

## 2026 Davee Foundation Lecture and Resident Research Day

### Abstract

**Paarul Sinha, MD**

Northwestern McGaw Family Medicine Residency at Lake Forest

**Title: Using a Structured Chalk Talk Curriculum to Enhance Resident Inpatient Training**

**Background:** Resident-led inpatient teaching is a key component of graduate medical education, yet many residents report limited formal training and low confidence in delivering effective, structured teaching in time-constrained clinical environments. Lack of standardized frameworks contributes to variability and reduced sustainability of inpatient teaching efforts.

**Objective:** To develop and evaluate a structured chalk talk curriculum designed to improve resident confidence, preparedness, and engagement in inpatient teaching.

**Methods:** A resident-led chalk talk curriculum was designed using Kern's 6-Step Approach to Curriculum Development and implemented within a family medicine residency inpatient service. The intervention includes interactive workshops focused on chalk talk structure and delivery, paired with standardized visual schemas and a curated set of high-yield inpatient topics. Residents are encouraged to deliver brief, structured chalk talks during inpatient rotations. Program evaluation will include pre- and post-intervention surveys assessing resident confidence, perceived preparedness, and acceptability of the curriculum.

**Expected Results:** Anticipate increased resident self-reported confidence and preparedness in delivering inpatient teaching, along with improved engagement in resident-led teaching activities. Secondary outcomes include identification of common barriers to inpatient teaching and assessment of the feasibility of integrating a standardized chalk talk curriculum into routine inpatient workflows.

**Conclusions:** This curriculum aims to address gaps in resident-as-teacher training by providing a practical and reproducible framework for inpatient teaching. Findings may inform future curricular development and contribute to educational scholarship on sustainable teaching interventions in graduate medical education.