Chalk Talk Workshops: An Effective Tool for Improving Residents’ Teaching Skills
Nicole Oakman, MD; Jonathan Lim, MD; Ryle Przybylowicz, MD; Shira Sachs, MD; Zaven Sargsyan, MD; Stephanie Sherman, MD
Baylor College of Medicine, Houston, TX

BACKGROUND
- Residents are the primary teachers for interns and medical students1-3
- Residency rarely receive direct feedback about their instructional skills
- Chalk talks are brief talks, typically 5-10 minutes, that can be given in many clinical settings4
- Chalk talk workshops provide residents with an opportunity to practice basic instructional skills including creating learning objectives, deconstructing a topic for new learners, and giving/receiving feedback

AIM
- Utilize chalk talk workshops to provide internal medicine residents with an opportunity to develop greater proficiency in instructional skills by developing a chalk talk, practicing the talk, and receiving feedback from peers and experienced clinician educators

METHODS

• Preparation
  - Event scheduled as an optional event occurring outside of typical work hours
  - All residents are invited via e-mail 1-2 weeks before each workshop
  - Workshop attendees receive a chalk talk tip sheet before the session
  - Materials
    - 1 video-recording device for each small group
    - 1 attending physician or chief resident to lead each small group
    - Chalk talk tip sheet and feedback form

• Structure of Chalk Talk Workshop
  - Large group convenes for brief orientation and then divides into small groups comprising 3-4 residents and 1 faculty member or chief resident
  - Each resident presents his or her chalk talk (see Figure 1)
  - Large group reconvenes for collective reflection

FIGURE 1. SMALL GROUP STRUCTURE

Presentation
Resident presents chalk talk; talk is video recorded.
5 minutes

Individual Reflection
Presenting resident reviews chalk talk video independently for self-reflection.
5 minutes

Group Feedback
Resident returns to group to discuss self-reflection & receive group feedback.
5 minutes

Group Reflection
Remaining residents and attending discuss chalk talk and feedback.
5 minutes

CONCLUSIONS
- Residents viewed the group feedback session as the most helpful part of the workshop
- Areas for improvement include discussing tips for giving an effective chalk talk with large group prior to small group sessions
- Chalk talk workshops provide opportunity for deliberate practice and peer observation of teaching
- Debriefing sessions are learner centered and video recording maximizes learning

REFERENCES