TEAMSTERS LOCAL 1932
Training Center

Student workbook

CareTown Course Workbook

Explore healthcare pathways, record what you notice, and keep your next question.

Name: _____ **Date:** _____ **Group:** _____

How to use this workbook

This is your one workbook for the whole course. Complete each activity on your own or with your class, as your teacher directs. Each stop ends with reflection pages, and the End-of-Course Reflection is at the back.

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FIELD NOTE

Printing One Stop

Each CareTown stop starts on a right-hand (odd-numbered) page and ends before the next stop begins. To print one stop, print only its page range. Each range prints cleanly on its own, one-sided or two-sided.

Stop to print	Pages
Welcome Center (Welcome module)	pages 9-32
Nursing Neighborhood (Module 1)	pages 33-56
Respiratory Care Station (Module 2)	pages 57-86
Pharmacy Counter (Module 3)	pages 87-110
Perioperative Services (Module 4)	pages 111-134
Community Clinic (Module 5)	pages 135-158
Diagnostic Hub (Module 6)	pages 159-180
Emergency Response Station (Module 7)	pages 181-204
Dental Clinic and Lab (Module 8)	pages 205-228
End-of-Course Reflection	pages 229-230

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

CareTown Welcome Center





MODULE 00

Welcome Center

Meet your guides, open the CareTown map, and choose a first pathway stop.



Naomi Price
Welcome Center guide



Grace Kim
CareTown Explorer

WATCH	LISTEN	EXPLORE	TRY	REFLECT

FIELD NOTE **W0.1 - Welcome to CareTown**

CareTown is an imaginary healthcare town.

Each stop in CareTown helps you learn about a healthcare career pathway.

You start at the Welcome Center. After that, you can choose which pathway stops you want to visit.

You do not have to choose your whole future today. You are here to explore.

A question I hope CareTown helps me answer:

_____

_____

_____

FIELD NOTE

How CareTown Is Organized

CareTown is the full course. It helps you explore healthcare jobs.

A **module** is one complete CareTown visit. The Welcome module explains how the course works. Each pathway module explores one career area.

A **unit** is one short lesson inside a module, about one class period long. It may have pages or slides, a class talk, an activity, and an exit ticket.

An **activity** is one task inside a unit. Your instructor may ask you to complete an activity on your own, with a partner, in a small group, or as a whole class.

The Welcome module has two units. A complete pathway module usually has four units.

START

Your Downloads

Your course has one download: this CareTown Course Workbook. Each stop starts on a right-hand page, so your teacher can print just the stops your class visits. It holds the activity pages and the reflection pages for every CareTown module.

- Activity pages: use them when you start an activity. Your teacher or the CareTown module page tells you which pages to use.
- Reflection and exit ticket pages: each module section ends with that stop's reflection page and two pages of exit tickets. Use the reflection page at the end of each module to save what you learned, your questions, and what you may explore next.
- End-of-Course Reflection: the last pages of the workbook. Use them after your final CareTown stop to compare where you started with where you are now.

You do not have to know your future career today. You may visit the pathway stops in any order. Skip the pages for stops you do not visit, and check the box when you finish a stop.

CareTown stop	Reflection pages
Welcome Center (Welcome module)	☐ page 30
Nursing Neighborhood (Module 1)	☐ page 54

CareTown stop	Reflection pages
Respiratory Care Station (Module 2)	☐ page 83
Pharmacy Counter (Module 3)	☐ page 107
Perioperative Services (Module 4)	☐ page 131
Community Clinic (Module 5)	☐ page 155
Diagnostic Hub (Module 6)	☐ page 177
Emergency Response Station (Module 7)	☐ page 202
Dental Clinic and Lab (Module 8)	☐ page 225
End of CareTown	☐ pages 229-230

FIELD NOTE

W0.2 - 60-Second Brainstorm

Warm up your brain first. Work on your own. If you are working alone, use a timer or a clock. If you are in class, your teacher will keep time.

Round 1: Ice cream flavors

You have 60 seconds. List as many ice cream flavors as you can.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

Number of flavors I listed: _____

Round 2: Healthcare occupations

You have 60 seconds again. This time, list as many healthcare occupations (jobs) as you can.

1.	7.	13.
2.	8.	14.
3.	9.	15.
4.	10.	16.
5.	11.	17.
6.	12.	18.

Number of healthcare occupations I listed: _____

Look back at your healthcare list. Circle one occupation you could explain to a friend. Put a star next to one occupation you know the least about.

Which list was easier to write? Why do you think that was?

_____

_____

_____

_____

The occupation I starred, and one thing I want to learn about it:

_____

_____

_____

MAP

W0.3 - CareTown Pathway Menu

You may explore:

- Nursing Neighborhood
- Respiratory Care Station
- Pharmacy Counter
- Operating Room, Anesthesia Suite, and Sterile Processing
- Community Clinic and Care Navigation Center
- Diagnostic Imaging and Laboratory Hub
- Emergency Response Station
- Dental Clinic and Lab

CareTown roles inventory:

These are real healthcare occupations that you may read about, hear about, or meet in CareTown. Put a check next to each role you have heard of before.

CareTown stop	Real-world roles
Welcome Center	☐ Career pathways coordinator
Nursing Neighborhood	☐ Nursing assistant or CNA ☐ Licensed vocational nurse (LVN) ☐ Registered nurse (RN) ☐ Charge nurse ☐ Patient care technician ☐ Health services assistant ☐ Psychiatric aide ☐ ER technician ☐ Telemetry technician ☐ Burn care technician ☐ Orthopedic technician
Respiratory Care Station	☐ Respiratory therapist (California title: respiratory care practitioner) ☐ Pulmonary function technologist ☐ Sleep technologist ☐ Home respiratory equipment professional ☐ Physician or advanced practice clinician
Pharmacy Counter	☐ Pharmacy technician ☐ Pharmacist ☐ Pharmacy clerk
Operating Room, Anesthesia Suite, and Sterile Processing	☐ Surgical technologist ☐ Sterile processing technician ☐ Anesthesia technologist ☐ Anesthesia provider
Community Clinic and Care Navigation Center	☐ Medical assistant ☐ Care coordinator ☐ Phlebotomist (phlebotomy technician) ☐ Community health worker ☐ Patient navigator ☐ Health education assistant ☐ Peer support worker ☐ EKG technician ☐ Dialysis technician ☐ Rehabilitation services aide

CareTown stop	Real-world roles
Diagnostic Imaging and Laboratory Hub	☐ Radiologic technologist ☐ Radiologist ☐ Sonographer ☐ MRI technologist ☐ Nuclear medicine technologist ☐ Radiation therapist ☐ Laboratory aide or assistant ☐ Medical laboratory technician (MLT) ☐ Clinical laboratory scientist (CLS) ☐ Histology technician ☐ Neurodiagnostic technologist
Emergency Response Station	☐ 911 call taker or emergency medical dispatcher ☐ Emergency medical technician (EMT) ☐ Paramedic ☐ Emergency department technician
Dental Clinic and Lab	☐ Dental assistant ☐ Registered dental assistant (RDA) ☐ Dental hygienist ☐ Dentist ☐ Dental laboratory technician

Important note:

These are real healthcare job titles. They are not CareTown story characters. You may see some of these titles in San Bernardino County or the Inland Empire. This list does not promise that a job or training program is open now. Job names and rules can change. Use the examples to make questions. Then check the facts with a school counselor, program, employer, apprenticeship, or official source.

CareTown uses California examples. Another state may use different job names, training steps, tests, or license rules. If you may move, check that state's official agency before you choose a program.

One role on this list that surprised me:

_____

_____

_____

One role I want to learn more about:

_____

_____

_____

One question I have about how these roles work together:

_____

_____

_____

GUIDE CARDS

Meet the Welcome Module Profiles



GUIDE CARD

Naomi Price

Welcome Center guide

Naomi works at the CareTown Welcome Center. She helps you use the pathway menu and Career Passport. She can also help you choose a first stop.

What Naomi wants you to remember:

You do not have to choose your whole future today.



GUIDE CARD

Grace Kim

CareTown Explorer

Grace is a CareTown Explorer. She is interested in healthcare but does not know where to start yet.

What Grace helps you remember:

It is okay to be unsure. A good question is a good place to begin.

FIELD NOTE

W0.4 - CareTown Team Map

Use the fictional patient story below to map a real healthcare team.

You may complete this activity on your own, with a partner, in a small group, or as a whole class.

Patient story:

SCENARIO

A patient feels short of breath at home, receives emergency help, is checked at the hospital, and needs follow-up after going home.

What you need:

- This Team Map page and its word bank
- A pencil or pen

Steps:

1. Read the patient story.
2. Look at the word bank. Each word is a real healthcare role.
3. Write each role in the map zone where it helps the patient, or draw an arrow from the role to that zone.
4. Some roles can help in more than one zone. If you think a role belongs in two zones, draw two arrows.
5. Answer the questions below the map.

Map zones:

- Before care: help before the patient reaches the hospital.
- During care: help while the patient is checked and treated at the hospital.
- After care: help after the patient goes home.

Write each role in the zone where it helps the patient, or draw an arrow from the role to the zone.

WORD BANK

- **EMT**
- **Emergency medical dispatcher**
- **Registered nurse**
- **Respiratory therapist**
- **Radiologic technologist**
- **Pharmacy technician**
- **Medical assistant**
- **Community health worker**

- **BEFORE CARE**

Before the patient reaches the hospital

_____

_____

_____

_____

- **DURING CARE**

While the patient is at the hospital

_____

_____

_____

_____

- **AFTER CARE**

After the patient goes home

_____

_____

_____

_____

Pick two roles from different zones. What information might they need to share?

_____

_____

_____

What could be missed if these roles did not communicate?

_____

_____

_____

TEAM MAP

How CareTown Characters Connect: One Example Team

Finish your Team Map first. Then read this example and compare it with your map.

The people and patient situations in CareTown are fictional. They help you picture how real healthcare roles may work together.

A patient starts feeling short of breath at home. Marcus Reed, EMT, may help before the patient reaches the hospital. Elena Ramirez, RN, may check the patient at the hospital. Darius Owens, respiratory therapist, may help with breathing care. Talia Brooks, radiologic technologist, may take an image if the provider orders one. Priya Shah, pharmacy technician, may help with medication safety. Rosa Martinez, medical assistant and care coordinator, may help with follow-up at the community clinic.

There is more than one good answer. A role can help in more than one zone.

One thing I would add to or change on my map after reading this example:

_____

_____

_____

PASSPORT

Career Passport Introduction Page

Name: _____

_____

Date: _____

_____

Pathways I am curious about:

-
-
-

Questions I want to answer:

-
-
-

Things that matter to me when thinking about a healthcare career:

- Patient interaction
- Earning potential
- Work-life balance
- Schedule
- Training length
- Cost
- Transportation
- Hands-on tasks
- Technology
- Science
- Teamwork
- Helping people directly
- Working behind the scenes
- Other:

A stop I am most curious about:

_____

_____

_____

_____

_____

_____

_____

What makes me curious about it:

_____

_____

_____

_____

_____

_____

_____

MAP

Pathway Preview Cards



Nursing Neighborhood



Lead professional:

Elena Ramirez, RN

You might like this pathway if:

You want to help patients directly and work with a care team.

Example question: What does a nursing student do during clinicals?



Respiratory Care Station



Lead professional:

Darius Owens, respiratory therapist

You might like this pathway if:

You are curious about breathing, equipment, and urgent patient needs.

Example question: What does a respiratory therapist do when a patient is short of breath?



Pharmacy Counter



Lead professional:

Priya Shah, pharmacy technician

You might like this pathway if:

You notice details and want to learn about medication safety.

Example question: How does a pharmacy technician help prevent mistakes?



Operating Room, Anesthesia Suite, and Sterile Processing



Lead professional:

Jordan Lee, anesthesia technologist

You might like this pathway if:

You like preparation, equipment, teamwork, and careful steps.

Example question: What has to be ready before a safe procedure can begin?



Community Clinic and Care Navigation Center



Lead professional:

Rosa Martinez, medical assistant and care coordinator

You might like this pathway if:

You want to help people get care, understand instructions, and find support.

Example question: How does clinic work help patients after they leave the office?



Diagnostic Imaging and Laboratory Hub



Lead professional:

Talia Brooks, radiologic technologist

You might like this pathway if:

You like technology, science, images, specimens, and finding answers.

Example question: How do diagnostic workers help the care team know what is happening?



Emergency Response Station



Lead professional:

Marcus Reed, EMT

You might like this pathway if:

You are curious about emergency response and staying calm under pressure.

Example question: What does an EMT do before a patient reaches the hospital?



Dental Clinic and Lab



Lead professional:

Marisol Vega, registered dental assistant

You might like this pathway if:

You like hands-on work, infection control, and helping patients feel comfortable.

Example question: What does a dental assistant do during a patient visit?

FIELD NOTE

W0.5 - Interest and Strengths Check

Check any that sound like you today. This is not a test, and you may check as many as you want.

I may enjoy work that includes:

- ☐ Helping patients directly
- ☐ Working with equipment
- ☐ Staying calm in urgent situations
- ☐ Noticing details
- ☐ Talking with people
- ☐ Working behind the scenes
- ☐ Solving problems
- ☐ Learning science
- ☐ Using my hands
- ☐ Supporting a community
- ☐ Something else: _____

I may already be good at:

- ☐ Listening
- ☐ Staying organized
- ☐ Following steps
- ☐ Helping others feel calm
- ☐ Asking questions
- ☐ Working with a team
- ☐ Paying attention
- ☐ Learning new tools
- ☐ Something else: _____

Think of a time when you used one of the skills you selected above. Describe what you did and how you used that skill.

_____

_____

_____

_____

_____

Are there any tasks or activities you would prefer not to do as part of your future job? Explain why.

_____

_____

_____

_____

_____

Would you prefer a job where your daily tasks are mostly predictable or one where every day is different? Explain.

_____

_____

_____

_____

_____

What is one thing you would like to learn about yourself or your career interests as you explore different healthcare occupations?

_____

_____

_____

_____

_____

SORT

W0.6 - What Matters to Me?

Fill in one bubble for each factor.

Factor	Very important	I want to learn more	Not my biggest concern
Patient interaction	( )	( )	( )
Hands-on skills	( )	( )	( )
Technology	( )	( )	( )
Science	( )	( )	( )
Training length	( )	( )	( )
Cost	( )	( )	( )
Transportation	( )	( )	( )
Schedule	( )	( )	( )
Uniforms or supplies	( )	( )	( )
Clinical, externship, or fieldwork time	( )	( )	( )
Physical demands	( )	( )	( )
Emotional demands	( )	( )	( )
Teamwork	( )	( )	( )
Working behind the scenes	( )	( )	( )
Helping during emergencies	( )	( )	( )

The factor I most want to learn more about:

_____

_____

_____

FIELD NOTE

W0.7 - My Starting Interests

List the CareTown stops or healthcare careers you think you are interested in right now. List as many as you want. Your teacher may choose the stops your class visits. That is okay. This page is about what you think today.

At the end of CareTown, you will look back at this page. You will compare what you thought at the start with what you learned.

CareTown stop or healthcare career	Why it interests me right now

One stop or career I know very little about but am willing to explore:

_____

_____

_____

One question I want answered about a career on my list:

_____

_____

_____

START

Welcome Center: My Starting Point

Use this page during or after the Welcome module.

One healthcare career I have heard of before:

_____

_____

_____

_____

_____

_____

_____

One healthcare career I want to understand better:

_____

_____

_____

_____

_____

_____

_____

One thing that matters to me when I think about my future:

_____

_____

_____

One stop I am curious about, and why:

_____

_____

_____

START

Welcome Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 1 Exit Ticket

Name: _____

Two pathways I want to learn more about:

_____

_____

_____

One question I have about each pathway:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 2 Exit Ticket

Name: _____

The next CareTown stop I will visit, and why:

_____

_____

_____

The question I will bring to that stop:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

CareTown General Hospital



MODULE 01

Nursing Neighborhood

Explore patient care, teamwork, training routes, and fit questions in nursing.



Elena Ramirez
Registered nurse



Maya Torres
Nursing assistant student

WATCH | LISTEN | EXPLORE | TRY | REFLECT

START ## Welcome to the Nursing Neighborhood

In this module, you will explore nursing.

Nursing is patient care work. Nursing workers help patients, watch for changes, communicate with the team, and support safety.

You do not have to choose nursing today. Your job is to learn, ask questions, and decide if nursing is something you want to keep exploring.

FIELD NOTE ## How This Module Is Organized

Module 1 is the full Nursing Neighborhood visit.

A **unit** is one shorter lesson inside the module. This module has four units: nursing routes, the training week, Nursing work, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Open these Nursing pages when each activity starts.

Use the Nursing reflection pages at the end of this module. They will help you compare Nursing with other pathways later.

GUIDE CARDS Meet the Nursing Module Profiles

GUIDE CARD Elena Ramirez

Elena is a registered nurse at CareTown General Hospital.

She helps patients during busy shifts. She listens and watches for changes. She talks with the care team and helps patients know what is happening.

What Elena helps you remember:

Nursing is caring. It also takes careful watching, clear messages, and teamwork.

GUIDE CARD Maya Torres

Maya is a nursing assistant student.

She studies and learns patient care skills. She practices in a skills lab and gets ready for clinical time.

What Maya helps you remember:

Training takes practice, planning, and support.

SNAPSHOT Nursing Pathway Snapshot

In nursing, people may work as:

- Nursing assistants
- Licensed vocational nurses
- Registered nurses
- Patient care helpers, depending on training and employer rules

Nursing workers may work in:

- Hospitals
- Long-term care settings
- Clinics
- Home health
- Community health settings
- Schools or other settings after more experience or requirements

Nursing work may include:

- Helping patients feel safe and comfortable
- Watching for changes
- Reporting concerns
- Communicating with the care team
- Protecting privacy

- Documenting care
- Teaching patients or families, depending on the role
- Giving medicine or treatments only when licensed, trained, and allowed

Important note:

Training, costs, schedules, tests, and rules can change. Ask the program, a school counselor, an employer, or the state board for current facts.

CareTown uses California examples. Another state may use different job names, training steps, tests, or license rules. If you may move, check that state's official agency before you choose a program.

Related real-world roles around nursing:

Students may hear about local patient-care roles such as:

- Health services assistant
- CNA or nurse assistant
- Psychiatric aide
- ER technician
- Telemetry technician
- Burn care technician
- Orthopedic technician

These are real healthcare job titles. They are not CareTown story characters. You may see some of them in San Bernardino County or the Inland Empire. This list does not promise that a job or training program is open now. A job title can mean different things at different workplaces. Ask about the training, certificate, experience, background check, schedule, and supervision needed now.

Possible next-step note:

An early patient-care job may help a student learn more about nursing. It does not hand you a later LVN or RN job. If you hear about a college, employer program, or apprenticeship, check the current facts before you make a plan.

FIELD NOTE Nursing Pathways Quick Guide

Read the short guide on your own or together so CNA, LVN, RN, and related patient-care roles have enough context before comparison.

Use this guide before the Role Sort.

You do not need to memorize every rule. Learn which questions to ask about training, a license, the workplace, supervision, and employer rules.

CARE CARD **Nursing assistant or CNA**

A nursing assistant helps patients with basic care needs after training and within the rules of the setting.

May help with:

- Comfort, mobility, hygiene, meals, and daily needs
- Vital signs when trained and assigned
- Reporting changes to licensed staff
- Protecting privacy and safety

Questions to ask:

- What training program is required?
- Is there a state exam or certification?
- What tasks are allowed in this setting?
- Who supervises the role?

CARE CARD	**Licensed vocational nurse**

An LVN (licensed vocational nurse) gives basic nursing care. Most people finish an approved program and pass the national licensing exam (NCLEX-PN). Then the state issues a license. California also accepts some other qualifying education and experience.

May help with:

- Basic nursing care within the LVN role
- Patient observation and reporting
- Medication or treatment tasks only when allowed by license, orders, policy, and setting
- Documentation and team communication

Questions to ask:

- How long is the program?
- What are the class, lab, and clinical requirements?
- What costs, supplies, background checks, or health records are required?
- What settings hire LVNs in this region?

CARE CARD	**Registered nurse**

An RN (registered nurse) gives and coordinates patient care. The person must finish an approved nursing program and pass the national licensing exam (NCLEX-RN). Then the California Board of Registered Nursing issues the license.

May help with:

- Assessment, teaching, documentation, and coordination of care
- Communication with providers, families, and the care team
- Patient safety, advocacy, and escalation when something changes
- Medication or treatment tasks only when allowed by license, orders, policy, and setting

Questions to ask:

- What route fits this program: ADN, BSN, or another approved route?
- What prerequisites are required?

- How long is the program?
- What clinical schedule, costs, and licensure steps are required?

CARE CARD	**Related real-world patient-care roles**

Some roles sit near nursing, but titles can mean different things at different employers.

Examples to investigate:

- Patient care technician
- ER technician
- Telemetry technician
- Psychiatric aide
- Orthopedic technician
- Health services assistant

Questions to ask:

- What training or certification is required now?
- Is the role paid, trainee-based, apprentice-based, or volunteer-based?
- What schedule and supervision rules apply?
- Does this role connect to nursing training, or is it a separate pathway?

FIELD NOTE

What I Learned

In my own words, nursing is about:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

People in nursing may work in:

-
-
-

Common tasks may include:

-
-
-

Training or education may include:

-
-
-

Certifications, licenses, or exams to ask about:

FIELD NOTE

N1.1 - Nursing Pathways and Role Sort

Sort task cards into nursing assistant, licensed nurse, many team members, or ask a supervisor. Begin independently, then compare choices with a partner or group if directed.

First, read the Nursing Pathways Quick Guide.

Sort each task into a group.

Groups:

- Nursing assistant may help with this after training
- Licensed nurse may do this after training and licensure
- Many team members may help with this
- Ask a supervisor or check the rules

Task cards:

- Help a patient get comfortable
- Report a change to the nurse
- Take vital signs when trained and assigned
- Explain discharge instructions
- Give medication
- Document care
- Help protect patient privacy
- Call for help when something changes
- Listen when a patient is worried
- Teach a family about a care plan
- Move equipment safely
- Ask what task is allowed in this setting

My question after the role sort:

_____

_____

_____

_____

_____

_____

CARE CARD

Optional Real-World Role Sort Extension

Use this only when your instructor has current local examples.

Sort verified examples into groups:

- Possible first patient-care role to investigate

- Short training or certification to ask about
- Licensed nursing route to ask about
- Advanced or longer route to ask about
- Not sure yet; check current requirements

Example cards your instructor may use:

- Health services assistant
- CNA or nurse assistant
- Psychiatric aide
- ER technician
- Telemetry technician
- Burn care technician
- Orthopedic technician
- LVN route
- RN route

This activity is about building better questions. It does not mean a role, program, job, or apprenticeship is available right now.

One role or route I want to check:

_____
_____
_____

What I need to verify:

_____
_____
_____
_____
_____

TRY

N2.1 - Build Maya's Training Week

Build a sample week with class, skills lab, clinical time, study, transportation, meals, rest, and support. Build one plan or collaborate on a shared plan.

Maya is building a weekly plan for training. Help her think through what has to fit into one week.

Add these into the week:

- Class
- Skills lab
- Study time
- Clinical preparation
- Clinical time
- Transportation
- Meals
- Sleep or rest

Optional items:

- Work shift
- Family responsibility
- Tutoring
- Uniform laundry
- Supplies check
- Time with friends
- Exercise or stress relief

ACTIVITY CARD	Sample Weekly Planner

Day	What Maya Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One part of a nursing training week that seems manageable:

_____

_____

_____

One part that may be challenging:

_____

_____

_____

One support that could help:

_____

_____

_____

LISTEN

N3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast: Nursing Neighborhood: Skill Meets Trust

Listening question: How does Elena build trust while she keeps patients safe?

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to nursing:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

N3.2 - Elena's Busy Shift

Make six choices about what Elena should do as the shift changes, and write why for each one. You will not diagnose or choose treatment.

This is a fictional career story. Look for what Elena notices, who she tells, and how she keeps the patient safe.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD **Choice 1: The elevator is waiting**

SCENARIO

The discharge papers are printed and the wheelchair is outside the room. Mr. Alvarez grips the side rail and says, "I know I'm supposed to go home, but my chest feels tight and I can't catch my breath." Maya freezes and looks at Elena.

- ☐ A. Keep the discharge moving because the papers are done
- ☐ B. Finish the discharge teaching, then tell the provider about the new symptom
- ☐ C. Pause the discharge, stay with Mr. Alvarez, and check what changed
- ☐ D. Ask Maya to watch Mr. Alvarez while Elena looks up his chart

Why I chose it: _____

_____

CARE CARD **Choice 2: The room gets loud**

SCENARIO

The patient's daughter asks, "Is he okay?" The transport worker is waiting. Maya whispers, "Should I go get someone?" Elena needs fast, clear priorities.

- ☐ A. Tell the transport worker to wait and explain to the daughter before calling for help
- ☐ B. Ask Maya to go get someone, without saying who or what to tell them
- ☐ C. Ask Maya to decide whether this is serious
- ☐ D. Ask Maya to go tell the charge nurse Mr. Alvarez's exact words and say Elena needs help

Why I chose it: _____

_____

CARE CARD **Choice 3: What can Elena actually do?**

SCENARIO

Elena sees that Mr. Alvarez is breathing differently than before. She does not know the cause yet. What nursing action is realistic and safe?

- ☐ A. Check the patient, check the orders and hospital rules, and call for help
- ☐ B. Check the patient and write down what she sees, then wait for the provider's next visit
- ☐ C. Call the provider right away without checking the patient first
- ☐ D. Choose a new treatment on her own because she is the nurse

Why I chose it: _____

_____

CARE CARD	**Choice 4: Who needs the signal?**

SCENARIO

Elena needs the right help without turning the room into chaos. The patient's daughter is scared. Maya is watching every move.

- ☐ A. The charge nurse only, and let the charge nurse decide later whether to call anyone else
- ☐ B. No one until Elena knows the exact cause
- ☐ C. The family first, so they understand what is happening
- ☐ D. The provider, the charge nurse, or the rapid response team, based on the hospital's process

Why I chose it: _____

_____

CARE CARD	**Choice 5: The daughter asks, "Is he dying?"**

SCENARIO

The room is tense. Elena is waiting for help to arrive. She still needs to protect the patient's dignity, the family's trust, and the team's focus.

- ☐ A. Use plain, honest words: "We are taking this seriously, and the team is on the way."
- ☐ B. Tell the daughter, "I can't answer that," and turn back to the patient
- ☐ C. Promise that everything will be fine
- ☐ D. Give a detailed medical explanation of what might be happening

Why I chose it: _____

_____

CARE CARD **Choice 6: What belongs in the handoff?**

SCENARIO

Help arrives. Elena has only a few seconds to help the next person understand why the discharge stopped.

- ☐ A. A guess about the diagnosis
- ☐ B. Mr. Alvarez's exact words, without what Elena noticed or what she needs
- ☐ C. The whole chart from the beginning of the stay
- ☐ D. What happened, what Elena noticed, and what help she needs

Why I chose it: _____

_____

One choice that protected the patient, and why:

_____

_____

_____

TRY **Simple Handoff Practice**

Use this three-part frame:

- What is happening?
- What do I notice?
- What help do I need?

TRY

N3.3 - Team Handoff Huddle

After Elena's Busy Shift, write one focused handoff: what is happening, what was noticed, and what help is needed. Draft it alone or with a partner or group, then rehearse it aloud if invited.

Use this after Elena's Busy Shift.

Draft your own short handoff first. Then compare or combine answers with a partner, small group, or the whole class if your instructor asks you to. You are not diagnosing the patient. You are practicing how to share important details and ask for help.

Scenario:

Mr. Alvarez was about to be discharged. He says, "My chest feels tight and I can't catch my breath."

Step 1: What is happening?

_____
_____
_____
_____

Step 2: What do I notice?

_____
_____
_____
_____

Step 3: What do I need help with?

_____
_____
_____
_____

My or our short handoff statement:

_____
_____
_____
_____

Who may need to hear it?

_____

_____

_____

_____

Why this person or role?

_____

_____

_____

_____

_____

FIT CHECK

N4.1 - Nursing Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether nursing is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Listening
- ☐ Staying calm
- ☐ Asking questions
- ☐ Noticing details
- ☐ Following steps
- ☐ Communicating clearly
- ☐ Working with a team
- ☐ Managing time
- ☐ Practicing skills
- ☐ Respecting privacy
- ☐ Showing patience
- ☐ Learning science
- ☐ Something else: _____

One strength I already use: _____
_____

One skill I could build: _____
_____

Do I want to keep exploring nursing? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore nursing more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____
_____
_____

FIELD NOTE

N4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect a nursing route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Training length	( )	( )	( )
Cost	( )	( )	( )
Transportation	( )	( )	( )
Clinical location	( )	( )	( )
Attendance rules	( )	( )	( )
Uniforms and supplies	( )	( )	( )
Study time	( )	( )	( )
Work schedule	( )	( )	( )
Physical demands	( )	( )	( )
Emotional demands	( )	( )	( )
Background check or drug screening	( )	( )	( )
Immunizations or health records	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

PASSPORT

N4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Elena Ramirez, a registered nurse, and followed Maya Torres, a nursing assistant student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about nursing programs.
- ☐ Visit an official state board website with a trusted adult.
- ☐ Ask a nursing worker about their work.
- ☐ Compare local program requirements.
- ☐ Learn about nursing assistant training.
- ☐ Learn about LVN or RN routes.
- ☐ Add nursing to my Career Passport for later.
- ☐ Choose a different CareTown stop next.

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Nursing Neighborhood: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 1 Exit Ticket

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 2 Exit Ticket

Name: _____

One question I would ask a nursing program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 3 Exit Ticket

Name: _____

One exact fact a nurse must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 4 Exit Ticket

Name: _____

One action I will take next, and how it connects to my N4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

CareTown Respiratory Care Station





MODULE 02

Respiratory Care Station

Map the respiratory care team, explore training and work, and choose a current next question.



Darius Owens
Respiratory therapist



Leo Martinez
Respiratory therapy student

WATCH	LISTEN	EXPLORE	TRY	REFLECT

START **Welcome to the Respiratory Care Station**

In this module, you will explore respiratory care careers.

FICTIONAL VS. REAL

Darius, Leo, and CareTown stories are fictional. Respiratory care careers, official pathway requirements, and the linked public sources are real-world information that can change and should be checked when you make a plan.

You will follow a respiratory therapist across work settings, a student training week, and a fictional team story.

You will not learn medical care in this module. You will learn about careers, training, science, communication, equipment readiness, teamwork, and clear handoffs.

FIELD NOTE

How This Module Is Organized

Module 2 is the full Respiratory Care Station visit.

A **unit** is one shorter lesson inside the module. This module has four units: the respiratory care team, the training week, the work shift, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Look for an activity code, such as R1.1 or R3.2.

Open the page with the same code when your instructor starts an activity.

Start with your own answer. Share or compare only when your instructor asks.

If the fictional breathing-support story feels uncomfortable, you may use the written option in R3.2 instead.

GUIDE CARDS

Meet the Respiratory Care Guides

Darius and Leo are fictional CareTown characters. Respiratory therapists and respiratory therapy students are real.



GUIDE CARD

Darius Owens

Respiratory therapist

Darius is a respiratory therapist at the CareTown Respiratory Care Station.

His work mixes science, equipment checks, clear explanations, careful watching, record keeping, and teamwork.

What Darius helps you remember:

Calm work is prepared work. Clear communication is part of care.



GUIDE CARD

Leo Martinez

Respiratory therapy student

Leo is a respiratory therapy student.

His week includes science and respiratory care classes, skills or simulation lab, supervised clinical learning, study, travel, feedback, and rest.

What Leo helps you remember:

Interest in science is a start. Training also takes communication, planning, practice, and support.

SNAPSHOT Respiratory Care Pathway Snapshot

Respiratory therapists help care for people who have trouble breathing.

They work with patients, families, nurses, physicians, and other healthcare workers. They use science, communication, equipment, records, and teamwork. They stay within their license, training, employer rules, and the care team's plan.

People may work in:

- Hospitals and emergency departments
- Intensive care and newborn or pediatric care units
- Pulmonary function laboratories
- Sleep centers
- Pulmonary rehabilitation programs
- Outpatient clinics
- Home-care services and equipment programs

The work may include:

- Checking equipment and supplies
- Assessing and supporting patients within the licensed role
- Explaining equipment or care in plain language
- Communicating changes and questions to the care team
- Documenting care and handoffs
- Cleaning, checking, and preparing equipment
- Learning new equipment and standards over time

This module is career exploration. It is not respiratory care, oxygen, medication, ventilator, emergency, or medical training.

FIELD NOTE Respiratory Care Settings Quick Guide

Read the guide before comparing the career title, national credential, California license, and broad route.

Use this guide before R1.1.

CARE CARD	**Hospital Room or Emergency Department**

A respiratory therapist may:

- Join a care team when breathing support is needed
- Gather and share information within the licensed role
- Use approved equipment and procedures
- Explain the role and answer patient questions
- Document and hand off information

Team partners may include:

- Patient and family
- Registered nurse
- Physician or advanced practice clinician
- Emergency or hospital support staff

Question to ask:

_____

_____

_____

_____

_____

What parts of hospital respiratory care are planned, and what parts can change quickly?

_____

_____

_____

_____

_____

_____

_____

_____

CARE CARD	**Intensive Care or Newborn Care Unit**

A respiratory therapist may:

- Work with patients who need close respiratory support
- Use specialized equipment within the professional role
- Communicate closely with nurses, physicians, and families
- Complete detailed checks, documentation, and handoffs

Question to ask:

_____
_____
_____
_____
_____

What school, supervised practice, and job training help people work in this setting?

_____
_____
_____
_____
_____
_____
_____

CARE CARD	**Pulmonary Function Laboratory**

A respiratory therapist or pulmonary function professional may:

- Support breathing tests within the trained role
- Explain test directions
- Check equipment and quality steps
- Record information for the qualified care team

Question to ask:

_____
_____
_____
_____
_____

What credential, license, and employer requirements apply to this job title?

_____

_____

_____

_____

_____

_____

_____

CARE CARD	**Sleep Center**

A respiratory therapist or sleep professional may:

- Support sleep testing or breathing-related care within the trained role
- Prepare and check equipment
- Explain what the patient can expect
- Record and communicate information

Question to ask:

_____

_____

_____

_____

_____

What does this employer call the role, and what current credential is required?

_____

_____

_____

_____

_____

_____

_____

CARE CARD	**Pulmonary Rehabilitation or Outpatient Clinic**

A respiratory therapist may:

- Support education and care plans within the professional role

- Help patients understand equipment or breathing-care goals
- Track and communicate progress
- Work with a team over repeated visits

Question to ask:

_____

_____

_____

_____

_____

How is ongoing patient education different from one urgent hospital visit?

_____

_____

_____

_____

_____

_____

_____

CARE CARD	**Home-Care Service or Equipment Program**

A respiratory therapist or home-care team member may:

- Teach patients and families about approved equipment within the role
- Check readiness and documentation
- Communicate with the ordering and care teams
- Travel or support patients outside a hospital

Question to ask:

_____

_____

_____

_____

_____

Which duties require a California RCP license, and which belong to another role?

Job titles and requirements can vary. Check the California Respiratory Care Board, the employer, and the education program before making a plan.

FIELD NOTE

California Respiratory Care Pathway Quick Guide

Use this guide before R2.1.

CARE CARD **Three Terms That Sound Alike**

Respiratory therapist, or RT: a common job title.

Registered Respiratory Therapist, or RRT: a national credential. It comes from the National Board for Respiratory Care (NBRC).

Respiratory Care Practitioner, or RCP: the California license title.

An RRT credential alone does not let you work in respiratory care in California. You also need a California RCP license or a valid work permit.

CARE CARD **Broad Route for a New California Applicant**

1. Complete a CoARC-accredited respiratory care program.
2. Earn at least an associate degree.
3. Earn the current NBRC RRT credential required for California licensure.
4. Complete the California board-approved law and professional ethics course.
5. Apply for and receive a California RCP license or valid work permit.

In January 2027, the NBRC switches to one new exam. Use the current NBRC and California Respiratory Care Board pages instead of an old checklist.

Each program sets its own rules for admission, health and background checks, attendance, travel, supplies, and clinical learning. Ask the program directly.

FIELD NOTE

What I Learned

In my own words, respiratory care is about:

Settings that interest me:

-
-
-

Team roles that connect with respiratory care:

-
-
-

Training, credential, or license steps to ask about:

-
-

One work reality that surprised me:

FIELD NOTE

R1.1 - Respiratory Care Team Map

Build at least four setting connections, add three team roles and four labels, then write one question for a current source or professional.

Darius and the CareTown story are fictional. The career roles and settings are real-world examples.

Put Darius in the center of your map. Add settings, team roles, work clues, and labeled arrows.

If drawing is not a good fit, sort or list the connections instead. You may dictate your response to an approved person or tool.

CARE CARD **Setting Cards**

- Hospital room or emergency department
- Intensive care or newborn care unit
- Pulmonary function laboratory
- Sleep center
- Pulmonary rehabilitation or outpatient clinic
- Home-care service or equipment program

CARE CARD **Team Role Cards**

- Patient and family
- Registered nurse
- Physician or advanced practice clinician
- Respiratory therapist or licensed respiratory care practitioner
- Pulmonary function or sleep professional
- Home-care or equipment team member

CARE CARD **Work-Clue Cards**

- Explain equipment or a care step in plain language
- Check readiness and supplies
- Share an observable change with the qualified team
- Support testing or monitoring within the trained role
- Document and hand off information
- Teach and answer questions within the professional role

Directions:

1. Add at least four settings.
2. Add at least three team roles.
3. Draw at least four arrows.
4. Label each arrow with a work clue or information connection.
5. Star one connection you want to investigate.

DARIUS OWENS | RESPIRATORY THERAPIST

Add team roles, work clues, and labeled arrows in at least four setting zones.

HOSPITAL OR EMERGENCY Team roles, work clues, arrows, and questions:	**INTENSIVE OR NEWBORN CARE** Team roles, work clues, arrows, and questions:
PULMONARY FUNCTION LAB Team roles, work clues, arrows, and questions:	**SLEEP CENTER** Team roles, work clues, arrows, and questions:
OUTPATIENT OR REHAB Team roles, work clues, arrows, and questions:	**HOME OR COMMUNITY** Team roles, work clues, arrows, and questions:

One connection I starred:

_____
_____
_____
_____
_____
_____

Why it interests me:

_____
_____
_____
_____
_____
_____
_____

One question that needs a current source or professional answer: _____
_____

TRY

R2.1 - Build Leo's Week and Pathway

Make a hypothetical week, mark one pressure point and one support, arrange the broad route, and ask one current program question.

FICTIONAL VS. REAL

Leo and this sample week are fictional. Accredited programs, the current NBRC RRT credential required for California licensure, and California RCP licensure are real; each program's schedule and requirements must be verified.

This is a hypothetical week. Every program schedule is different.

Add these blocks:

- Science or respiratory care class
- Skills or simulation lab
- Supervised clinical learning
- Study
- Test preparation
- Travel
- Meals
- Sleep or rest
- Supplies or uniform check
- Program or credential question time

Add one optional block:

- Work shift
- Family responsibility
- Tutoring or study group
- Exercise or stress relief
- Appointment
- Time with friends

ACTIVITY CARD	**Sample Weekly Planner**

Day	What Leo Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One pressure point in the week:

_____
_____
_____
_____
_____
_____
_____

One support that may help:

_____
_____
_____

One thing Leo must check with the program:

_____
_____
_____

ACTIVITY CARD **Put the Broad Route in Order**

Write 1, 2, 3, and 4.

- ☐ Complete California ethics-course and license application steps.
- ☐ Complete a CoARC-accredited respiratory care program and earn at least an associate degree.
- ☐ Receive a California RCP license or valid work permit before practice.
- ☐ Earn the current NBRC RRT credential required for California licensure.

Why are a program, credential, and license separate steps?

_____
_____
_____
_____
_____
_____
_____
_____

One current fact I need to verify:

_____
_____
_____
_____
_____
_____
_____

Where I would verify it:

_____
_____
_____
_____
_____
_____
_____

LISTEN

R3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast:

Listening question:

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to respiratory care:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

R3.2 - Darius's Respiratory Care Shift

Make five choices that protect accuracy, patient understanding, role boundaries, and teamwork, and write why. A written source-comparison option is included.

This is a fictional, non-graphic career story. You are not diagnosing, reading measurements, choosing equipment settings, or choosing treatment. Look for readiness, exact facts, patient understanding, role boundaries, and teamwork. If you prefer not to use the story, use the written option at the end of this activity.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD

Choice 1: Start with readiness

SCENARIO

At the start of the fictional shift, the approved readiness record is not complete. What professional habit matters?

- ☐ A. Use the approved check process and confirm what is ready and what is not
- ☐ B. Change equipment settings without direction
- ☐ C. Ask a coworker whether the room is probably ready
- ☐ D. Check the parts he can see and leave the rest for the next shift

Why I chose it: _____

_____

CARE CARD	Choice 2: Keep the exact words

SCENARIO

A fictional adult patient says, "Breathing feels harder than it did this morning." What belongs in the team update?

- ☐ A. The patient's exact words, the time, and what can be seen
- ☐ B. A guessed diagnosis
- ☐ C. A short summary: "The patient is having trouble breathing."
- ☐ D. The patient's exact words, saved for the end-of-shift report

Why I chose it: _____

_____

CARE CARD	Choice 3: Explain the role

SCENARIO

The patient asks what Darius does. What best supports understanding?

- ☐ A. A correct explanation that uses a lot of technical words
- ☐ B. A friendly answer, then moving on without checking that the patient understood
- ☐ C. "Don't worry about it. Just let us do our job."
- ☐ D. A plain-language explanation and a chance to ask questions

Why I chose it: _____

_____

CARE CARD	**Choice 4: Ask when unsure**

SCENARIO

Leo is not sure which person should get an update. What should a learner do?

- ☐ A. Tell the first staff member he sees and hope they pass it on
- ☐ B. Ask the supervising professional and follow the team's process
- ☐ C. Keep the concern to himself
- ☐ D. Write the concern in his notes to bring up at the end of the day

Why I chose it: _____

_____

CARE CARD	**Choice 5: Continue the quiet work**

SCENARIO

The room feels calm again. What work still matters?

- ☐ A. Documentation only, and leave the equipment for someone else
- ☐ B. Cleaning and restocking, but not the documentation
- ☐ C. Documentation, handoff, cleaning, equipment readiness, and follow-up questions
- ☐ D. Leave right away because the urgent moment is over

Why I chose it: _____

_____

One choice that protected accuracy, patient understanding, or teamwork, and why:

_____

_____

_____

CARE CARD	**Written option: Official-Source Comparison**

Use this option instead of the story if you prefer. You will practice the same career habits by checking current sources, comparing exact information, and naming what still needs verification.

Choose two sources:

- ☐ California Respiratory Care Board licensure requirements
- ☐ NBRC credential and examination information
- ☐ CoARC accredited-program search
- ☐ Crafton Hills College respiratory care page
- ☐ Victor Valley College respiratory therapy page
- ☐ U.S. Bureau of Labor Statistics respiratory therapist profile
- ☐ Another current source approved by my instructor: _____

My career question: _____

_____

Source A and date checked: _____

_____

One exact detail from Source A: _____

_____

Source B and date checked: _____

_____

One exact detail from Source B: _____

_____

One point the sources support together: _____

_____

One detail that differs or still needs verification: _____

_____

Which source is most useful for my question, and why?

_____

_____

_____

One professional habit this comparison practiced: _____

_____

Check your work:

- ☐ I used two current sources.
- ☐ I recorded exact information instead of guessing.
- ☐ I named one detail that still needs verification.
- ☐ I explained which source best fits my question.

FIELD NOTE

R3.3 - Breathing-Support Team Huddle

Draft context, exact words or observable facts, one information gap, and the qualified role that needs the update.

Draft your own message first. Then compare or combine it with a partner, small group, or whole class if your instructor asks.

You may write, point to the frame, or dictate your response to an approved person or tool. Your final message still needs the four information parts below.

This is the fictional CareTown story:

- Adult patient in a CareTown hospital room
- Patient says, “Breathing feels harder than it did this morning.”
- The care team has been told.
- Darius joins the licensed care team.
- Leo is observing as a student.
- The team needs exact information and a clear next contact.

CARE CARD

Simple Team Update

Use this four-part frame. Answer each question below.

Use facts. Do not guess a diagnosis, interpret a measurement, choose equipment settings, or give treatment advice.

Where are we, and what is happening?

_____

_____

_____

What exact words or observable facts do we have?

_____

_____

_____

_____

_____

_____

What changed or still needs to be confirmed?

Which qualified role needs the update?

My short team update:

Why this role needs the message:

Check your message:

- ☐ I used exact words or observable facts.
- ☐ I named the context or location.
- ☐ I named what still needs to be confirmed.
- ☐ I named a qualified next role.
- ☐ I did not guess a diagnosis.
- ☐ I did not choose oxygen, equipment settings, or treatment.

FIT CHECK

R4.1 - Respiratory Care Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether respiratory care is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Science curiosity
- ☐ Careful observation
- ☐ Calm communication
- ☐ Explaining ideas in plain language
- ☐ Learning how equipment works
- ☐ Following approved steps
- ☐ Working with a team
- ☐ Writing accurate notes
- ☐ Asking questions when unsure
- ☐ Accepting feedback
- ☐ Practicing until a skill is steady
- ☐ Patience with people who are worried
- ☐ Working with different age groups
- ☐ Managing time
- ☐ Asking for support after hard work
- ☐ Something else: _____

One strength I already use:

_____

_____

_____

One skill I could build:

_____

_____

_____

Do I want to keep exploring respiratory care? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore respiratory care more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____

_____

_____

_____

FIELD NOTE

R4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect a respiratory care route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Science prerequisites	( )	( )	( )
Class and lab schedule	( )	( )	( )
Clinical-learning schedule	( )	( )	( )
Travel to campus or clinical sites	( )	( )	( )
Tuition, books, supplies, and fees	( )	( )	( )
Attendance and study time	( )	( )	( )
Work or caregiving responsibilities	( )	( )	( )
Health, background, or program requirements	( )	( )	( )
Support services and accommodations	( )	( )	( )
Exam, credential, and license steps	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

PASSPORT

R4.3 - Career Passport and Next-Step Planner

Record one fact to verify, check one current official source, and leave with one action and one person to ask.

This page is your Career Passport record for this stop. At this stop, you met Darius Owens, a respiratory therapist, and followed Leo Martinez, a respiratory therapy student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify: _____
_____

REAL EXAMPLES, NOT PROMISES

The regional schools and employer examples are real examples, not a promise of a seat, a job, a schedule, or the next step. Verify current details with the program, employer, or official agency.

Choose one current source to check:

- ☐ California Respiratory Care Board licensure requirements
- ☐ NBRC credential and examination information
- ☐ CoARC accredited-program search
- ☐ Crafton Hills College respiratory care page
- ☐ Victor Valley College respiratory therapy page
- ☐ U.S. Bureau of Labor Statistics respiratory therapist profile
- ☐ A current employer or counselor source approved by my instructor

The source I chose, and the date or detail I should check: _____
_____

One action I can take in the next 30 days: _____
_____

One person I could ask for support: _____
_____

PASSPORT

Respiratory Care Station: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 1 Exit Ticket**

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 2 Exit Ticket**

Name: _____

One question I would ask a respiratory therapy program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT — Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD — Unit 3 Exit Ticket

Name: _____

One exact fact a respiratory therapist must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD — Unit 4 Exit Ticket

Name: _____

One action I will take next, and how it connects to my R4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

CareTown Pharmacy Counter



MODULE 03

Pharmacy Counter

Follow an order through the pharmacy workflow and see how accuracy protects patients.



Priya Shah
Pharmacy technician



Sofia Nguyen
Pharmacy technician student

WATCH	LISTEN	EXPLORE	TRY	REFLECT

START — Welcome to the Pharmacy Counter

In this module, you will explore pharmacy work.

Pharmacy workers help people get the right medicine safely. Pharmacy technicians help pharmacists. They check details, keep records, track supplies, and help customers. When something does not match, they pause and ask.

You do not have to choose pharmacy today. Your job is to learn, ask questions, and decide if pharmacy work is something you want to keep exploring.

This is career exploration. You will not name medicines, figure out doses, make labels, fill prescriptions, or tell anyone what to take.

FICTIONAL VS. REAL

Priya, Sofia, and the CareTown Pharmacy Counter are fictional. Pharmacy technician and pharmacist roles, California licensing, and the linked public sources are real-world information that can change and should be checked when you make a plan.

FIELD NOTE

How This Module Is Organized

CareTown is the full course. Module 3 is the Pharmacy Counter visit.

A **unit** is one shorter lesson inside the module. This module has four units: the pharmacy team, the training week, pharmacy work, and the fit check.

An **activity** is one task inside a unit. Each activity has a code, like P1.1. You will see the same code on the website and in this workbook.

Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Open these Pharmacy pages when each activity starts.

Start with your own answer. Share only when your instructor asks.

Use the Pharmacy Counter reflection pages at the end of this section. They will help you compare Pharmacy with other pathways later.

Priya, Sofia, and the CareTown Pharmacy Counter are made up for this course. Pharmacy technicians, pharmacists, and the California rules in this workbook are real.

GUIDE CARDS

Meet the Pharmacy Counter Guides



GUIDE CARD

Priya Shah

Pharmacy technician

Priya is a pharmacy technician at the CareTown Pharmacy Counter.

She works carefully, one step at a time. She compares what is on the order with what is in the record. When a detail does not match, she stops and brings the question to the pharmacist.

What Priya helps you remember:

Pausing is not a failure. Checking and speaking up help the whole team.



GUIDE CARD

Sofia Nguyen

Pharmacy technician student

Sofia is a pharmacy technician student.

She likes checklists and systems. She studies pharmacy words and pharmacy math. She practices in a lab and gets ready for an externship.

What Sofia helps you remember:

Being careful is more than staying quiet. It also means asking a clear question.

SNAPSHOT

Pharmacy Pathway Snapshot

In pharmacy, people may work as:

- Pharmacy technicians
- Pharmacists
- Pharmacy clerks, cashiers, or aides
- Pharmacy technician trainees in a school program

Pharmacy technicians may work in:

- Community, retail, or grocery pharmacies
- Hospital pharmacies
- Clinic or outpatient pharmacies
- Long-term care or mail-order pharmacies

Pharmacy technician work may include:

- Getting information from customers or health workers
- Entering information into the computer record
- Counting, packaging, and labeling, with a pharmacist in charge
- Keeping track of supplies and telling the pharmacist about shortages
- Working on insurance and payment
- Answering phones
- Protecting privacy
- Sending medicine questions to the pharmacist

Important note:

Training, costs, schedules, tests, and rules can change. Ask the program, a school counselor, an employer, or the California State Board of Pharmacy for current facts.

CareTown uses California examples. Another state may use different job names, training steps, tests, or rules. Some states say license. Some say registration or certification. If you may move, check that state's official board before you choose a program.

Related real-world roles around pharmacy:

_____

_____

_____

_____

_____

_____

_____

Students may hear about pharmacy roles such as:

- Hospital pharmacy technician
- Long-term care or mail-order pharmacy technician
- Sterile compounding technician
- Medication history technician
- Lead technician or technician trainer

These are real job titles. They are not CareTown story characters. Some of them need more training and experience first. This list does not promise that a job or training program is open now. A job title can mean different things at different workplaces. Ask about the training, license, certificate, experience, background check, schedule, and supervision needed now.

Possible next-step note:

A pharmacy clerk job or a training program may help you learn more about pharmacy work. It does not hand you a license, a job, or a pharmacist role later. If you hear about a college, employer program, or apprenticeship, check the current facts before you make a plan.

FIELD NOTE

Pharmacy Pathway Quick Guide

Compare the technician role, pharmacist boundary, work settings, and broad California route before you begin the workflow activities.

Use this guide before P1.1.

You do not need to memorize every rule. Learn which questions to ask about training, a license, the workplace, and who is in charge.

CARE CARD **Pharmacy technician**

A pharmacy technician helps a pharmacist. In California, a pharmacy technician must have a license from the state Board of Pharmacy. The pharmacist is in charge of the work.

May help with:

- Collecting and entering information

- Counting, packaging, and labeling while a pharmacist is in charge
- Inventory and supply checks
- Insurance, payment, and phone calls
- Noticing a mismatch and bringing it to the pharmacist

Questions to ask:

- What training program is required?
- Do I need a national certification test?
- What tasks are allowed in this setting?
- Who supervises the role?

CARE CARD	**Pharmacist**

A pharmacist is a licensed medicine expert. A pharmacist checks prescriptions before they go to a patient. A pharmacist answers questions about what a medicine does and how to take it. A pharmacist supervises pharmacy technicians.

May help with:

- Checking each prescription
- Answering medicine and health questions
- Talking with doctors and other health workers
- Supervising the pharmacy team

Questions to ask:

- How many years of college does it take?
- What is a Doctor of Pharmacy degree?
- What tests are needed for a California license?
- What settings hire pharmacists in this region?

CARE CARD	**Pharmacy clerk, cashier, or aide**

Some pharmacies hire people to help with clerical and customer work. Job titles and tasks change from place to place. In California, these workers are not pharmacy technicians and do not do technician tasks.

May help with:

- Greeting customers and taking payment
- Answering the phone and getting the pharmacist
- Typing or entering information, when the pharmacist allows it
- Stocking, delivery, and cleaning tasks

Questions to ask:

- What training does this job give?
- What tasks are allowed for this job title?
- Does this job connect to a technician training program?

CARE CARD	**Pharmacy technician trainee**

A trainee is a student in an approved pharmacy technician training program. A trainee may practice in a real pharmacy during an externship. A pharmacist must be right there and in charge.

May help with:

- Learning the workflow
- Practicing tasks only as the program and the pharmacist allow
- Asking questions and taking feedback

Questions to ask:

- Does the program include an externship?
- Where are the externship sites?
- How many hours or weeks is the externship?

CARE CARD	**California route in four broad steps**

This is a simple picture. Always check the current rules with the California State Board of Pharmacy.

1. Finish high school or earn a GED.
2. Show one approved way you learned the work. This can be a pharmacy technology associate degree, an approved training course, a pharmacy school degree, or an approved national certification.
3. Apply to the Board of Pharmacy. The application includes fingerprints for a background check and fees.
4. Keep the license current. Renew it on time and complete the required training for renewal.

FIELD NOTE

P1.1 - Pharmacy Workflow and Role Sort

Number the pharmacy workflow steps in order, then sort each task card: pharmacy technician, pharmacist, many team members, or ask the pharmacist.

First, read the Pharmacy Pathway Quick Guide.

Part A: Put the workflow in order.

Number the steps from 1 to 5. This is a simple picture. Real pharmacies may use more steps.

Step	Order number
Pharmacist reviews the prescription	
Order comes in and information is collected	
Information is entered and checked against the record	
Customer pickup or handoff to the care team	
Item is counted, packaged, and labeled under supervision	

Part B: Sort each card into a group.

Groups:

- A pharmacy technician may help with this after training and licensure
- A pharmacist handles this
- Many team members may help with this
- Ask the pharmacist or check the rules

Task cards:

- Greet a customer and collect pickup information
- Enter information into the pharmacy computer record
- Put a label on a container while a pharmacist is in charge
- Check supplies and report a shortage
- Work on an insurance claim
- Review a prescription before it goes to a patient
- Answer "What does this medicine do?"
- Answer "Can I take this with my other medicine?"
- Notice that a detail does not match and pause
- Change what an order says
- Answer the phone and get the pharmacist

- Keep private information private
- Leave a clear note for the next shift

My question after the role sort:

_____

_____

_____

_____

_____

TRY

P2.1 - Build Sofia's Training Week

Arrange class, medication terms, math practice, lab, study, travel, rest, and support. Mark one pressure point and one question for a program.

Sofia is building a weekly plan for training. Help her think through what has to fit into one week.

This is a made-up example week. Every real program has its own schedule.

FICTIONAL VS. REAL

Sofia and this sample week are fictional. Pharmacy technician programs, California pharmacy technician licensing, and national certification are real; each program's schedule and requirements must be verified.

Add these into the week:

- Class
- Pharmacy words study
- Pharmacy math practice
- Supervised lab practice
- Externship day
- Study time
- Travel
- Meals
- Sleep or rest

Optional items:

- Work shift
- Family responsibility
- Tutoring or study group
- Certification test practice
- Uniform laundry
- Time with friends
- Exercise or stress relief

ACTIVITY CARD **Sample Weekly Planner**

Day	What Sofia Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Circle one day that feels too full.

One part of a pharmacy technician training week that seems manageable:

_____
_____
_____

One part that may be challenging:

_____
_____
_____

One support that could help:

_____
_____
_____

LISTEN

P3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast: Accuracy Before the Counter

Listening question: How does accuracy protect patients before medicine reaches them?

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to pharmacy technician work:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

P3.2 - Priya's Accuracy Check

Make five choices about pausing, checking, role boundaries, communication, and handoff, and write why. You will not prepare medication or make a clinical decision.

Your instructor may show this activity on the screen. You can also use this printed version.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD

Choice 1: Pause for a clear question

SCENARIO

In this fictional CareTown workflow, one detail on an incoming order is unclear. What should happen before the order moves forward?

- ☐ A. Guess what the detail probably means
- ☐ B. Flag the detail with a note and keep filling the order so it is not late
- ☐ C. Pause the order and ask the pharmacist through the approved process
- ☐ D. Ask another technician what they think the detail means

Why I chose it: _____

_____

CARE CARD

Choice 2: Compare, do not assume

SCENARIO

Two packages look alike, but their printed labels and product numbers are different. What habit fits the technician role?

- ☐ A. Read both labels carefully and choose the one that matches the order
- ☐ B. Keep them apart and follow the approved checking steps for each one
- ☐ C. Choose the package that looks most familiar
- ☐ D. Set both aside and tell the pharmacist at the end of the shift

Why I chose it: _____

_____

CARE CARD	**Choice 3: Protect role boundaries**

SCENARIO

A customer asks Sofia what a medicine will do and whether they should take it. What is the best response for a learner?

- ☐ A. Tell the customer to call their doctor later
- ☐ B. Give an answer based on something found online
- ☐ C. Say the question matters and connect the customer with the pharmacist
- ☐ D. Read the customer the general information printed on the package

Why I chose it: _____

_____

CARE CARD	**Choice 4: Communicate the mismatch**

SCENARIO

The inventory count does not match the approved record. What should Priya communicate?

- ☐ A. The exact item, the recorded count, the counted amount, and who needs to review it
- ☐ B. Count again, and report it only if the numbers still do not match
- ☐ C. "The count is off on one item"
- ☐ D. A guess about who made the mistake

Why I chose it: _____

_____

CARE CARD	**Choice 5: Leave a clear handoff**

SCENARIO

Priya's shift is ending, and one question is still open. What helps the next team?

- ☐ A. Move the order forward so the next team has less work
- ☐ B. A clear handoff that says what is known, what is paused, and what still needs review
- ☐ C. Tell one coworker about the question on the way out
- ☐ D. A sticky note on the order that says "check this"

Why I chose it: _____

_____

One choice that protected accuracy, and why:

_____

_____

_____

FIELD NOTE

P3.3 - Pause, Check, Clarify Huddle

Use four boxes to name the exact information, the mismatch or gap, what must pause, and the qualified person who needs the question.

Use this after Priya's Accuracy Check.

Your instructor will show a made-up workflow card or give your group a printed card. Do your own boxes first. Then compare with a partner, a small group, or the whole class if your instructor asks.

You are not checking medicine. You are practicing how to move a question to the right person.

CARE CARD	**Workflow Card A**

A made-up order record says the pickup name is J. Rivera with a birth month of April. The pickup slip at the counter says J. Rivera with a birth month of July.

CARE CARD	**Workflow Card B**

The supply record says there are 12 boxes of Item C-14 on the shelf. Priya counts 10 boxes.

CARE CARD	**Workflow Card C**

A customer at the counter asks, "Is it okay to take this with my other medicine?"

CARE CARD	**Workflow Card D**

Two boxes on the same shelf look almost the same. One code says CT-2048. The other says CT-2084.

CARE CARD	**Workflow Card E**

It is the end of the shift. A question about one order is still waiting for an answer from the clinic.

My card letter:

_____

_____

_____

_____

_____

_____

_____

1. Exact information. What words, numbers, labels, or records are actually shown?

2. Gap or mismatch. What does not match, is missing, or still needs to be checked?

3. Pause point. What part of the work should wait?

4. Clarify. Which pharmacist, supervisor, or other qualified team member needs the question?

My or our short huddle statement:

_____

_____

_____

_____

_____

_____

_____

Ways to work:

- Individual: complete all four boxes
- Partner or small group: give one box to each person, then put them together
- Whole class: build one shared huddle on the board

FIT CHECK

P4.1 - Pharmacy Technician Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether pharmacy technician work is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Noticing small details
- ☐ Following steps in order
- ☐ Checking my work
- ☐ Speaking up when something looks wrong
- ☐ Staying calm when it gets busy
- ☐ Being polite with customers
- ☐ Working with a team
- ☐ Using a computer
- ☐ Doing math carefully
- ☐ Keeping things organized
- ☐ Keeping private information private
- ☐ Standing or walking for a long time
- ☐ Something else: _____

One strength I already use: _____
_____

One skill I could build: _____
_____

Do I want to keep exploring pharmacy technician work? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore pharmacy technician work more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____
_____
_____

FIELD NOTE

P4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect a pharmacy technician work route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Training length	( )	( )	( )
Cost and fees	( )	( )	( )
Transportation	( )	( )	( )
Externship location	( )	( )	( )
Attendance rules	( )	( )	( )
Study time and math practice	( )	( )	( )
Certification test	( )	( )	( )
State license steps	( )	( )	( )
Background check and fingerprints	( )	( )	( )
Health records or drug test	( )	( )	( )
Standing for long periods	( )	( )	( )
Busy lines and customer pressure	( )	( )	( )
Nights, weekends, or holidays	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

PASSPORT

P4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Priya Shah, a pharmacy technician, and followed Sofia Nguyen, a pharmacy technician student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about pharmacy technician programs.
- ☐ Look at the California State Board of Pharmacy website with a trusted adult.
- ☐ Ask a pharmacist or pharmacy technician about their work.
- ☐ Compare two local program requirements.
- ☐ Learn about PTCB or NHA certification.
- ☐ Learn about the pharmacist route.
- ☐ Add Pharmacy to my Career Passport for later.
- ☐ Choose a different CareTown stop next.

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Pharmacy Counter: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 1 Exit Ticket**

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 2 Exit Ticket**

Name: _____

One question I would ask a pharmacy technician program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 3 Exit Ticket**

Name: _____

One exact fact a pharmacy technician must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 4 Exit Ticket**

Name: _____

One action I will take next, and how it connects to my P4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

Operating Room, Anesthesia Suite, and Sterile Processing





MODULE 04

Perioperative Services

See how quiet preparation, sterile processing, and clear updates make a procedure room ready.



Jordan Lee
Anesthesia technologist



Camila Reed
Perioperative services student

WATCH | LISTEN | EXPLORE | TRY | REFLECT

START

Welcome to the Operating Room, Anesthesia Suite, and Sterile Processing

In this module, you will explore perioperative services careers.

Perioperative means the time around a procedure: before, during, and after.

You will follow a team as it gets a room ready before a patient arrives.

You will not learn surgery, sterile processing, anesthesia, or patient care in this module. You will learn about careers, training, teamwork, and clear updates.

FIELD NOTE

How This Module Is Organized

Module 4 is the full Perioperative Services visit.

A **unit** is one shorter lesson inside the module. This module has four units: the team, the student week, the work week, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Look for an activity code, such as O1.1 or O3.2.

Open the page with the same code when your instructor starts an activity.

Start with your own answer. Share or compare only when your instructor asks.

If a story feels uncomfortable, tell your instructor. You may complete the printed version on your own.

GUIDE CARDS

Meet the Perioperative Guides

Jordan and Camila are fictional CareTown characters. Anesthesia technologists and perioperative services students are real.



GUIDE CARD

Jordan Lee

Anesthesia technologist

Jordan is an anesthesia technologist. Jordan uses they/them pronouns.

They help make sure anesthesia equipment and supplies are ready for the qualified team members who will use them. They work with the operating room and sterile processing teams.

What Jordan helps you remember:

Quiet preparation matters. If something is not ready, say so.



GUIDE CARD

Camila Reed

Perioperative services student

Camila is a perioperative services student.

She likes hands-on practice. Her week includes anatomy, sterile technique practice, skills lab, study, travel, and time in a clinical setting.

What Camila helps you remember:

Slow down, check your work, and ask before you cross a line.

SNAPSHOT Perioperative Services Pathway Snapshot

Perioperative services is a team.

Before a procedure, people check the room, the supplies, the instruments, and the anesthesia equipment. During the procedure, trained team members support the surgeon and the patient. After the procedure, the room is turned over and reusable instruments go back to sterile processing.

People may work in:

- Hospital operating rooms
- Outpatient surgery centers
- Sterile processing departments
- Anesthesia workrooms and supply areas
- Procedure areas in clinics

The work may include:

- Following checklists
- Checking that supplies and equipment are ready
- Keeping clean and sterile areas separate
- Moving instruments through cleaning and sterilizing systems
- Telling the team exactly what is ready and what is not
- Getting a room ready for the next patient

Sterile means free of germs that could cause infection. Trained workers follow strict steps to keep items sterile.

This module is career exploration. It is not surgical, sterile processing, anesthesia, or infection-control training.

FIELD NOTE Perioperative Roles Quick Guide

Compare surgical technology, sterile processing, anesthesia technology, and the shared readiness habits that connect the team.

Use this guide before O1.1.

CARE CARD	**Surgical Technologist**

May:

- Help prepare the operating room
- Set up supplies and instruments for a procedure
- Help keep the sterile field safe

- Support the surgeon and team during a procedure
- Help with counts and room cleanup

Ask:

- Is the program accredited?
- How many clinical hours are required, and where?
- Which certification do employers in my area ask for?
- What CPR or Basic Life Support card is required?

Important:

Many employers ask for national certification. Some states have their own rules. Check the current program and employer.

CARE CARD	**Sterile Processing Technician**

May:

- Receive used reusable instruments
- Clean and inspect instruments
- Put instrument sets together
- Package and sterilize instruments using approved systems
- Store and deliver ready instrument sets

Ask:

- Does the program include hands-on hours?
- Which certification do employers ask for?
- What shifts does this department work?
- What protective clothing is used?

Important:

This role works mostly behind the scenes. It does not usually work inside the operating room during a procedure.

CARE CARD	**Anesthesia Technologist**

May:

- Prepare anesthesia equipment and supplies
- Stock and organize anesthesia carts and workrooms
- Follow equipment readiness checklists
- Support anesthesia providers under their direction
- Clean and reset equipment areas between cases

Ask:

- Is there an accredited program near me?

- Does the employer train on the job, or ask for a certificate?
- What experience counts for entry?
- Which credential keeps the job open to growth?

Important:

Anesthesia technologists work under the direction of anesthesia providers. They do not make anesthesia decisions.

CARE CARD	**Ready Before Arrival**

These three roles are different. They share:

- Careful preparation
- Clear checklists
- Infection-prevention steps
- Exact communication
- Role boundaries
- Speaking up when something is not ready

Each of these three jobs needs its own training. Ask who supervises.

FIELD NOTE

What I Learned

In my own words, perioperative services is about:

Roles on the perioperative team may include:

-
-
-

Things that must be ready before a procedure:

-
-
-

Training or credential steps to ask about:

-
-

One work reality that surprised me:

FIELD NOTE

O1.1 - Perioperative Team and Workflow Map

Place room, supply, instrument, anesthesia, and communication cards with the role or workflow stage that should handle them. Mark one handoff point.

This is a fictional CareTown case. The job roles are real.

A scheduled procedure is getting closer. The room, the instruments, and the anesthesia supplies all need to be ready before the patient arrives.

Role cards:

- Surgical technologist
- Sterile processing technician
- Anesthesia technologist
- Registered nurse (circulating nurse)
- Surgeon and anesthesia provider
- Supervisor or charge person

Work cards:

- Room setup check
- Supply readiness list
- Reusable instruments come back to be cleaned
- Instrument sets are inspected, packaged, and sterilized
- Anesthesia cart and supply check
- Team update on what is still open
- Room turnover after the procedure

Directions:

1. Put the work cards in an order that makes sense from before to after.
2. Place the role that may handle each work card.
3. Draw at least three arrows to show where information moves.
4. Circle one handoff point where an update must be exact.
5. Write one question the team must clarify before the procedure.

My workflow map:

_____

_____

_____

_____

_____

_____

_____

One handoff point I circled:

What could go wrong if this update is unclear?

One question the team must clarify:

TRY

O2.1 - Build Camila's Training Week

Arrange anatomy, sterile technique practice, skills lab, study, travel, life needs, clinical exposure, and rest. Mark one pressure point and one support.

This is a sample week. Every program schedule is different.

Add these blocks:

- Class
- Anatomy study
- Sterile technique practice in skills lab
- Clinical exposure at a hospital or surgery center
- Study and test preparation
- Travel
- Meals
- Sleep or rest
- Uniform, shoes, and supplies check

Add one optional block:

- Work shift
- Family responsibility
- Tutoring or study group
- Exercise or stress relief
- Appointment
- Time with friends

ACTIVITY CARD **Sample Weekly Planner**

Day	What Camila Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One pressure point in the week:

_____
_____
_____
_____
_____
_____

One support that may help: _____
_____

One thing Camila must check with the program: _____
_____

LISTEN

O3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast:

Listening question:

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to perioperative services:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

O3.2 - Jordan's Readiness Check

Make five choices about preparation, exact observations, sterile awareness, communication, and role boundaries, and write why.

This is a fictional career story. You are making career choices, not patient-care choices.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD **Choice 1: Start with the checklist**

SCENARIO

In this fictional CareTown case, the readiness record shows one supply step as not done. What should happen before the work continues?

- ☐ A. Look for the supply, and mark the step done if it is on the shelf
- ☐ B. Mark it complete because the item is usually there
- ☐ C. Keep the item open and tell the responsible team member
- ☐ D. Write a note about the open step for the end-of-day report

Why I chose it: _____

_____

CARE CARD **Choice 2: Protect the boundary**

SCENARIO

Camila notices that the package around a practice item looks damaged. What choice fits her student role?

- ☐ A. Do not open or use it, and tell the trained supervisor exactly what she sees
- ☐ B. Open it to see whether the item inside looks clean
- ☐ C. Set it aside, and mention it if someone asks
- ☐ D. Tell a classmate so they do not use it either

Why I chose it: _____

_____

CARE CARD	**Choice 3: Do not operate what you are observing**

SCENARIO

An anesthesia equipment checklist is not complete. What should a student observer do?

- ☐ A. Tell the supervisor, "Something on the checklist isn't done"
- ☐ B. Tell Jordan or the supervisor which checklist line is still open
- ☐ C. Turn on the equipment and test it alone
- ☐ D. Wait until the end of the observation to ask about it

Why I chose it: _____

_____

CARE CARD	**Choice 4: Use an exact handoff**

SCENARIO

During room turnover, another team member asks what is still open. Which update is most useful?

- ☐ A. Say, "Everything is probably fine."
- ☐ B. Say what is confirmed, what is still open, and who is checking it
- ☐ C. Hand over the checklist without saying anything
- ☐ D. List what is still open, but not who is checking it

Why I chose it: _____

_____

CARE CARD	**Choice 5: Ask before crossing a line**

SCENARIO

Camila is not sure where she may stand during a skills-lab demonstration. What should she do?

- ☐ A. Ask another student where to stand
- ☐ B. Stand far back by the door, where she cannot see the demonstration
- ☐ C. Pause and ask the instructor to show her the safe boundary
- ☐ D. Step closer so she can see better

Why I chose it: _____

_____

One choice that protected readiness or role boundaries, and why:

_____

_____

_____

FIELD NOTE

O3.3 - Room Readiness Huddle

Use four boxes to name the work zone, what is confirmed, what is still open, and which trained team member needs the update.

Complete this on your own, with a partner or small group, or as a whole class.

Use only the fictional readiness card your instructor gives you. Do not open supplies, touch equipment, or make a patient-care decision.

Fictional readiness card:

- CareTown Operating Room 3, procedure scheduled soon
- Room cleaning is marked complete.
- Two instrument sets are delivered and labeled.
- One instrument set label says "In process" on the sterile processing board.
- The anesthesia supply list has one line with no check mark.
- The circulating nurse has asked for a status update.

1. Work zone

Is this about the room, anesthesia supplies, instruments, sterile processing, or a handoff?

_____

_____

_____

_____

_____

_____

_____

2. Confirmed

What exact checklist item, label, status, or team message is already confirmed?

_____

_____

_____

_____

_____

_____

_____

3. Still open

What is missing, different, unclear, or waiting for a qualified check?

4. Escalate

Which trained team member or supervisor needs the exact update before the workflow continues?

My short readiness update:

Check your update:

- ☐ I named the work zone.
- ☐ I named what is confirmed.
- ☐ I named what is still open.
- ☐ I named who needs the update.
- ☐ I did not guess that anything is ready.
- ☐ I did not suggest opening, testing, or fixing anything myself.

FIT CHECK

O4.1 - Perioperative Services Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether perioperative services is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Following steps the same way every time
- ☐ Noticing small details
- ☐ Working in a quiet, focused space
- ☐ Working with a team
- ☐ Speaking up when something is not ready
- ☐ Using technology and equipment
- ☐ Staying calm under time pressure
- ☐ Standing for a long time
- ☐ Wearing caps, masks, gowns, and gloves
- ☐ Accepting feedback
- ☐ Practicing until a skill is steady
- ☐ Working behind the scenes
- ☐ Something else: _____

One strength I already use: _____
_____

One skill I could build: _____
_____

Do I want to keep exploring perioperative services? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore perioperative services more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____
_____
_____

FIELD NOTE

O4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect a perioperative services route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Which role fits me best	( )	( )	( )
Program length and schedule	( )	( )	( )
Accredited program status	( )	( )	( )
Cost and fees	( )	( )	( )
Transportation to clinical sites	( )	( )	( )
Clinical hours	( )	( )	( )
Certification exam	( )	( )	( )
CPR or Basic Life Support card	( )	( )	( )
Health, immunization, or background checks	( )	( )	( )
Uniforms, shoes, and supplies	( )	( )	( )
Early, late, weekend, or on-call shifts	( )	( )	( )
Standing and physical tasks	( )	( )	( )
Stress and support	( )	( )	( )
Moving to another state	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

FIELD NOTE

Real Regional Examples

These are real employer examples from our region. They are not CareTown characters. They are not promises that a job is open now.

CARE CARD	**San Bernardino County Surgical Technician**

This class description shows one employer's example of operating room preparation, instruments, sterile technique, and teamwork. It lists a certification requirement. Check the current description.

CARE CARD	**Riverside County Anesthesiology Technician**

This class description shows one employer's example of anesthesia equipment and supply readiness under supervision. Check the current description.

One example I want to learn more about, and one thing I must verify about it:

_____

_____

_____

PASSPORT

O4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Jordan Lee, an anesthesia technologist, and followed Camila Reed, a perioperative services student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about surgical technology or sterile processing programs.
- ☐ Look up the current certification page for the role I chose, with a trusted adult.
- ☐ Compare two current program schedules and costs.
- ☐ Check a current employer job description.
- ☐ Ask a surgical technologist, sterile processing technician, or anesthesia technologist about a normal week.
- ☐ Learn which CPR or Basic Life Support card a program requires.
- ☐ Build my detail, teamwork, or communication skills.
- ☐ Mark Perioperative Services in my reflection pages to revisit later.
- ☐ Choose another CareTown stop.
- ☐ My own step: _____

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Perioperative Services: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 1 Exit Ticket

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 2 Exit Ticket

Name: _____

One question I would ask a surgical technology or sterile processing program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 3 Exit Ticket

Name: _____

One exact fact a perioperative team member must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 4 Exit Ticket

Name: _____

One action I will take next, and how it connects to my O4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

Community Clinic and Care Navigation Center



MODULE 05

Community Clinic

Follow a clinic visit from welcome to follow-up and see how respectful communication keeps care moving.



Rosa Martinez
Medical assistant and care coordinator



Amara Wilson
Medical assisting student

WATCH | LISTEN | EXPLORE | TRY | REFLECT

START **Welcome to the Community Clinic and Care Navigation Center**

In this module, you will explore outpatient and community care careers.

Outpatient care is care that does not need an overnight hospital stay.

You will follow a clinic visit from welcome to follow-up.

You will not learn medical care in this module. You will learn about careers, training, teamwork, and clear messages.

FIELD NOTE **How This Module Is Organized**

Module 5 is the full Community Clinic visit.

A **unit** is one shorter lesson inside the module. This module has four units: the care team, the student week, the work week, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Look for an activity code, such as C1.1 or C3.2.

Open the page with the same code when your instructor starts an activity.

Start with your own answer. Share or compare only when your instructor asks.

You do not need to share your own health, family, or personal story.

GUIDE CARDS

Meet the Community Clinic Guides

Rosa and Amara are fictional CareTown characters. Medical assistants and medical assisting students are real.



GUIDE CARD

Rosa Martinez

Medical assistant and care coordinator

Rosa is a medical assistant and care coordinator.

She helps patients move through visits. She prepares rooms, gathers approved information, supports records, and connects questions to the right person.

What Rosa helps you remember:

Notice, ask, connect, and close the loop.



GUIDE CARD

Amara Wilson

Medical assisting student

Amara is a medical assisting student.

She likes helping people. Her week includes class, skills practice, study, travel, and getting ready for an externship.

What Amara helps you remember:

Kindness works best with organization, privacy, and clear boundaries. When you are not sure, ask.

SNAPSHOT Outpatient and Community Care Pathway Snapshot

Outpatient and community care is a team.

A clinic visit has many parts: the welcome, the schedule, the record, the room, the questions, and the follow-up. Many people help.

People may work in:

- Medical offices and community clinics
- Specialty clinics and urgent care
- Laboratory patient service centers
- Community organizations and outreach programs
- Rehabilitation and dialysis centers

The work may include:

- Welcoming patients
- Scheduling visits and follow-up
- Preparing rooms
- Keeping records accurate and private
- Collecting blood samples, only by workers whose training and California rules allow it
- Helping people find services and resources
- Following up so information does not get lost

This module is career exploration. It is not medical assisting, phlebotomy, or patient-care training.

FIELD NOTE Outpatient and Community Care Role Guide

Compare clinic support, technical tasks, resource connection, and nearby roles. Write one duty and one question for each area.

Use this guide before C1.1.

Titles and duties can change by employer. Use these as starting points.

CARE CARD	**Medical Assistant**

May:

- Welcome and check in patients
- Prepare exam rooms
- Support approved intake tasks under supervision
- Help with records and scheduling
- Explain next steps that are inside the job

Ask:

- How long is the program?
- Does it include an externship?
- Which certificate do local employers ask for?
- What tasks does this employer allow?

Important:

California does not license medical assistants. Employers may still ask for a certificate. Medical assistants must be trained for each task they do, and a licensed supervisor must be on site.

CARE CARD	**Phlebotomy Technician**

May:

- Collect blood samples
- Label samples carefully
- Follow privacy and safety steps
- Work in a clinic, lab, or hospital

Ask:

- Is the program approved by the state?
- How many practice hours are required?
- Which national exam is needed?
- What certificate level fits the job?

Important:

In California, a phlebotomist (a worker whose main job is drawing blood) must hold a phlebotomy certificate from the California Department of Public Health (CDPH). Some other workers may also draw blood within their own scope. For example, a medical assistant who has finished the required training may draw blood under supervision in a medical office or clinic.

CARE CARD	**Community Health Worker or Patient Navigator**

May:

- Help people understand services
- Help people get ready for visits
- Connect people with community resources
- Help people work through barriers

Ask:

- What does this title mean at this employer?
- What training happens before or after hire?
- Does this job need a certificate?
- What languages or community knowledge help?

Important:

Duties vary widely. One title can mean different jobs.

CARE CARD	**Nearby Roles**

Rehabilitation aide, dialysis technician, EKG technician, and patient care technician may work in the same settings.

"Nearby" means they may share a workplace. It does not mean they have the same training or that one job leads to another.

FIELD NOTE

What I Learned

In my own words, outpatient and community care is about:

Roles on the clinic team may include:

-
-
-

Information that may move between roles:

-
-
-

Training or certificate steps to ask about:

-
-

One work reality that surprised me:

FIELD NOTE

C1.1 - Patient Flow and Care Team Map

Arrange a fictional visit from arrival to follow-up. Add the role that receives each handoff and one question the team must clarify.

This is a fictional CareTown case. The job roles are real.

A patient returns to the clinic after missing a follow-up visit.

Visit cards:

- Arrival and welcome
- Check-in and record review
- Room preparation and intake
- Visit with the clinician
- Lab or imaging request
- Resource connection
- Checkout and scheduling
- Follow-up reminder

Role cards:

- Front-office worker
- Medical assistant
- Nurse
- Physician or other qualified clinician
- Phlebotomy technician
- Community health worker or patient navigator

Directions:

1. Put the visit cards in order from arrival to follow-up.
2. Place the role that may receive each handoff.
3. Draw at least four arrows to show where information moves.
4. Write one question the team must clarify.

My visit map:

One handoff that needs extra care:

_____

_____

_____

_____

_____

_____

_____

One question the team must clarify:

_____

_____

_____

TRY

C2.1 - Build Amara's Week

Plan a sample week with class, skills practice, study, travel, food, rest, and support. Mark one pressure point and one possible support.

This is a sample week. Every program schedule is different.

Add these blocks:

- Class
- Skills practice
- Study
- Travel
- Meals
- Sleep or rest
- Externship or fieldwork preparation
- Uniform and supplies check

Add one optional block:

- Work shift
- Family responsibility
- Tutoring or study group
- Exercise or stress relief
- Appointment
- Time with friends

ACTIVITY CARD **Sample Weekly Planner**

Day	What Amara Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One pressure point in the week:

_____
_____
_____
_____
_____
_____

One support that may help: _____
_____

One thing Amara must check with the program: _____
_____

LISTEN

C3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast:

Listening question:

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to outpatient and community care:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

C3.2 - Rosa's Follow-Up Visit

Make five choices about listening, preparation, exact information, role boundaries, and follow-up, and write why. You will not diagnose or choose treatment.

This is a fictional career story.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD **Choice 1: Begin without blame**

SCENARIO

In this fictional visit, the patient comes back after missing an appointment. What is the best first communication habit?

- ☐ A. Welcome the patient and remind them how important it is to keep appointments
- ☐ B. Welcome the patient and ask a respectful, open question
- ☐ C. Skip the missed visit and go straight to today's check-in steps
- ☐ D. Talk about the missed visit where other people can hear

Why I chose it: _____

_____

CARE CARD **Choice 2: Check readiness**

SCENARIO

Rosa sees that one part of the approved visit record is not complete. What should happen next?

- ☐ A. Write a note about the gap and finish the record after the visit
- ☐ B. Fill in the missing detail from memory
- ☐ C. Ask the patient for the missing detail and type it in herself
- ☐ D. Pause, check the record, and ask the supervising team member

Why I chose it: _____

_____

CARE CARD	**Choice 3: Keep the patient's exact words**

SCENARIO

The patient says, "I could not get a ride last time." What belongs in a team update?

- ☐ A. A note that the patient does not seem motivated
- ☐ B. The patient's exact words and today's visit details
- ☐ C. A list of bus routes, given to the patient without telling the team
- ☐ D. "Patient has a transportation issue"

Why I chose it: _____

_____

CARE CARD	**Choice 4: Stay inside the learner role**

SCENARIO

The patient asks Amara a question about getting ready for a lab test. Amara is not sure of the answer. What should she do?

- ☐ A. Tell the patient she will ask the supervising professional, and then do it
- ☐ B. Hand the patient a general lab handout and move on
- ☐ C. Make up an answer so the visit stays fast
- ☐ D. Tell the patient to call the lab later

Why I chose it: _____

_____

CARE CARD	Choice 5: Close the loop

SCENARIO

The fictional visit is ending. What helps the next step stay clear?

- ☐ A. Give the patient a resource list and tell them it should fix the problem
- ☐ B. Write the visit notes and expect the team to read them later
- ☐ C. Trust that someone else will remember every detail
- ☐ D. Use approved documentation, confirm the handoff, and note follow-up questions

Why I chose it: _____

_____

One choice that protected trust or accuracy, and why:

_____

_____

_____

FIELD NOTE

C3.3 - Care Navigation Huddle

Turn exact facts and a stated barrier into a respectful team handoff. Finish with a four-part map the class can review.

Complete this on your own, with a partner or small group, or as a whole class.

Use only these fictional facts:

- CareTown Community Clinic
- A patient returns after missing a follow-up visit.
- The follow-up section of the visit record is incomplete.
- The patient says, "I could not get a ride last time."
- The patient asks a question about lab preparation.
- The clinic has an approved process for sharing barriers with the care team.

1. Notice

Record the patient's exact words and observable facts. Do not guess a cause.

2. Ask

Write one respectful question that could help the team understand a barrier.

3. Connect

Name the qualified role or approved resource that should receive the information.

4. Close the loop

Show where documentation, confirmation, or follow-up belongs.

My four-part patient-flow map:

_____

_____

_____

_____

_____

_____

_____

Check your map:

- ☐ I used the patient's exact words.
- ☐ My question is respectful and does not blame.
- ☐ I named a qualified role or approved resource.
- ☐ I showed how the loop gets closed.
- ☐ I did not promise that a resource will solve the problem.
- ☐ I did not give medical advice.

FIT CHECK

C4.1 - Outpatient and Community Care Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether outpatient and community care is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Meeting many people
- ☐ Making people feel welcome
- ☐ Organizing details
- ☐ Switching between tasks
- ☐ Explaining things clearly
- ☐ Keeping information private
- ☐ Working with a team
- ☐ Learning technical tasks
- ☐ Helping people find resources
- ☐ Staying calm with upset people
- ☐ Following through on small steps
- ☐ Speaking more than one language
- ☐ Something else: _____

One strength I already use:

_____

_____

_____

One skill I could build:

_____

_____

_____

Do I want to keep exploring outpatient and community care? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore outpatient and community care more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____

_____

_____

_____

FIELD NOTE

C4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect an outpatient and community care route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Which role fits me best	( )	( )	( )
Program length and schedule	( )	( )	( )
Cost and fees	( )	( )	( )
Transportation	( )	( )	( )
Externship or fieldwork	( )	( )	( )
Certificate or exam	( )	( )	( )
Health or background requirements	( )	( )	( )
Uniforms and supplies	( )	( )	( )
Work schedule	( )	( )	( )
Standing and moving	( )	( )	( )
Stress and support	( )	( )	( )
Moving to another state	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

FIELD NOTE

Real Regional Examples

These are examples to research. They are not CareTown characters, job offers, or a sure next step.

CARE CARD	**San Bernardino County Medical Assistant**

This class description shows one employer's example of intake, scheduling, follow-up, records, and support for providers. Check the current description.

CARE CARD	**Community Connection Roles**

You may see titles such as community health worker, health education assistant, or patient navigator. The duties and entry route can differ by employer.

CARE CARD	**Technical and Rehabilitation Support**

Phlebotomist, rehabilitation services aide, dialysis technician, EKG technician, and patient care technician are examples to investigate. Each job needs its own training and supervision.

One example I want to learn more about, and one thing I must verify about it:

_____

_____

_____

PASSPORT

C4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Rosa Martinez, a medical assistant and care coordinator, and followed Amara Wilson, a medical assisting student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about medical assisting or phlebotomy programs.
- ☐ Check the California phlebotomy certificate page with a trusted adult.
- ☐ Read the Medical Board of California medical assistant questions page.
- ☐ Compare two current program schedules and costs.
- ☐ Check a current employer job description.
- ☐ Ask a medical assistant, phlebotomist, or community health worker about a normal week.
- ☐ Build my communication, organization, or language skills.
- ☐ Mark Outpatient and Community Care in my reflection pages to revisit later.
- ☐ Choose another CareTown stop.
- ☐ My own step: _____

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Community Clinic: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 1 Exit Ticket

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 2 Exit Ticket

Name: _____

One question I would ask a medical assisting or phlebotomy program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 3 Exit Ticket

Name: _____

One exact fact a medical assistant must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 4 Exit Ticket

Name: _____

One action I will take next, and how it connects to my C4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

Diagnostic Imaging and Laboratory Hub



MODULE 06

Diagnostic Hub

Explore imaging and laboratory work and see how identity checks, safety, and handoffs protect accuracy.



Talia Brooks
Radiologic technologist



Elijah Carter
Diagnostic services student

WATCH | LISTEN | EXPLORE | TRY | REFLECT

START **Welcome to the Diagnostic Imaging and Laboratory Hub**

In this module, you will explore diagnostic services careers.

Diagnostic services help a care team find out what is happening inside the body.

You will follow information from a request to an image or a specimen handoff.

You will not learn imaging or lab work in this module. You will learn about careers, training, teamwork, and accuracy.

FIELD NOTE **How This Module Is Organized**

Module 6 is the full Diagnostic Hub visit.

A **unit** is one shorter lesson inside the module. This module has four units: the roles, the student week, the work week, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Look for an activity code, such as H1.1 or H3.2.

Open the page with the same code when your instructor starts an activity.

Start with your own answer. Share or compare only when your instructor asks.

You do not need to share your own health or test history.

GUIDE CARDS

Meet the Diagnostic Hub Guides

Talia and Elijah are fictional CareTown characters. Radiologic technologists and diagnostic services students are real.



GUIDE CARD

Talia Brooks

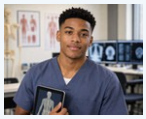
Radiologic technologist

Talia is a radiologic technologist.

She uses imaging technology to create useful images. She protects the patient's safety, privacy, and comfort. She explains the process in plain language.

What Talia helps you remember:

A mismatch is a pause point, not a guess.



GUIDE CARD

Elijah Carter

Diagnostic services student

Elijah is a diagnostic services student.

He likes technology. His week includes anatomy, physics, safety, practice, clinical learning, study, and travel.

What Elijah helps you remember:

When something does not match, bring it to the supervising professional.

SNAPSHOT

Diagnostic Services Pathway Snapshot

Diagnostic services is a family of different careers.

Imaging workers create pictures of the inside of the body. Laboratory workers test samples, such as blood. A qualified clinician uses the results to help make decisions.

People may work in:

- Hospital imaging departments
- Outpatient imaging centers
- Hospital and reference laboratories
- Specimen collection and processing areas
- Clinics and urgent care

The work may include:

- Checking that a request matches the right patient
- Asking safety questions
- Explaining the process in plain language
- Creating images, for trained imaging workers
- Labeling and moving specimens, for trained lab workers
- Protecting privacy
- Giving exact handoffs

A **specimen** is a sample, such as blood, taken for testing.

This module is career exploration. It is not imaging, radiation, laboratory, or medical training.

FIELD NOTE

Diagnostic Services Role Guide

Compare imaging, laboratory workflow, specimen support, and nearby specialties. Record one difference and one question for each area.

Use this guide before H1.1.

Titles, duties, training, and licenses are not the same from role to role. Check the exact role.

CARE CARD	**Radiologic Technologist**

May:

- Work with patients and imaging equipment
- Follow safety and positioning steps
- Explain the process
- Check image quality within the role

Ask:

- Is the program accredited?
- How many clinical hours are required?
- What state certificate is needed?
- What shifts do new technologists work?

Important:

In California, a radiologic technologist needs a state certificate (CRT) from the California Department of Public Health. A radiologist or other qualified clinician reads the images. The technologist does not tell the patient what the images mean.

CARE CARD	**Other Imaging Paths**

Sonography, MRI, nuclear medicine, and radiation therapy are different specialties.

Each one has its own education, credential, and employer or state requirements. One path does not qualify a person for another.

CARE CARD	**Laboratory Workflow**

Laboratory and specimen workers may receive, label, prepare, transport, or test specimens.

What a person may do depends on the role, license, training, and workplace.

Important:

In California, most testing in a licensed clinical lab must be done by state-licensed staff. Two examples are a clinical laboratory scientist (CLS) and a medical laboratory technician (MLT). Some simple tests and specimen tasks may be done by other trained staff under specific rules.

CARE CARD	**Nearby Roles**

Medical laboratory technician, clinical laboratory scientist, histology, and neurodiagnostic roles may share a setting.

"Nearby" means they may share a workplace. Each one has its own education and requirements.

FIELD NOTE

What I Learned

In my own words, diagnostic services is about:

Imaging roles may include:

-
-

Laboratory roles may include:

-
-

Information that must stay accurate:

-
-
-

Training or credential steps to ask about:

-
-

One work reality that surprised me:

FIELD NOTE

H1.1 - Role and Modality Map

Sort roles by imaging, laboratory, specimen, or team-support work. Add the training or credential question you would verify for each role.

A **modality** is a type of imaging, such as X-ray or ultrasound.

Role cards:

- Radiologic technologist
- Diagnostic medical sonographer
- MRI technologist
- Nuclear medicine technologist
- Radiation therapist
- Specimen processor or laboratory assistant
- Medical laboratory technician
- Clinical laboratory scientist
- Histology technician
- Neurodiagnostic technologist
- Radiologist or other qualified clinician

Directions:

1. Sort each role into one group: imaging, laboratory, specimen, or team support.
2. For each role, write one training or credential question you would check.
3. Star one role you want to learn more about.

Imaging	Laboratory	Specimen	Team support

My credential questions:

1.
2.
3.

The role I starred:

TRY

H2.1 - Build Elijah's Week

Plan a sample week with science class, practice, clinical learning, study, travel, food, rest, and support. Mark one pressure point and one support.

This is a sample week. Every program schedule is different.

Add these blocks:

- Science class, such as anatomy or physics
- Safety coursework
- Positioning or lab practice
- Clinical learning
- Study
- Travel
- Meals
- Sleep or rest

Add one optional block:

- Work shift
- Family responsibility
- Tutoring or study group
- Exercise or stress relief
- Appointment
- Time with friends

ACTIVITY CARD **Sample Weekly Planner**

Day	What Elijah Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One pressure point in the week:

_____
_____
_____
_____
_____
_____

One support that may help: _____
_____

One thing Elijah must check with the program: _____
_____

LISTEN

H3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast:

Listening question:

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to diagnostic services:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

H3.2 - Talia's Diagnostic Workflow

Make five choices about identity, screening, explanation, labeling, and handoff, and write why. You will not read results or choose treatment.

This is a fictional career story.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD **Choice 1: Match the request and identity**

SCENARIO

In this fictional workflow, one patient detail does not match the approved request. What should happen?

- ☐ A. Ask the patient to repeat their name and birth date, then continue
- ☐ B. Make a note of the mismatch and continue, so the schedule stays on time
- ☐ C. Pick the detail that looks most likely
- ☐ D. Pause and use the approved identity-check process

Why I chose it: _____

_____

CARE CARD **Choice 2: Escalate an unclear screen**

SCENARIO

An answer on a safety screening form is unclear. Elijah is observing. What is the best next step?

- ☐ A. Tell the supervising professional and follow the approved process
- ☐ B. Decide on his own that the answer is safe
- ☐ C. Ask the patient what they meant, and write down the new answer himself
- ☐ D. Mention it to the supervisor after the scan is done

Why I chose it: _____

_____

CARE CARD	**Choice 3: Explain without interpreting**

SCENARIO

The patient is nervous and asks what the results mean before the work is finished. What can Talia do?

- ☐ A. Use only technical terms and end the conversation
- ☐ B. Explain her role and the process in plain language, then send result questions to the qualified clinician
- ☐ C. Say, "I'm not allowed to talk about that," and continue the exam
- ☐ D. Tell the patient the images look clear so far

Why I chose it: _____

_____

CARE CARD	**Choice 4: Protect specimen accuracy**

SCENARIO

A fictional specimen label does not match the approved record. What professional habit matters?

- ☐ A. Hold the specimen and tell a coworker to check it later
- ☐ B. Send it forward and hope the next team catches it
- ☐ C. Fix the label using the information in the computer record
- ☐ D. Stop the handoff and follow the approved discrepancy process

Why I chose it: _____

_____

CARE CARD	**Choice 5: Make the handoff exact**

SCENARIO

The imaging and lab work is ready to move to the next team. What belongs in the handoff?

- ☐ A. The finished steps only, so the handoff stays short
- ☐ B. All of the details, sent to whoever is free
- ☐ C. The finished steps, confirmed issues, open questions, and the right person to receive it
- ☐ D. A personal guess about the diagnosis

Why I chose it: _____

_____

One choice that protected accuracy, and why:

_____

_____

_____

FIELD NOTE

H3.3 - Accuracy Chain Huddle

Build a four-check workflow that shows where identity, screening, labels or images, and team handoffs need attention.

Complete this on your own, with a partner or small group, or as a whole class.

Use only these fictional facts:

- CareTown Diagnostic Hub
- One patient is scheduled for imaging and lab work.
- The birth month on the request does not match the birth month the patient states.
- One safety-screen answer says "not sure."
- A specimen label is printed and waiting.
- The imaging team and the lab team both need a handoff.

1. Request and identity

What exact information must match before the work moves ahead?

_____

_____

_____

_____

_____

_____

_____

2. Screening and preparation

What question, missing detail, or concern should a qualified person confirm?

_____

_____

_____

_____

_____

_____

3. Image or specimen checkpoint

Where do label accuracy, image quality, privacy, or approved handling need attention?

_____

_____

_____

_____

_____

_____

_____

4. Handoff and escalation

What exact information moves next, and which qualified role should receive it?

Mark the pause point in your workflow with a star.

Check your workflow:

- ☐ I named what must match.
- ☐ I named a question for a qualified person.
- ☐ I named a label, image, or privacy checkpoint.
- ☐ I named who receives the handoff.
- ☐ I marked a pause point.
- ☐ I did not guess a result or diagnosis.

FIT CHECK

H4.1 - Diagnostic Services Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether diagnostic services is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Using technology
- ☐ Learning science, such as anatomy or physics
- ☐ Working with patients
- ☐ Working mostly behind the scenes
- ☐ Noticing small details
- ☐ Following exact steps
- ☐ Double-checking my work
- ☐ Explaining things in plain language
- ☐ Keeping information private
- ☐ Staying calm when technology has a problem
- ☐ Standing and moving during a shift
- ☐ Working with a team
- ☐ Something else: _____

One strength I already use: _____

_____

One skill I could build: _____

_____

Do I want to keep exploring diagnostic services? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore diagnostic services more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____

_____

_____

FIELD NOTE

H4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect a diagnostic services route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Which specialty fits me best	( )	( )	( )
Prerequisite classes	( )	( )	( )
Program length and schedule	( )	( )	( )
Accredited program status	( )	( )	( )
Cost and fees	( )	( )	( )
Clinical hours and travel	( )	( )	( )
State certificate or license	( )	( )	( )
National exam	( )	( )	( )
Health or background requirements	( )	( )	( )
Evening, weekend, or overnight shifts	( )	( )	( )
Physical tasks	( )	( )	( )
Specimen or safety exposure	( )	( )	( )
Moving to another state	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

FIELD NOTE

Real Regional Examples

These are real education examples. They are not CareTown programs, a promised seat, or a job offer.

CARE CARD	**Chaffey College Radiologic Technology**

A nearby radiologic technology program. Check the current program page, prerequisites, application steps, costs, schedule, clinical learning, and accreditation.

CARE CARD	**Loma Linda University Medical Radiography**

A regional medical radiography program. Check the current degree, admissions, costs, schedule, and clinical requirements.

CARE CARD	**Laboratory and Pathology Roles**

You may see laboratory aide, laboratory assistant, MLT, CLS trainee, histology, or pathology-support titles. Each title needs a current employer and California requirement check.

One example I want to learn more about, and one thing I must verify about it:

_____

_____

_____

PASSPORT

H4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Talia Brooks, a radiologic technologist, and followed Elijah Carter, a diagnostic services student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about radiologic technology or laboratory programs.
- ☐ Check the California radiologic technologist page with a trusted adult.
- ☐ Check the California laboratory personnel licensing page.
- ☐ Compare two current program pages, prerequisites, and costs.
- ☐ Ask a radiologic technologist or laboratory worker about a normal week.
- ☐ Take or review an anatomy, biology, chemistry, or physics class.
- ☐ Mark Diagnostic Services in my reflection pages to revisit later.
- ☐ Choose another CareTown stop.
- ☐ My own step: _____

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Diagnostic Hub: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 1 Exit Ticket**

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 2 Exit Ticket**

Name: _____

One question I would ask an imaging or laboratory program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 3 Exit Ticket**

Name: _____

One exact fact a diagnostic services worker must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 4 Exit Ticket**

Name: _____

One action I will take next, and how it connects to my H4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

CareTown Emergency Response Station



MODULE 07

Emergency Response Station

Follow the information chain, explore EMT preparation and work, and choose a next question.



Marcus Reed
Emergency medical technician



Jayden Brooks
EMT student

WATCH	LISTEN	EXPLORE	TRY	REFLECT

START ## Welcome to the Emergency Response Station

In this module, you will explore emergency response careers.

You will follow information from a 911 call to a field team and then to a hospital handoff.

You will not learn medical care in this module. You will learn about careers, training, teamwork, and clear messages.

FIELD NOTE ## How This Module Is Organized

Module 7 is the full Emergency Response Station visit.

A **unit** is one shorter lesson inside the module. This module has four units: the response chain, the EMT training week, the work shift, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Look for an activity code, such as E1.1 or E3.2.

Open the page with the same code when your instructor starts an activity.

Start with your own answer. Share or compare only when your instructor asks.

You may ask for a written alternate if an emergency story feels uncomfortable.

GUIDE CARDS

Meet the Emergency Response Guides

Marcus and Jayden are fictional CareTown characters. EMTs and EMT students are real.



GUIDE CARD

Marcus Reed

Emergency medical technician

Marcus is an emergency medical technician at the CareTown Emergency Response Station.

He checks safety, listens for exact facts, works with his partner, documents what happened, and gives clear handoffs.

What Marcus helps you remember:

Fast work still needs calm preparation and teamwork.



GUIDE CARD

Jayden Brooks

EMT student

Jayden is an EMT student.

His week includes class, skills and scenario labs, study, travel, attendance, required testing, CPR requirements, and feedback.

What Jayden helps you remember:

Interest is a start. Training also takes planning and support.

SNAPSHOT

Emergency Response Pathway Snapshot

Emergency response is a team chain.

A call center gathers and sends information. EMTs and paramedics respond and provide care within their training and rules. A hospital team receives the handoff and continues the response.

People may work in:

- 911 or emergency communication centers
- Ambulance services
- Fire or EMS agencies
- Hospitals and emergency departments
- Patient transport services
- Special-event medical teams, depending on training and employer

The work may include:

- Listening for exact information
- Sending and tracking resources
- Checking safety
- Communicating with a partner and other teams
- Caring for and transporting patients within the worker's role
- Documenting what happened
- Cleaning and restocking equipment
- Giving and receiving handoffs

This module is career exploration. It is not EMT, CPR, first-aid, 911, or medical training.

Never call 911 for practice.

FIELD NOTE | **Emergency Response Roles Quick Guide**

Read the guide before comparing roles. Notice which requirements are state, local, agency, program, or employer based.

Use this guide before E1.1.

CARE CARD	**Call Taker, Emergency Medical Dispatcher, or Public Safety Dispatcher**

May:

- Receive calls
- Confirm the location and type of need
- Follow the agency's approved steps
- Send or help coordinate resources
- Track teams and information

Ask:

- Which agency hires this role?

- What training happens before or after hire?
- Does California POST apply to this agency?
- What schedule and typing rules apply?

Important:

Dispatcher requirements depend on the agency. Ask what training and supervision that job needs.

CARE CARD	**Emergency Medical Technician**

May:

- Respond to calls
- Check safety
- Assess and care for patients within EMT training and rules
- Work with a partner
- Transport patients when needed
- Document and give a handoff
- Clean, check, and restock equipment

Ask:

- Is the program approved?
- What is the real class and lab schedule?
- What tests and Local EMS Agency steps follow the course?
- What CPR, BLS, driver, health, background, or employer rules apply?

Important:

In California, initial EMT certification requires current approved training and other official steps. A person must be at least 18 for certification. EMT is not the same as firefighter or paramedic.

CARE CARD	**Paramedic**

May:

- Do EMT work
- Provide more advanced prehospital care after more training
- Work within a California license and local EMS rules
- Lead or share advanced parts of a field response

Ask:

- What EMT background or other entry rules apply?
- Is the paramedic program approved?
- What clinical and field internship schedule is required?
- What state license and local accreditation steps apply?

Important:

Paramedic is a later step. EMT class does not guarantee a license or a job.

CARE CARD	**Emergency Room or Emergency Department Technician**

May:

- Support licensed hospital staff
- Help with patient care within the job rules
- Move patients or equipment
- Stock and clean work areas
- Help with documentation or clerical work

Ask:

- What does this employer call the role?
- What EMT, BLS, experience, or other rules apply?
- What tasks and supervision apply here?

Important:

This is an employer job title. Requirements can change from one hospital to another.

FIELD NOTE — California EMT Orientation

Current California rules use these broad steps:

1. Complete an approved EMT course.
2. Complete the required National Registry testing.
3. Apply through a Local EMS Agency or other approved certifying group.
4. Complete the required background and application steps.
5. Meet any employer requirements before starting work.

Current California rules set a 170-hour minimum EMT course and a minimum age of 18 for initial certification.

These facts can change. A program may add requirements. Check California EMSA, the Local EMS Agency, the program, and the employer before you make a plan.

If you may move out of California, check the official agency in that state. A California credential may not transfer automatically.

FIELD NOTE

What I Learned

In my own words, emergency response is about:

Roles in the response chain may include:

-
-
-

Information that may move between roles:

-
-
-

Training or credential steps to ask about:

-
-

One work reality that surprised me:

TEAM MAP

E1.1 - Response Chain Map

Arrange at least six roles, draw four information arrows, and explain what could be lost in one unclear handoff.

This is a fictional CareTown case. The job roles are real.

At a job fair, an adult worker says, “I feel dizzy, and my chest feels tight.” A coworker asks for emergency help.

Role cards:

- Caller or bystander
- 911 call taker or emergency medical dispatcher
- Fire and EMS dispatcher
- EMT
- Paramedic
- Emergency department technician
- Registered nurse and hospital team

Information cards:

- Exact location
- The caller's exact words
- Known safety information
- Which resources were sent
- Exact field observations
- Relevant actions by trained workers and the person's response
- What the hospital team still needs to know
- Documentation and readiness status

Directions:

1. Arrange at least six roles.
2. Draw at least four arrows.
3. Label each arrow with information that may move.
4. Circle one handoff that needs extra care.
5. Explain what could be lost if the message is unclear.

My response chain:

One handoff I circled:

What could be lost if the message is unclear?

TRY

E2.1 - Build Jayden's EMT Training Week

Build a hypothetical week, circle one pressure point, match one support, and write one question for the program.

This is a hypothetical week. Every program schedule is different.

Add these blocks:

- Class
- Skills or scenario lab
- Study
- Test preparation
- Travel
- Meals
- Sleep or rest
- CPR or BLS requirement check
- Supplies or uniform check

Add one optional block:

- Work shift
- Family responsibility
- Tutoring or study group
- Exercise or stress relief
- Appointment
- Time with friends

ACTIVITY CARD **Sample Weekly Planner**

Day	What Jayden Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One pressure point in the week:

_____
_____
_____
_____
_____
_____

One support that may help: _____
_____

One thing Jayden must check with the program: _____
_____

LISTEN

E3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast:

Listening question:

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to emergency response:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

E3.2 - Marcus's Response Chain

Make five choices that protect safety, accuracy, and teamwork, and write why for each one. You will not diagnose or choose treatment.

This is a fictional, non-graphic career story. Look for safety, exact facts, teamwork, and handoffs.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD

Choice 1: Confirm the message

SCENARIO

The crew gets an address and hears that an adult worker feels dizzy and says, "My chest feels tight." What comes first?

- ☐ A. Write down the worker's words and wait for more information
- ☐ B. Confirm the exact location and any known safety details
- ☐ C. Guess what illness the worker has
- ☐ D. Start driving right away and confirm the details on the way

Why I chose it: _____

_____

CARE CARD

Choice 2: The entrance is blocked

SCENARIO

Moving equipment blocks the closest entrance. What protects the response chain?

- ☐ A. Ask a bystander to lead the crew through the work area
- ☐ B. Wait at the blocked entrance until the equipment stops
- ☐ C. Pause and work with the team and site staff to find a safe way in
- ☐ D. Rush through because the call feels urgent

Why I chose it: _____

_____

CARE CARD	**Choice 3: The message changes**

SCENARIO

The worker repeats the exact words and looks more uncomfortable. What should move to the team?

- ☐ A. The exact words and the change the crew can see
- ☐ B. A diagnosis that makes the message sound certain
- ☐ C. "The patient looks worse"
- ☐ D. The worker's exact words, saved for the hospital handoff

Why I chose it: _____

_____

CARE CARD	**Choice 4: The hospital handoff**

SCENARIO

The receiving team was not there for the whole response. What makes the handoff useful?

- ☐ A. What the crew saw, but not what was done or how the patient responded
- ☐ B. Every detail in the order it comes to mind
- ☐ C. A short, ordered report of what happened, what the crew saw, what trained crew members did, and how the patient responded
- ☐ D. Only the worker's name

Why I chose it: _____

_____

CARE CARD	Choice 5: The reset

SCENARIO

The hospital handoff is done. What still counts as emergency-response work?

- ☐ A. Documentation, cleaning, restocking, and getting the unit ready
- ☐ B. Restocking the supplies, and doing the report later in the week
- ☐ C. Finishing the report, and leaving the cleaning for the next crew
- ☐ D. Leaving missing supplies for the next crew to find

Why I chose it: _____

_____

One choice that protected safety, accuracy, or teamwork, and why:

_____

_____

_____

TRY — Simple Information Handoff

Use this frame:

- Where are we, and what is happening?
- What exact words or facts were observed?
- What does the next team need to know or confirm?

Use facts. Do not guess a diagnosis or give treatment advice.

TRY

E3.3 - Information Handoff Huddle

Draft a short message with context, exact facts, and what the next team needs to know. Compare only after your own draft.

Draft your own message first. Then compare or combine it with a partner, small group, or whole class if your instructor asks.

Facts you may use:

- Fictional CareTown job fair
- Adult worker
- Worker says, “I feel dizzy, and my chest feels tight.”
- Moving equipment blocked the nearest entrance.
- The team coordinated a safe way in.
- The hospital team needs a clear sequence and any missing information.

Where are we, and what is happening?

_____
_____
_____
_____

What exact words or facts were observed?

_____
_____
_____
_____
_____
_____
_____

What does the next team need to know or confirm?

_____
_____
_____
_____
_____
_____
_____

My short handoff:

Who may need this message next?

Why this role?

Check your message:

- ☐ I used exact words or facts.
- ☐ I named the context or location.
- ☐ I named what the next team needs.
- ☐ I did not guess a diagnosis.
- ☐ I did not give treatment advice.

FIT CHECK

E4.1 - Emergency Response Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether emergency response is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Listening
- ☐ Staying calm
- ☐ Asking clear questions
- ☐ Noticing details
- ☐ Following steps and protocols
- ☐ Working with a team
- ☐ Writing accurate notes
- ☐ Using maps and technology
- ☐ Managing time
- ☐ Accepting feedback
- ☐ Practicing until a skill is steady
- ☐ Showing care without making promises
- ☐ Physical activity
- ☐ Asking for support after hard work
- ☐ Something else: _____

One strength I already use:

_____

_____

_____

One skill I could build:

_____

_____

_____

Do I want to keep exploring emergency response? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore emergency response more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____

_____

_____

_____

FIELD NOTE

E4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect an emergency response route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Minimum age and entry rules	( )	( )	( )
Approved program status	( )	( )	( )
Training length and schedule	( )	( )	( )
Cost and fees	( )	( )	( )
Transportation	( )	( )	( )
Attendance	( )	( )	( )
CPR or BLS requirements	( )	( )	( )
Uniforms and supplies	( )	( )	( )
Supervised clinical experience	( )	( )	( )
Testing and local application	( )	( )	( )
Background check or screening	( )	( )	( )
Driver or employer rules	( )	( )	( )
Work schedule	( )	( )	( )
Physical demands	( )	( )	( )
Emotional demands and support	( )	( )	( )
Moving to another state	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____
_____

FIELD NOTE Real Regional Examples

These are real San Bernardino-area examples. They are not CareTown characters. They are not promises that a job or program is open now.

CARE CARD	**ICEMA**

ICEMA is the Local EMS Agency for San Bernardino, Inyo, and Mono Counties. Its current website is one place to check EMT certification and paramedic accreditation information.

CARE CARD	**CONFIRE Emergency Services Dispatcher Trainee**

This real job classification shows one dispatcher path. It includes emergency calls, fire and EMS resources, protocols, and rotating shifts. Check the current posting and requirements.

CARE CARD	**ARMC Emergency Room Technician**

This real job classification shows one hospital support path. Its current requirements are specific to that employer. Check the current posting and requirements.

One example I want to learn more about, and one thing I must verify about it:

_____
_____
_____

PASSPORT

E4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Marcus Reed, an EMT, and followed Jayden Brooks, an EMT student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about approved EMT programs.
- ☐ Check the California EMSA EMT page with a trusted adult.
- ☐ Check ICEMA or my Local EMS Agency.
- ☐ Ask a dispatcher, EMT, paramedic, or emergency department technician about a normal week.
- ☐ Compare two current program schedules and costs.
- ☐ Check a current employer job description.
- ☐ Learn which CPR or BLS card a program requires.
- ☐ Build my listening, writing, map, teamwork, or fitness skills.
- ☐ Mark Emergency Response in my reflection pages to revisit later.
- ☐ Choose another CareTown stop.
- ☐ My own step: _____

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Emergency Response Station: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 1 Exit Ticket**

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 2 Exit Ticket**

Name: _____

One question I would ask an EMT program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 3 Exit Ticket**

Name: _____

One exact fact an EMT must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 4 Exit Ticket**

Name: _____

One action I will take next, and how it connects to my E4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

CareTown Dental Clinic and Lab



MODULE 08

Dental Clinic and Lab

Explore dental assisting, hygiene, and lab work and see how prevention and teamwork support oral health.



Marisol Vega
Registered dental assistant



Nico Alvarez
Dental assisting student

WATCH | LISTEN | EXPLORE | TRY | REFLECT

START

Welcome to the Dental Clinic and Lab

In this module, you will explore dental health careers.

You will follow a team as it gets ready for a patient who feels nervous.

You will not learn dental care in this module. You will learn about careers, training, teamwork, and clear, honest messages.

FIELD NOTE

How This Module Is Organized

Module 8 is the full Dental Clinic and Lab visit.

A **unit** is one shorter lesson inside the module. This module has four units: the dental team, the student week, the work week, and the fit check.

An **activity** is one task inside a unit. Your instructor may ask you to work on your own, with a partner, in a small group, or as a whole class.

FIELD NOTE

How to Use This Module

Look for an activity code, such as D1.1 or D3.2.

Open the page with the same code when your instructor starts an activity.

Start with your own answer. Share or compare only when your instructor asks.

If a story feels uncomfortable, tell your instructor. You may complete the printed version on your own.

GUIDE CARDS

Meet the Dental Clinic Guides

Marisol and Nico are fictional CareTown characters. Dental assistants and dental assisting students are real.



GUIDE CARD

Marisol Vega

Registered dental assistant

Marisol is a registered dental assistant.

She prepares rooms, supports infection control and chairside work, writes down assigned information, and helps nervous patients understand what happens next.

What Marisol helps you remember:

Patient trust grows when the team is honest and follows through.



GUIDE CARD

Nico Alvarez

Dental assisting student

Nico is a dental assisting student.

He likes hands-on work. His week includes class, dental words, lab practice, infection-control learning, study, travel, and getting ready for an externship.

What Nico helps you remember:

Ask before you act when a tool or direction is new.

SNAPSHOT

Dental Health Technology Pathway Snapshot

Dental health is a team.

Before a patient sits in the chair, the team checks the schedule, records, room, supplies, and equipment status. During the visit, people work together. After the visit, the room is reset, records are finished, and some work goes to a dental lab.

People may work in:

- Dental offices
- Community health center dental clinics
- Dental schools
- Dental laboratories
- School and public health dental programs

The work may include:

- Getting rooms ready
- Following infection-prevention routines
- Welcoming patients and explaining next steps
- Helping the dentist or hygienist within the allowed role
- Keeping records and schedules
- Making or repairing dental appliances, in lab roles

Infection prevention means the steps trained workers follow to stop germs from spreading.

This module is career exploration. It is not dental, X-ray, infection-control, or lab training.

FIELD NOTE

Pathway Quick Guide

Compare dental assistant, RDA, dental laboratory technician, and nearby roles. Write one difference and one fact to verify.

Use this guide before D1.1.

CARE CARD	**Dental Assistant**

May:

- Help patients feel comfortable
- Get rooms and supplies ready
- Help with records and scheduling
- Support the dentist chairside

Ask:

- Which tasks may a dental assistant do in California?
- What courses are needed before certain tasks?

- What does this employer expect?

Important:

What a dental assistant may do depends on state rules, training, supervision, and the workplace.

CARE CARD	**Registered Dental Assistant (RDA)**

May:

- Do more tasks than an unlicensed dental assistant, as allowed by California rules
- Support room readiness, infection prevention, patient communication, and chairside work

Ask:

- Is the RDA program approved by the Dental Board of California?
- Which required courses does it include?
- What exam and background steps follow?

Important:

RDA is a California license. Finishing a program, passing an exam, getting a license, and getting a job are separate steps. California lists more than one route to the license.

CARE CARD	**Dental Laboratory Technician**

May:

- Make or repair dental appliances from work orders
- Use fine hand skills, materials, and digital tools
- Check work carefully for quality

Ask:

- Does the job train on site or ask for a program?
- How much patient contact is there?

Important:

Many dental lab technicians have little patient contact.

CARE CARD	**Nearby Roles**

Dentist, dental hygienist, and dental office roles share the same setting.

"Nearby" means they may share a workplace. Each has its own training, license, and supervision rules. Sharing a workplace does not move you into the other job.

FIELD NOTE

What I Learned

In my own words, dental health technology is about:

Roles on the dental team may include:

-
-
-

Things the team checks before the patient arrives:

-
-
-

Training or license steps to ask about:

-
-

One work reality that surprised me:

FIELD NOTE

D1.1 - Dental Team and Workflow Map

Place at least four roles around a dental visit. Add one preparation task, one communication task, one office or lab connection, and one question.

This is a fictional CareTown case. The job roles are real.

A patient who feels nervous is coming in for a dental visit.

Role cards:

- Front-office team member
- Dental assistant or registered dental assistant
- Dentist
- Dental hygienist
- Dental laboratory technician

Directions:

1. Place at least four roles around the dental visit.
2. Add one preparation task.
3. Add one communication task.
4. Add one office or lab connection.
5. Write one question the team must answer.

My dental team map:

_____

_____

_____

_____

_____

_____

_____

Preparation task:

_____

_____

_____

_____

_____

_____

_____

Communication task:

Office or lab connection:

One question:

TRY

D2.1 - Build Nico's Student Week

Make a possible week with class, terminology, lab practice, infection-control learning, study, travel, life needs, and support. Mark one question to ask a current program.

This is a sample week. Every program schedule is different.

Add these blocks:

- Class
- Dental terminology study
- Lab practice
- Infection-control learning
- Study and test preparation
- Travel
- Meals
- Sleep or rest
- Externship preparation

Add one optional block:

- Work shift
- Family responsibility
- Tutoring or study group
- Exercise or stress relief
- Appointment
- Time with friends

ACTIVITY CARD	**Sample Weekly Planner**

Day	What Nico Needs To Do	What Support May Help
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

One pressure point in the week:

_____
_____
_____
_____
_____
_____

One support that may help: _____
_____

One question to ask a current program: _____
_____

LISTEN

D3.1 - Podcast Keyword Catcher

While you listen, write up to five keywords, explain one keyword you chose, connect it to the pathway, and write one question you still have.

Podcast:

Listening question:

Listen first. You can also follow along with the printed transcript.

Keywords that matter to me:

1.
2.
3.
4.
5.

One keyword I chose, and why I chose it:

_____

_____

_____

How this word connects to dental health technology:

_____

_____

_____

One question I still have:

_____

_____

_____

FIELD NOTE

D3.2 - Marisol's Ready Room

Make five choices about preparation, patient trust, observation, communication, and handoff, and write why. You will not diagnose or choose treatment.

This is a fictional career story.

For each choice, read the situation, check one answer, and write why you chose it.

CARE CARD

Choice 1: Check readiness

SCENARIO

Before the fictional patient comes in, Nico notices that one item on the approved room-readiness list has no status marked. What should he do?

- ☐ A. Look around the room, and mark the item done if it seems ready
- ☐ B. Pause and ask Marisol to confirm the status
- ☐ C. Tell Marisol about it after the patient leaves
- ☐ D. Mark it complete without checking

Why I chose it: _____

_____

CARE CARD

Choice 2: Support patient trust

SCENARIO

The fictional patient says, "I am nervous because I do not know what happens next." What communication habit helps?

- ☐ A. Describe the steps of the visit from what he has seen before
- ☐ B. Say, "Lots of people feel that way," and continue setting up
- ☐ C. Promise that nothing will feel uncomfortable
- ☐ D. Acknowledge the concern and connect the patient with the qualified person who can explain

Why I chose it: _____

_____

CARE CARD **Choice 3: Report what you notice**

SCENARIO

Nico sees that the status of a sealed item is unclear. He has not been trained or directed to handle it. What should he communicate?

- ☐ A. Tell Marisol, "Something looks off," without saying which item
- ☐ B. Move the item to the side without saying anything
- ☐ C. Try an unfamiliar procedure by copying someone else
- ☐ D. State exactly what he sees and ask Marisol what to do

Why I chose it: _____

_____

CARE CARD **Choice 4: Communicate under time pressure**

SCENARIO

The schedule is running late, and the patient asks when the visit will begin. Nico does not know the new time. What should he do?

- ☐ A. Say, "I'm not sure," and go back to setting up
- ☐ B. Avoid the patient so no one asks again
- ☐ C. Say what he knows, avoid making up a time, and ask the right team member for an update
- ☐ D. Guess that it should be about ten more minutes and add, "I think"

Why I chose it: _____

_____

CARE CARD	Choice 5: Close the visit

SCENARIO

The fictional visit is over. Marisol asks Nico what he noticed during setup so the team can be ready next time. What should he share?

- ☐ A. The exact item that was unclear, when he noticed it, and who he told
- ☐ B. A guess about which team member caused the problem
- ☐ C. A general comment that setup felt rushed today
- ☐ D. A list of everything he saw during the whole visit

Why I chose it: _____

_____

One choice that protected trust or readiness, and why:

_____

_____

_____

FIELD NOTE

D3.3 - Patient-Trust Workflow Board

Build a four-part team board with the context, what is noticed, what can be said, and who needs the update. Produce one clear trust-building message.

Complete the board on your own, compare with a partner or small group, or build one board as a whole class.

Use the fictional case and observable information only. This is a communication exercise, not dental care or infection-control training.

Fictional case:

- CareTown Dental Clinic, morning schedule
- Marisol and Nico are getting the room ready.
- The patient says, "I am nervous because I do not know what happens next."
- One item on the readiness list has no status marked.
- The schedule is running about ten minutes late.

1. Context

Where are Marisol and Nico? What part of the visit is beginning?

_____
_____
_____
_____
_____
_____
_____
_____

2. Notice

What exact words, visible detail, or unclear status should the team know?

_____
_____
_____
_____
_____
_____
_____

3. Communicate

What plain-language sentence could welcome the patient or move accurate information?

4. Ask or escalate

Which supervising or qualified team member should answer, confirm, or act?

Your team product:

One phrase that may help a nervous patient feel respected:

One detail the team should not guess about:

_____

_____

_____

_____

_____

_____

_____

One question Nico should ask before acting:

_____

_____

_____

Check your board:

- ☐ I used exact words or visible details.
- ☐ My message is honest and does not promise anything.
- ☐ I named who should answer or confirm.
- ☐ I did not give dental advice.

FIT CHECK

D4.1 - Dental Health Technology Strengths and Fit Check

Check the strengths that sound like you, name one strength and one skill to build, and decide whether dental health technology is a yes, maybe, or not right now. All three answers are valid.

Check any that sound like you today. Then choose three to think about more.

- ☐ Working close to people
- ☐ Helping nervous people feel calm
- ☐ Using my hands for careful work
- ☐ Noticing small details
- ☐ Following the same routine every time
- ☐ Wearing gloves, masks, and eye protection
- ☐ Working with a team
- ☐ Keeping records accurate
- ☐ Working in a lab with less patient contact
- ☐ Learning new tools and words
- ☐ Staying calm when the schedule runs late
- ☐ Something else: _____

One strength I already use: _____
_____

One skill I could build: _____
_____

Do I want to keep exploring dental health technology? Yes, maybe, and not right now are all valid answers. Your answer may stay private.

- ☐ Yes, I want to explore dental health technology more.
- ☐ Maybe, I need more information first.
- ☐ Not right now, another pathway may fit me better.

Why? Name one clue from this stop that supports my answer:

_____
_____
_____

FIELD NOTE

D4.2 - Practical Factor Check

Mark the practical factors, such as time, cost, travel, schedule, and requirements, that could affect a dental health technology route. Name one person or place to ask.

Fill in one bubble in each row. You may keep this page private.

Factor	I need to learn more	This may need planning	Not my biggest concern today
Which role fits me best	( )	( )	( )
Approved program status	( )	( )	( )
Program length and schedule	( )	( )	( )
Cost and supplies	( )	( )	( )
Travel	( )	( )	( )
Lab and externship hours	( )	( )	( )
Required courses and exam	( )	( )	( )
Health or background requirements	( )	( )	( )
Close patient contact	( )	( )	( )
Standing, bending, and hand tasks	( )	( )	( )
Work schedule	( )	( )	( )
Moving to another state	( )	( )	( )

One factor I need to learn more about: _____

_____

One factor that may need planning: _____

_____

One person or official source I could ask: _____

_____

FIELD NOTE

Real Regional Examples

These are real examples. They are not CareTown programs, admission offers, job openings, or promises.

CARE CARD	**Chaffey College Dental Assisting**

A real regional program. Check the current program status, approval, application cycle, schedule, costs, and supervised learning.

CARE CARD	**San Bernardino County Dental Assistant I**

A real local employer class description. It shows one employer's requirements. It is not proof of a current opening.

CARE CARD	**California Approved-Program List**

The Dental Board of California's official list shows which RDA programs and required courses are currently approved. Check both the Board and the provider.

One example I want to learn more about, and one thing I must verify about it:

_____

_____

_____

PASSPORT

D4.3 - Career Passport and Next-Step Planner

Record one fact to verify, choose one next step, and name one person, program, or trusted source to ask.

This page is your Career Passport record for this stop. At this stop, you met Marisol Vega, a registered dental assistant, and followed Nico Alvarez, a dental assisting student. Your answers may stay private.

Date: _____

One fact about this pathway I need to verify:

_____

_____

_____

Choose one possible next step:

- ☐ Ask a school counselor about dental assisting programs.
- ☐ Check the Dental Board of California RDA page with a trusted adult.
- ☐ Check whether a program is on the Board's approved list.
- ☐ Compare two current program schedules and costs.
- ☐ Ask a dental assistant, RDA, hygienist, or lab technician about a normal week.
- ☐ Build my hand skills, communication, or detail habits.
- ☐ Mark Dental Health Technology in my reflection pages to revisit later.
- ☐ Choose another CareTown stop.
- ☐ My own step: _____

My next step:

_____

_____

_____

One person, program, or trusted source I can ask:

_____

_____

_____

PASSPORT

Dental Clinic and Lab: Stop Reflection

Use this page at the end of the stop. Your answers may stay private. When you finish, mark this stop complete in your Career Passport.

One part of the work that sounds interesting:

_____

_____

_____

One part of the work that might be challenging:

_____

_____

_____

A team member who helped me understand this pathway, and what they did:

_____

_____

_____

What I would watch for if I visited a classroom, lab, or workplace for this pathway:

_____

_____

_____

How this stop compares with another stop I visited or want to visit:

_____

_____

_____

EXIT

Unit 1 and Unit 2 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD

Unit 1 Exit Ticket

Name: _____

Two roles I learned about in this unit:

_____

_____

_____

One task or piece of information that moves between them:

_____

_____

_____

✂ Cut here

CARE CARD

Unit 2 Exit Ticket

Name: _____

One question I would ask a dental assisting program before applying:

_____

_____

_____

One support that could help a student in this training:

_____

_____

_____

EXIT

Unit 3 and Unit 4 Exit Tickets

Complete each ticket at the end of its unit. Cut along the dashed line to hand it in.

CARE CARD **Unit 3 Exit Ticket**

Name: _____

One exact fact a dental assistant must get right:

_____

_____

_____

The person or role who should receive that fact:

_____

_____

_____

✂ Cut here

CARE CARD **Unit 4 Exit Ticket**

Name: _____

One action I will take next, and how it connects to my D4.1 fit answer:

_____

_____

_____

One trusted source I will use:

_____

_____

_____

FIELD NOTE

My Notes

Use this page for notes, questions, or ideas from this stop.

FIELD NOTE

End of CareTown

PASSPORT

End-of-Course Reflection

After visiting CareTown modules, answer these questions. First, look back at W0.7 My Starting Interests (page 29).

One career I listed at the start that I still want to explore:

_____

_____

_____

One career I listed at the start that interests me less now, and why:

_____

_____

_____

One career I did not list at the start that I want to learn more about now:

_____

_____

_____

Three pathways I explored:

1.
2.
3. _____

One thing I learned about healthcare teamwork:

_____

_____

_____

One thing I learned about training:

_____

_____

_____

One thing I learned about myself:

_____

_____

_____

My next best question:

_____

_____

_____

_____

_____

_____

My next best step:

_____

_____

_____

_____

_____

_____

_____

Keep exploring

Your best question can change as you learn more, and that is part of the exploration. Keep this workbook as a record of where you started and where you are now.