

# Clinical Teaching Resource Findability Audit

Find the file search that keeps interrupting the first few minutes of teaching.

**Keep this worksheet general.** Use resource names and roles only. Do not write patient or learner identifiers, case details, credentials, access tokens, or restricted links here.

## Choose one teaching point

Use a shared clipboard, simulation station, or faculty resource kit. Watch a real session setup before deciding where a tap point belongs.

| Station or shared kit | Session or rotation | Date |
|-----------------------|---------------------|------|
|                       |                     |      |

## Where does the search start?

List the general resources people ask for. Put the approved source and its owner beside each one.

| Resource needed | Where people look today | Approved source / owner | Review date |
|-----------------|-------------------------|-------------------------|-------------|
|                 |                         |                         |             |
|                 |                         |                         |             |
|                 |                         |                         |             |
|                 |                         |                         |             |

## Write down the pause

| Teaching moment | What interrupted setup? | Time to page |
|-----------------|-------------------------|--------------|
|                 |                         |              |
|                 |                         |              |
|                 |                         |              |

# Make one link worth keeping

A physical shortcut helps only when the destination is current and somebody owns it.

## Before the first tap

|                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> The destination is an institution-approved, non-sensitive teaching resource.                         |
| <input type="checkbox"/> The source stays in the learning or clinical system the institution already governs.                 |
| <input type="checkbox"/> A named role can update the page and record its next review date.                                    |
| <input type="checkbox"/> Existing sign-in and access rules still apply where required.                                        |
| <input type="checkbox"/> There is a usable fallback when a phone or network connection is unavailable.                        |
| <input type="checkbox"/> No patient information, learner identifiers, credentials, or clinical advice appear in a public URL. |

## Compare the same kind of session

Count only general resource lookups you observed. Avoid patient or learner identifiers. A time estimate is staff capacity, not cash savings or a learning result.

| Measure                                 | Before | After | Owner / date |
|-----------------------------------------|--------|-------|--------------|
| Time to the current teaching guide      |        |       |              |
| Repeat requests for general directions  |        |       |              |
| Destinations with owner and review date |        |       |              |
| Broken or outdated resource links       |        |       |              |

## Decide what to keep

| Keep the tap point | Fix the destination | Use another route |
|--------------------|---------------------|-------------------|
|                    |                     |                   |

**Before adding another tag:** Can the next instructor reach the current guide, and who updates it after the course changes?

NFC-A TAG is a pointer to an institution-selected page. It does not provide clinical guidance, access control, training verification, learner tracking, or compliance. This worksheet is a general planning aid.