likelihood of the act being repeated or the behavior recurring? D. How long has the employee been employed with the organization?	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
B (Correct)	001301.mp3 Yes. The decision to take a formal action should be based on whether the employee should have known that what they were doing was wrong.	The decision to take a formal action should be based on whether the employee should have known that what they were doing was wrong.
Incorrect Answers	00130b.mp3 Incorrect. The decision to take a formal action should be based on whether the employee should have known that what they were doing was wrong.	The decision to take a formal action should be based on whether the employee should have known that what they were doing was wrong.

Page 00131	Screen X of XX
Overview of Scientific Integrity	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Microscope with documents or other scientific integrity image	Microscope with documents

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses.

On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00131a.mp3	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. Scientific integrity is adherence to professional practices, ethical behavior, and the principles of honesty and objectivity when conducting, managing, using the results of, and communicating about science and scientific activities. Inclusivity, transparency, and protection from inappropriate influence are hallmarks of scientific integrity. Several offices help safeguard scientific integrity at CDC. They include the Office of Science (OS) and the Office of Research Integrity (ORI). • OS serves as the agency's authority on scientific quality, integrity, and innovation. OS staff members collaborate across the agency to provide the scientific expertise, services, and systems that ensure CDC delivers information the world trusts. Within OS, the Research Integrity Officer (RIO) group oversees scientific integrity issues. • ORI oversees and directs Public Health Service (PHS) research integrity activities on behalf of the Secretary of Health and Human Services. This includes oversight of research misconduct inquiries and investigations, as well as institutional compliance. Let's hear from the supervisors about a relevant subset of scientific integrity – research misconduct.

Graphic Display	On-Screen Text	Audio Script
	Scientific integrity is adherence to professional practices, ethical behavior, and the principles of honesty and objectivity when conducting, managing, using the results of, and communicating about science and scientific activities.	00131a.mp3 Now let's pivot to another important topic: scientific integrity. Scientific integrity is adherence to professional practices, ethical behavior, and the principles of honesty and objectivity when conducting, managing, using the results of, and communicating about science and scientific activities. Inclusivity, transparency, and protection from inappropriate influence are hallmarks of scientific integrity.
	– Office of Science (OS) – Office of Research Integrity (ORI).	Several offices help safeguard scientific integrity at CDC. They include the Office of Science (OS) and the Office of Research Integrity (ORI).
	The Office of Science serves as the agency's authority on scientific quality, integrity, and innovation. Research Integrity Office within OS oversees scientific integrity issues.	OS serves as the agency's authority on scientific quality, integrity, and innovation. OS staff members collaborate across the agency to provide the scientific expertise, services, and systems that ensure CDC delivers information the world trusts. Within OS, the research integrity office oversees scientific integrity issues.

Graphic Display	On-Screen Text	Audio Script
	Office of Research Integrity provides oversight of research misconduct inquiries and investigations, as well as institutional compliance.	ORI oversees and directs Public Health Service (PHS) research integrity activities on behalf of the Secretary of Health and Human Services. This includes oversight of research misconduct inquiries and investigations, as well as institutional compliance.
		Let's hear from the supervisors about a relevant subset of scientific integrity – research misconduct.

Page 00132	Screen X of XX
Supervisors Discussion: Roles in Research Misconduct	
Select the play button to watch and listen as the supervisors speak about their roles in cases of research misconduct.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing research misconduct. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing research misconduct. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

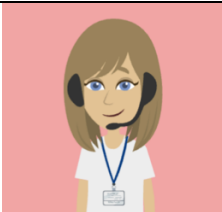
Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Mauricio</u>: Aside from intentional or unintentional non-compliance in laboratory settings, we also have to address research misconduct.</i>	.mp3
.jpg	<i><u>Anissa</u>: We have help, though, from The Associate Director for Science in our CIO or the Scientific Integrity Official in the Office of Science.</i>	.mp3
.jpg	<i><u>Kirby</u>: What exactly is research misconduct? I've been unclear at times. Does that include data security breaches and non-compliance?</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Gina</u>: Research misconduct is a subset of scientific integrity. It applies across CDC, not just to laboratory work.</i>	.mp3
.jpg	<i><u>Pamela</u>: It pertains to data fabrication, falsification, and plagiarism. If an employee does any of those things in proposing, performing, or reviewing research, or while reporting results, they've engaged in research misconduct.</i>	.mp3
.jpg	<i><u>Mauricio</u>: Impressive, Pamela. You've got a solid handle on this.</i>	.mp3
.jpg	<i><u>Pamela</u>: I almost wish I didn't. One of my laboratory employees has been having issues that led me to look into the criteria for research misconduct.</i>	.mp3
.jpg	<i><u>Gina</u>: We're listening...</i>	.mp3

Page 00133	Screen X of XX
Pamela and Gladys	
Select the play button to watch and listen to Pamela’s conversation with Gladys, a laboratory employee.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Pamela, speaking to a laboratory employee, Gladys. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Pamela, speaking to a laboratory employee, Gladys.
	Laboratory supervisor – Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
	Laboratory employee - Gladys	Laboratory employee - Gladys
.jpg		
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.
.jpg	Research misconduct or data/analysis icon	Research misconduct or data/analysis icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add an introduction segment of 3 seconds that shows Pamela’s face in a circle and Gladys’s face in a circle, as well as an icon reflecting research misconduct icon or data/analysis/findings icon (your choice for an icon). On-screen text should be: “Research Concerns”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Pamela: Gladys, how are we doing on the vaccine delivery systems documentation and clinical sample analysis? The human trials are most important to what we’re trying to accomplish. I’m eager to see the results.</i>	.mp3
.jpg	<i>Gladys: Vaccine delivery systems - I need another day. As far as the clinical sample analysis, will Wednesday of next week be okay?</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Pamela</u>: Gladys, this has been happening too often. You were behind on cell culture reports and documents for immunological assays too. You asked to take on these projects and you knew we had deadlines for these reports and findings. We talked about it via email and in several team meetings.</i>	.mp3
.jpg	<i><u>Gladys</u>: I'm sorry – things have been crazy.</i>	.mp3
.jpg	<i><u>Pamela</u>: What's been going on? Is something causing these missed deadlines and, in some cases, incomplete work?</i>	.mp3
.jpg	<i><u>Gladys</u>: I guess I've been a little distracted. Cameron and I are splitting. We're going through with the divorce.</i>	.mp3
.jpg	<i><u>Pamela</u>: I see. How are you doing?</i>	.mp3
.jpg	<i><u>Gladys</u>: It's time for us to go our separate ways. I'm ready, but we're selling the house, and the pressure of moving has been weighing heavily on my mind. And to top things off, I'm nervous that some teams are getting reorganized again. Decisions about that are in progress.</i>	.mp3
.jpg	<i><u>Pamela</u>: You definitely have a lot changing for you. Thank you for sharing your personal news. Let's figure out a better way to manage your workload.</i>	.mp3

Page 00134	Screen X of XX
Natasha's Concerns	
Select the play button to watch and listen to Pamela's conversation with Natasha, a statistician who has concerns.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Pamela, speaking to a statistician, Natasha. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Pamela, speaking to a statistician, Natasha.

Filename	Graphic Description	Alt Text/Title Tag
 .jpg	Laboratory supervisor – Pamela	Female laboratory supervisor, Pamela
 .jpg	Statistician - Natasha	Statistician - Natasha
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>After time passage...</i> <i><u>Natasha:</u> Hi Pamela. Belle, our statistician, and I completed our interim analysis on the Virus X study and have some concerns.</i>	.mp3
.jpg	<i><u>Pamela:</u> Oh? Anything I should know about? Was the initial testing blinded?</i>	.mp3
.jpg	<i><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.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Pamela</u>: Can you tell me specifically what you found?</i>	.mp3
.jpg	<i><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.</i>	.mp3
.jpg	<i><u>Pamela</u>: (chuckles) Well, that's good, right?</i>	.mp3
.jpg	<i><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).</i>	.mp3
.jpg	<i><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.</i>	.mp3
.jpg	<i><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?</i>	.mp3
.jpg	<i><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.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Natasha: So...we're seriously talking about possible data fabrication?</i>	.mp3

Page 00135	Screen X of X
Data Fabrication	
Pamela and Natasha suspect that Gladys has engaged in data fabrication. What do you think this term means? A. Conducting research on human subjects without proper informed consent or animal research without proper ethical approval. B. Failing to disclose financial, personal, or professional conflicts of interest that could potentially bias the research or its interpretation. C. Creating made-up data or results and presenting them as genuine. D. Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
C (Correct)	00135a.mp3 Correct. Data fabrication is creating made-up data or results and presenting them as genuine.	Data fabrication is creating made-up data or results and presenting them as genuine.
Incorrect Answers	00135b.mp3 Data fabrication is creating made-up data or results and presenting them as genuine.	Data fabrication is creating made-up data or results and presenting them as genuine.

Page 00136	Screen X of X
Types of Research Misconduct	
Based on your knowledge, match the research misconduct type to its definition.	
Fabrication : Creating made-up data or results and presenting them as genuine.	
Falsification : Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented.	
Plagiarism : Appropriating someone else's ideas, processes, results, or words without giving appropriate credit.	
Submit your answer to continue.	
Navigation Bar	

Matching Interaction		
Answer Choice	Audio Script (Feedback)	File name
All correct matches	Good! You matched everything correctly. Fabrication, Falsification, and Plagiarism are all forms of research misconduct. Other research behaviors that do not fall under the official definition of research misconduct but warrant concern are: • <u>Misrepresentation</u>: providing false or misleading information about qualifications, affiliations, funding sources, or other aspects of the research, and • <u>Conflict of interest</u>: failing to disclose financial, personal, or professional conflicts of interest that could potentially bias the research or its interpretation. The course resources page has information about other types of research concerns.	00136a.mp3
One or more incorrect matches	You did not match everything correctly. The correct matches are: – Fabrication: Creating made-up data or results and presenting them as genuine.	00136b.mp3

Matching Interaction		
Answer Choice	Audio Script (Feedback)	File name
	– Falsification: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented. – Plagiarism: Appropriating someone else's ideas, processes, results, or words without giving appropriate credit. Other research behaviors that do not fall under the official definition of research misconduct but warrant concern are: • <u>Misrepresentation</u>: providing false or misleading information about qualifications, affiliations, funding sources, or other aspects of the research, and • <u>Conflict of interest</u>: failing to disclose financial, personal, or professional conflicts of interest that could potentially bias the research or its interpretation. The course resources page has information about other types of research concerns.	

Page 00137	Screen X of XX
Lesson Conclusion	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Laboratory supervisor speaking to employees	Laboratory supervisor speaking to employees
XXXXX.jpg	Image or icon of scientific integrity	Scientific integrity image

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses.

On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00137a.mp3	We've come to the end of the lesson. There's been a lot to take in. You've learned the factors that indicate a performance issue and those that indicate misconduct. You've also learned that misconduct can be general or related to non-compliance, and that each category is treated differently. While both performance issues and misconduct involve employee behavior that deviates from expectations, the difference lies in intent, impact, circumstances, attitude, and repeated patterns. With time and experience, you'll become increasingly comfortable distinguishing between performance issues and misconduct, even when situations are gray. We've also covered scientific integrity and its importance not just for laboratories, but across CDC offices. As a laboratory supervisor, your awareness of possible research misconduct and how to handle it is crucial to upholding ethical and quality standards. The next lesson is titled Roles and Responsibilities in Holding Federal Employees Accountable for Conduct and Performance Issues. In it, you'll learn more about your responsibilities as a supervisor, how employees are held accountable when their performance or conduct fall short of expectations, and how other offices within CDC can support you in your supervisory role related to performance and conduct management.

Graphic Display	On-Screen Text	Audio Script
(fade in) Supervisor dealing with employees .jpg (fade out to next graphic after audio)	Lesson covered: • Performance issues • Misconduct – General or or related to non-compliance • Scientific Integrity	00137a.mp3 We've come to the end of the lesson. There's been a lot to take in. You've learned the factors that indicate a performance issue and those that indicate misconduct. You've also learned that misconduct can be general or related to non-compliance, and

Graphic Display	On-Screen Text	Audio Script
		that each category is treated differently. While both performance issues and misconduct involve employee behavior that deviates from expectations, the difference lies in intent, impact, circumstances, attitude, and repeated patterns. With time and experience, you'll become increasingly comfortable distinguishing between performance issues and misconduct, even when situations are gray.
(fade in) Image or icon of scientific integrity .jpg (fade out to next graphic after audio completes)		We've also covered scientific integrity and its importance not just for laboratories, but across CDC offices. As a laboratory supervisor, your awareness of possible research misconduct and how to handle it is crucial to upholding ethical and quality standards.
	What's Next? Roles and Responsibilities in Holding Federal Employees Accountable for Conduct and Performance Issues	The next lesson is titled Roles and Responsibilities in Holding Federal Employees Accountable for Conduct and Performance Issues. In it, you'll learn more about your responsibilities as a supervisor, how employees are held accountable when their performance or conduct fall short of expectations, and how other offices within CDC can support you in your supervisory role related to performance and conduct management.

Page 00138	Screen X of XX
Lesson Introduction	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Performance issue icon	Performance issue icon
XXXXX.jpg	Misconduct icon	Misconduct icon
XXXXX.jpg	Supervisors icon	Supervisors icon
XXXXX.jpg	Offices icon	Offices icon

Programming

Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00138a.mp3	In Lesson 1, you learned performance issues and misconduct are distinct concepts. Performance issues typically refer to deficiencies in an employee's ability to meet job expectations or performance standards, while misconduct involves behavior that violates agency policies, ethical standards, or legal regulations. Addressing these issues is not easy. Situations are often gray or layered. They may call for difficult conversations and tailored approaches. Fortunately, you are not alone in dealing with them. Even if the matters you are confronted with have unique circumstances, the overall incident or situation is not likely unprecedented. Relevant offices and your peers will often have experience with the same or similar situations. Use this to your advantage by following the supervisory chain of support for guidance. To help you with this, this lesson will expand on your responsibilities as a laboratory supervisor managing performance and conduct. It will also discuss the various offices designated to assist you in holding federal and non-federal employees accountable for their performance and their conduct. This will include the role the Office of Human Resources (OHR) plays in such concerns. We'll begin by getting back into one of our scenarios – Chris's performance issue.

Graphic Display	On-Screen Text	Audio Script
(fade in) Performance issue icon.jpg Misconduct icon.jpg (fade out to next graphic after audio completes)	Performance Issues vs. Misconduct	XXXXX.mp3 In Lesson 1, you learned performance issues and misconduct are distinct concepts. Performance issues typically refer to deficiencies in an employee's ability to meet job expectations or performance standards, while misconduct involves behavior that violates agency policies, ethical standards, or legal regulations.

Graphic Display	On-Screen Text	Audio Script
(fade in) Supervisors icon.jpg Offices icon.jpg (fade out to next graphic after audio completes)	• Gray or layered situations • Seek help from peers and relevant offices	Addressing these issues is not easy. Situations are often gray or layered. They may call for difficult conversations and tailored approaches. Fortunately, you are not alone in dealing with them. Even if the matters you are confronted with have unique circumstances, the overall incident or situation is not likely unprecedented. Relevant offices and your peers will often have experience with the same or similar situations. Use this to your advantage by following the supervisory chain of support for guidance.
	Lesson focus areas: • Supervisor responsibilities managing performance and conduct • Offices designated for assistance • The role of the Office of Human Resources (OHR)	To help you with this, this lesson will expand on your responsibilities as a laboratory supervisor managing performance and conduct. It will also discuss the various offices designated to assist you in holding federal and non-federal employees accountable for their performance and their conduct. This will include the role the Office of Human Resources (OHR) plays in such concerns.

Graphic Display	On-Screen Text	Audio Script
		We'll begin by getting back into one of our scenarios – Chris's performance issue.

Page 00139	Screen X of XX
Gina Seeks Solutions	
Select the play button to watch and listen to Gina speak with Chris about steps to remedy the performance problem.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting.
	Laboratory supervisor - Gina	Female laboratory supervisor, Gina

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee - Chris	Laboratory employee – Chris
.jpg	Laboratory setting or office area near laboratory setting	Laboratory setting or office area near laboratory setting
.jpg	Work mistakes icon	Work mistakes icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows Gina’s face in a circle and Chris’s face in a circle, as well as an icon reflecting work mistakes (your choice for an icon). On-screen text should be: “Gina’s Dilemma With An Employee”

.mp4		
Graphic	Script	Audio Filename
.jpg	<u>Gina:</u> Well, the problems with the reports and supplies seem to be a time management issue. We can work on that.	.mp3
.jpg	<u>Chris:</u> What can we do?	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Gina</u>: For two weeks, track your activities and tasks – when you’re doing them and how long you’re spending on them. Take notes on what’s going on in your environment. Interruptions, for instance -- your physical comfort, lighting, noise levels, etc.</i>	.mp3
.jpg	<i><u>Chris</u>: How should I track this? Do you want me to use a particular app or software?</i>	.mp3
.jpg	<i><u>Gina</u>: We may use those later. For now, I’d like to keep it simple. One of my colleagues shared a spreadsheet that can be used for time tracking. We can evaluate your productivity and performance after we look at what’s taking place now. I’ll send you an email with instructions.</i>	.mp3
.jpg	<i><u>Chris</u>: Sounds good.</i>	.mp3

Page 00140	Screen X of X
Help With Performance Improvement	
Gina is trying to get to the root of Chris's performance problem by asking him to track his activities. If she wants assistance in providing support to an employee with resources and services, which of the following offices can she reach out to? (Select all that apply.) A. The Office of Human Resources (OHR) B. Employee Relations (ER) C. Workforce Relations Office (WRO) D. The Office of Laboratory Science and Safety (OLSS) E. Centers, Institutes, and Offices (CIO)	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
Correct (Learner chooses only and all A, B, C)	00140a.mp3 The correct choices are OHR, ER, and WRO. These offices support managers in providing clear expectations through measurable standards; providing timely feedback, support and direction; monitoring employee work and conduct; and providing resources, coaching, and training to improve performance.	• OHR • ER • WRO
Incorrect (Anything but only and all A, B, C)	The correct choices are OHR, ER, and WRO. These offices support managers in providing clear expectations through measurable standards; providing timely feedback, support and direction; monitoring employee work and conduct; and providing resources, coaching, and training to improve performance.	• OHR • ER • WRO

Page 00141	Screen X of XX
Gina Speaks With OHR	
Select the play button to watch and listen to Gina’s exchange with Gretchen and Kaj, OHR representatives.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting.
	Laboratory supervisor - Gina	Female laboratory supervisor, Gina

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee - Chris	Laboratory employee – Chris
 .jpg	Gretchen – OHR	Gretchen – OHR
 .jpg	Kaj – OHR	Kaj - OHR
.jpg	OHR office area	OHR office area
.jpg	Work mistakes icon	Work mistakes icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in an Office of Human Resources office area. At the beginning of this animation, add a segment of 3 seconds that shows Gina’s face in a circle and Chris’s face in a circle, as well as an icon reflecting work mistakes (your choice for an icon). On-screen text should be: “Gina’s Dilemma With An Employee”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Gina</u>: Thanks for meeting with me, Kaj. And you too, Gretchen. I've got some time-tracking in place to help my employee, but I could use more guidance.</i>	.mp3
.jpg	<i><u>Gretchen</u>: Of course. We're happy to help.</i>	.mp3
.jpg	<i><u>Kaj</u>: I wish more supervisors would reach out to us. OHR supports employees and managers with anything related to performance improvement.</i>	.mp3
.jpg	<i><u>Gretchen</u>: Did you say you're having the employee track his activities? Using what?</i>	.mp3
.jpg	<i><u>Gina</u>: Well, I've reached out to a colleague about a spreadsheet she created for an employee a few years ago. I haven't heard back from her yet. As I understand it, it was a great document.</i>	.mp3
.jpg	<i><u>Gretchen</u>: If you don't hear back soon enough, we have new software that would be perfect for this.</i>	.mp3
.jpg	<i><u>Kaj</u>: I've used it for a few weeks. I find it very helpful.</i>	.mp3
.jpg	<i><u>Gina</u>: I'm glad I spoke with you two. I wouldn't have known about this otherwise. I may try this and offer it to my employee.</i>	
	<i><u>Kaj</u>: Great. I'll have Blake or Juanita email you some information.</i>	

Page 00142	Screen X of XX
Gina Reports Her Analysis to OHR	
Select the play button to watch and listen to Gina’s exchange with Gretchen and Kaj, OHR representatives.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting.
	Laboratory supervisor - Gina	Female laboratory supervisor, Gina

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee - Chris	Laboratory employee – Chris
 .jpg	Gretchen – OHR	Gretchen – OHR
 .jpg	Kaj – OHR	Kaj - OHR
.jpg	OHR office area	OHR office area
.jpg	Work mistakes icon	Work mistakes icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in an Office of Human Resources office area.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Time passage of a week or so.</i> <i><u>Gina</u>: Chris and I are using the software you recommended. It's similar to Joy's document. Kudos to her for creating something that advanced.</i>	.mp3
.jpg	<i><u>Kaj</u>: That's great. I'm not at all surprised Joy is doing software development work ahead of her time.</i>	.mp3
.jpg	<i><u>Gretchen</u>: Were you able to glean any relevant insights?</i>	.mp3
.jpg	<i><u>Gina</u>: Many. Chris's timing of certain tasks is off. He's doing focus tasks like research early in the day when the laboratory is loud, and his state of mind is frenzied from personal obligations before work. That's got to change so he can focus better. He's also ordering supplies during peak business hours when customer support from the vendor is delayed.</i>	.mp3
.jpg	<i><u>Gretchen</u>: This is common. We need to offer more task scheduling and time management training to our employees. Sounds like Chris will benefit from re-shuffling.</i>	.mp3
.jpg	<i><u>Gina</u>: I should also see about getting him out of a daily 90-minute meeting he's been attending. It has almost no relevance to him.</i>	.mp3
.jpg	<i><u>Kaj</u>: Your analysis of all this is great.</i>	.mp3
.jpg	<i><u>Gina</u>: These circumstances may not be the sole reasons for his performance struggles, but they may play a part.</i>	

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Gretchen</u>: You're right. Seemingly little things like this add up to hurt performance. Solutions aren't always dramatic or singular.</i>	
.jpg	<i><u>Kaj</u>: What do you need from us?</i>	
.jpg	<i><u>Gina</u>: Well, I have some good findings to go on and next steps in mind. But I need to know...what documentation should I have been doing all this time? I've been so preoccupied with solving the problem, I may have dropped the ball on administrative procedures.</i>	
.jpg	<i><u>Kaj</u>: Glad you asked. Even when a performance improvement process is going well, we have to document at every stage. From the moment a problem is identified, it should be documented. Sending a detailed email to OHR is sufficient.</i>	
.jpg	<i><u>Gretchen</u>: Additionally, every conversation with the employee and attempt to remedy the problem should be documented. It's about progress tracking. This protects you, the employee, and the agency.</i>	

Page 00143	Screen X of X
Documenting Performance Issues	
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. Date of the meeting or conversation. B. A description of the performance issue. C. Dates or time period when the performance issue occurred or has recurred. D. Agreed upon actions for improvement, or improvement progress, if applicable. E. A list of the employee's current projects and projected future projects. F. Names of coworkers the employee prefers to work with. G. General notes on what was discussed. H. A list of the employee's past performance issues.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
A, B, C, D, and G (learner must get all and only these choices to receive 'Correct' feedback)	00143a.mp3 You've made the correct choices. When documenting meetings and discussions, supervisors should include the date of the meeting or conversation, a description of the performance issue, the dates or time period when the performance issue occurred or has recurred, agreed upon actions for improvement (or improvement progress), and general notes on what was discussed.	Documentation: • Date of the meeting • Description of the performance issue • Dates or time period of the performance issue

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
		• Agreed upon actions for improvement • General notes
Any answer other than all and only A, B, C, D, and G (Incorrect)	<i>00143b.mp3</i> When documenting meetings and discussions, supervisors should include the date of the meeting or conversation, a description of the performance issue, the dates or time period when the performance issue occurred or has recurred, agreed upon actions for improvement (or improvement progress), and general notes on what was discussed.	Documentation: • Date of the meeting • Description of the performance issue • Dates or time period of the performance issue • Agreed upon actions for improvement • General notes

Page 00144	Screen X of XX
Performance Management Appraisal Program	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	System icon	System icon
XXXXX.jpg	Performance plan icon	Performance plan icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00144a.mp3	Gina's been diligent in supporting Chris once his performance issues surfaced. Because performance issues can arise for many different reasons, it's nearly impossible to completely prevent their occurrence. There are systems in place, however, to try to anticipate them and thus limit their frequency and severity. A Performance Management Appraisal Program, or PMAP, is a structured and systematic process that aims to determine performance standards, set performance goals that align individual and organizational objectives, evaluate performance, provide feedback, and document employees' performance and contributions. Under a PMAP, each employee has a Performance Plan in place, created jointly by employee and supervisor. A good performance plan helps laboratory supervisors distinguish between performance issues and conduct problems. This is because a well-written performance plan maps out all performance requirements. Thus, if an employee is doing something wrong or below standards, the performance plan points to the relevant performance area. If the issue isn't clearly matched to a performance requirement, it is more likely to be a conduct problem. Next, let's see how Gina revises Chris's performance plans to help him improve.

Graphic Display	On-Screen Text	Audio Script
(fade in) System icon.jpg (fade out to next graphic after audio completes)		XXXXX.mp3 Gina's been diligent in supporting Chris once his performance issues surfaced. Because performance issues can arise for many different reasons, it's nearly impossible to completely prevent their occurrence. There are systems in place, however, to try to anticipate them and thus limit their frequency and severity.

Graphic Display	On-Screen Text	Audio Script
	A Performance Management Appraisal Program (PMAP), is a structured and systematic process that aims to – Determine performance standards – Set performance goals – Evaluate performance – Provide feedback – Document employees' performance and contributions Performance Plan (created by employee and supervisor)	A Performance Management Appraisal Program, or PMAP, is a structured and systematic process that aims to determine performance standards, set performance goals that align individual and organizational objectives, evaluate performance, provide feedback, and document employees' performance and contributions. Under a PMAP, each employee has a Performance Plan in place, created jointly by employee and supervisor.
(fade in) Performance plan icon.jpg	Performance plans map out all performance requirements	A good performance plan helps laboratory supervisors distinguish between performance issues and conduct problems. This is because a well-written performance plan maps out all performance requirements. Thus, if an employee is doing something wrong or below standards, the performance plan points to the relevant performance area. If the issue isn't clearly matched to a performance requirement, it is more likely to be a conduct problem.
		Next, let's see how Gina revises Chris's performance plans to help him improve.

Page 00145	Screen X of XX
Revising Performance Plans	
Select the play button to watch and listen to Gina’s exchange with Gretchen and Kaj, OHR representatives.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting.
	Laboratory supervisor - Gina	Female laboratory supervisor, Gina

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
.jpg	Laboratory employee - Chris	Laboratory employee – Chris
.jpg	Gretchen – OHR	Gretchen – OHR
.jpg	Kaj – OHR	Kaj - OHR
.jpg	OHR office area	OHR office area
.jpg	Work mistakes icon	Work mistakes icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in an Office of Human Resources office area.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Gina: Thanks for meeting with me again.</i>	
.jpg	<i>Kaj: We’re always happy to. What can we help you with?</i>	
.jpg	<i>Gina: I have a question about performance plans. As I understand it, they can be revised. Is that correct?</i>	.mp3
.jpg	<i>Gretchen: Yes. Is this about your employee who was struggling?</i>	.mp3
.jpg	<i>Gina: He’s been improving, but I think modifications to his performance plan would help even more.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Kaj: Revisions to performance plans are common. Revising makes sense if organizational goals change or situations arise.</i>	.mp3
	<i>Gretchen: There is a condition, though. The change should be made when there are at least 90 days left in the appraisal period.</i>	
.jpg	<i>Kaj: Yes, that way the employee works under the new standards for enough time to be rated fairly.</i>	.mp3
.jpg	<i>Gina: That makes sense.</i>	.mp3
.jpg	<i>Gretchen: Keep in mind that you can create new goals, indicate a new evaluation method, or change review dates.</i>	
.jpg	<i>Gina: Yes, I plan to schedule more review dates with my employee. I think it will be helpful.</i>	

Page 00146	Screen X of X
Aims of PMAPs	
Gina is revisiting Chris’s performance plan in hopes of helping him overcome his struggles. Performance plans are in place to help individuals and teams successfully achieve desired goals throughout an appraisal period. They are part of a larger PMAP. Based on your knowledge of PMAPs, which of the following are some of its aims? A. Create project schedules B. Prevent or mitigate performance problems C. Evaluate employee performance D. Determine pay raises E. Differentiate misconduct and performance issues F. Decide on work teams G. Set performance standards H. Provide clarity to employees about expectations	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
B, C, E, G, and H (Learner must get only and all five to receive ‘Correct’ feedback)	<i>00146a.mp3</i> You chose correctly. PMAPs help supervisors differentiate between performance issues and misconduct, set performance standards, give clarity to employees about expectations, prevent performance problems, mitigate problems that do arise, and evaluate employee performance.	PMAPs - Help differentiate performance issues and misconduct - Set performance standards - Clarify expectations - Prevent or mitigate problems - Evaluate employee performance
Any answer other than only and all five (B, C, E, G, and H) (Incorrect)	<i>.mp3</i> These are the items you should have selected. PMAPs help supervisors differentiate between performance issues and misconduct, set performance standards, give clarity to	PMAPs - Help differentiate performance issues and misconduct

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	employees about expectations, prevent performance problems, mitigate problems that do arise, and evaluate employee performance.	- Set performance standards - Clarify expectations - Prevent or mitigate problems - Evaluate employee performance

Page 00147	Screen X of XX
Key Elements of Performance Plans	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
.jpg	Goal setting icon	Goal setting icon
.jpg	Performance measurement icon	Performance measurement icon
.jpg	Feedback icon	Feedback icon
.jpg	Meetings icon	Meetings icon
.jpg	Planning icon	Planning icon
.jpg	Rewards icon	Rewards icon
.jpg	Document icon	Document icon

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Performance improvement icon	Performance improvement icon
.jpg	Goals icon	Goals icon
.jpg	Continuous/ongoing icon	Continuous/ongoing icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen.

Filename	Audio Script
00147a.mp3	Gina plans to revise parts of Chris's performance plan in response to his struggles. She will address performance goals, evaluation method, and review dates. These are key parts of performance plans. Select a button to the right to learn more about these and other key elements of performance plans.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Goal Setting Goal setting icon.jpg	Define clear and specific performance expectations, objectives, and goals that align with the employee's role and interests and the organization's mission.
Button 2: Performance Measurement Performance measurement icon.jpg	Utilize various methods to assess an employee's performance, such as self-assessments, supervisor evaluations, peer feedback, and performance goals.
Button 3: Feedback Feedback icon.jpg	Provide regular and constructive feedback to employees about their strengths, areas for improvement, and overall performance.
Button 4: Performance Appraisal Meetings Meetings icon.jpg	Schedule discussions with employees to review performance, discuss accomplishments, address challenges, and set future goals
Button 5: Developmental Planning Planning icon.jpg	Collaboratively create individualized development plans that outline strategies for enhancing skills, addressing weaknesses, and achieving career objectives.

Button 6: Recognition and Rewards Recognition and Rewards icon.jpg	Recognize and reward employees for their exceptional performance and contributions, often linked to compensation adjustments, promotions, or other incentives.
Button 7: Documentation Document icon.jpg	Maintain accurate and comprehensive records of performance evaluations, feedback, development plans, and other relevant information.
Button 8: Performance Improvement Performance icon.jpg	Identify areas where an employee's performance does not meet expectations and implement plans to address those gaps.
Button 9: Alignment with Organizational Goals Goals icon.jpg	Ensure that the employee's performance objectives and development plans are aligned with the broader goals and strategies of the organization.
Button 10: Continuous Process Continuous/ongoing icon.jpg	View performance management appraisal as an ongoing process that occurs throughout the year, rather than a one-time event.

Page 00148	Screen X of XX
Performance Improvement Plans	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXXX.jpg	Definition icon	Definition icon
XXXXXX.jpg	Performance plan icon	Performance plan icon
XXXXXX.jpg	Concerns and issues icon	Concerns and issues icon
XXXXXX.jpg	Goals icon	Goals icon
XXXXXX.jpg	Collaboration icon	Collaboration icon
XXXXXX.jpg	Timeline icon	Timeline icon

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	Resources icon	Resources icon
XXXXX.jpg	Feedback icon	Feedback icon
XXXXX.jpg	Consequences icon	Consequences icon
XXXXX.jpg	Legal icon	Legal icon
XXXXX.jpg	Documentation icon	Documentation icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen.

Filename	Audio Script
00148a.mp3	Gina has indicated that her employee's performance is improving. However, there are times when employee performance does not improve even after they are given counseling, support, and time to demonstrate improvement. When this occurs, supervisors may put the employee on a Performance Improvement Plan (PIP). Select a button to the right to learn more about Performance Improvement Plans.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Definition Definition icon.jpg	An intensive plan personalized for an employee who has not demonstrated sufficient improvement after initial interventions have been attempted. The plan may include training, coaching, resources, and modifications.
Button 2: Difference from Performance Plans Performance plan icon.jpg	Performance Improvement Plans (PIPs) are not the same as Performance Plans. Every employee has a performance plan in place continuously from the beginning of their employment. A performance plan makes clear what is expected of the employee and at what level. Performance plans provide a way for supervisors to evaluate employee performance daily, weekly, and monthly, and more formally in schedule performance reviews. By contrast, a Performance Improvement Plan (PIP) is only in place for employees who have not performed up to standards even after given support to improve. PIPs are a way of holding employees accountable for their performance. In short, Performance Plans are about prevention, whereas Performance Improvement Plans are about remediation.

Button 3: Concerns and Issues Concerns and issues icon.jpg	A PIP describes the problems and issues that have occurred, when they occurred, and any other relevant information about the performance struggles.
Button 4: Goals Goals icon.jpg	An important element of Performance Improvement Plans is goals. The PIP is very explicit about what performance goals should be reached. Typically, the list includes areas of job performance where the employee has struggled or fallen short. The goals are clear and often relate to agreed-upon performance standards. In some cases, depending on the role in question and its requirements, the goals are quantified. This is not a requirement, however.
Button 5: Collaboration Collaboration icon.jpg	Typically, an employee and supervisor work together to create a Performance Improvement Plan. This allows the employee to take ownership of their performance. It also instills investment in improvement. Supervisor involvement is crucial, as it demonstrates managerial commitment to the process.
Button 6: Timeline Timeline icon.jpg	A Performance Improvement Plan delineates <i>specific</i> and <i>explicitly stated</i> timelines for improvement. The timeline for improvement depends on the nature of the performance problem. Some problems are conducive to an expectation of quick improvement; others may need a longer timeframe for improvement to be reasonably expected. The timeline may include interval dates of improvement over a longer period, with a goal met at the end, or the timeline may be a single time period for improvement.
Button 7: Support and Resources Resources icon.jpg	An employee on a Performance Improvement Plan (PIP) should be offered support and resources to help them improve. This could include redistribution of workload, reassignment of tasks, software applications and technology tools, additional training and coaching, materials to fill in knowledge gaps, skill-building assistance, etc.
Button 8: Regular Check-Ins and Feedback Feedback icon.jpg	A Performance Improvement Plan should indicate dates when the supervisor and employee will jointly track progress and determine if adjustments are needed. The supervisor should provide informal and formal feedback to the employee so that the employee knows whether corrections are needed.
Button 9: Outcomes and Consequences Consequences icon.jpg	At the end of the PIP period, the supervisor assesses whether the employee has demonstrated sufficient improvement and whether it is likely to be sustained. The PIP should make clear what the consequences will be if sufficient improvement is not observed at the interval dates, if applicable, and at the end of the PIP period. If performance improvement is deemed insufficient, the supervisor's next step is usually a performance-based action, such as initiating a

	formal letter written to the employee, authorized by OHR and with an OHR point of contact. If performance improvement is deemed sufficient, the supervisor does not initiate the performance-based action.
Button 10: Legal and Ethical Considerations Legal icon.jpg	PIPs must comply with the law by being based on clear, objective criteria applied consistently across all employees. PIPs must adhere to employment laws and regulations to ensure fairness and prevent potential litigation. A well-executed PIP serves as evidence that an employer took steps to address concerns before taking further performance action. In addition to legal compliance, ethical considerations play a vital role in the implementation of performance improvement plans. It's essential that PIPs are put in place with integrity, transparency, and respect for employee dignity, ensuring that the process is fair and reasonable. Supervisors should work with OHR to ensure performance improvement plans are implemented lawfully, ethically, responsibly, and professionally.
Button 11: Documentation Documentation icon.jpg	Documentation of performance improvement plans (PIPs) is essential for tracking progress and ensuring accountability. Detailed records should include specific performance issues, agreed-upon goals, timelines for improvement, and any support provided to the employee. These documents serve as a clear record of expectations communicated to the employee and the steps taken by the employer to facilitate improvement. Proper documentation also helps in assessing the effectiveness of the PIP and provides a basis for further actions if improvement is not achieved within the specified timeframe. Moreover, thorough documentation can serve as crucial evidence in case of disputes or legal challenges related to performance management.

Page 00149	Screen X of XX
Chris's Improvements	
Select the play button to watch and listen to Gina's exchange with her employee, Chris.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Supervisor, Gina, speaking with her employee, Chris. They are in a laboratory setting or an office area near a laboratory setting.
	Laboratory supervisor - Gina	Female laboratory supervisor, Gina

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee - Chris	Laboratory employee – Chris
.jpg	Laboratory setting or office area near laboratory setting	Laboratory setting or office area near laboratory setting
.jpg	Work mistakes icon	Work mistakes icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows Gina’s face in a circle and Chris’s face in a circle, as well as an icon reflecting work mistakes (your choice for an icon). On-screen text should be: “Gina’s Dilemma With An Employee”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Chris: I feel so much better. I’m managing my parenting duties, volunteer commitments, and the certification courses more effectively. It took some creative thinking, but I’m less overwhelmed now.</i>	.mp3
.jpg	<i>Gina: I’m glad. I think the task scheduling modifications and the reviews on your work</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>helped as well. You improved as soon as we made some adjustments.</i>	
.jpg	<i><u>Chris</u>: It's good that we kept meeting periodically. The tweaks and continued feedback kept me going strong.</i>	.mp3
.jpg	<i><u>Gina</u>: We've been through five cycles now, with steady improvement after each one. I think it's safe to say we've reached our goal.</i>	.mp3
.jpg	<i><u>Chris</u>: Our methodical thinking through my workflow has given me guidance for success in other ways too.</i>	.mp3
.jpg	<i><u>Gina</u>: That's the power of working together and strategizing. I'm happy to say this situation is resolved.</i>	.mp3

Page 00150	Screen X of XX
Supervisors Discussion: Interpersonal Conflicts	
Select the play button to listen and watch as the supervisors speak about interpersonal conflicts and misconduct.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg .jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Pamela</u>: You handled that well, Gina. Very professional and compassionate.</i>	.mp3
.jpg	<i><u>Mauricio</u>: I agree.</i>	.mp3
.jpg	<i><u>Gina</u>: Managing performance issues doesn't have to be unpleasant or awkward.</i>	.mp3
.jpg	<i><u>Kirby</u>: I like how you treated it like a work problem to be figured out and resolved, not</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>something for the employee to be ashamed of and embarrassed about.</i>	
<i>.jpg</i>	<i><u>Anissa</u>: Exactly. I think we need to follow that approach with misconduct as well.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Mauricio</u>: I've been able to do that with a recent situation. One of my employees, a brilliant laboratory scientist, has been difficult with me and his peers. His communication can be short and rude.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Pamela</u>: I've dealt with those situations as well. In one case, the employee was not only communicating unprofessionally, but he was also not cooperating with work processes. It wasn't a performance issue, it was misconduct – being difficult.</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Kirby</u>: Interpersonal conflicts are common. What can supervisors do to prevent them or mitigate their damage?</i>	<i>.mp3</i>

Page 00151	Screen X of XX
Misconduct Related to Interpersonal Conflicts	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Employees having conflict	Employees having conflict
XXXXX.jpg	Personal differences icon	Personal differences icon
XXXXX.jpg	Laboratory supervisors icon	Laboratory supervisors icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses.

On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00151.mp3	The supervisors bring up a common challenge. Interpersonal conflicts at work stem from misunderstandings, power struggles, competition, or conflicting goals. If left unaddressed, they can lead to reduced employee morale, decreased job satisfaction, and increased turnover rates, ultimately affecting the team overall and agency performance. Fundamental personality and values differences are often at the center. When individuals come together to work as a team, they bring with them different styles of work, communication, conflict resolution, decision-making, leadership, time management, resource allocation, and more. Also, some employees may have long-ingrained negative biases, attitudes, assumptions, and emotional baggage that cause them to lash out at others or to be unfriendly, uncooperative, and unprofessional. Kirby asks...what are supervisor responsibilities in handling misconduct related to interpersonal conflicts? We'll look at that next. Know that these practices are not just for general misconduct, such as intimidating, defiant, or rude behavior, but any type of misconduct in office or laboratory settings, including non-compliance with protocols and other important regulations.

Graphic Display	On-Screen Text	Audio Script
(fade in) Employees having conflict.jpg (fade out to next graphic after audio completes)	Interpersonal conflicts stem from - Misunderstandings - Power struggles - Competition - Conflicting goals	XXXXX.mp3 The supervisors bring up a common challenge. Interpersonal conflicts at work stem from misunderstandings, power struggles, competition, or conflicting goals. If left unaddressed, they can lead to reduced employee morale, decreased job satisfaction, and increased turnover rates, ultimately affecting the team overall and agency performance.

Graphic Display	On-Screen Text	Audio Script
(fade in) Differences.jpg (fade out to no graphic after audio completes)	Personality and Values Differences	Fundamental personality and values differences are often at the center. When individuals come together to work as a team, they bring with them different styles of work, communication, conflict resolution, decision-making, leadership, time management, resource allocation, and more. Also, some employees may have long-ingrained negative biases, attitudes, assumptions, and emotional baggage that cause them to lash out at others or to be unfriendly, uncooperative, and unprofessional.
(fade in) Supervisors.jpg (fade out to no graphic after audio completes)	What can supervisors do to prevent misconduct related to interpersonal conflicts?	Kirby asks...what are supervisor responsibilities in handling misconduct related to interpersonal conflicts? We'll look at that next. Know that these practices are not just for general misconduct, such as intimidating, defiant, or rude behavior, but any type of misconduct in office or laboratory settings, including non-compliance with protocols and other important regulations.

Page 00152	Screen X of XX
Preventing General and Non-Compliance Misconduct	
Select a button to learn more about what supervisors should do to prevent or mitigate general misconduct or non-compliance misconduct. 	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Communication icon	Communication icon
XXXXX.jpg	Training icon	Training icon
XXXXX.jpg	Personality icon	Personality icon
XXXXX.jpg	Good behavior icon	Good behavior icon
XXXXX.jpg	Alert icon	Alert icon
XXXXX.jpg	Goals icon	Goals icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen.

Filename	Audio Script
00152a.mp3	Select a button to learn more about what supervisors should do to prevent or mitigate general misconduct or non-compliance misconduct.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Encourage open communication Communication icon.jpg	Encourage open communication, active listening, and willingness to compromise. Create a safe space for dialogue, understanding, empathy, collaboration, transparency, and reporting.
Button 2: Provide adequate training Training icon.jpg	Provide conflict resolution training for all staff and employees. Seek training from OHR on mediating disputes between employees. Provide employees with appropriate and updated training on laboratory policies, processes, and procedures.
Button 3: Emphasize the benefits of personality differences Personality icon.jpg	Remind employees that personality differences can function to strengthen a team, especially when weaknesses and strengths are managed to have an overall positive effect on project goals, organizational morale, and interpersonal dynamics.
Button 4: Model good behavior Good behavior icon.jpg	Model good behavior. Always interact with employees and other supervisors in a professional and courteous way. Follow <i>all</i> safety guidelines, experiment protocols, and legal regulations to set an example for desired actions and behavior.
Button 5: Detect early Alert icon.jpg	Detect early: Be attentive to signs of conflict, misbehavior, or non-compliance, such as tension, decreased collaboration, changes in behavior, or secrecy, and address the issues promptly before they escalate.
Button 6: Identify common goals Goals icon.jpg	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.

Page 00153	Screen X of X
OHR's Role in General Misconduct	
True or False : In assisting supervisors with general misconduct, OHR helps mediate disputes between employees that are not work-related.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
False (Correct)	<i>00153a.mp3</i> Correct. The statement is False. OHR does help mediate employee disputes, but only those that are work related.	OHR does help mediate employee disputes, but only those that are work related.
True (Incorrect)	<i>00153b.mp3</i> The statement is False. OHR does help mediate employee disputes, but only those that are work related.	OHR does help mediate employee disputes, but only those that are work related.

Page 00154	Screen X of XX
Supervisors Dealing With Misconduct	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor

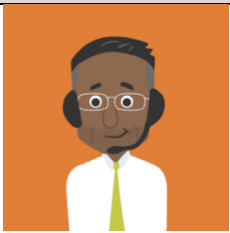
Programming
Developer: This should be one screen with the narrator talking.

Filename	Audio Script
00154a.mp3	With OHR assistance as needed, there is a lot laboratory supervisors can do to try to prevent or mitigate general or non-compliance misconduct. However, situations are not always within a supervisor's control. In Mauricio's case with James, Mauricio did everything he could to emphasize to James the importance of following experiment protocols. James blatantly defied Mauricio's guidance. Let's look at Mauricio's next step in dealing with the situation.

Page 00155	Screen X of XX
Reporting James's Non-Compliance	
Select the play button to watch and listen to Mauricio's phone call to report James's Non-Compliance.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James.
	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory supervisor – Kirby	Laboratory supervisor, Kirby
 .jpg	Danita – IACUC	Danita - IACUC
 .jpg	Naomi – IACUC	Naomi - IACUC
.jpg	Laboratory setting or an office area near research laboratories	Laboratory setting or an office area near research laboratories
.jpg	Icon of laboratory mouse or mice	Icon of laboratory mouse or mice

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories.

At the beginning of this animation, add a segment of 3 seconds that shows James's face in a circle and Mauricio's face in a circle, as well as an icon of a laboratory mice (your choice for an icon). On-screen text should be: "Administering Unapproved Virus Doses"

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Kirby walks into an office area where Mauricio is making a phone call.</i> <i><u>Kirby</u>: Hey Mauricio, how's your day?</i>	.mp3
.jpg	<i><u>Mauricio</u>: (shifts phone to address Kirby) Contacting IACUC about the incident with my employee. I should...probably be alone. Confidentiality.</i>	.mp3
.jpg	<i><u>Kirby</u>: Oh sure. I'll give you a few minutes (walks out of room)</i>	.mp3
.jpg	<i>("on hold" music can be heard while Mauricio waits)</i> <i>Namoi (IACUC) picks up.</i> <i><u>Naomi</u>: Hello, this is Naomi with the Institutional Animal Care and Use Committee. How may I help you?</i>	.mp3
.jpg	<i><u>Mauricio</u>: Good morning. I am a laboratory supervisor at CDC. I need to be connected with someone who receives reports of non-compliance with animal use protocols.</i>	.mp3
.jpg	<i><u>Naomi</u>: Hold please.</i>	.mp3
.jpg	<i>A moment later...</i> <i><u>Danita</u>: Hello, may I help you?</i>	.mp3
.jpg	<i><u>Mauricio</u>: Hello, I would like to report an incident of non-compliance with animal use protocols.</i>	.mp3
.jpg	<i><u>Danita</u>: When did the incident happen?</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Mauricio: It's been occurring over a few weeks, but I just learned of and confirmed it in the past day.</i>	.mp3
.jpg	<i>Danita: Good. It's crucial we be notified immediately. Go ahead with your report. I will take down your information and follow up with anything else I need.</i>	.mp3
.jpg	<i>After brief time passage (suggesting Mauricio has provided full information to the IACUC representative)</i> <i>Danita: Thank you for this report, Mauricio. Though you gave me your full name and contact information, you should be aware that anonymous reporting is allowed as well. We also encourage self-reporting. Our document, "Mechanism for Reporting Noncompliance or Misuse of Animals" is posted at all animal facilities. It has directions and contact information.</i>	.mp3
.jpg	<i>Mauricio: Thank you. What happens next?</i>	.mp3
.jpg	<i>Danita: The IACUC chair will assess this concern and determine if the circumstances merit a full investigation. The initial appraisal may involve an attending or clinical veterinarian.</i>	.mp3
.jpg	<i>Mauricio: How long does this appraisal take?</i>	.mp3
.jpg	<i>Danita: It can be a few business days. After the chair decides the best course of action based on the information you provided, there could be a dismissal of the allegation, referral to another office, immediate corrective and preventive action, another</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>review at a convened IACUC meeting, or further investigation. We will be in touch.</i>	
<i>.jpg</i>	<i><u>Mauricio</u>: What should I say to my employee?</i>	<i>.mp3</i>
<i>.jpg</i>	<i><u>Danita</u>: At this point in the process, you should not speak with the employee about the matter or take any further administrative action.</i>	<i>.mp3</i>

Page 00156	Screen X of X
Non-Compliance Procedures	
After Mauricio reports the incident of unapproved virus doses to IACUC, he reports it to ACUPO as well, receiving information about a similar process. Both entities emphasize to him the importance of not speaking any further with the employee until after they've appraised the situation and determined if an investigation is in order. Who do you think Mauricio should speak to next? (Select all that apply.) A. His supervisor B. Other laboratory employees C. OHR D. CIO Associate Director of Laboratory Science (ADLS) E. The Office of Laboratory Science and Safety (OLSS)	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
A (Correct)	00156a.mp3 That's right. After reporting the incident to IACUC and ACUPO, the laboratory supervisor should speak with their own supervisor about the matter. This is not to take action or investigate, but to keep the supervisor informed about the incident and notify them that it has been reported to IACUC and ACUPO. Other offices do not need to be involved at this point.	After reporting the incident to IACUC and ACUPO, the laboratory supervisor should speak with their own supervisor about the matter.
(Incorrect)	00156b.mp3 The correct answer is his supervisor. After reporting the incident to IACUC and ACUPO, the laboratory supervisor should speak with their own supervisor about the matter. This is not to take action or investigate, but to keep the supervisor informed about the incident and notify them that it has been reported to	After reporting the incident to IACUC and ACUPO, the laboratory supervisor should speak with their own supervisor about the matter.

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
	IACUC and ACUPO. Other offices do not need to be involved at this point.	

Page 00157	Screen X of X
CIO Associate Director for Laboratory Science	
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 the ADLS role in assisting laboratory supervisors who are managing non-compliance misconduct? (Select all that apply.) A. Coordinates and provides oversight with laboratory supervisors, branch chiefs, and division directors to ensure reporting of incidents to OLSS and CIO leadership. B. Provides guidance and suggests remediation or follow-up, as appropriate, related to incidents involving major or minor infractions. C. Ensures that all regulated and accredited laboratories under their management are operating within compliance. D. Supports scientific review and clearance; liaises with the Office of Science	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
A, B, C, and D (Learner must get all four to receive 'Correct' feedback)	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.	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.

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
		■ 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
Any answer other than all four (A, B, C, and D) (Incorrect)	00157a.mp3 All four choices are correct. These are all important ways that the CIO Associate Director for Laboratory Science supports laboratory supervisors in managing non-compliance misconduct.	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

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
		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

Page 00158	Screen X of XX
Anissa & Kirby Speak About Non-Compliance	
Select the play button to watch and listen to Anissa’s conversation with Kirby about reporting non-compliance.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë.
	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
 .jpg	Laboratory supervisor - Kirby	Laboratory supervisor - Kirby
.jpg	Laboratory setting or office area near research laboratories.	Laboratory setting or office area near research laboratories.

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add a segment of 3 seconds that shows Anissa’s face in a circle and Zoe’s face in a circle, as well as an icon of laboratory doors and PPE (your choice for icons). On-screen text should be: “Zoe’s Safety Violation”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Kirby walks into an office where Anissa sits at a desk.</i> <i><u>Kirby</u>: Hi Anissa, how’s it going?</i>	.mp3
.jpg	<i><u>Anissa</u>: I’m a little preoccupied...about to make some calls or send some emails about a non-compliance matter.</i>	.mp3
.jpg	<i><u>Kirby</u>: (chuckles) I keep walking in on laboratory supervisors about to report non-compliance incidents.</i>	.mp3
.jpg	<i><u>Anissa</u>: That shows how common they can be.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Kirby</u>: To be fair, many non-compliance incidents are unintentional. However, the incidents must still be reported.</i>	.mp3
.jpg	<i><u>Anissa</u>: I'm currently dealing with a safety issue. A laboratory employee is propping doors open, despite specifications on the study to keep them closed, and not wearing proper PPE. It's intentional.</i>	.mp3
.jpg	<i><u>Kirby</u>: That's right - this is the one you told us about. It's intentional but not malicious or hostile.</i>	.mp3
.jpg	<i><u>Anissa</u>: Yes. I don't think she's trying to make anyone mad or be purposefully difficult. It's more like she's placing her own comfort and preferences above the required protocols and the integrity of the experiment. She rationalizes it's okay to do so.</i>	.mp3
.jpg	<i><u>Kirby</u>: Well, it has to be reported. You can't protect her just because she's not acting maliciously or with hostility. Once it's established that a violation has occurred, the proper level of action will be taken, a level that considers all relevant circumstances. I'll step out so you can make that call.</i>	.mp3

Page 00159	Screen X of XX
Office of Laboratory Science and Safety	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Education icon	Education icon
XXXXX.jpg	Safety icon	Safety icon
XXXXX.jpg	Investigation icon	Investigation icon
XXXXX.jpg	Documentation icon	Documentation icon
XXXXX.jpg	Consultation icon	Consultation icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen.

Filename	Audio Script
00159a.mp3	Aside from speaking to her own supervisor and OHR about this matter, Anissa will want to contact the Office of Laboratory Science and Safety (OLSS). Select a button to learn more about how OLSS supports supervisors in managing misconduct related to safety violations.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Educational Resources Education icon.jpg	OLSS offers training for all staff and leadership working in and supporting CDC laboratories (e.g. Introduction to Laboratory Safety, Laboratory Supervisor Safety Responsibilities, Overview of Laboratory Regulations at CDC).
Button 2: Safety Inspections Safety icon.jpg	OLSS oversees biological, chemical, and radiation safety at CDC laboratories. The OLSS safety inspectors visit CDC laboratories annually to ensure that their practices, procedures, and equipment meet key safety standards. The OLSS oversight includes ensuring that CDC laboratories are in full compliance with the requirements of the Federal Select Agent Program (FSAP), which regulates the possession, use, and transfer of biological select agents and toxins.
Button 3: Investigation Investigation icon.jpg	OLSS performs investigations related to safety violations. Designated OLSS personnel trained in incident analysis and safety protocols gather relevant information, such as witness statements and documentation of the event, to determine the root cause of the violation. OLSS uses findings to implement corrective measures, reinforce safety training, and prevent similar incidents in the future.
Button 4: Documentation Documentation icon.jpg	OLSS documents non-compliance incidents related to safety. This is crucial for transparency and accountability. OLSS keeps detailed records about the nature of the incident, its root causes, and any corrective actions taken.
Button 5: Coordination and Consultation Consultation icon.jpg	OLSS consults and coordinates with the laboratory supervisor, OHR, and other relevant offices to determine if disciplinary action is needed, and if so, what action is appropriate. It also suggests remediation and follow-up, as needed, related to prevention of future incidents.

Page 00160	Screen X of XX
General Misconduct Accountability	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Employee accountability image or icon	Employee accountability image or icon
XXXXX.jpg	Disciplinary action image or icon	Disciplinary action image or icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses.

On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00160a.mp3	We've covered some supervisor responsibilities and relevant offices' roles when dealing with general and non-compliance misconduct. Now let's talk about how employees are held accountable. What should a supervisor do to implement consequences for the employee? First, be aware that disciplinary actions are categorized as formal or informal. Informal actions may be oral or written. They may be as simple as a verbal or written reminder to come back from lunch on time or stop a certain behavior or act. You may tell the employee that if the behavior or act happens again, formal disciplinary actions will be taken. Note that even informal actions should be documented, but not on the employee's permanent record. Formal discipline includes actions that have three basic requirements. 1) They must be in writing, 2) They must be a matter of formal record, and 3) They can be appealed or grieved to a higher third party. You should consult your servicing employee relations specialist before initiating any formal disciplinary action. Formal actions could include a letter of reprimand, a demotion, suspension, administrative leave, or removal. Note that as a laboratory supervisor, you may also work with employees who are not categorized as federal employees – for instance, students, fellows, guest researchers, USPHS officers, or contract employees. Performance and conduct issues involving non-FTE (full time employees) may be handled differently and may be subject to different policies. The resources area for this course contains information to help you navigate situations with non-federal employees.

Graphic Display	On-Screen Text	Audio Script
(fade in) Employee accountability.jpg (fade out to next graphic after audio completes)	Holding Employees Accountable	XXXXX.mp3 We've covered some supervisor responsibilities and relevant offices' roles when dealing with general and non-compliance misconduct. Now let's talk about

Graphic Display	On-Screen Text	Audio Script
		how employees are held accountable. What should a supervisor do to implement consequences for the employee?
(fade in) Disciplinary action.jpg (fade out to no graphic after audio completes)	Disciplinary actions may be formal or informal	First, be aware that disciplinary actions are categorized as formal or informal. Informal actions may be oral or written. They may be as simple as a verbal or written reminder to come back from lunch on time or stop a certain behavior or act. You may tell the employee that if the behavior or act happens again, formal disciplinary actions will be taken. Note that even informal actions should be documented, but not on the employee's permanent record.
	Formal disciplinary actions - Must be in writing - Must be a matter of formal record - Can be appealed or grieved to a higher third party	Formal discipline includes actions that have three basic requirements. 1) They must be in writing, 2) They must be a matter of formal record, and 3) They can be appealed or grieved to a higher third party. You should consult your servicing employee relations specialist before initiating any formal disciplinary action.
	Formal action examples: - Letter of reprimand - A demotion - A suspension - Administrative leave - Removal	Formal actions could include a letter of reprimand, a demotion, suspension, administrative leave, or removal.

Graphic Display	On-Screen Text	Audio Script
	You may work with non-federal employees: - Students - Fellows - Guest researchers - USPHS officers - Contract employees	Note that as a laboratory supervisor, you may also work with employees who are not categorized as federal employees – for instance, students, fellows, guest researchers, USPHS officers, or contract employees. Performance and conduct issues involving non-FTE (full time employees) may be handled differently and may be subject to different policies. The resources area for this course contains information to help you navigate situations with non-federal employees.

Page 00161	Screen X of XX
Supervisors Discussion: Douglas Factors	
Select the play button to listen and watch as the supervisors speak about Douglas Factors.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Kirby:</u> I might be the only one not currently dealing with an employee's performance issue or misconduct.</i>	.mp3
.jpg	<i><u>Gina:</u> Oh, that will change. It's just a matter of time.</i>	.mp3
.jpg	<i><u>Kirby:</u> I do often think about how we implement discipline. Are we being fair? Is the system excessively harsh and severe?</i>	.mp3
.jpg	<i><u>Pamela:</u> I don't think so. It's not thoughtless either. We don't take a "one size fits all" approach or have unwavering consequences.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Anissa: We've all heard of Douglas Factors, right?</i>	.mp3
.jpg	<i>Mauricio: Yes. They're based on a well-known court case. They're factors supervisors have to consider to help determine appropriate penalties for misconduct.</i>	.mp3
.jpg	<i>Anissa: Right. The factors prevent applying discipline thoughtlessly and inappropriately, because you're considering the detailed nuances of situations. You're using your supervisory judgment as a professional and reasonable person, not just handing out irrational punishments.</i>	.mp3

Page 00162	Screen X of X
Douglas Factors	
What is your knowledge of Douglas Factors? For each item listed below, use the drop-down menu and select “Yes” if it is a Douglas Factor and “No” if it is not. • Nature and seriousness of the offense (Yes) • How long the employee has worked under their supervisor (No) • Employee’s job level and employment type (Yes) • What time of year the employee’s service with the agency began (No) • Employee’s past disciplinary record (Yes) • Notoriety of the offense or its impact on the agency’s reputation (Yes) • Whether the employee works on-site or remotely (No) • If the employee has the highest level of security clearance or not (No) • Mitigating circumstances, such as provocation from others (Yes)	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
All answers correct (Correct)	You answered everything correctly. You have a good handle on the Douglas Factors. A resource with the full list of factors is provided in the Resources tab.	00162a.mp3
One or more incorrect answers (Incorrect)	You have missed one or more of the Douglas Factors presented here. Compare what you identified to what is now shown on the screen. A resource with the full list of factors is provided in the Resources tab.	00162b.mp3

Page 00163	Screen X of XX
Supervisors Discussion: Progressive Discipline	
Select the play button to listen and watch as the supervisors discuss progressive discipline.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
 .jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
 .jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
 .jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Filename	Graphic Description	Alt Text/Title Tag
.jpg		

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Anissa:</u> Kirby, it’s good you’re concerned with fairness to employees.</i>	.mp3
.jpg	<i><u>Gina:</u> Absolutely. You have the right attitude.</i>	.mp3
.jpg	<i><u>Mauricio:</u> Of course, we don’t want misconduct to occur. But when it does, we still have to treat employees with dignity and give them a chance to correct their behavior or work habits.</i>	.mp3
.jpg	<i><u>Pamela:</u> Progressive discipline is a big part of that. It ‘corrects’ in a fair and structured manner.</i>	.mp3
.jpg	<i><u>Kirby:</u> Right. It’s about not being quick to punish. When things are good, we set our employees up to succeed. When misconduct has occurred, we set them up to change.</i>	.mp3
.jpg	<i><u>Mauricio:</u> Discipline is ‘progressive’ in that we don’t immediately jump to the most severe punishment for the offense in question. Instead, when a violation or misstep has first occurred and is not yet serious, a lower-level consequence is implemented. Disciplinary action escalates</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>slowly in response to repeated or ongoing problems.</i>	
.jpg	<i><u>Gina</u>: Ideally, higher, more serious steps are never necessary.</i>	.mp3
.jpg	<i><u>Kirby</u>: Progressive discipline means reacting appropriately for the stage and severity of the misconduct.</i>	.mp3
.jpg	<i><u>Pamela</u>: It gives us all a chance to work together to address problems but preserve morale and positive relationships.</i>	.mp3

Page 00164	Screen X of X
Progressive Discipline	
Which do you think makes sense for the order of progressive discipline?	
A) Termination, informal counseling, written warning, verbal warning, suspension B) Suspension, termination, verbal warning, informal counseling, written warning C) Written warning, termination, verbal warning, suspension, informal counseling D) Informal counseling, verbal warning, written warning, suspension, termination	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
D (Correct)	Yes, that's correct.	00164a.mp3
Incorrect	Incorrect. A common order for progressive discipline is informal counseling, verbal warning, written warning, suspension, then termination.	00164b.mp3

Page 00165	Screen X of XX
Supervisors Discussion: Responsibilities Related to Research Misconduct	
Select the play button to meet listen and watch as the supervisors discuss key responsibilities in research misconduct cases. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg .jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Kirby:</u> Douglas Factors and progressive discipline are both good practices.</i>	.mp3
.jpg	<i><u>Gina:</u> I agree. I'm pleased they're emphasized.</i>	.mp3
.jpg	<i><u>Anissa:</u> Do Douglas Factors and progressive discipline apply to research misconduct too?</i>	.mp3
.jpg	<i><u>Mauricio:</u> Well, research misconduct is a different situation. Douglas Factors and progressive discipline don't apply. However, with research misconduct cases, there is just</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>as much mindfulness of fairness, confidentiality, and dignity for the employee.</i>	
.jpg	<i><u>Gina</u>: Yes, there's just a different approach and process.</i>	.mp3
.jpg	<i><u>Kirby</u>: I've often wondered what our responsibilities are in cases of research misconduct.</i>	.mp3
.jpg	<i><u>Pamela</u>: As supervisors, we have an important role in cases of research misconduct.</i>	.mp3
.jpg	<i><u>Gina</u>: Proper documentation of research team activities is key. Having thorough and accurate documentation helps demonstrate the integrity of the research process. It can then also help in addressing misconduct allegations.</i>	.mp3
.jpg	<i><u>Anissa</u>: We must be attentive to our research team's inputs and outputs. I'm always on alert for unusual or inconsistent data, unexplained gaps in research behavior, or suspicious behavior.</i>	.mp3
.jpg	<i><u>Mauricio</u>: If we suspect something, we must take immediate action. If we're aware of misconduct on our team and fail to report it, there might be professional and institutional consequences for us too.</i>	.mp3
.jpg	<i><u>Pamela</u>: Yes. Reporting is my next step with a situation I'm currently dealing with. A statistician and I suspect research misconduct.</i>	.mp3

Page 00166	Screen X of XX
Pamela Speaks to Research Integrity Officers	
Select the play button to watch and listen to Pamela’s conversation with Sanjay and Madeline, research integrity officers in the Office of Science.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Pamela, speaking to a laboratory employee, Gladys. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Pamela, speaking to a laboratory employee, Gladys.
	Laboratory supervisor – Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
 .jpg	Laboratory employee - Gladys	Laboratory employee - Gladys
 .jpg	Sanjay – RIO / OS	Sanjay – RIO / OS
 .jpg	Madeline – RIO / OS	Madeline – RIO / OS
.jpg	Office area for research integrity officers in the Office of Science	Office area for research integrity officers in the Office of Science
.jpg	Research misconduct or data/analysis icon	Research misconduct or data/analysis icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories. At the beginning of this animation, add an introduction segment of 3 seconds that shows Pamela’s face in a circle and Gladys’s face in a circle, as well as an icon reflecting research misconduct icon or data/analysis/findings icon (your choice for an icon). On-screen text should be: “Research Concerns”

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Pamela approaches an office door that says Office of Science. She goes through it toward another office door that says Research Integrity Officers.</i> <i>Moments later, she is seated at a desk. Sanjay and Madeline, Research Integrity Officers, are seated on the other side of the desk.</i> <i>Pamela: Thanks for meeting with me, Sanjay and Madeline. I understand supervisors can speak to you as sounding boards for potential areas of concern about research misconduct.</i>	.mp3
.jpg	<i>Sanjay: Absolutely. The Office of Science is the authority at CDC on matters of scientific integrity. We assess concerns and investigate cases.</i>	.mp3
.jpg	<i>Pamela: (after a pause): So, my employee will be “investigated”? Oh no, I don’t want...I mean, I don’t know...I can’t be sure...</i>	.mp3
.jpg	<i>Madeline: You seem uncomfortable – and worried. Don’t be alarmed by the word ‘investigate’. That’s only a possibility. Not all situations warrant a full investigation. We have to take in and evaluate information first.</i>	.mp3
.jpg	<i>Pamela: I’m a bit uncomfortable with this. This is an employee I value greatly.</i>	.mp3
	<i>Madeline: First of all, kudos to you for coming in. If you decided to come see us, that means you were doing your job and being attentive to practices that might be research misconduct red flags.</i>	

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Sanjay</u>: Yes, I wish supervisors were more observant about what's going on in their laboratory workspaces and administrative offices. Not everything can be detected and stopped early, but some things can.</i>	.mp3
.jpg	<i><u>Pamela</u>: I don't want to cause trouble for this employee unnecessarily.</i>	.mp3
.jpg	<i><u>Madeline</u>: Well, you do know you're allowed to speak hypothetically, right? You don't have to name anybody right now. And please know that we take confidentiality seriously, regardless.</i>	.mp3
.jpg	<i><u>Pamela (reluctant but continues)</u>: Okay. So... let's say, hypothetically, I had an employee, a laboratory scientist, whose recent results on some vaccine studies suddenly became positive; vaccines were 100% safe and efficacious. Previously, findings were mixed. This is someone who, normally, wouldn't have a reason to fabricate data. But I know this person has a lot going on in their personal life. They're also worried about their position within the team and they've been struggling to meet deadlines. The bottom line is...these results seemed too good to be true.</i>	.mp3
.jpg	<i><u>Sanjay</u>: Understood. How did this come to your attention?</i>	.mp3
.jpg	<i><u>Pamela</u>: Well, I don't know anything for sure. But...an epidemiologist noticed a concerning trend that doesn't match previous findings. We did some analysis and couldn't explain the numbers.</i>	.mp3
.jpg	<i><u>Madeline</u>: Alright. That gives us something to go on. We can help you with some next steps.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Sanjay</u>: Yes. And if you want to make an official report, that should be in writing.</i>	.mp3
.jpg	<i><u>Madeline</u>: Rest assured, Pamela, we work hard to be objective – to protect the integrity of CDC science and the reputation of the suspected employee. We don't want to cause unnecessary damage to either.</i>	.mp3

Page 00167	Screen X of X
Research Misconduct Red Flags	
The laboratory supervisors and research integrity officers mention a supervisory responsibility to be attentive to research misconduct red flags. These red flags are related to Time, Results, or Transparency. Match the concern with the type of red flag. – Usable data are only generated when there is a pressing deadline (Time) – Findings can't be replicated by others in the laboratory (Results) – Experiments are completed faster than usual (Time) – Raw data can't be produced when requested (Transparency) – Research materials and protocols are kept hidden (Transparency) – Data are too good to be true (Results) – Work is mostly done when no one else is around (Transparency)	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
Feedback for any submission	<i>00167a.mp3</i> Research misconduct red flags and their categorization are as follows: Time: – Usable data are only generated when there is a pressing deadline – Experiments are completed faster than usual Results – Data are too good to be true – Findings can't be replicated by others in the laboratory Lack of Transparency: – Raw data can't be produced when requested – Research materials and protocols are kept hidden	Red flags Time: – Usable data only generated for pressing deadlines – Experiments completed quickly Results: – Too good to be true – Findings can't be replicated Lack of Transparency: – Data can't be produced upon request – Hidden materials and protocols

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	– Work is mostly done when no one else is around.	– Work done in secret

Page 00168	Screen X of X
Reporting Research Misconduct	
When supervisors make an allegation of research misconduct, specific information must be included. Use the drop-down menu to choose “yes” or “no” to indicate if you think the information listed is needed or not when reporting. – A description of the research misconduct concern (Yes) – How many years you (the supervisor) have worked for CDC (No) – A description of the research records, research process, presentations, or publications you believe have been affected (Yes) – Names of individuals you believe have committed the alleged misconduct (Yes) – Names of witnesses and, if known, their CDC affiliations and contact information (Yes) – Performance plan details of the newest employee on your team (No) – Supporting documents and other information you believe is relevant (Yes)	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
Any answer submission	00168a.mp3 When reporting allegations of research misconduct, the following information should be included: - A description of your concern, including what research you believe has been falsified, fabricated, or plagiarized, and how. - A description of the research records, research process, presentations, or publications you believe are affected, including any relevant details, such as dates, times, locations, and citations. - Names of individuals you believe may have committed the alleged misconduct.	Information to include: - A description of your concern - A description of the research records - Names of individuals involved - Names of witnesses - Supporting documents

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	- Names of witnesses, and if known, their CDC affiliations and contact information. - Supporting documents and other information you believe is relevant.	

Page 00169	Screen X of X
Research Misconduct Investigations	
True or False : After Pamela reports her suspicions about Gladys to CDC's Research Integrity Officers, she will be required to ensure that the allegation is thoroughly and completely investigated to resolution.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
False (Correct)	<i>00169a.mp3</i> 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.	The Office of Science (OS) or to the Office of Research Integrity (ORI) conducts investigations. Supervisors <i>cooperate</i> with investigations by providing information or assisting, if asked.
True (Incorrect)	<i>00169b.mp3</i> 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	The Office of Science (OS) or to the Office of Research Integrity (ORI) conducts investigations. Supervisors <i>cooperate</i> with investigations by

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	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.	providing information or assisting, if asked.

Page 00170	Screen X of XX
Lesson Conclusion	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Performance problem icon or image	Performance problem icon or image
XXXXX.jpg	Misconduct image or icon	Misconduct image or icon
XXXXX.jpg	Research misconduct icon or image	Research misconduct icon or image
XXXXX.jpg	Investigations image or icon	Investigations image or icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00170a.mp3	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.

Graphic Display	On-Screen Text	Audio Script
(fade in) Performance problem icon or image.jpg (fade out to next graphic after audio completes)	Performance Problems – Supervisors support employees – OHR supports supervisors	XXXXX.mp3 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.
(fade in) Misconduct icon.jpg (fade out to next graphic after audio completes)	Misconduct – Supervisor responsibilities: general and non-compliance misconduct – Roles of IACUC, ACUPO, and OLSS (regarding animal misuse) – Douglas Factors and progressive discipline	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.
(fade in) Research misconduct icon.jpg (fade out to next graphic after audio completes)	Research Misconduct – Supervisor responsibilities – Early detection, reporting procedures, and confidentiality – Research Integrity Office in the Office of Science	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.

Graphic Display	On-Screen Text	Audio Script
	– Office of Research Integrity	
(fade in) Investigation icon or image.jpg	What's Next? Misconduct investigations – The role of OHR (general misconduct) – The role of IACUC, ACUPO, and OLSS (non-compliance misconduct) – The role of RIO in the OS and ORI (research misconduct)	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.

Page 00171	Screen X of XX
Lesson Introduction	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Accountability icon or image	Accountability icon or image
XXXXX.jpg	Misconduct icon or image	Misconduct icon or image
XXXXX.jpg	Investigation icon or image	Investigation icon or image

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses.

On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00171a.mp3	In the last lesson, we focused on supervisor responsibilities in holding employees accountable for their conduct and performance. n You'll need these offices' guidance and the invaluable input of your peers, as the handling of conduct problems, in particular, can be complicated; processes and procedures vary depending on the nature of the misconduct. You may wonder: once a conduct problem has been identified and the proper offices have been notified, what happens next? That's what we'll cover in this lesson. When alleged misconduct is identified, formal or informal inquiries are initiated. Sometimes, a full investigation is launched. In this lesson you'll learn more about the inquiry process, data and document analysis, interviews and testimonies, investigation committees, confidentiality, fairness, legal compliance, and more. You'll be aware of your and other offices' responsibilities in the process of inquiring and investigating general misconduct, non-compliance misconduct, and research misconduct.

Graphic Display	On-Screen Text	Audio Script
(fade in) Accountability icon or image.jpg (fade out to next graphic after audio completes)	– Holding employees accountable for conduct and performance – Help from OHR, ACUPO, IACUC, OLSS, OS, ORI,	XXXXX.mp3 In the last lesson, we focused on supervisor responsibilities in holding employees accountable for their conduct and performance. We also looked at the roles of other offices, such as OHR, ACUPO, IACUC, OLSS, OS, and ORI, and how they assist supervisors confronted with various issues.
(fade in) Misconduct icon.jpg (fade out to next graphic after audio completes)	What happens next?	You'll need these offices' guidance and the invaluable input of your peers, as the handling of conduct problems, in particular, can be complicated; processes and procedures vary depending on the nature of the misconduct. You may wonder: once a conduct problem

Graphic Display	On-Screen Text	Audio Script
		has been identified and the proper offices have been notified, what happens next? That's what we'll cover in this lesson.
fade in) Investigation icon.jpg	– Full investigation – Investigation processes and procedures • Supervisor responsibilities • Other offices' responsibilities	When alleged misconduct is identified, formal or informal inquiries are initiated. Sometimes, a full investigation is launched. In this lesson you'll learn more about the inquiry process, data and document analysis, interviews and testimonies, investigation committees, confidentiality, fairness, legal compliance, and more. You'll be aware of your and other offices' responsibilities in the process of inquiring and investigating general misconduct, non-compliance misconduct, and research misconduct.

Page 00172	Screen X of XX
Supervisors Discussion: Involvement in Misconduct Investigations	
Select the play button to listen and watch as the supervisors discuss supervisor involvement in misconduct investigations. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
 .jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
 .jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
 .jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg	Supervisors' conference room area near research laboratories	Supervisors' conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Kirby:</u> So...I hope I understand correctly. When misconduct is identified, supervisors report it. We do not take part in any investigation.</i>	.mp3
.jpg	<i><u>Gina:</u> Well, that’s a broad statement. It depends. For general misconduct, like harassment, bullying, theft, or habitual tardiness, the supervisor may have a small role in investigation, sometimes called informal fact-finding.</i>	.mp3
.jpg	<i><u>Anissa:</u> Yes. Supervisors must first identify the alleged misconduct or be told about it. This doesn’t mean they’ve confirmed it yet. Supervisors can and should try to get reasonable confirmation by conducting informal fact-finding, as Gina alluded to. This means preliminary conversations, gathering evidence, and ascertaining circumstances.</i>	.mp3
.jpg	<i><u>Gina:</u> This might look like...asking an employee a question, reviewing a timecard, or confirming a detail on a document. Through informal fact finding, supervisors determine the apparent issue and move forward.</i>	.mp3
.jpg	<i><u>Kirby:</u> That makes sense. And this isn’t violating any regulations?</i>	.mp3
.jpg	<i><u>Mauricio:</u> No, not at all. Anytime I conduct informal fact-finding, I’m just trying to make sense of the situation. I’m not looking to condemn anybody, have premature biases,</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>or be the final judge. I am looking for information. It's important to be discreet and respect confidentiality and privacy.</i>	
.jpg	<i><u>Pamela</u>: A usual next step is to talk to our supervisor about the issue. Informally, we determine the misconduct severity. After that, we consult with OHR or the Workforce Relations Office (WRO).</i>	.mp3
.jpg	<i><u>Kirby</u>: What about non-compliance misconduct then? Is it the same when the misconduct is not bullying, harassment, theft, etc., but intentionally not complying with an experiment protocol or a safety guideline?</i>	.mp3
.jpg	<i><u>Mauricio</u>: In cases like those, you immediately report to the governing body – ACUC, or OLSS. Of course, it's acceptable to look into the matter informally before doing so, just enough to ensure what you're reporting is reasonable.</i>	.mp3
.jpg	<i><u>Anissa</u>: But that should happen very quickly. You cannot delay reporting to the governing body for days and days trying to investigate or fact-find yourself.</i>	.mp3
.jpg	<i><u>Gina</u>: After the non-compliance has been officially reported, we are only involved in the investigation if we are asked directly for information, documents, or anything else. We don't conduct the investigation; we cooperate with it.</i>	.mp3

Page 00173	Screen X of X
General Misconduct: Steps to Take	
Drop down (ordering)	
When a supervisor is confronted with general misconduct, they should take certain steps, including an informal inquiry (or “informal fact-finding”), if appropriate and necessary. Put these steps in the order that you think the supervisor should take them. • Confer with OHR or WRO. • Conduct informal fact-finding. • Identify the issue. • Discuss with supervisor, agree on severity and path.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
Correct	00173a.mp3 The correct order is as follows: 1. Identify the issue. 2. Conduct informal fact-finding. 3. Discuss with supervisor, agree on severity and path. 4. Confer with OHR or WRO. Keep in mind that informal fact-finding inquiries are sometimes the extent of investigation necessary. A supervisor may find that for issues that are less complex, less sensitive, routine, or not in significant dispute, they are able to resolve the matter with employees without involving OHR or WRO at all. However, they should still notify their supervisor of what happened. In other cases, informal fact-finding leads the supervisor to believe that OHR and WRO involvement is warranted and that further, more official investigation may be needed.	Steps to take for general misconduct: 1. Identify the issue. 2. Conduct informal fact-finding. 3. Discuss with supervisor, agree on severity and path. 4. Confer with OHR or WRO. Some issues only need informal fact-finding. Others require an investigation.

Page 00174	Screen X of X
Informal Fact-Finding Actions	
Which of these do you think is an appropriate action for a supervisor conducting an informal fact-finding for general misconduct? (Select all that apply.)	
A. Speak with an employee to confirm a detail. B. Look at a timecard to evaluate entries. C. Check an action log for initialed task entries. D. Send the employee an email stating the consequences for their misconduct. E. Fill out paperwork to have the employee suspended. F. Let others know what the employee has done wrong.	
Submit your answer to continue.	
Navigation Bar	

Multiple Answer Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
A, B, and C (Learner must get only and all three to receive "Correct" feedback)	00174a.mp3: Yes, that's correct. Speaking with an employee to confirm a detail, looking at a timecard to evaluate entries, or checking an action log for initialed task entries are all examples of actions within informal fact-finding. Note that it's important to conduct fact-finding as soon as possible after an incident or at the time alleged misconduct is identified. This is because some matters requiring coordination with others may require a good amount of time. It is better to get the process started as quickly as possible. Fast inquiry also gives you a better chance of getting accurate information, since witnesses may forget details as time passes, and some employees involved may no longer be reachable after a certain point. Finally, quick, discreet fact-finding gives those who would be deceptive in some way less time and awareness to hide facts and the truth.	Examples of informal fact-finding actions: – Speak with an employee to confirm a detail. – Look at a timecard to evaluate entries. – Check an action log for initialed task entries. Conduct fact-finding as soon as possible after an incident.

Multiple Answer Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
Any answer other than only and all three correct choices (Incorrect)	.mp3 That's not quite right. Speaking with an employee to confirm a detail, looking at a timecard to evaluate entries, or checking an action log for initialed task entries are all examples of actions within informal fact-finding. Note that it's important to conduct fact-finding as soon as possible after an incident or at the time alleged misconduct is identified. This is because some matters requiring coordination with others may require a good amount of time. It is better to get the process started as quickly as possible. Fast inquiry also gives you a better chance of getting accurate information, since witnesses may forget details as time passes, and some employees involved may no longer be reachable after a certain point. Finally, quick, discreet fact-finding gives those who would be deceptive in some way less time and awareness to hide facts and the truth.	Examples of informal fact-finding actions: – Speak with an employee to confirm a detail. – Look at a timecard to evaluate entries. – Check an action log for initialed task entries. Conduct fact-finding as soon as possible after an incident.

Page 00175	Screen X of XX
Anissa Speaks to OLSS	
Select the play button to watch and listen to Anissa’s conversation with Andrea, Tina, and Craig from OLSS.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë.
	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
 .jpg	Laboratory employee - Zoë	Laboratory employee - Zoë
 .jpg	Tina – OLSS	Tina - OLSS
 .jpg	Andrea – OLSS	Andrea - OLSS
 .jpg	Craig – OLSS	Craig - OLSS
.jpg	Office of Laboratory Science and Safety	Office of Laboratory Science and Safety

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in the Office of Laboratory Science and Safety

At the beginning of this animation, add a segment of 3 seconds that shows Anissa's face in a circle, Jose's face in a circle, and Zoe's face in a circle, as well as an icon of laboratory doors and PPE (your choice for icons). On-screen text should be: "Zoe's Safety Violation"

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Anissa approaches an office door that says Office of Laboratory Science and Safety.</i> <i>Moments later, she sits at a desk. On the opposite side of the desk are Andrea, Craig, and Tina (all with OLSS)</i> <i><u>Anissa</u>: I'm glad I decided to speak with you in person; supervisors are provided with many contact phone numbers for reporting safety violations, and I want to make sure I do this correctly.</i>	.mp3
.jpg	<i><u>Andrea</u>: I understand. You want to know what to do when laboratory employees intentionally do not comply with safety protocols, right?</i>	.mp3
.jpg	<i><u>Anissa</u>: Am I supposed to investigate the situation with Zoë? And what investigation does take place and by whom, if not me?</i>	.mp3
.jpg	<i><u>Craig</u>: It's your responsibility to gather facts of the incident and notify the supervisory chain and other stakeholders within the agency, like our office.</i>	.mp3
.jpg	<i><u>Tina</u>: "Gathering facts" isn't the official investigation, but it's an important inquiry step. Also, you have to assess risk level. Basically, ask yourself if the violation puts people, animals, or the public at risk.</i>	.mp3
.jpg	<i><u>Craig</u>: There's a risk assessment tool that can help you determine if something is high, medium, or low risk. Some safety violations don't put anyone at immediate risk, and they might not ever do so, but they still must be dealt with and corrected.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>Anissa: I contacted you, OLSS, and described the incident. Zoë continues to prop laboratory doors open and not wear PPE. I can't get through to her to change this. Who else should I contact?</i>	.mp3
.jpg	<i>Andrea: You'll also want to notify the program supervisory chain (branch, division, center), if you haven't already.</i>	.mp3
.jpg	<i>Craig: Keep in mind that we're not always the ones to report to for safety violations. If the employee violated a safety violation unintentionally or because of a lack of skills or knowledge AND there is little or no harm done at that point, the situation is not misconduct but a performance issue. OHR may be involved if that's the case.</i>	.mp3
.jpg	<i>Anissa: That makes sense. Zoë's case seems to be misconduct. Her acts are intentional and not for lack of knowledge. Please tell me more about the investigation process for matters like this. What can I expect to take place with Zoë?</i>	.mp3

Page 00176	Screen X of XX
Safety Non-Compliance Misconduct Investigations	
Select each button to learn about steps taken by OLSS and OHR in handling investigations related to safety non-compliance. 	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen. Make the buttons listed below a “flow chart” of some kind since there are so many items.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Complaint or Allegation	The investigation begins with the receipt of a formal complaint or allegation. This can come from various sources, including employees, supervisors, or external parties.

Button 2: Preliminary Assessment	Upon receiving the complaint, a preliminary assessment is conducted. This is where fact-finding might occur. Documents may be reviewed. Other factors considered could include the seriousness of the allegation, credibility of the complainant, and whether the alleged misconduct, if true, would violate agency policies or laws. This step helps decide whether a full investigation is warranted.
Button 3: Investigator Appointment	An investigator or investigation team is appointed. This can be an internal OHR professional, a compliance officer, or an external expert. The investigator plans the investigation, outlining the scope, objectives, timeline, and resources required. This includes identifying potential witnesses, gathering relevant documents, and understanding the applicable policies and laws.
Button 4: Gathering Evidence	The investigator collects evidence through various means, including interviews with relevant parties, review of documents, emails, and other records, and potentially, gathering physical evidence.
Button 5: Interviews & Records	The investigator interviews the complainant, alleged offender, witnesses, and anyone else who might have relevant information. Interviews are conducted in a neutral and respectful manner. Detailed notes are taken during interviews, and any relevant documents or evidence are carefully tracked to maintain an accurate record of the investigation.
Button 6: Analysis & Evaluation	The gathered evidence is analyzed to determine whether the alleged misconduct occurred, the extent of the misconduct, and whether it violates any policies, laws, or regulations. (Note that after evaluation by an Employee Relations (ER) Specialist, alleged general misconduct could be downgraded to communication issues or upgraded to serious misconduct, depending on the evidence and seriousness of the alleged offenses.)
Button 7: Report Preparation	The investigator compiles the findings into a comprehensive report. This report includes a summary of the investigation, the evidence collected, the analysis, conclusions, and any recommended actions.
Button 8: Review & Decision	The report is reviewed by relevant parties, such as OHR, legal, or senior management, who will decide based on the investigator's findings and recommendations.
Button 9: Actions & Remedies	Based on the investigation's conclusions, appropriate actions are taken. This could include disciplinary actions, training, policy changes, restitution, or legal actions if necessary.
Button 10: Communication	Both the complainant and the alleged offender are informed about the investigation's outcomes, ensuring transparency and accountability.
Button 11: Follow-Up	After the investigation is concluded, follow-up actions might be required to monitor compliance with recommendations or to ensure that the issue has been fully resolved.

Button 12: Documentation & Reporting	The investigation process, findings, and outcomes are documented for future reference and to ensure compliance with legal and organizational requirements.
--	--

Page 00177	Screen X of X
Misconduct Cases	
True or False: Zoë's misconduct case may not warrant the full range of actions detailed in the previous screen.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	On-screen text
Feedback for either True or False	<i>00177a.mp3</i> The statement is true. Zoë's misconduct case may not warrant the full range of actions associated with misconduct investigations. Misconduct cases of all types vary in nature and circumstances. Though some aspects of the investigation process – such as preliminary assessment and documentation -- will hold in all cases, not all require the same depth and breadth of action on the part of OHR or other relevant offices.	Zoë's misconduct case may not warrant the full range of actions associated with misconduct investigations. Not all misconduct cases require the same depth and breadth of action on the part of OHR or other relevant offices.

Page 00178	Screen X of XX
General Misconduct Investigations	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Fact finding icon or image	Fact finding icon or image
XXXXX.jpg	Evaluate information icon or image	Evaluate information icon or image

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses.

On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00178a.mp3	Supervisors do not conduct full, official investigations. For routine, relatively minor situations of general misconduct, they may fact-find to uncover information and resolve issues. In some cases, OHR is not necessary because the supervisor is able to address and resolve the issue without OHR intervention. For other cases of general misconduct, the supervisor fact-finds and determines the situation is complicated or serious enough to speak with OHR. From there, OHR evaluates information and evidence provided. If warranted, OHR investigates and follows the range of actions previously described. Supervisors cooperate with the investigation, providing information and documents as requested.

Graphic Display	On-Screen Text	Audio Script
(fade in) Fact finding icon.jpg (fade out to no graphic after audio completes)	Supervisors do not conduct full investigations for misconduct. They may “fact-find,” however.	XXXXX.mp3 Supervisors do not conduct full, official investigations. For routine, relatively minor situations of general misconduct, they may fact-find to uncover information and resolve issues.
	OHR may or may not be necessary to address general misconduct.	In some cases, OHR is not necessary because the supervisor is able to address and resolve the issue without OHR intervention. For other cases of general misconduct, the supervisor fact-finds and determines the situation is complicated or serious enough to speak with OHR.
(fade in) Evaluate information icon.jpg	- OHR evaluates information and evidence - Supervisors cooperate with investigations	From there, OHR evaluates information and evidence provided. If warranted, OHR investigates and follows the range of actions previously described. Supervisors cooperate with the investigation, providing

Graphic Display	On-Screen Text	Audio Script
		information and documents as requested.

Page 00179	Screen X of XX
Non-Compliance Investigations	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00179a.mp3	In cases of non-compliance misconduct, the supervisor must notify governing bodies and CDC leadership immediately. It's acceptable, however, for the supervisor to do a quick fact-find beforehand to confirm that what they report to the governing body and CDC leadership is reasonable and accurate as far as they know. Once the violation is reported, the governing body evaluates the information and evidence provided. If warranted, the governing body conducts an investigation and follows the range of actions previously described. Supervisors cooperate with the investigation, providing information and documents as requested. Now let's shift back to Mauricio's non-compliance matter with his employee, James. Mauricio wants to know about the investigation process for animal use incidents.

Graphic Display	On-Screen Text	Audio Script
	Non-compliance misconduct: - Supervisor notifies governing bodies - Supervisor may "fact-find" beforehand	XXXXX.mp3 In cases of non-compliance misconduct, the supervisor must notify governing bodies and CDC leadership immediately. It's acceptable, however, for the supervisor to do a quick fact-find beforehand to confirm that what they report to the governing body and CDC leadership is reasonable and accurate as far as they know.
	After reporting non-compliance misconduct: - Governing bodies investigate, if necessary - Supervisors cooperate with the investigation	Once the violation is reported, the governing body evaluates the information and evidence provided. If warranted, the governing body conducts an investigation and follows the range of actions previously described. Supervisors cooperate with the investigation, providing information and documents as requested.

Graphic Display	On-Screen Text	Audio Script
		Now let's shift back to Mauricio's non-compliance matter with his employee, James. Mauricio wants to know about the investigation process for animal use incidents.

Page 00180	Screen X of XX
Mauricio Speaks With IACUC	
Select the play button to watch and listen to Mauricio’s exchange IACUC representatives.	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of a laboratory supervisor, Mauricio, speaking with his employee, James.
	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio

Filename	Graphic Description	Alt Text/Title Tag
 .jpg		
 .jpg	Laboratory employee – James	Laboratory employee, James
 .jpg	Mohammed – IACUC	Mohammed – IACUC
 .jpg	Jamie – IACUC	Jamie - IACUC
.jpg	Video conference	Video conference
.jpg	Icon of laboratory mouse or mice	Icon of laboratory mouse or mice

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories.

At the beginning of this animation, add a segment of 3 seconds that shows James's face in a circle and Mauricio's face in a circle, as well as an icon of a laboratory mice (your choice for an icon). On-screen text should be: "Administering Unapproved Virus Doses"

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>(in a video call with IACUC members)</i> <u>Mauricio</u> : Thanks for meeting with me. It's been a week since I reported an incident of non-compliance involving a laboratory scientist named James. Please tell me what's going on.	.mp3
.jpg	<u>Mohammed</u> : Well, we've received all the information you provided. We're still evaluating details.	.mp3
.jpg	<u>Mauricio</u> : I understand.	.mp3
.jpg	<u>Jamie</u> : We're glad you reported it. Be sure to make your employees aware that such reporting can be anonymous, and anyone can report. I think some people worry that there will be retaliation or backlash if they report incidents of non-compliance. We make sure that doesn't happen.	.mp3
.jpg	<u>Mauricio</u> : Thanks, I'll pass that on. Can you tell me what's going to happen with James? He's been my employee for a long time, and I care about the outcome of all this.	.mp3
.jpg	<u>Mohammed</u> : Of course. A compliance specialist will be assigned and will contact the principal investigator or James. Everything about the incident will be put in writing. The compliance specialist will want to know if the report is accurate.	.mp3
.jpg	<u>Jamie</u> : If it's not accurate, the principal investigator has 24 hours to modify the report. Then, the IACUC chair and some	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>other officials have 24 hours to decide on the best course of action.</i>	
<i>.jpg</i>	<i>Mohammad: The principal investigator will be informed in writing of recommended actions. The compliance specialist also creates a formal written report.</i>	<i>.mp3</i>
<i>.jpg</i>	<i>Mauricio: What happens in the investigation part?</i>	<i>.mp3</i>
<i>.jpg</i>	<i>Jamie: The compliance specialist will distribute the final report to all IACUC members. Eventually, members determine whether the concern was indeed non-compliance. Each member's evaluation is considered. The group may decide more information is needed. In some cases, the committee decides that yes, non-compliance occurred. Then they decide on severity.</i>	<i>.mp3</i>
<i>.jpg</i>	<i>Mohammed: They'll also decide on corrective action to be taken or if they recommend programmatic changes to prevent future incidents.</i>	<i>.mp3</i>
<i>.jpg</i>	<i>Jamie: 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>	<i>.mp3</i>
<i>.jpg</i>	<i>Mauricio: I see. It will be a while before this is all resolved. At least now I know. Thanks for taking the time to inform me about the matter.</i>	<i>.mp3</i>

Page 00181	Screen X of X
Animal Use Misconduct: Courses of Action	
When an IACUC chair and other officials decide on the best course of action based on information obtained, what actions are possible? (Select all that apply.) A. Dismissal of the allegation (unsubstantiated) B. Referral to other appropriate office or process C. Immediate corrective action D. Review at a convened IACUC meeting E. Further investigation by the compliance specialist	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
A, B, C, D, and E (Learner must get all to get "correct" feedback)	00181a.mp3 Yes, you chose correctly.	
Any other answer than all five (A, B, C, D, and E)	00181b.mp3 All five are correct. Possible courses of action in the investigation process include dismissal of the allegation, referral to another office or process, immediate corrective action, review at a convened IACUC meeting, or further investigation by the compliance specialist.	Possible courses of action: - Dismissal of the allegation - Referral to another office - Immediate corrective action - Review at a convened IACUC meeting - Further investigation

Page 00182	Screen X of X
Governing Bodies	
The incident with Mauricio's employee, James, involved administering unapproved virus doses. Because this involved animals, Mauricio contacted IACUC and ACUPO. Other types of non-compliance misconduct call for reporting to other offices, which would follow their own investigation process similar to what was described with IACUC. Based on your knowledge, match the type of non-compliance with the governing body to whom a supervisor should report the non-compliance. A. An incident involving a select agent or toxin or one that occurred in a select-agent registered space (Responsible Official (RO) and Federal Select Agent Program (FSAP)) B. An incident involving recombinant or infectious synthetic nucleic acids (Institutional Biosafety Committee (IBC)) C. An incident involving animals (IACUC and ACUPO) D. An incident involving a laboratory safety violation (Office of Laboratory Science and Safety (OLSS))	
Submit your answer to continue.	
Navigation Bar	

Matching Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
All correct matches	00182a.mp3 You matched everything correctly! Good job.	
Any submission other than all correct matches	00182b.mp3 You missed one or more matches. The correct matches are as follows: For an incident involving a select agent or toxin or one that occurred in a select-agent registered space, contact the Responsible Official (RO) and the Federal Select Agent Program (FSAP). For an incident involving recombinant or infectious synthetic nucleic acids, contact the Institutional Biosafety Committee (IBC).	Incident type and contact: 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.

Matching Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	For an incident involving animals, contact IACUC and ACUPO. Finally, for an incident involving a laboratory safety violation, contact Office of Laboratory Science and Safety (OLSS).	Laboratory safety: Office of Laboratory Science and Safety (OLSS).

Page 00183	Screen X of XX
OLSS Talks About Investigation Processes	
Select the play button to watch and listen to Anissa’s continued conversation with Andrea, Tina, and Craig from OLSS.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Anissa, speaking to a laboratory employee, Zoë.
	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
 .jpg	Laboratory employee - Zoë	Laboratory employee - Zoë
 .jpg	Tina – OLSS	Tina - OLSS
 .jpg	Andrea – OLSS	Andrea - OLSS
 .jpg	Craig – OLSS	Craig - OLSS
.jpg	Office of Laboratory Science and Safety	Office of Laboratory Science and Safety

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in the Office of Laboratory Science and Safety

At the beginning of this animation, add a segment of 3 seconds that shows Anissa's face in a circle, Jose's face in a circle, and Zoe's face in a circle, as well as an icon of laboratory doors and PPE (your choice for icons). On-screen text should be: "Zoe's Safety Violation"

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Andrea</u>: So...as far as what happens with Zoë and the doors and PPE problems – first of all, I would call this a near miss incident. That means what she's been doing hasn't caused any damage or injury, but it has the potential to.</i>	.mp3
.jpg	<i><u>Anissa</u>: I see. So, this shouldn't have been reported?</i>	.mp3
.jpg	<i><u>Craig</u>: No, it should definitely be reported. Near misses are still a concern.</i>	.mp3
.jpg	<i><u>Tina</u>: We have a special reporting platform, but it's also fine that you came to us directly.</i>	.mp3
.jpg	<i><u>Anissa</u>: What happens next?</i>	.mp3
.jpg	<i><u>Craig</u>: OLSaf, the Office of Laboratory Safety, within OLSS, will handle the investigation.</i>	.mp3
.jpg	<i><u>Tina</u>: The goal is to identify root causes of the safety violation or failure and to prevent future occurrence. Even when root causes aren't a mechanical or physical failure, but the attitude and philosophy of the employee, a root cause must be determined and addressed.</i>	.mp3
.jpg	<i><u>Anissa</u>: That makes sense. There is definitely a disconnect with Zoë's understanding of the impact of her actions. She's never been this stubborn before.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<u>Andrea</u>: It happens. Our work is complicated and so are the people doing the work. Anyway, OLSaf will designate a safety officer or investigative team. They gather information about the incident. This could include examining physical evidence, reviewing surveillance footage, interviewing witnesses, and inspecting equipment.	.mp3
.jpg	<u>Craig</u>: The goal is to establish a clear and factual understanding of the events leading up to the violation.	.mp3
.jpg	<u>Tina</u>: After the initial fact-finding, the investigation moves into an analysis phase. Data collected is scrutinized to determine how and why the safety protocols were violated. This step often involves consulting safety guidelines, industry standards, and legal requirements to evaluate compliance.	.mp3
.jpg	<u>Anissa</u>: Will you need anything from me or my other laboratory employees? Two employees repeatedly came to me about Zoë's behaviors. Will they be asked to make a statement?	.mp3
.jpg	<u>Andrea</u>: That's definitely a possibility. If anything is needed from any of your other employees, you'll know about it too. You may be asked for information or documents yourself.	.mp3
.jpg	<u>Craig</u>: Once the investigation is complete, the team prepares a report detailing their findings, conclusions, and recommendations.	.mp3
.jpg	<u>Tina</u>: This report helps the organization address the identified issues, implement corrective actions, and ensure compliance with safety standards to mitigate risks and enhance workplace safety.	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Andrea</u>: I'm happy to say that our mechanism for corrective action is easy to navigate and thorough. I'll be sure to send you information about it. It may come into play.</i>	.mp3
.jpg	<i><u>Anissa</u>: I feel so much better knowing there is a clear path to resolving the issue professionally and responsibly.</i>	.mp3

Page 00184	Screen X of XX
Confidentiality in Misconduct Investigations	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Privacy icon or image	Privacy icon or image
XXXXX.jpg	Prevention icon or image	Prevention icon or image
XXXXX.jpg	Integrity icon or image	Integrity icon or image
XXXXX.jpg	Honesty icon or image	Honesty icon or image
XXXXX.jpg	Reputation icon or image	Reputation icon or image

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen.

Filename	Audio Script
00184a.mp3	In misconduct investigations of all types, supervisors are asked to cooperate with the investigation by being honest and providing requested documents and information. They are also asked to maintain confidentiality. Select each button to learn more about why confidentiality is so important in misconduct investigations.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Protecting the Privacy of Individuals Privacy image or icon.jpg	Confidentiality helps protect the personal information and privacy of everyone involved in the investigation, whether they are witnesses, the subject of the investigation, or third parties. This protection is essential for respecting individual rights and maintaining trust in the investigative process.
Button 2: Preventing Retaliation and Intimidation Prevention image or icon.jpg	Keeping the details of an investigation confidential helps prevent retaliation against individuals who may have provided information or are otherwise involved. This is especially important in sensitive cases where there might be potential for workplace reprisals or personal harm.
Button 3: Ensuring the Integrity of the Investigation Integrity icon or image.jpg	Confidentiality prevents the spread of information that could compromise the integrity of the investigation. This includes preventing witnesses from aligning their stories or altering their statements based on what they learn about other aspects of the investigation.
Button 4: Encouraging Candid Participation Honesty icon or image.jpg	When individuals believe the information they provide will be kept confidential, they are more likely to be open and honest in their communications. This candid participation is crucial for gathering accurate and detailed information during an investigation.
Button 5: Avoiding Unnecessary Damage to Reputations Reputation icon or image.jpg	Investigations, particularly in the workplace or public sectors, can often involve sensitive allegations that, if made public prematurely, could unfairly damage the reputations of those involved. Maintaining confidentiality helps mitigate this risk, ensuring that only verified and necessary information is disclosed at the appropriate time.

Page 00185	Screen X of XX
Supervisors Discussion: Research Misconduct Investigations	
Select the play button to meet watch and listen to the supervisors speak about research misconduct investigations. 	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of five lab supervisors (three female, two male) discussing supervisory challenges. They are in a conference room.
.jpg	Laboratory supervisor - Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg	Laboratory supervisor – Mauricio	Male laboratory supervisor, Mauricio
.jpg	Laboratory supervisor – Anissa	Female laboratory supervisor, Anissa
.jpg	Laboratory supervisor - Gina	Female laboratory supervisor, Gina
.jpg	Laboratory supervisor - Kirby	Male laboratory supervisor, Kirby
.jpg .jpg	Supervisors’ conference room area near research laboratories	Supervisors’ conference room area near research laboratories

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a conference room area in the same building as research labs.

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Kirby:</u> I’ve always assumed confidentiality was important but had never thought about all the reasons why.</i>	.mp3
.jpg	<i><u>Anissa:</u> Right. We maintain confidentiality out of general discretion. But confidentiality protects a lot.</i>	.mp3
.jpg	<i><u>Mauricio:</u> I would think it’s extra important in research misconduct investigations.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
.jpg	<i><u>Gina</u>: It's important in all situations. Research misconduct investigations just have a special set of circumstances.</i>	.mp3
.jpg	<i><u>Pamela</u>: They certainly do. I need to know more about research misconduct investigations. Unfortunately, I anticipate being involved in one.</i>	.mp3
.jpg	<i><u>Gina</u>: Your supervisory role is like that of other types of misconduct investigations. It's acceptable for you to do preliminary fact-finding to confirm your or someone else's suspicions, enough to verify that what you report is reasonable.</i>	.mp3
.jpg	<i><u>Anissa</u>: Yes, reports should be made in good faith. That means you have good reason to believe the allegation is true and accurate. Supervisors may gather some data and try to make general sense of the situation.</i>	.mp3
.jpg	<i><u>Kirby</u>: Just don't try to take on formal evaluation and investigation duties. Appointed committees do those things. Your job is to cooperate once that is in motion.</i>	.mp3
.jpg	<i><u>Mauricio</u>: Integrity officers at CDC or the Office of Research Integrity handle the investigation. They also receive allegation reports – either named or anonymous. (Zoom in on Pamela's face, registering what her colleagues have told her)</i>	.mp3

Page 00186	Screen X of XX
Office of Science and Office of Research Integrity	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Research integrity image or icon	Research integrity image or icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00186a.mp3	Mauricio makes an important distinction between The Office of Research Integrity (ORI) and research integrity officers in the Office of Science (OS) at CDC. Both are acceptable offices to whom to report allegations of research misconduct. We touched on them briefly in lesson 1. Let's go more in depth now about each office's role and responsibilities. ORI's mission is to protect the health and safety of the public, promote the integrity of PHS-supported research and conserve public funds by ensuring the integrity of all PHS-supported work. ORI: • Oversees and directs research integrity activities, including the oversight of research misconduct inquiries and investigations; education and training in the responsible conduct of research; activities designed to promote research integrity and prevent misconduct; and research and evaluation programs. • Makes findings of research misconduct and proposes administrative actions in connection with research conducted or supported by PHS. • Reviews institutional policies to ensure compliance with misconduct regulations. Next, the Office of Science (OS). The Office of Science (OS) supports scientific quality, integrity, and innovation across the agency. It also develops agency policies on scientific integrity, research misconduct, authorship, and other scientific topics. OS: • Coordinates the Excellence in Science committee of CIO-level Associate Directors for Science (ADS). • Advises on situations involving potential breaches of scientific integrity. • Coordinates with OHR, The Office of General Counsel (OGC), the Office of Laboratory Science and Safety (OLSS), laboratory supervisors, and others as needed for issues related to scientific integrity. • Assesses reports of research misconduct, leads investigations of research misconduct, and recommends corrective actions, as appropriate.

Graphic Display	On-Screen Text	Audio Script
(fade in) Research integrity image or icon.jpg		XXXXX.mp3 Mauricio makes an important distinction between The Office of Research Integrity (ORI) and research integrity officers in the Office of Science (OS) at CDC. Both are acceptable offices to whom to report allegations of research misconduct. We touched on them briefly in lesson 1. Let's go more in depth now about each office's role and responsibilities.
Research integrity image or icon.jpg	The Office of Research Integrity (ORI) oversees and directs research integrity activities, including the oversight of research misconduct inquiries and investigations	ORI's mission is to protect the health and safety of the public, promote the integrity of PHS-supported research and conserve public funds by ensuring the integrity of all PHS-supported work. • Oversees and directs research integrity activities, including the oversight of research misconduct inquiries and investigations; training in the responsible conduct of research; activities designed to promote research integrity and prevent misconduct; and research and evaluation programs. • Makes findings of research misconduct and proposes administrative actions in connection with research conducted or supported by PHS.

Graphic Display	On-Screen Text	Audio Script
		Reviews institutional policies to ensure compliance with misconduct regulations.
Research integrity image or icon.jpg	The Office of Science (OS) supports scientific quality, integrity, and innovation across the agency.	Next, the Office of Science (OS). The Office of Science (OS) supports scientific quality, integrity, and innovation across the agency. It also develops agency policies on scientific integrity, research misconduct, authorship, and other scientific topics. OS: - Coordinates the Excellence in Science committee of CIO-level Associate Directors for Science (ADS). - Advises on situations involving potential breaches of scientific integrity. - Coordinates with OHR, The Office of General Counsel (OGC), the Office of Laboratory Science and Safety (OLSS), laboratory supervisors, and others as needed for issues related to scientific integrity. - Assesses reports of research misconduct, leads investigations of research misconduct, and recommends corrective actions, as appropriate.

Page 00187	Screen X of XX
Research Integrity Officers Confer about Gladys's Case	
Select the play button to watch and listen to research integrity officers Madeline, Gail, and Sanjay speak about Gladys's case.	
	
Select Next to continue	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
.mp4	Video animation of laboratory supervisor, Pamela, speaking to a laboratory employee, Gladys. NOTE: Images are not exact representations of what the characters will look like on the screen. GA will find avatars with similar characteristics as those shown – no headsets, and no stethoscope.	Video animation of laboratory supervisor, Pamela, speaking to a laboratory employee, Gladys.
	Laboratory supervisor – Pamela	Female laboratory supervisor, Pamela

Filename	Graphic Description	Alt Text/Title Tag
.jpg		
 .jpg	Laboratory employee - Gladys	Laboratory employee - Gladys
 .jpg	Sanjay – RIO / OS	Sanjay – RIO / OS
 .jpg	Madeline – RIO / OS	Madeline – RIO / OS
 .jpg	Gail – RIO / OS	Gail – RIO / OS
.jpg	Office area for research integrity officers in the Office of Science	Office area for research integrity officers in the Office of Science
.jpg	Research misconduct or data/analysis icon	Research misconduct or data/analysis icon

Programming
Developer: The red and white video icon is a placeholder. The learner should see a thumbnail view of the video and be able to select “play” to view it. In the animation, characters should be presented in a laboratory setting or an office area near research laboratories.

At the beginning of this animation, add an introduction segment of 3 seconds that shows Pamela's face in a circle and Gladys's face in a circle, as well as an icon reflecting research misconduct icon or data/analysis/findings icon (your choice for an icon). On-screen text should be: "Research Concerns"

.mp4		
Graphic	Script	Audio Filename
.jpg	<i>(Begin scene with a door that says Office of Science, then another door that says Research Integrity Office)</i> <i>Madeline: So, we're starting the process for case 423 – possible research misconduct. Data fabrication.</i>	.mp3
.jpg	<i>Gail: You and Sanjay spoke with the supervisor about this, correct?</i>	.mp3
.jpg	<i>Sanjay: That's right. Pamela. She came to us directly. First, she spoke about the issue hypothetically. She didn't want to name anybody. But once she got comfortable with the process, she decided to officially report in writing.</i>	.mp3
.jpg	<i>Madeline: Sanjay coached her on the information she needed to include.</i>	.mp3
.jpg	<i>Gail: Will Michael and I be assigned to documents review?</i>	.mp3
.jpg	<i>Madeline: Probably you, Michael, and Rakeya. I'll provide oversight. We may also need to bring in an expert on the type of virus they were working on. I'll get some contact information to you.</i>	
.jpg	<i>Gail (rifling through some files): Looking through what we have here, I would suggest two experts. One on the virus in question and another on vaccine studies.</i>	.mp3
.jpg	<i>Sanjay: I'll send an email to Ann and Tucker about creating the notice to respondent.</i>	.mp3

.mp4		
Graphic	Script	Audio Filename
	<i>Pamela's employee, Gladys, will need a clear description of the allegations. She has to be informed of her rights and responsibilities during this process.</i>	
.jpg	<i>Gail: Pamela and her epidemiologist will need to sign a confidentiality agreement too. Have Tucker get that process started as well. Ann seems to have him coordinate those lately.</i>	.mp3
.jpg	<i><u>Madeline:</u> Wait – let's not get ahead of ourselves. Both a notice to respondent and confidentiality agreement are premature. Tucker can get them ready, but we won't know whether they're needed until there's a determination of whether there will be a full investigation. Right now we need to evaluate the information we've been given, with the most knowledgeable and experienced people involved.</i>	.mp3
.jpg	<i><u>Gail:</u> Understood. (looks concerned and unsettled). These documents look concerning, but I hear you about holding off on issuing anything until an official investigation is launched.</i>	.mp3

Page 00188	Screen X of X
Research Misconduct: Investigation Steps	
The conversation among RIO makes clear that the first steps of a research misconduct investigation are 1) Reporting, 2) Initial assessment of documents and information, 3) Determination of whether an investigation is warranted, 4) Notice to respondent (the person suspected of research misconduct), and 5) Issuance of confidentiality agreements to all relevant parties. What do you think needs to happen at this point to begin the investigation? A. Supervisor needs to report to ORI or a RIO in OS about their suspicions. B. All of the respondent's past and current employers must be notified. C. The Office of Science must disclose the situation to the respondent's coworkers. D. OHR must call the respondent in for counseling and guidance about the situation. E. An investigation committee is appointed, including individuals without conflicts of interest and experts in relevant fields.	
Submit your answer to continue.	
Navigation Bar	

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
A (Incorrect)	<i>00188a.mp3</i> No. At this point, the supervisor or other informant would have already reported to the appropriate offices (ORI or RIO in OS). For the investigation to begin, those conducting a preliminary assessment decide that a full investigation is warranted, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields. It may also include CDC Associate Directors of Science.	For the investigation to begin, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields.
B (Incorrect)	<i>00188b.mp3</i>	For the investigation to begin, an investigation committee must be appointed. This will

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
	No. There is no reason for a respondent's past or current employers to be notified of anything. For the investigation to begin, those conducting a preliminary assessment decide that a full investigation is warranted, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields. It may also include CDC Associate Directors of Science.	include individuals without conflicts of interest and experts in relevant fields.
C (Incorrect)	<i>00188c.mp3</i> No. The Office of Science should maintain confidentiality, as should everyone else involved. There is no reason to inform a respondent's coworkers of anything. For the investigation to begin, those conducting a preliminary assessment decide that a full investigation is warranted, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields. It may also include CDC Associate Directors of Science.	For the investigation to begin, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields.
D (Incorrect)	<i>00188d.mp3</i> No. OHR does not conduct research misconduct investigations. They have the same role as supervisors – that is, to <i>cooperate</i> with the investigation of ORI or RIO in OS. OHR provides any documentation or information requested of them. OHR may help with documentation of steps taken, but they are not actively involved in investigation. For the investigation to begin, those conducting a preliminary assessment decide	For the investigation to begin, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields.

Multiple Choice Interaction		
Answer Choice	Audio Script (Feedback)	File name
	that a full investigation is warranted, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields. It may also include CDC Associate Directors of Science.	
E (Correct)	<i>00188e.mp3</i> Yes. Once those conducting a preliminary assessment decide that a full investigation is warranted, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields. It may also include CDC Associate Directors of Science. For the investigation to begin, those conducting a preliminary assessment decide that a full investigation is warranted, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields. It may also include CDC Associate Directors of Science.	For the investigation to begin, an investigation committee must be appointed. This will include individuals without conflicts of interest and experts in relevant fields.

Page 00189	Screen X of XX
Research Misconduct Investigations: Processes and Procedures	
Select a button to learn more about actions taken by the investigation committee and processes that occur in a research misconduct investigation. 	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Evidence icon or image	Evidence icon or image
XXXXX.jpg	Interviews icon or image	Interviews icon or image
XXXXX.jpg	Analysis icon or image	Analysis icon or image
XXXXX.jpg	Report icon or image	Report icon or image
XXXXX.jpg	Response icon or image	Response icon or image
XXXXX.jpg	Report icon or image 2	Report icon or image 2
XXXXX.jpg	Action icon or image	Action icon or image

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	Appeals icon or image	Appeals icon or image
XXXXX.jpg	Notification icon or image	Notification icon or image

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen.

Filename	Audio Script
00189a.mp3	Select a button below to learn more about actions taken by the investigation committee and processes that occur in a research misconduct investigation.

Selectable Item	Pop-Up Box Interaction (On-Screen Text)
Button 1: Collection of Evidence Evidence icon or image.jpg	The committee gathers and examines relevant evidence, which may include research data, lab notebooks, publications, correspondence, and any other documentation related to the allegations.
Button 2: Interviews & Testimonies Interviews icon or image.jpg	The committee interviews the complainant (the person who reported the incident), the respondent, witnesses, and other individuals with relevant information. These interviews are conducted with impartiality and confidentiality.
Button 3: Analysis & Evaluation Analysis icon or image.jpg	The collected evidence is analyzed to assess whether research misconduct has occurred. The committee assesses the validity of the allegations and the impact on the integrity of the research process and findings.
Button 4: Drafting the Investigation Report Report icon or image.jpg	Based on the evidence and analysis, the committee drafts a detailed investigation report. This report includes a summary of the allegations, the evidence collected, witness testimonies, analysis, findings, and recommendations.

Button 5: Respondent's Response Response icon or image.jpg	The respondent is given the opportunity to review and respond to the draft investigation report, providing their perspective, clarifications, or additional information.
Button 6: Final Investigation Report Report or icon or image2.jpg	The committee finalizes the investigation report, considering the respondent's response. The report is submitted to the appropriate authority for review and action.
Button 7: Institutional Action Action icon or image.jpg	The institution or organization responsible for oversight reviews the investigation report. At CDC, the Chief Science Officer (CSO) functions as the agency's Deciding Official (DO) and is the final approval for the finding for the Agency. Depending on the findings, they may take actions such as implementing disciplinary measures, retracting publications, issuing corrections to the scientific record, or requiring changes to research practices.
Button 8: Appeals Appeals icon or image.jpg	The respondent may appeal the decision by submitting a written request to the CDC RIO within 30 calendar days.
Button 9: Notification and Public Disclosure Notification icon or image.jpg	In some cases, after the investigation and any subsequent appeals, the institution may be required to disclose the findings and actions taken to relevant parties, such as the HHS Office of Research Integrity (ORI), while maintaining confidentiality as much as possible.

Page 00190	Screen X of X
The Office of Research Integrity: Oversight	
(Drop-Down Interaction)	
The Office of Research Integrity provides oversight of institutional inquiries and investigations, such as those conducted by research integrity officers in the Office of Science (OS). Read each action described below. Use the drop-down function to select “Yes” or “No,” indicating whether it is an action taken by ORI in its oversight capacity. (Apply what you know or make an educated guess.) • Reviews an institution’s inquiry or investigation report for timeliness, objectivity, thoroughness, and competence (YES) • Holds a meeting with the respondent and the respondent’s supervisors to determine details of the incident. (NO) • Examines the institution’s report and conclusions to determine whether the institution’s findings are defensible, well supported by the evidence, and acceptable as a final resolution of the allegations. (YES) • Completes an oversight report that describes the institutional process and the rationale it developed for determining whether the allegation was substantiated. (YES) • Provides counseling and legal advice to whistleblowers and respondents while the investigation is active. (NO)	
Submit your answer to continue.	
Navigation Bar	

Drop-Down Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
All Correct Choices	(Text only) Good job! All of your selections about ORI’s oversight review were correct.	
One or more incorrect choices	00190a.mp3 One or more of your answers were incorrect. Items that should have been marked “Yes” as an ORI oversight action are: • Reviews an institution’s inquiry or investigation report for timeliness,	ORI: • Reviews an institution’s investigation report • Examines the institution’s conclusions

Drop-Down Interaction		
Answer Choice	Audio Script (Feedback) & Filename	On-Screen Text
	objectivity, thoroughness, and competence. - Examines the institution's report and conclusions to determine whether the institution's findings are defensible, well supported by the evidence, and acceptable as a final resolution of the allegations. - Completes an oversight report that describes the institutional process and the rationale it developed for determining whether the allegation was substantiated. Items that should have been marked "No" are: - Holds a meeting with the respondent and the respondent's supervisors to determine details of the incident. - Provides counseling and legal advice to whistleblowers and respondents while the investigation is active.	- Completes an oversight report ORI does not: - Hold a meeting with the respondent and supervisors - Provide counseling and legal advice

Page 00191	Screen X of XX
Lesson Conclusion & Course Wrap-Up	
	
Select Next to continue.	
Navigation Bar	

Graphics

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	A laboratory scientist supervisor NOTE: Images are not exact representations of what will be on final screens. GA will find similar or otherwise appropriate graphics.	A laboratory scientist supervisor
XXXXX.jpg	Course completion icon	Course completion icon
XXXXX.jpg	Supervisors image or icon	Supervisors image or icon
XXXXX.jpg	Resources and support icon	Resources and support icon
XXXXX.jpg	Non-compliance image or icon	Non-compliance image or icon
XXXXX.jpg	Research integrity image or icon	Research integrity image or icon

Filename	Graphic Description	Alt Text/Title Tag
XXXXX.jpg	Resources image or icon2	Resources image or icon2
XXXXX.jpg	CDC image or icon	CDC image or icon

Programming
Developer: This should be one screen with the narrator talking. He stays fixed on the screen, but the accompanying graphic changes (fade in and out of each) as the audio narration progresses. On-screen text changes as well (non-distracting fade in and out) as the audio narration progresses.

Filename	Audio Script
00191a.mp3	Congratulations – you’ve made it to the end of this course! In observing conversations among laboratory supervisors; situations of employee performance problems and misconduct; and discussions about accountability, performance plans, disciplinary actions, and investigation procedures, you’ve learned more about managing employee performance and conduct. You also have a better understanding of your wide-ranging responsibilities as a laboratory supervisor. Remember – you are not alone in your efforts. Resources and assistance are available to you from various offices. For performance issues and general misconduct, OHR provides guidance on adherence to agency policies, legal compliance, and responsible documentation. OHR may also be involved in some parts of general misconduct investigations. For matters pertaining to non-compliance in laboratory settings, whether related to animal use, safety guidelines, or hazardous chemicals, governing bodies such as IACUC, ACUPO, FSAP, and internal offices such as OLSS, can guide your responses and actions. Finally, if you are confronted with a case of research misconduct, the Office of Science and the Office of Research Integrity are offices you can rely on to help you navigate the matter and preserve scientific integrity on your team and throughout the agency. For the variety of situations that could arise, resources provided in this course can be saved and kept on file to help you. With mindfulness of common objectives and a commitment to the values of CDC, we can ensure that laboratory supervisors and their teams work together ethically, responsibly, and compassionately.

Graphic Display	On-Screen Text	Audio Script
(fade in) Course completion icon.jpg Supervisors.jpg (fade out to next graphic after audio completes)	Congratulations! You've completed this course	XXXXX.mp3 Congratulations – you've made it to the end of this course! In observing conversations among laboratory supervisors; situations of employee performance problems and misconduct; and discussions about accountability, performance plans, disciplinary actions, and investigation procedures, you've learned more about managing employee performance and conduct. You also have a better understanding of your wide-ranging responsibilities as a laboratory supervisor.
(fade in) Resources and support icon or image.jpg (fade out to next graphic after audio completes)	Resources and assistance are available to you. OHR can help with performance issues and general misconduct.	Remember – you are not alone in your efforts. Resources and assistance are available to you from various offices. For performance issues and general misconduct, OHR provides guidance on adherence to agency policies, legal compliance, and responsible documentation. OHR may also be involved in some parts of general misconduct investigations.
(fade in) Non-compliance image or icon.jpg (fade out to next graphic after audio completes)	Designated governing bodies can help you deal with non-compliance situations.	For matters pertaining to non-compliance in laboratory settings, whether related to animal use, safety guidelines, or hazardous chemicals, governing bodies such as IACUC, ACUPO, FSAP, and internal offices such as OLSS, can guide your responses and actions.

Graphic Display	On-Screen Text	Audio Script
(fade in) Research integrity icon.jpg (fade out to next graphic after audio completes)	The Office of Science and the Office of Research Integrity can assist with research misconduct.	Finally, if you are confronted with a case of research misconduct, the Office of Science and the Office of Research Integrity are offices you can rely on to help you navigate the matter and preserve scientific integrity on your team and throughout the agency.
(fade in) Resources image or icon2.jpg (fade out to next graphic after audio completes)	Course resources can be saved and kept on file.	For the variety of situations that could arise, resources provided in this course can be saved and kept on file to help you.
(fade in) CDC image or icon.jpg (fade out to next graphic after audio completes)		With mindfulness of common objectives and a commitment to the values of CDC, we can ensure that laboratory supervisors and their teams work together ethically, responsibly, and compassionately.