



A Day in the Life of a Caregiver

New-caregiver orientation video · Family Resource Home Care · runtime 7:41

WHAT THIS IS

One video from the orientation series I designed and produced as Lead Field Training Specialist at Family Resource Home Care — part of a branch-delivered onboarding program (PowerPoint package with embedded Camtasia + Audiate videos) built so every branch, in every state, ran the same playbook. This storyboard is a faithful reconstruction of the shipped video, prepared for portfolio review; narration lines are excerpts from the video's captions.

WHAT THE VIDEO HAS TO DO

A brand-new caregiver's first shift is a wall of small rules — clocking in, dress code, phones, call-offs — and every one of them exists because something can go wrong for a real client. The video walks the learner through one ordinary day in order, so each rule shows up exactly where it happens in the day, attached to the person it protects — not as a list to memorize.

HOW TO READ IT

Beats run in shift order. VISUAL is what the learner sees; NARRATION is the voice track (caption excerpts); DESIGN INTENT is why the beat is built that way. All videos in the series are fully captioned.

Representative storyboard, reconstructed from the shipped video for portfolio review. Scheduling software de-branded.

#	TIME	VISUAL	NARRATION (CAPTION EXCERPTS)	DESIGN INTENT
01	0:00	Cold open: an elderly client outdoors, soft natural light. Series logo lower-left.	<i>"By now, you've heard a lot about who we are and what we do at Family Resource Home Care."</i>	Open on a person, never a policy. Bridges from the earlier modules in the series and puts the client at the center before any rule appears.
02	0:40	A caregiver steadies a client using a walker; they move together at the client's pace.	<i>"Let's start with the big picture. What does a typical day look like for an FRHC caregiver?"</i>	The WIIFM move: the whole video is framed as the learner's own day, so everything that follows has a place to land.
03	1:00	Mealtime: caregiver supports a client eating at a kitchen table; fruit bowl, ordinary home.	<i>"...providing care — also known as activities of daily living, or tasks..."</i>	Vocabulary is grounded in a visible task. The learner meets 'ADLs' as something they can already see themselves doing.
04	1:15–1:37	Caregiver helps a client with his sweater; cut to the care-plan panel.	<i>"Skipping one can lead to confusion, missed care, or documentation issues..." — "This tells you exactly how to support them — and just as importantly, how they want to be supported."</i>	Consequence-first framing: the cost of skipping a step is named before the care plan is introduced as the answer.
05	1:55	Flat-illustration slide: client-and-caregiver icons with speech bubbles, single tint palette.	<i>"Small adjustments make a big difference. Remember, a client's preferences matter."</i>	Bespoke flat art, no photo needed — the abstraction signals 'principle,' not 'procedure.' No fake software UI anywhere in the series.
06	2:14	Continuous line-art of the FRHC string backpack — the 'go bag' — on white.	<i>"Your FRHC string backpack — your 'go bag' — should include..."</i>	A pack-along checklist moment the learner can replay at home the night before a first shift. Line art keeps every item legible.

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07	2:30– 2:46	Tech check: the scheduling app's login screen on a phone, then the app's key screens.	<i>"Now it's time for a Tech Check. We will help you log in today." — "If you have trouble, reach out to your branch — don't wait until you're at the client's door."</i>	A do-it-now activity inside the video: learners log in while watching, with a trainer in the room. Escalating early is framed as competence, not failure.
08	3:05– 3:38	First arrival at a client's door; then the Dress Code slide — illustrated caregivers with grooming / clothing / shoes / name badge callouts.	<i>"...wear your name badge, make eye contact..." — "Our grooming, clothing, shoes, and identification all shape how clients feel about their care experience."</i>	Behavior is modeled on camera before it appears as text. The rule arrives after the learner has already seen it done well.
09	4:15	The phone slide: a dark silhouette lit by a phone screen. Five lines build beside it — limit use to breaks · off or on silent · avoid personal calls · never give your personal number · no camera phone use, ever.	<i>"...avoid personal calls whenever possible, never give your personal phone number to clients or family..."</i>	The highest-risk rules get the starkest frame in the video. One dark image, five short lines — built to be remembered, and to close with the hardest stop: no camera, ever.
10	5:02– 5:48	Flat illustration of clocking in, then the Clocking In checklist: select your shift · review and sign the care plan · clock in within 7 minutes · late or forgot? add a note · more than 15 minutes late, or 'too far away'? call the office.	<i>"Clocking in correctly protects you, the client, and the agency."</i>	Exact thresholds live on screen where they're needed. 'Protects you' framing lowers timeclock anxiety — the clock is on the caregiver's side.
11	6:34	Audio-first frame: a voicemail waveform between call icons. On screen: app messages or emails are not acceptable for call-offs.	<i>"The only way we know you called is if you leave at least one voicemail."</i>	The tempting-but-costly shortcut (texting a call-off) is named head-on — the same move the knowledge checks in this program make.
12	7:14	Close: a caregiver sits with a client in a wheelchair, giving him her full attention.	<i>"Next is active listening. You should always give clients your full attention."</i>	Ends where it began — on the relationship — and hands off to the next module in the series, keeping the day's thread unbroken.

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