

# Storyboard: **New Employee Orientation (NEO)**



**Instructional Designer:** Keyonda Smith, PhD – [ksmith@akytechconsulting.com](mailto:ksmith@akytechconsulting.com)

**Program Manager:** Meenu Arora  
[marora@akytechconsulting.com](mailto:marora@akytechconsulting.com)

## TABLE OF CONTENTS

<b>INTRODUCTION TO NEO</b> .....	<b>2</b>
<b>ICEBREAKER</b> .....	<b>2</b>
<b>FDA ALTERNATIVE DISPUTE RESOLUTION (ADR) PROGRAM</b> .....	<b>5</b>
<b>U.S. PUBLIC HEALTH SERVICE COMMISSIONED CORPS</b> .....	<b>7</b>
<b>FDA CYBERSECURITY, COUNTERINTELLIGENCE, AND INSIDER THREAT PROGRAM</b> .....	<b>8</b>
<b>THE FDA EMPLOYEE ASSISTANCE PROGRAM</b> .....	<b>10</b>
<b>WELCOME TO ERIC</b> .....	<b>12</b>
<b>FDA LIBRARY</b> .....	<b>13</b>
<b>FEDERAL EMPLOYEE OVERVIEW</b> .....	<b>14</b>
<b>HHS CYBER SECURITY AWARENESS TRAINING</b> .....	<b>15</b>
<b>LESSON 1: CUI</b> .....	<b>15</b>
<b>LESSON 2: SECURING INFORMATION</b> .....	<b>16</b>
<b>LESSON 3: SOCIAL ENGINEERING</b> .....	<b>17</b>
<b>LESSON 4: BREACHES &amp; REPORTING</b> .....	<b>17</b>
<b>WRAP-UP &amp; FINAL ASSESSMENT</b> .....	<b>18</b>
<b>RESOURCES</b> .....	<b>18</b>
<b>PAPERWORK REDUCTION ACT</b> .....	<b>19</b>
<b>PERFORMANCE MANAGEMENT</b> .....	<b>20</b>
<b>APPRAISAL PROGRAM (PMAP)</b> .....	<b>20</b>
<b>OVERVIEW</b> .....	<b>20</b>
<b>POLICY AND AWARENESS TRAINING</b> .....	<b>21</b>
<b>PRA INSERT</b> .....	<b>23</b>
<b>RECORDS AND INFORMATION MANAGEMENT</b> .....	<b>24</b>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
0.0	<p><b><u>Introduction to NEO</u></b></p> <p>NEO Objectives and Goals:</p> <ol style="list-style-type: none"> <li>1. Explain FDA's organization's mission in your own words</li> <li>2. Complete all relevant Human Resources documents</li> <li>3. Demonstrate an understanding of the core values of the FDA by applying your knowledge to each modular topic</li> <li>4. Prepare an explanation of what makes you unique and how your values align with the organization</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion board conversations</li> <li>2. HR Documents are complete</li> <li>3. Multiple Answer, multiple choice, drag/drop, and matching knowledge checks of FDA guidelines</li> <li>4. Discussion board conversations</li> </ol>	<p><b>[Slide 1] Image displaying the schedule:</b></p> <ul style="list-style-type: none"> <li>▪ Welcome and Welcome Video</li> <li>▪ Virtual Ice Breaker</li> <li>▪ HHS Overview</li> <li>▪ Regional Overview</li> <li>▪ Ethics</li> <li>▪ Equal Employment Opportunity Office Benefits, Retirement and Thrift Savings Plan (TSP)</li> <li>▪ Q &amp; A</li> </ul> <p><b>[Slide 2] Image displaying the schedule:</b></p> <ol style="list-style-type: none"> <li>1. Explain FDA's organization's mission in your own words</li> <li>2. Complete all relevant Human Resources documents</li> <li>3. Demonstrate an understanding of the core values of the FDA by applying your knowledge to each modular topic</li> <li>4. Explain of what makes you unique and how your values align with the organization</li> </ol>	<p><b>[Slide 1]</b> Ladies and gentlemen, it is my great pleasure to welcome you to the FDA this morning. I wish to congratulate each of you, first on having secured your position, and second for choosing the FDA. We, at the FDA, believe in placing our employees as the focus. Your experiences here at FDA and your success is important to every member of our staff.</p> <p><b>[Slide 2]</b> We are looking forward to getting you acclimated and ingrained here at the FDA, therefore, over the next day or two, we will achieve these Orientation objectives and Goals:</p> <ol style="list-style-type: none"> <li>5. Explain FDA's organization's mission in your own words</li> <li>6. Complete all relevant Human Resources documents</li> <li>7. Demonstrate an understanding of the core values of the FDA by applying your knowledge to each modular topic</li> <li>8. Explain of what makes you unique and how your values align with the organization</li> </ol>	<p><b>Intro Audio:</b> Approximately 1 minute in length.</p>
	<p><b><u>Welcome Video</u></b></p> <p>Duration: 1 minute [update elapsed time figure as needed] Video Contents</p> <ul style="list-style-type: none"> <li>▪ Resources to Navigate Virtual NEO</li> <li>▪ Welcome and Welcome Video</li> <li>▪ Virtual Ice Breaker</li> <li>▪ HHS Overview</li> <li>▪ Regional Overview</li> <li>▪ Ethics</li> <li>▪ Equal Employment Opportunity Office Benefits, Retirement and Thrift Savings Plan (TSP)</li> </ul> <p>Q &amp; A</p> <p>Video End [option buttons allow the learner to go back to the main menu or move to the next topic.]</p> <p><b><u>ICEBREAKER</u></b> "I Am" icebreaker</p>		<p><b>Future development by NEO team.</b></p> 	<p>To properly welcome you to the FDA, we created a video message to walk you through the orientation process.</p> <p>Exit music</p> <p><i>But first, let's break the ice. With "I Am" icebreaker</i></p>	<p><b>Future development by NEO team.</b></p> <p>Two options:</p> <ol style="list-style-type: none"> <li>1. Returns learner to the <b>Menu</b> slide showing all areas to visit within the orientation</li> <li>2. or automatically progresses to the next presentation.</li> </ol> <p><b>Instructions:</b> Allow participants to connect with one another by introducing themselves in a way that</p> <p>1) uses alliteration,</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
	<p>Introduce yourself by writing an adjective in front of your name that starts with the same letter as their name. The adjective must either describe something they like or something about your personality.</p> <p>For example: The Facilitators new name would be "Jolly Joanne".</p> <p>Synchronous/asynchronous guidance is provided in the Technical Info section.</p>			<p><i>The goal of this icebreaker is to Find out two things your new colleague likes: one thing that you share (you like it too!) and one thing that is different than what you like.</i></p> <p><i>Introduce yourself by <b>writing an adjective</b> in front of your name that starts with the same letter as their name. The adjective must either describe something they like or something about your personality.</i></p> <p><b>Synchronous Script</b></p> <p><i>Write your names in the chat box or on the whiteboard using the following template. "Hi. I am Jolly Joanne."</i></p> <p><i>You will next use the whiteboard tool to highlight your <b>adjective+name in a color you like</b>. I will go first (i.e. Jolly Joanne).</i></p> <p><i>If there is a peer who either has the same adjective (unlikely but possible) or likes the same or similar color (most will be matched by color). I'll then pair you up for the task ahead.</i></p> <p><i>Write the two things about your team mate in the chat to share with the class.</i></p> <p><b>Asynchronous Script</b></p> <p><i>Let's use the discussion board to introduce ourselves.</i></p> <p><i>Write <b>write adjective+name and favorite color</b> on the class discussion board, here are my choices (i.e. Hi! I am Jolly Joanne and I like turquoise.)</i></p> <p><i>If there is a peer who either has the same adjective (unlikely but possible) or likes the same or similar color (most will be matched by color). Then pair you up for the task ahead.</i></p> <p><b>Write the two things on the class discussion board for Facilitator and colleagues to see.</b></p>	<p>2) shows an interest or a self-perception and</p> <p>2) displays a favorite color</p> <p>Participants will connect with/chat with at least one other participant in the class</p> <p>Ask participants to introduce themselves by writing an adjective in front of their name that starts with the same letter as their name. The adjective must either describe something they like or something about their personality.</p> <p>Facilitator demonstrates, using his/her own name and an example name (a name that no participant in the class has). i.e. Jolly Joanne, Daring David, Jovial Joy, Sewing Sarah, Laughing Liam.</p> <p><b>If synchronous</b>, participants write their names in the chat box or on the whiteboard using the following template. "Hi. I am Jolly Joanne."</p> <p><b>If asynchronous</b>, participants (and Facilitators!) introduce themselves on the class discussion board.</p> <p><b>If synchronous</b>, participants are to use the whiteboard tool to highlight their <b>adjective+name in a color they like</b>. Facilitator models (i.e. Jolly Joanne).</p> <p><b>If asynchronous</b>, write <b>adjective+name and favorite color</b> on the class discussion board (i.e. Hi! I am Jolly Joanne and I like turquoise.)</p> <p>Participants match up with a fellow classmate who either has the same adjective (unlikely but possible) or likes the same or similar color (most participants will be matched by color). The pair is a team for the task ahead — and now each has a real connection with another person in the online class.</p> <p>The team task is: Find out two things your new class mate likes: one thing that you share (you like it too!) and one thing that is different than what you like.</p>

# Storyboard: **New Employee Orientation (NEO)**

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
					<p>Synchronous: write the two things about your team mate in the chat to share with your Facilitator and the class.</p> <p>Asynchronous: write the two things on the class discussion board for Facilitator and team mates to see.</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
1.0	<p><b><u>FDA Alternative Dispute Resolution (ADR) Program</u></b></p> <p>Timeline Duration: length of voiceover script.</p> <p>Interaction: Next to continue button at the end of the slide</p> 	n/a	 <p>Alternative Dispute Resolution Program</p>	<p><b>Synchronous Script</b>  <i>"Let's discuss the FDA's Alternative Dispute Resolution, or ADR, program."</i></p> <p><b>Asynchronous Script</b>  <i>The FDA's Alternative Dispute Resolution, or ADR, program.</i></p>	<p><u>Developer Notes:</u>                      [A simple introduction slide with minimal interaction meant to advance session for asynchronous.]</p>
1.1	<p><b><u>What is ADR?</u></b></p> <p>Timeline Duration: length of voiceover script.</p> <p>Interaction: Next to continue button at the end of the slide</p>	n/a		<p><b>Synchronous Script</b>  <i>"So, what exactly is Alternative Dispute Resolution?"</i></p> <ul style="list-style-type: none"> <li><i>ADR is a Federally mandated option to formal dispute processes like EEO complaints, Union, and Administrative grievances used to resolve workplace disputes."</i></li> <li><i>"The process is 100% confidential, neutral, and voluntary."</i></li> </ul> <p><b>Asynchronous Script</b>  <i>What is ADR?</i></p> <ul style="list-style-type: none"> <li><i>A federally mandated option to formal processes (EEO complaints, union and administrative grievances) to resolve workplace disputes.</i></li> </ul>	<p><u>Developer Notes:</u>                      [If <b>synchronous</b> - have the timing of confidential, neutral, and voluntary text-align to appear when narrating this part. If <b>asynchronous</b> - timing of visibility of graphic should flow with the narration.]</p>
1.2	<p><b><u>When to seek ADR services?</u></b></p> <p>Timeline Duration: length of voiceover script.</p> <p>Interaction: Next to continue button at the end of the slide</p>	n/a	 	<p><b>Synchronous Script</b>  <i>"When should we seek ADR's services?"</i></p> <ul style="list-style-type: none"> <li><i>When a workplace conflict or dispute arises, and you want to discuss ways to address it in a confidential setting as early and as often as possible.</i></li> <li><i>Furthermore, this program is accessible to all employees, regardless of grade, position, or status.</i></li> </ul> <p><b>Asynchronous Script</b>  <i>When to seek ADR services?</i></p> <ul style="list-style-type: none"> <li><i>When a workplace conflict or dispute arises, and you want to discuss ways to address it in a confidential setting.</i></li> <li><i>As early as possible.</i></li> <li><i>As often as necessary.</i></li> <li><i>Accessible to all employees regardless of grade, position or status.</i></li> </ul>	<p><u>Developer Notes:</u>                      [ graphic 1 should coincide with the conflict portion of the slide. Graphic 2 should coincide with the all employees section from left to right grade-position-status.]                      Use preferred images/graphics. These are examples</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
1.3	<p><b>What do ADR services offer?</b></p> <p>Timeline Duration: length of voiceover script. Interaction: each ADR service is an interaction.</p>	n/a		<p><b>Synchronous Script</b> "What ADR services are available?"</p> <ul style="list-style-type: none"> <li>Consultation, (example quick definition: meeting with an expert or professional, such as an Alternative Dispute Professional, to seek advice.)</li> <li>Conflict Coaching - a way to make the ubiquitous corporate mission, vision, and value statements become more than words on a poster</li> <li>Group Facilitation – when someone intervenes to assist the group in solving problems and making decisions</li> <li>Mediation - intervention in a dispute to resolve it or arbitration</li> <li>Climate Assessment - prevailing workplace atmosphere as employees, experience it.</li> </ul> <p><b>Asynchronous Script</b> What do ADR services offer?</p> <ul style="list-style-type: none"> <li>Default definitions of each service are listed above.</li> </ul>	<p><b>Developer Notes:</b> [Use states for definitions of each service. Use variables/triggers to indicate to the learner that they have visited each service Use variables/triggers to hide the control to continue until all services have been viewed/all definitions read.]</p> <p><b>Asynchronous</b> – course progression must click each service for more information and to advance.</p>
1.4	<p><b>Who provides FDA ADR services?</b></p> <p>Timeline Duration: length of voiceover script. Interaction: Interaction: Next to continue button at the end of the slide.</p>	1. Drag/drop of services offered	<p><b>Ombudsman and Conflict Prevention &amp; Resolution (OCPR) Staff</b></p> <p><b>(301) 796-9420</b></p> <p><b>cpr@fda.hhs.gov</b></p>	<p><b>Synchronous Script</b> "The Ombudsman and Conflict Prevention &amp; Resolution (OCPR) Staff provide ADR services for the FDA.</p> <ul style="list-style-type: none"> <li>They can be reached by phone by calling <b>(301) 796-9420</b> or by email, that address is <b>cpr@fda.hhs.gov</b></li> </ul> <p><b>Asynchronous Script</b> Who provides FDA ADR services?</p> <ul style="list-style-type: none"> <li>Ombudsman and Conflict Prevention &amp; Resolution (OCPR) Staff</li> <li><b>(301) 796-9420</b></li> <li><b>cpr@fda.hhs.gov</b></li> </ul>	<p><b>Developer Notes:</b> [End of ADR section.]</p>

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info																																	
2.0	<p><b><u>U.S. Public Health Service Commissioned Corps</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none.</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b> <i>America's Health Responders</i></p> <ul style="list-style-type: none"> <li>Overseen by the Surgeon General, the U.S. Public Health Service Commissioned Corps is a diverse team of more than 6,700 highly qualified, public health professionals</li> </ul> <p><i>The mission of the USPHS Commissioned Corps</i></p> <ul style="list-style-type: none"> <li>Protect, promote, and advance the health and safety of our Nation. As America's uniformed service of public health professionals, the Commissioned Corps achieves its mission through:</li> </ul>	<p><b>Developer Notes:</b> [Begin Commissioned Corps.] [Source conversion:</p> <ul style="list-style-type: none"> <li>2.0 taken from slides 1-4 from source PPT.</li> <li>2.1 taken from slides 5-8 from source PPT</li> <li>2.2 taken from slides 9-11 &amp; 14 from source PPT</li> <li>Omitted slides 12-13]</li> </ul> <p>[allow for sufficient reading time then have the timeline advance automatically to the next item in this module.]</p>																																	
2.1	<p><b><u>Categories and Structure</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none.</p>	n/a **optional activity: matching rank with insignia or patch.	<table border="1"> <tr> <td>Physician</td> <td>Veterinarian</td> </tr> <tr> <td>Dentist</td> <td>Pharmacist</td> </tr> <tr> <td>Nurse</td> <td>Dietitian</td> </tr> <tr> <td>Engineer</td> <td>Envir. Health</td> </tr> <tr> <td colspan="2">Scientist (Health related)</td> </tr> <tr> <td colspan="2">Therapist - (Physical, Occupational, Respiratory, Speech Pathology and/or Audiology)</td> </tr> <tr> <td colspan="2">Health Services - includes 58 professional disciplines. For more about disciplines and specific requirements go to category website.</td> </tr> </table>	Physician	Veterinarian	Dentist	Pharmacist	Nurse	Dietitian	Engineer	Envir. Health	Scientist (Health related)		Therapist - (Physical, Occupational, Respiratory, Speech Pathology and/or Audiology)		Health Services - includes 58 professional disciplines. For more about disciplines and specific requirements go to category website.		<p><b>Scripts (synchronous &amp; Asynchronous)</b> <i>U.S. Public Health Service Commissioned Corps</i></p> <ul style="list-style-type: none"> <li><b>Graphic 1</b> A well-trained qualified team of more than 6,700 full-time all-officer Uniformed Service for health professionals</li> <li><b>Graphic 2</b> Commissioned Corps rank structure. All commissioned officers; no enlisted or warrant officers, All public health care professionals, All have a bachelor's degree or higher.</li> </ul> <p><i>Tiers</i></p> <ul style="list-style-type: none"> <li><b>Graphic 2</b> Corps officers assignments include one of <b>three Tiers</b>, with each Tier providing different types of response.</li> </ul>	<p><b>Developer Notes:</b> [allow for sufficient reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.]</p>																			
Physician	Veterinarian																																					
Dentist	Pharmacist																																					
Nurse	Dietitian																																					
Engineer	Envir. Health																																					
Scientist (Health related)																																						
Therapist - (Physical, Occupational, Respiratory, Speech Pathology and/or Audiology)																																						
Health Services - includes 58 professional disciplines. For more about disciplines and specific requirements go to category website.																																						
2.2	<p><b><u>Deployment Teams and Types</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click next to continue</p>	n/a	<table border="1"> <tr> <td>CBER</td> <td>CAPT Cassandra Sherrod</td> <td>(301) 796-4584</td> </tr> <tr> <td></td> <td>CDR Kristin Kelly</td> <td>(240) 402-4410</td> </tr> <tr> <td>CDER</td> <td>Ms. Melanie Ross</td> <td>(301) 796-1324</td> </tr> <tr> <td>CDRH</td> <td>CAPT Albert Perrine</td> <td>(240) 402-3811</td> </tr> <tr> <td>CFSAN</td> <td>CAPT Blakeley Fitzpatrick</td> <td>(240) 402-2176</td> </tr> <tr> <td>CTP</td> <td>CAPT Ann Staten</td> <td>(301) 796-8504</td> </tr> <tr> <td>CVM</td> <td>Ms. Nicole Waskin</td> <td>(240) 402-8548</td> </tr> <tr> <td>NCTR</td> <td>CAPT Cathy Melvin</td> <td>(870) 543-4035</td> </tr> <tr> <td>OC</td> <td>CDR Helen Saccone</td> <td>(301) 796-4758</td> </tr> <tr> <td></td> <td>CDR Timothy Jiggins</td> <td>(301) 348-1467</td> </tr> <tr> <td>ORA</td> <td>CAPT Amy Anderson</td> <td>(240) 402-4895</td> </tr> </table>	CBER	CAPT Cassandra Sherrod	(301) 796-4584		CDR Kristin Kelly	(240) 402-4410	CDER	Ms. Melanie Ross	(301) 796-1324	CDRH	CAPT Albert Perrine	(240) 402-3811	CFSAN	CAPT Blakeley Fitzpatrick	(240) 402-2176	CTP	CAPT Ann Staten	(301) 796-8504	CVM	Ms. Nicole Waskin	(240) 402-8548	NCTR	CAPT Cathy Melvin	(870) 543-4035	OC	CDR Helen Saccone	(301) 796-4758		CDR Timothy Jiggins	(301) 348-1467	ORA	CAPT Amy Anderson	(240) 402-4895	<p><b>Scripts (synchronous &amp; Asynchronous)</b> <i>USPHS Deployment Teams Graphic 1</i> <i>USPHS Deployments Graphic 2</i></p> <ul style="list-style-type: none"> <li><b>California Wildfires, Hurricanes Harvey &amp; Irma</b> (Southeast U.S.), <b>Zika Outbreak</b> (Puerto Rico), <b>Water Contamination Crisis</b> (Flint, MI)</li> <li><b>Graphic 3</b> Recent and historical.</li> </ul> <p><i>Who to contact with USPHS questions:</i></p> <ul style="list-style-type: none"> <li><b>Graphic 4</b> FDA Center Commissioned Corps Liaisons</li> </ul>	<p><b>Developer Notes:</b> [end Commissioned Corps.] [allow for sufficient reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.] [Add interaction at the end of 2.2 to continue.]</p>
CBER	CAPT Cassandra Sherrod	(301) 796-4584																																				
	CDR Kristin Kelly	(240) 402-4410																																				
CDER	Ms. Melanie Ross	(301) 796-1324																																				
CDRH	CAPT Albert Perrine	(240) 402-3811																																				
CFSAN	CAPT Blakeley Fitzpatrick	(240) 402-2176																																				
CTP	CAPT Ann Staten	(301) 796-8504																																				
CVM	Ms. Nicole Waskin	(240) 402-8548																																				
NCTR	CAPT Cathy Melvin	(870) 543-4035																																				
OC	CDR Helen Saccone	(301) 796-4758																																				
	CDR Timothy Jiggins	(301) 348-1467																																				
ORA	CAPT Amy Anderson	(240) 402-4895																																				

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info																
3.0	<p><b><u>FDA Cybersecurity, Counterintelligence, and Insider Threat Program</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none.</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b> Welcome <b>Graphic 1</b> Cybersecurity Landscape <b>Graphic 2</b></p>	<p><b>Developer Notes:</b> [Begin FDA Cybersecurity, Counterintelligence, and Insider Threat Program.] [Source conversion: • 3.0 taken from slides 1 &amp; 3 from source PPT. • 3.1 taken from slides 4-5 from source PPT • 3.2 taken from slides 6-11 from source PPT • 3.3 taken from slides 9-12 - 15 from source PPT • <b>Omitted slides 2</b>]</p>																
3.1	<p><b><u>FDA Global Public Health Mission</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none.</p>	n/a	<table border="1"> <thead> <tr> <th>Trillions of Dollars -</th> <th></th> </tr> </thead> <tbody> <tr> <td>• Intellectual Property</td> <td></td> </tr> <tr> <td>• Company Confidential</td> <td></td> </tr> <tr> <td>User Accounts</td> <td>22,372</td> </tr> <tr> <td>Laptops/Workstations</td> <td>38,651</td> </tr> <tr> <td>Smart Phones/BB/PDAs</td> <td>9,070</td> </tr> <tr> <td>Servers</td> <td>6,105</td> </tr> <tr> <td>Systems/Applications</td> <td>334</td> </tr> </tbody> </table>	Trillions of Dollars -		• Intellectual Property		• Company Confidential		User Accounts	22,372	Laptops/Workstations	38,651	Smart Phones/BB/PDAs	9,070	Servers	6,105	Systems/Applications	334	<p><b>Scripts (synchronous &amp; Asynchronous)</b> FDA Global Public Health Mission <b>Graphic 1</b></p> <ul style="list-style-type: none"> <li>Americans spend 20 cents of every dollar on products regulated by FDA. Nearly ¼ of our U.S. GDP</li> </ul> <p>What we're protecting <b>Graphic 2</b></p> <ul style="list-style-type: none"> <li>The FDA's Information Security Services Staff will ensure the protection of sensitive FDA information, to include:</li> </ul>	<p><b>Developer Notes:</b> [allow for enough reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.]</p>
Trillions of Dollars -																					
• Intellectual Property																					
• Company Confidential																					
User Accounts	22,372																				
Laptops/Workstations	38,651																				
Smart Phones/BB/PDAs	9,070																				
Servers	6,105																				
Systems/Applications	334																				
3.2	<p><b><u>Cybersecurity Program Functional Areas</u></b></p> <p>Timeline Duration: length of voiceover script for each section of this chapter. Interaction: yes. The user must click through each section of this module to continue to 2.3</p>	-interaction threshold	<p><b>WARNING ***WARNING***WARNING</b></p> <p>This warning banner provided privacy and security notices consistent with applicable federal laws, directives, and other federal guidance for accessing this Government system which includes: (1) this computer network (2) all computers connected to this network, and (3) all devices and (4) all devices and storage media attached to this network or to a computer on this network.</p> <p>This information system is provided for U.S. Government-authorized use only.</p> <p>Unauthorized or improper use of this system is prohibited and may result in disciplinary action and/or civil and criminal penalties.</p> <p>Personal use of social media and networking sites on this system is limited as to not interfere with official work duties and is subject to monitoring.</p> <p>By using this information system, you understand and consent to the following:</p> <ul style="list-style-type: none"> <li>The Government may monitor, record, and audit your system usage, including usage of personal devices and email systems for official duties or to conduct HHS business. Therefore, you have no reasonable expectation of privacy regarding any communications or data transmitted or stored on this information system. At any time, and for any lawful government purpose, the government may monitor, intercept, and search and seize any communication or data transmitted or stored on this information system.</li> <li>Any communication or data transmitted or stored on this information system may be disclosed or used for any lawful government purpose.</li> </ul>	<p><b>Scripts (synchronous &amp; Asynchronous)</b> FDA Cybersecurity Main Menu main <b>menu</b> Counterintelligence Awareness Training <b>Graphic A</b></p> <ul style="list-style-type: none"> <li><b>Espionage:</b> Gathering or transmitting national defense information to aid a foreign entity or to hurt the U.S</li> </ul> <p>Unauthorized External Information Systems / Non-Approved Technology Training <b>Graphic D</b></p> <ul style="list-style-type: none"> <li>All staff that is assigned an HHS-provided email or online storage account must use those government-provided resources for conducting any official HHS business.</li> </ul> <p>Legal Notice/Compliance <b>Graphic E</b></p>	<p><b>Developer Notes:</b> [hover over graphics for lightbox] [sync graphics with corresponding script sections.] [The main menu slide should indicate if they've visited a section. There are 5 labeled A-E.] [use triggers and variables to keep the user from advancing until viewing all 5 sections.]</p>																

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
	<p><b>Cybersecurity Program Functional Areas</b></p>	<p>Drag/Drop of definitions</p> <p>M/C of Unauthorized External Information Systems</p>		<p>Insider Threat Awareness Training <b>Graphic B</b></p> <ul style="list-style-type: none"> <li><b>Insider:</b> Any person with authorized access to any U.S. Government resource to include personnel, facilities, information, equipment, networks, or systems</li> </ul> <p>Global Cyber Threats <b>Graphic C</b></p> <ul style="list-style-type: none"> <li><b>Foreign Intelligence Services</b> use cyber tools as part of their information-gathering and espionage activities.</li> </ul>	
3.3	<p><b>HHS Rules of Behavior</b></p> <p>Timeline Duration: length of voiceover script.</p> <p>Interaction: click next to continue</p>	<p>Matching for Social media</p>		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p>HHS Rules of Behavior <b>Graphic 1</b></p> <ul style="list-style-type: none"> <li>Prohibited activities include (but are not limited to) the following:</li> </ul> <p>Social Media Threats and Phishing</p> <ul style="list-style-type: none"> <li>Intelligence collectors, transnational criminal organizations, businesses, employers, and ordinary people such as neighbors, employers, or co-workers who target and collect data/information about you on social media sites.</li> </ul> <p>Foreign Travel with FDA Equipment <b>Graphic 2</b></p> <ul style="list-style-type: none"> <li>Government equipment is not permitted on unofficial, personal foreign travel.</li> </ul> <p>Questions</p>	<p><b>Developer Notes:</b></p> <p>[end FDA Cybersecurity.]</p> <p>[allow for enough reading time then have the timeline advance automatically to the next item in this module.]</p> <p>[sync graphics with corresponding script sections.]</p> <p>[Add interaction at the end of 3.3 to continue.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
4.0	<p><b><u>The FDA Employee Assistance Program</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: possible T/F question, otherwise none.</p>	Rhetorical T/F question		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Objectives</b></p> <ul style="list-style-type: none"> <li>Define what an EAP is and review the range of services offered.</li> </ul> <p><b>2 The Employee Assistance Program: A Definition</b></p> <ul style="list-style-type: none"> <li>Worksite-based, confidential assessment, referral and short-term consultative service for any personal problem that has a negative impact on work performance</li> </ul> <p>Foreign Travel with FDA Equipment True or False? Everyone has personal concerns</p>	<p><u>Developer Notes:</u> [Begin FDA Employee Assistance Program.] [Source conversion: • 4.0 taken from slides 1 - 4 from source • 4.1 taken from slides 5-7 from source • 4.2 taken from slides 8-11 &amp; 14 - 16 from source • 4.3 taken from slides 17; 12-13; 18 from source • Omitted slides 19] [There's an opportunity for a rhetorical T/F question in this section]</p>
4.1	<p><b><u>Overview of EAP Resources</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none Overview</b></p> <ul style="list-style-type: none"> <li>In-person assessments; short-term, problem-solving counseling; coaching; consulting</li> </ul> <p><b>1 Short-Term Counselling</b></p> <ul style="list-style-type: none"> <li>Worksite-based, confidential assessment, referral and short-term consultative service for any personal problem that has a negative impact on work performance</li> </ul> <p>Foreign Travel with FDA Equipment</p> <p><b>2 How else can EPA help me?</b></p> <ul style="list-style-type: none"> <li>Alcohol and drug abuse, misuse, and co-dependency issues</li> </ul>	<p>[allow for enough reading time then have the timeline advance automatically to the next item in this module.]</p> <p>[sync graphics with corresponding script sections.]</p>
4.2	<p><b><u>What Employees Can Expect</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none What Employees can expect</b></p> <ul style="list-style-type: none"> <li>Highly qualified, licensed professionals</li> </ul> <p><b>1 Confidentiality</b></p> <ul style="list-style-type: none"> <li>Private, voluntary discussions</li> </ul> <p>Legal and financial consultation</p> <ul style="list-style-type: none"> <li>Telephonic connection for legal and financial advice</li> </ul> <p><b>2 Group Services</b></p> <ul style="list-style-type: none"> <li>Critical incident stress management in response to crises in the workplace</li> </ul> <p><b>3 Work Life Services: An additional benefit.</b></p> <ul style="list-style-type: none"> <li>FOH's Work/Life Program, <b>Work/Life4You</b>, helps employees and their dependents manage day-to-day responsibilities and life events to help work/life balance</li> </ul> <p>Life Event Management</p> <ul style="list-style-type: none"> <li><b>WorkLife4You</b> areas of service are:</li> </ul> <p><b>4 "Work Life 4 You" kits are free Services:</b></p> <ul style="list-style-type: none"> <li>Designed to support and enhance our most common caregiving requests, call for the one that applies to you!</li> </ul>	<p><u>Developer Notes:</u> [allow for enough reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.] [hover over Graphic 4]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
4.3	<p><b><u>Access &amp; Contact</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click next to continue</p>	Multiple Answer of services		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> We Care, Just Call</p> <ul style="list-style-type: none"> <li>Prepaid agency benefits for employees and their families</li> </ul> <p><b>1</b> Access is Easy</p> <ul style="list-style-type: none"> <li><a href="http://www.FOH4You.com">www.FOH4You.com</a> Legal/financial information</li> </ul> <p><b>2</b> Access is Easy - Telephonic</p> <ul style="list-style-type: none"> <li>Confidential assistance via toll-free number 24 hours/7days a week</li> </ul> <p>Contact Information</p> <ul style="list-style-type: none"> <li>Help Available All Day, Every Day. We Care, Just Call</li> </ul>	<p><b>Developer Notes:</b></p> <p>[end FDA Employee Assistance Program.] [allow for enough reading time then have the timeline advance automatically to the next item int this module.] [sync graphics with corresponding script sections.] [Add interaction at the end of 4.3 to continue.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
5.0	<p><b>Welcome to ERIC</b></p> <p>Timeline Duration: length of voiceover script. Interaction: none</p>	n/a	 	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p>Welcome Mission</p> <ul style="list-style-type: none"> <li>“To ensure the timely and effective delivery of high quality administrative and information technology support services across the FDA and its external customers.”</li> </ul> <p><b>1</b> About the ERIC Helpdesks</p> <ul style="list-style-type: none"> <li>ERIC Administrative Helpdesk, (ERIC Admin Helpdesk), ERIC Information Technology Helpdesk, (ERIC IT Helpdesk)</li> </ul> <p><b>2</b> About the ADMIN helpdesk</p> <ul style="list-style-type: none"> <li>Customers</li> </ul>	<p><b>Developer Notes:</b></p> <p>[Begin FDA ERIC.]</p> <p>[Source conversion:</p> <ul style="list-style-type: none"> <li>5.0 taken from slides 1 - 4 from source</li> <li>5.1 taken from slides 5-12 from source</li> <li>5.2 taken from slides 13-16 from source</li> <li>5.3 taken from slides 17-19 from source</li> <li><b>Omitted slides 20-21]</b></li> </ul>
5.1	<p><b>Services</b></p> <p>Timeline Duration: length of script. Interaction: none</p>	n/a	  <p>? Graphic of customer service survey if available.</p>	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> Services We Facilitate</p> <ul style="list-style-type: none"> <li>Building and facilities</li> <li>Human resources</li> <li><b>1</b> Financial services</li> <li>Acquisitions and Grants</li> <li><b>2</b> Office of EEO</li> <li>FDA Employee Locator Services.</li> <li>Other Employee Support Services</li> <li><b>?</b> ERIC ADMIN customer service</li> </ul> <p><b>**Please complete our Customer Satisfaction Survey. You will receive a personalized email after your service ticket has been closed</b></p>	<p>[allow for enough reading time then have the timeline advance automatically to the next item int this module.]</p> <p>[sync graphics with corresponding script sections.]</p>
5.2	<p><b>Services</b></p> <p>Timeline Duration: length of script. Interaction: linked to external site for more info.</p>	**Possible interaction threshold if more info linked is handled in the learning module.		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> About the IT Helpdesk</p> <ul style="list-style-type: none"> <li>Computer and telephone support</li> </ul> <p><b>1</b> ERIC IT Password Rx</p> <ul style="list-style-type: none"> <li><a href="http://intranetapps.fda.gov/scripts/passwordRX">http://intranetapps.fda.gov/scripts/passwordRX</a></li> <li>**possible interaction A: FAQ; B: Getting Started; C: How does it work; D: Update Profile</li> </ul> <p><b>None</b> Ask IT Now Kiosk</p> <ul style="list-style-type: none"> <li>The Office of Information Management and Technology features the Ask/IT Now Kiosk</li> <li><a href="#">Link</a></li> </ul>	<p><b>Developer Notes:</b></p> <p>[allow for enough reading time then have the timeline advance automatically to the next item int this module.]</p> <p>[IT Password Rx section could be individualized module utilizing triggers and states to advance to the next section.]</p>
5.3	<p><b>Questions &amp; Contact</b></p> <p>Timeline Duration: length of voiceover script. Interaction: click next to continue</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> ERIC IT Helpdesk</p> <ul style="list-style-type: none"> <li>Customer satisfaction survey</li> </ul> <p>Hours of operation Contact and question Info.</p>	<p><b>Developer Notes:</b></p> <p>[end FDA ERIC Program.]</p> <p>[allow for enough reading time then have the timeline advance automatically to the next item int this module.]</p> <p>[sync graphics with corresponding script sections.]</p> <p>[Add interaction at the end of 5.3 to continue.]</p>

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
6.0	<p><b><u>FDA Library</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click next to continue</p>	Interaction Threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1</b> FDA Library</p> <ul style="list-style-type: none"> <li>• <i>What we offer you</i></li> <li>• <i>The Find IT Platform, **Searches our online collections and well as major databases</i></li> </ul>	<p><u>Developer Notes:</u></p> <p>[Hotspots] [Only section of FDA Library.] [allow for enough reading time then have the timeline advance automatically to the next item int this module.] [sync graphics with corresponding script sections.] [Add interaction at the end of 6.0 to continue.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
7.0	<p><b><u>Federal Employee Overview</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1</b> Appointments</p> <ul style="list-style-type: none"> <li>Career Conditional/Career Appointments</li> </ul> <p>Career Conditional</p> <ul style="list-style-type: none"> <li>Competitive service</li> </ul> <p>Expected Appointments</p> <ul style="list-style-type: none"> <li>To unclassified Civil Service positions</li> </ul> <p>Temporary Appointments</p> <ul style="list-style-type: none"> <li>Limited period of time</li> </ul>	<p><b>Developer Notes:</b></p> <p>[Begin FDA ERIC.]</p> <p>[Source conversion:</p> <ul style="list-style-type: none"> <li>7.0 taken from slides 1 - 5 from source</li> <li>7.1 taken from slides 6-09 from source</li> <li>7.2 taken from slides 13-15 from source</li> <li>7.3 taken from slides 18-19 from source</li> <li>Omitted slides 12-13 16-17]</li> </ul>
7.1	<p><b><u>Work Schedule and Duty Hours</u></b></p> <p>Timeline Duration: length of script. Interaction: Link out to Voluntary leave program site.</p>	Case Base Scenario		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1</b> Work Schedules and Hours of Duty</p> <ul style="list-style-type: none"> <li>Full time, part time, Intermittent</li> </ul> <p>Annual Leave</p> <ul style="list-style-type: none"> <li>4 hours - &lt; 3 years' service</li> </ul> <p><b>2</b> Slick Leave</p> <ul style="list-style-type: none"> <li>4 hours</li> </ul> <p>Voluntary Leave Donation Program</p> <ul style="list-style-type: none"> <li>The Voluntary Leave Transfer Program (VLTP) allows employees to transfer unused (accrued) annual leave to another employee</li> <li><a href="http://intranet.hhs.gov/ohr/pay/leave.html#vltp">http://intranet.hhs.gov/ohr/pay/leave.html#vltp</a></li> </ul>	<p><b>Developer Notes:</b></p> <p>[allow for enough reading time then have the timeline advance automatically to the next item int this module.]</p>
7.2	<p><b><u>General Schedule (GS) Pay</u></b></p> <p>Timeline Duration: length of script. Interaction: Link out to My Pay website.</p>	Interaction threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> General Schedule (GS) Pay</p> <ul style="list-style-type: none"> <li>Eligibility for within grade increases Satisfactory performance, Waiting period .</li> </ul> <p>Integrated Time &amp; Attendance System (ITAS)</p> <ul style="list-style-type: none"> <li>Automated timekeeping system</li> </ul> <p><b>1</b> My Pay</p> <ul style="list-style-type: none"> <li>What can I do? Change Federal/State withholding</li> <li><a href="https://mypay.dfas.mil">https://mypay.dfas.mil</a></li> </ul> <p>Voluntary Leave Donation Program</p> <ul style="list-style-type: none"> <li>The Voluntary Leave Transfer Program (VLTP) allows employees to transfer unused (accrued) annual leave to another employee</li> </ul>	<p><b>Developer Notes:</b></p> <p>[Hotspots of GSA Schedule]</p> <p>[allow for enough reading time then have the timeline advance automatically to the next item int this module.]</p>
7.3	<p><b><u>Performance and Appraisal</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click next to continue</p>	Varied question types		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1</b> Performance Management Appraisal Program (PMAP)</p> <ul style="list-style-type: none"> <li>All new hires and transfers must establish a new PMAP with their supervisors within 30 days of their entrance on duty</li> </ul> <p><b>2</b> Training Opportunities and Budget Approval</p> <ul style="list-style-type: none"> <li>Supervisory approval, individual development plan</li> </ul>	<p><b>Developer Notes:</b></p> <p>[end Federal Employment Overview.]</p> <p>[allow for enough reading time then have the timeline advance automatically to the next item int this module.]</p> <p>[sync graphics with corresponding script sections.]</p> <p>[Add interaction at the end of 7.3 to continue.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
8.0	<p><b><u>HHS Cyber Security Awareness Training</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: Next to continue button at end of slide</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1</b> Introduction / Welcome</p> <ul style="list-style-type: none"> <li>This training provides the U.S. Department of Health and Human Services (HHS) employees, contractors, interns, and others with the knowledge to protect HHS information and information systems, and to minimize the risks of internal and external cyber threats.</li> </ul> <p><b>2</b> You are the target</p> <ul style="list-style-type: none"> <li>What are Hackers looking for? Hackers' methods to obtain your information.</li> </ul>	<p><b>Developer Notes:</b> [high interaction section of the module.] [8.0 taken from slides 1-3 from source.]</p>
8.1	<p><b><u>Objectives and Table of Contents</u></b></p> <p>Timeline Duration: Learner Paced Interaction: User will be able to click on each chapter title to move to the respective section of the learning module.</p>	n/a	Developer's choice for graphics.	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Develop and demonstrate foundational-level knowledge of cybersecurity.</li> <li>Employ best practices to protect privacy and safeguard Controlled Unclassified Information (CUI).</li> <li>Recognize cyber threats to information systems.</li> <li>Identify and report potential cybersecurity and privacy incidents promptly.</li> </ul> <p><b>Table of Contents</b></p> <ul style="list-style-type: none"> <li>Controlled Unclassified Information</li> <li>Securing information</li> <li>Social Engineering</li> <li>Breaches and reporting</li> </ul>	<p><b>Developer Notes:</b> [8.1 taken from slides 4-8 from source.] [Use personal preference with graphics, etc. on 8.1. Present objectives in a way where they can be referenced, or are always present Use states, triggers, and variables to keep the user from advancing until all sections and assessments are visited/completed and to enforce sequential viewing of the learning module. Once all 4 sections have been viewed, and the assessments taken successfully, reveal a link to 8.6]</p>
8.2	<p><b><u>Lesson 1: CUI</u></b></p> <p>Timeline Duration: Learner Paced Interaction: Question submission, replay section buttons in each assessment taking the user back to the material covered.</p>	<p><b>1</b> Knowledge Check <b>2</b> Knowledge Check – Question 1 <b>3</b> Knowledge Check – Question 2</p>		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>Lesson 1 CUI Overview &amp; Objectives</b></p> <ul style="list-style-type: none"> <li>This lesson describes cybersecurity and the different types of Controlled Unclassified Information (CUI), including PII and PHI</li> </ul> <p><b>1</b> What is Cyber Security?</p> <ul style="list-style-type: none"> <li>Cybersecurity is the action taken to protect information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction</li> </ul> <p><b>What is CUI and Types of CUI</b> CUI (sensitive data) is information that has a degree of confidentiality such that its loss, misuse, unauthorized access, or modification could compromise the element of confidentiality and thereby adversely affect</p> <p><b>2</b> What is PII?</p> <ul style="list-style-type: none"> <li>PII is "information which can be used to distinguish or trace an individual's identity, such as their name, social security number (SSN), biometric records, etc</li> </ul> <p><b>1</b> Knowledge Check</p> <p><b>2</b> Lesson 1 Summary</p> <ul style="list-style-type: none"> <li>In this lesson, you learned to: <ul style="list-style-type: none"> <li>Define cybersecurity, CUI, PII, and PHI.</li> <li>Identify CUI, PII, and PHI</li> </ul> </li> </ul> <p><b>2</b> Knowledge Check – Question 1 <b>3</b> Knowledge Check – Question 2</p>	<p><b>Developer Notes:</b> [8.2 taken from slides 9-16 from source.] [Learners must progress through the course and have associated variables triggered so that can continue to the other sections of this module.] [Learners must have a perfect score to continue back to the table of contents.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
8.3	<p><b>Lesson 2: Securing Information</b></p> <p>Timeline Duration: Learner Paced</p> <p>Interaction: Question submission, replay section buttons in each assessment taking the user back to the material covered.</p>	<p>1. Brain Teaser 1</p> <p>2. Brain Teaser 2</p> <p>3. Lesson 2 Knowledge Check</p> <p>4. Brain Teaser 3</p> <p>5. Knowledge Check – Question 1</p> <p>6. Knowledge Check – Question 2</p>		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><i>Lesson 2 Securing Information Overview &amp; Objectives</i></p> <ul style="list-style-type: none"> <li>All HHS employees, contractors, and personnel have a responsibility to protect HHS information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction.</li> </ul> <p><i>Securing Information</i></p> <ul style="list-style-type: none"> <li>PIV Card and passwords</li> </ul> <p>1. PIV Cards</p> <ul style="list-style-type: none"> <li>Personal Identity Verification (PIV) cards are official government-issued identification cards that permit you authorized access to HHS government buildings and secured areas based on your job role.</li> </ul> <p>1. Brain Teaser 1</p> <p>2. Passwords</p> <ul style="list-style-type: none"> <li>What are strong passwords</li> <li>Do Not</li> </ul> <p>2. Brain Teaser 2</p> <p>3. Wi-Fi Networks</p> <ul style="list-style-type: none"> <li>It's important to remember that malicious actors could be lurking in the free Wi-Fi networks that you may be accustomed to accessing while at your local coffee shop, or while traveling.</li> </ul> <p>3. Lesson 2 Knowledge Check</p> <p><i>GFE During Foreign Travel</i></p> <ul style="list-style-type: none"> <li>According to the HHS Chief Information Officer, Use of Government Furnished Equipment (GFE) During Foreign Travel memo (dated December 2016), "HHS travelers should not have any expectation of privacy regarding any communication while traveling to foreign countries"</li> </ul> <p><i>Email Protocols</i></p> <p><i>HHS email accounts</i></p> <p>4. Encryption</p> <ul style="list-style-type: none"> <li>Encryption is the process of encoding messages or information in such a way that only authorized parties can read it.</li> </ul> <p>5. Email encryption</p> <ul style="list-style-type: none"> <li>When encrypting emails using Microsoft (MS) Outlook® and a PIV card, it's important to remember that the email is only unencrypted by internal HHS recipients</li> </ul> <p>4. Brain Teaser 3</p> <p>6. Data Storage and Disposal</p> <ul style="list-style-type: none"> <li>Data Storage is maintaining or storing CUI. When safeguarding CUI, back up all stored or transmitted information, encrypt them, and file/archive the encrypted backup information</li> </ul> <p>7. Lesson 2 Summary</p> <ul style="list-style-type: none"> <li>Data Storage is maintaining or storing CUI. When safeguarding CUI, back up all stored or transmitted information, encrypt them, and file/archive the encrypted backup information</li> </ul> <p>5. Knowledge Check – Question 1</p> <p>6. Knowledge Check – Question 2</p>	<p><b>Developer Notes:</b></p> <p>[Hotspot interactions]</p> <p>[8.3 taken from slides 17-32 from source.]</p> <p>[Learners must progress through the course and have associated variables triggered so that can continue to the other sections of this module.]</p> <p>[Learners must have a perfect score to continue back to the table of contents.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
8.4	<p><b>Lesson 3: Social Engineering</b></p> <p>Timeline Duration: Learner Paced</p> <p>Interaction: Question submission, replay section buttons in each assessment taking the user back to the material covered.</p>	<p>1. Brain Teaser 1</p> <p>2. Lesson 3 Knowledge Check</p> <p>3. Knowledge Check – Question 1</p> <p>4. Knowledge Check – Question 2</p>		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p>1 Social Engineering</p> <ul style="list-style-type: none"> <li>It's critical that you understand the most common methods used by criminals to manipulate people into providing information.</li> </ul> <p>2 Phishing</p> <ul style="list-style-type: none"> <li>Phishing is a social engineering scam whereby intruders seek access to information and information systems by posing as a real business or organization with a legitimate reason to request information.</li> <li>How it works</li> </ul> <p>3 Suspicious Emails</p> <ul style="list-style-type: none"> <li>If you are suspicious of an email</li> </ul> <p>1. Brain Teaser 1</p> <p>4 Social Media</p> <ul style="list-style-type: none"> <li>It's critical that you understand the threats you may encounter when using your social media accounts.</li> <li>How it works</li> </ul> <p>5 Phone Scams</p> <p>Many people think cybercriminals only use phishing and other unethical computer tactics to obtain sensitive information from unsuspecting victims</p> <p>2. Lesson 3 Knowledge Check</p> <p>Insider Threats</p> <ul style="list-style-type: none"> <li>Insider threats are the most extreme type of social engineering</li> </ul> <p>6 Lesson 3 Summary</p> <ul style="list-style-type: none"> <li>In this lesson, you learned how to: Report suspicious emails to spam@hhs.gov and verify links and file attachments before clicking on them</li> </ul> <p>3 Knowledge Check – Question 1</p> <p>4 Knowledge Check – Question 2</p>	<p><b>Developer Notes:</b></p> <p>[8.4 taken from slides 33-44 from source.]</p> <p>[Learners must progress through the course and have associated variables triggered so that can continue to the other sections of this module.]</p> <p>[Learners must have a perfect score to continue back to the table of contents.]</p> <p>[Drag and Drop Interaction]</p>
8.5	<p><b>Lesson 4: Breaches &amp; Reporting</b></p> <p>Timeline Duration: Learner Paced</p> <p>Interaction: Question submission, replay section buttons in each assessment taking the user back to the material covered.</p>	<p>1. Brain Teaser 1</p> <p>2. Lesson 4 Knowledge Check</p> <p>3. Knowledge Check – Question 1</p> <p>4. Knowledge Check – Question 2</p>		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p>Overview &amp; Objectives</p> <ul style="list-style-type: none"> <li>Welcome to Lesson 4! In this lesson, we will learn how to prevent and limit the impact of a breach by identifying incidents and learning when and how to report them promptly</li> </ul> <p>Recognizing Incidents</p> <ul style="list-style-type: none"> <li>Information Security Incidents Understanding the actions and situations that can cause a security incident is critical to the protection of HHS information and information systems</li> <li>Types of Incidents: Loss, damage, or theft, of equipment, media, or documents containing PII</li> </ul> <p>1. Brain Teaser 1</p> <p>1 Reporting Incidents</p> <ul style="list-style-type: none"> <li>If you are suspicious of an email</li> </ul> <p>2. Lesson 4 Knowledge Check</p> <p>2 Lesson 4 Summary</p> <ul style="list-style-type: none"> <li>In this lesson, you learned how to: Define and identify types of cybersecurity incidents. Report an incident. Being able to identify and report an "incident" is imperative in a workplace that deals with</li> </ul> <p>3 Knowledge Check – Question 1</p> <p>4 Knowledge Check – Question 2</p>	<p><b>Developer Notes:</b></p> <p>[8.5 taken from slides 45-52 from source.]</p> <p>[Learners must progress through the course and have associated variables triggered so that can continue to the other sections of this module.]</p> <p>[Learners must have a perfect score to continue back to the table of contents.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
8.6	<p><b>Wrap-Up &amp; Final Assessment</b></p> <p>Timeline Duration: Learner Paced Interaction: Question submission, click to continue</p>	<p>1. Final Assessment questions 1 - 6</p>	<p><i>Developer's choice for graphics.</i></p>	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><i>Training Wrap-up</i></p> <ul style="list-style-type: none"> <li>Understanding how to protect HHS CUI, PII, and PHI is critical to ensuring the mission of HHS</li> <li>In this training, you learned to: Define cybersecurity and Controlled Unclassified Information (CUI).</li> </ul> <p>1. Final Assessment questions 1 - 6</p>	<p><b>Developer Notes:</b> [Learners must achieve 80% correct score on the final assessment to proceed to the end of this topic. Allow for multiple opportunities to achieve the percentage threshold. Reveal the continue button once the learner meets the threshold.]</p>
8.6	<p><b>Resources</b></p> <p>Timeline Duration: Learner Paced Interaction: click to continue</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p>1. Resources</p> <ul style="list-style-type: none"> <li>Training</li> <li>Additional resources</li> <li>Acknowledge &amp; Complete</li> </ul> <p>2. Thanks for participating</p>	<p><b>Developer Notes:</b> [End of HHS Cybersecurity module.] [8.6 taken from slides 60-61 from source.] [Display resources and ending message, then click to continue.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
9.0	<p><b><u>Paperwork Reduction Act</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: possible T/F question, otherwise none.</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Introduction &amp; Overview</b></p> <ul style="list-style-type: none"> <li>In 1980, the law created the Office of Information and Regulatory Affairs (OIRA) located in the Office of Management and Budget (OMB), Executive Office of the President. OIRA is authorized to oversee compliance with the Act and implementing regulations</li> </ul>	<p><b>Developer Notes:</b></p> <p>[9.1 taken from slides 1-2 from source.] [allow for sufficient reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.]</p>
9.1	<p><b><u>Definitions</u></b></p> <p>Timeline Duration: length of voiceover script for each section of this chapter. Interaction: yes. The user must click through each section of this module to continue to 2.3</p>	n/a	Developer's discretion	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><i>What is information?</i> <i>What is a person or respondent?</i> <i>What is the burden?</i></p> <ul style="list-style-type: none"> <li>The amount of time, effort, and financial resources that it takes for respondents to collect information that FDA requests or requires. We report burden to OMB in the form of hours and cost</li> </ul> <p><b>Legal Definitions</b></p> <ul style="list-style-type: none"> <li><b>21 CFR 1.352</b> Requires respondents to establish and maintain records for each food they transport in the United States.</li> </ul>	<p><b>Developer Notes:</b></p> <p>[9.1 taken from slides 3-7 from source.] [allow for sufficient reading time then have the timeline advance automatically to the next item in this module.]</p>
9.2	<p><b><u>Label Standards and contacts</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click next to continue</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 FDA Food Label standards</b> <b>2 Contacts</b></p> <ul style="list-style-type: none"> <li>The amount of time, effort, and financial resources that it takes for respondents to collect information that FDA requests or requires. We report burden to OMB in the form of hours and cost</li> </ul>	<p><b>Developer Notes:</b></p> <p>[9.2 taken from slides 8-14 from source.] [end Paperwork Reduction.] [allow for sufficient reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.] [Add interaction at the end of 9.2 to continue.]</p>

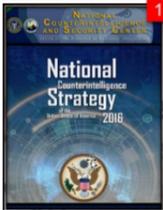
# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
10.0	<p><b><u>Performance Management Appraisal Program (PMAP) Overview</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none.</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1</b> Performance Management Model <b>2</b> HHS – 704B Form</p>	<p><b>Developer Notes:</b> [Begin FDA PMAP Program.] [10.0 taken from slides 1-3 from source.] [allow for enough reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.]</p>
10.1	<p><b><u>Rating Levels &amp; Resources</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click to continue.</p>	n/a	Developer's discretion	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> HHS Summary Rating Levels</p> <ul style="list-style-type: none"> <li><b>Using 5-Tier Rating Levels: Level 5: Achieved Outstanding Results:</b> Throughout the performance cycle, an employee must consistently perform at an outstanding and superior level, and significantly exceed expectations</li> </ul> <p><b>Performance Management and Awards Resources</b></p> <ul style="list-style-type: none"> <li>PMAP resources are located in <u>Inside.FDA</u>:</li> <li>Employee Resources</li> </ul> <p><b>PMAP Tool Kit</b></p> <p><a href="http://inside.fda.gov:9003/EmployeeResources/PMAP/FDAPMAP/ucm012301.htm">http://inside.fda.gov:9003/EmployeeResources/PMAP/FDAPMAP/ucm012301.htm</a></p> <p><b>HHS PMAP Policy</b> <a href="http://www.hhs.gov/asa/ohr/manual/files/430-2.pdf">http://www.hhs.gov/asa/ohr/manual/files/430-2.pdf</a></p> <p><b>HHS PMAP Handbook</b> <a href="http://www.hhs.gov/asa/ohr/manual/files/430-2.pdf">http://www.hhs.gov/asa/ohr/manual/files/430-2.pdf</a></p> <p><b>Frequently Asked Questions (FAQs)</b> <a href="http://intranet.hhs.gov/hr/ohr/pmap/faqs.html#awrd2">http://intranet.hhs.gov/hr/ohr/pmap/faqs.html#awrd2</a></p> <p><b>Center/Office PMAP Liaisons</b> <a href="http://inside.fda.gov:9003/AboutFDA/AwardsPrograms/FDARewardRecognitionProgram/ucm198568.htm">http://inside.fda.gov:9003/AboutFDA/AwardsPrograms/FDARewardRecognitionProgram/ucm198568.htm</a></p> <p><b>FDA Reward and Recognition Program</b> <a href="http://inside.fda.gov:9003/AboutFDA/AwardsPrograms/FDARewardRecognitionProgram/default.htm">http://inside.fda.gov:9003/AboutFDA/AwardsPrograms/FDARewardRecognitionProgram/default.htm</a></p> <p><b>FDA Honor Awards</b> <a href="http://inside.fda.gov:9003/AboutFDA/AwardsPrograms/FDARewardRecognitionProgram/ucm238925.htm">http://inside.fda.gov:9003/AboutFDA/AwardsPrograms/FDARewardRecognitionProgram/ucm238925.htm</a></p>	<p><b>Developer Notes:</b> [10.1 taken from slides 4-6 from source.] [END of PMAP section] [allow for enough reading time then have the timeline advance automatically to the next item in this module.] [sync graphics with corresponding script sections.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info																
11.0	<p><b><u>Policy and Awareness Training</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click to continue</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 FDA Cybersecurity, Counterintelligence, and Insider Threat Program</b></p> <ul style="list-style-type: none"> <li>Welcome to <b>NEW EMPLOYEE ORIENTATION on Policy and Awareness for the FDA Cybersecurity, Counterintelligence, and Insider Threat Program presented by the Office of Information Management and Technology</b></li> </ul>	<p><b>Developer Notes:</b></p> <p>[Begin FDA Policy and Awareness Training.] [11.0 taken from slide 1.] [allow for sufficient reading time then have the timeline.] [sync graphics with corresponding script sections.]</p>																
11.1	<p><b><u>Main Menu</u></b></p> <p>Timeline Duration: dependent on the user Interaction: click each image to learn more.</p>	Interaction threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Whenever you ready, feel free to select which topic of focus you would like to start on. Keep in mind to visit all topics before completion.</b></p>	<p><b>Developer Notes:</b></p> <p>[11.1 taken from slide 2.] [Use states, triggers, and variables to keep the user from advancing until all sections are visited/completed and to enforce sequential viewing of the learning module.] Once all sections (interactions B-F) are viewed reveal a link to <b>12.0</b></p>																
11.2	<p><b><u>Cyber Security Threat Landscape &amp; Global Public Health Mission</u></b></p> <p>Timeline Duration: dependent on the user Interaction: click to return to menu or section 11.3.</p>	Interaction threshold	<table border="1"> <thead> <tr> <th></th> <th>Trillions of Dollars</th> </tr> </thead> <tbody> <tr> <td>Intellectual Property</td> <td></td> </tr> <tr> <td>Company Confidential</td> <td></td> </tr> <tr> <td>User Accounts</td> <td>\$22,372</td> </tr> <tr> <td>Laptops/Workstations</td> <td>\$38,651</td> </tr> <tr> <td>Smart Phones/BB/PDAs</td> <td>\$9,070</td> </tr> <tr> <td>Servers</td> <td>\$6,105</td> </tr> <tr> <td>Systems/Applications</td> <td>\$334</td> </tr> </tbody> </table>		Trillions of Dollars	Intellectual Property		Company Confidential		User Accounts	\$22,372	Laptops/Workstations	\$38,651	Smart Phones/BB/PDAs	\$9,070	Servers	\$6,105	Systems/Applications	\$334	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 FDA Global public health mission</b></p> <ul style="list-style-type: none"> <li>Americans spend 20 cents of every dollar on products regulated by FDA. Nearly ¼ of our U.S. GDP. Scientists, Researchers, Inspectors, Investigators, and Consumer Safety Officers</li> </ul> <p><b>2 What are we protecting?</b></p> <ul style="list-style-type: none"> <li>The FDA's Information Security Services Staff will ensure the protection of sensitive FDA information, to include:</li> </ul>	<p><b>Developer Notes:</b></p> <p>[11.2 taken from slide 3-5.] [use triggers, variables, and states to enable the user to move to 11.3 or the main menu.]</p>
	Trillions of Dollars																				
Intellectual Property																					
Company Confidential																					
User Accounts	\$22,372																				
Laptops/Workstations	\$38,651																				
Smart Phones/BB/PDAs	\$9,070																				
Servers	\$6,105																				
Systems/Applications	\$334																				
11.3	<p><b><u>Cybersecurity Program Functional Areas</u></b></p> <p>Timeline Duration: dependent on the user Interaction: click to return to menu or section 11.4.</p>	Interaction threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Cybersecurity</b></p> <ul style="list-style-type: none"> <li>Infrastructure Ops</li> <li>Risk and Compliance</li> <li>Cybersecurity</li> </ul>	<p><b>Developer Notes:</b></p> <p>[11.3 taken from slide 6.] [use triggers, variables, and states to enable the user to move to 11.4 or the main menu.]</p>																

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
11.4	<p><b><u>Insider Threat Awareness Training</u></b>                      Timeline Duration: dependent on the user                      Interaction: click to return to menu or section 11.5.</p>	Interaction threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Insider Threat Awareness</b></p> <ul style="list-style-type: none"> <li><b>Insider:</b> Any person with authorized access to any U.S. Government resource to include personnel, facilities, information, equipment, networks, or systems.</li> </ul>	<p><b>Developer Notes:</b>                      [11.4 taken from slide 8.]                      [use triggers, variables, and states to enable the user to move to 11.5 or the main menu.]</p>
11.5	<p><b><u>Global Cyber Threats</u></b>                      Timeline Duration: dependent on the user                      Interaction: click to return to menu or section 11.6.</p>	Interaction threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Global Cyber Threats</b></p> <ul style="list-style-type: none"> <li><b>Foreign Intelligence Services</b> use cyber tools as part of their information-gathering and espionage activities</li> </ul>	<p><b>Developer Notes:</b>                      [11.5 taken from slide 9.]                      [use triggers, variables, and states to enable the user to move to 11.6 or the main menu.]</p>
11.6	<p><b><u>Non-Approved Technology &amp; Security Warning</u></b>                      Timeline Duration: dependent on the user                      Interaction: click to return to menu or section 11.7.</p>	Interaction threshold	 <p><b>WARNING ****WARNING****WARNING</b></p> <ul style="list-style-type: none"> <li>This warning banner provided privacy and security notices consistent with applicable federal laws, directives, and other federal guidance for accessing this Government system which includes: (1) this computer network (2) all computers connected to this network, and (3) all devices and (4) all devices and storage media attached to this network or to a computer on this network.</li> <li>This information system is provided for U.S. Government-authorized use only.</li> <li>Unauthorized or improper use of this system is prohibited and may result in disciplinary action and/or civil and criminal penalties.</li> <li>Personal use of social media and networking sites on this system is limited as to not interfere with official work duties and is subject to monitoring.</li> <li>By using this information system, you understand and consent to the following:                         <ul style="list-style-type: none"> <li>The Government may monitor, record, and audit your system usage, including usage of personal devices and email systems for official duties or to conduct HHS business. Therefore, you have <b>no reasonable expectation of privacy</b> regarding any communications or data transiting or stored on this information system. At any time, and for any lawful government purpose, the government may monitor, intercept, and search and seize any communication or data transiting or stored on this information system.</li> <li>Any communication or data transiting or stored on this information system may be disclosed or used for any lawful government purpose.</li> </ul> </li> </ul>	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Unauthorized External Information</b></p> <ul style="list-style-type: none"> <li><b>Systems / Non-Approved Technology</b></li> <li>All staff that is assigned an HHS-provided email or online storage account must use those government-provided resources for conducting any official HHS business.</li> <li>The Find IT Platform,</li> </ul> <p><b>2 Legal Notice: Security Warning Banner</b></p> <ul style="list-style-type: none"> <li>This warning banner provided privacy and security notices consistent with applicable federal laws, directives, and other federal guidance for accessing this Government system which includes: (1) this computer network (2) all computers connected to this network, and (3) all devices and (4) all devices and storage media attached to this network or to a computer on this network</li> </ul>	<p><b>Developer Notes:</b>                      [11.6 taken from slide 10-11.]                      [use triggers, variables, and states to enable the user to move to 11.6 or the main menu.]</p>
11.7	<p><b><u>Foreign Travel with FDA equipment &amp; FAQs</u></b>                      Timeline Duration: dependent on the user                      Interaction: click to return to menu or section 11.1.</p>	Interaction threshold		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>1 Foreign Travel with FDA Equipment</b></p> <ul style="list-style-type: none"> <li>Government equipment is <b>not permitted on unofficial, personal foreign travel</b></li> </ul> <p><b>2 FAQs</b></p>	<p><b>Developer Notes:</b>                      11.6 taken from slide 12-13.]                      [use triggers, variables, and states to enable the user to move to 11.1 or the main menu.]                      [end FDA Policy Awareness Training.]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
<b>12.0</b>	<p><b><u>PRA Insert</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: click to continue</p>	N/a	Developer discretion	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><i>Overview</i></p> <p><i>The Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3501 et seq.) (5 CFR 1320) requires Federal agencies to obtain OMB approval before collecting information from the public. While FDA is responsible for protecting and promoting the public health by requiring information regarding the safety and efficacy of the products we regulate, the PRA ensures that only the collection of information is necessary to make such a determination. The Act's main purpose is to:</i></p> <ul style="list-style-type: none"> <li><i>Minimize the amount of paperwork the public must complete, provide, retain, and disclose;</i></li> <li><i>Ensure the information collected is necessary and useful to the mission of FDA;</i></li> <li><i>Ensure the information is not duplicative of any other request or requirement from the Federal government;</i></li> <li><i>Ensure collection of the effective management of information.</i></li> </ul>	<p><u>Developer Notes:</u> [begin / end PRA insert] [taken from PRA insert Doc]</p>

# Storyboard: New Employee Orientation (NEO)

Ref#	Slide Content	Assessment of Objectives	Graphics	Audio Voiceover Script	Technical Info
13.0	<p><b><u>Records and Information Management</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none</p>	n/a	Developer discretion	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> Definition</p> <ul style="list-style-type: none"> <li>Records include all books, papers, maps, photographs, machine-readable materials, or other documentary materials, regardless of physical form or characteristics, made or received by an agency of the United States Government under Federal law</li> </ul>	<p><b>Developer Notes:</b></p> <p>[13.0 taken from slide 1-3.] [allow for enough reading time then have the timeline advance automatically to the next item in this module.]</p>
13.1	<p><b><u>Schedules &amp; Best Practices</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: none</p>	n/a		<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>none</b> Record Schedules</p> <ul style="list-style-type: none"> <li>The FDA Records Control Schedules (RCS) provide mandatory instruction and Federal authority for the retention, transfer, or the disposal, of records captured, created, received, and maintained by the Agency</li> </ul> <p><b>1</b> Best Practices</p> <ul style="list-style-type: none"> <li>Know your Records Management obligations and review FDA's Records Schedules</li> </ul> <p><b>2</b> Failure to follow Best Practices</p> <ul style="list-style-type: none"> <li>Triggers legal implications</li> </ul>	<p><b>Developer Notes:</b></p> <p>[13.1 taken from slide 4-6.] [allow for enough reading time then have the timeline advance automatically to the next item in this module.]</p>
13.2	<p><b><u>Questions &amp; Contact</u></b></p> <p>Timeline Duration: length of voiceover script. Interaction: Click to continue</p>		Developer discretion	<p><b>Scripts (synchronous &amp; Asynchronous)</b></p> <p><b>Three Records Management Questions to Ask Your Manager?</b></p> <ul style="list-style-type: none"> <li>Do we have a file plan?</li> <li>Do we have a paper or electronic recordkeeping system to file our official records?</li> <li>Do we have a records custodian for our office?</li> </ul> <p><b>Center/Office Assistant Records Liaison Officers (ARLOS) contacts</b></p>	<p><b>Developer Notes:</b></p> <p>[13.2 taken from slide 7-8.] [end FDA Policy Awareness Training.]</p>