

AI in Healthcare Education

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Objectives

- ▶ Recognize the privacy risks related to faculty intellectual property, educational materials, and clinical data when using generative AI tools.
- ▶ Connect these privacy and ethical issues to similar dilemmas students may encounter during clinical care involving documentation.
- ▶ Design prompts or learning activities that promote clinical reasoning while leveraging AI as a thinking partner.



***A little bit
about me***

AI in PT Education

How Quinnipiac is embracing AI (across the spectrum of comfort levels!)

What do we want students to know about AI?



AI Literate Skills



Syllabus policies



TRANSPARENCY WHEN
AI BASED MATERIAL IS
USED IN AN ASSIGNMENT



AUTHORSHIP



FULL-DISCLOSURE



RECORD KEEPING



PLAGIARISM AWARENESS



FACT-CHECKING AND
RESPONSIBILITY



ACADEMIC MISCONDUCT

Policy examples

Use of AI Tools (Disclosure Required) - If you use generative AI tools (such as ChatGPT), you should not cite them using AMA or APA format. Instead, you must include a brief AI Use Disclosure Statement describing how the tool was used.

- ▶ Your disclosure must clearly state:
 - ▶ what you used AI for (idea generation, organization, rewriting for clarity, etc.)
 - ▶ how it contributed to your work
 - ▶ the prompt you used

Intellectual Property Ethical Implications - Relationship to HIPAA

Intellectual property: According to the Quinnipiac University Intellectual Property Policy (HR policy manual): “Faculty members own the copyright in the course content and program materials they develop.” Sharing course materials with Generative Artificial Intelligence such as ChatGPT is considered plagiarism and a violation of academic integrity.

Ongoing conversations are needed

- ▶ How are we using it in the classroom or clinic?
- ▶ Are we sharing those experiences with students?
- ▶ Are we modeling how we are combining AI use with our own critical thinking

Key point:

This all needs to be an ongoing discussion, both in the classroom and the clinic. We cannot assume that students internalize all information after the first time it was presented!

AI and Assessments

Purpose

- What will I gain with this assessment?
- How will I be able to use the information?

Task

- Is there clear criteria?
- What do I need (resources, partner, etc.)

Criteria

- Expectations
- Examples

Example: Case Study (D1 Year, PathoPharm)

I am a physical therapist working in an acute care hospital. My patient is a 77-year-old female with diagnosis of community acquired pneumonia. CXR reveals LLL consolidation. Patient is on albuterol, Spiriva, Ozempic, crestor, and ciprofloxacin. At baseline, the patient is not on oxygen and is independent with mobility without an assistive device. Baseline vitals are 90% on 4L oxygen via nasal cannula, respiratory rate of 24, heart rate of 100 bpm, and BP 106/74. How should the physical therapist proceed with this patient?

For **EACH** item of the AI output, students will address the item and state whether or not they agree with statement based on their own knowledge of the subject. Students should also add detail to vague statements and provide more information on how they would perform exam or intervention technique. What would the frequency look like? How would you progress or regress an activity? How would you know that progression or regression is needed? Students do not need to address all of these questions for each statement but rather use their judgement to determine what information would be critical to demonstrate clinical decision making.

Example: HITT (D3 Year, Elective Course)

- ▶ Use generative AI (Copilot, ChatGPT, etc) to create a high-intensity exercise program for the patient in a SNF. You will submit your entire AI generated output (you can continue to prompt AI if you want further clarification of any part of the plan).
- ▶ Once you have your final AI output:
 - ▶ Analyze the output for: safety, feasibility, appropriateness, alignment with the patient and goals, etc
 - ▶ revise the program based on your clinical judgment and current literature. Include a rationale for anything you would change
- ▶ ***Without the use generative AI***, modify the program for the patient after discharge to home. Consider resources, equipment, barriers that may be present in the home setting.
- ▶ Reflect on the use of AI in clinical decision-making.
 - ▶ Strengths and weaknesses of using AI
 - ▶ How did this assignment inform you (provide specific examples) on how AI may support or hinder personalized care in geriatric PT?
 - ▶ Describe your experience using AI for this assignment. What did you learn? What was challenging? How can you see yourself using AI in the future for other assignments or in clinical practice? What do you like most about the use of AI? What concerns do you have about the use of AI in clinical practice?

Encouraging Critical Thinking: With and Without AI

What was your thought process?

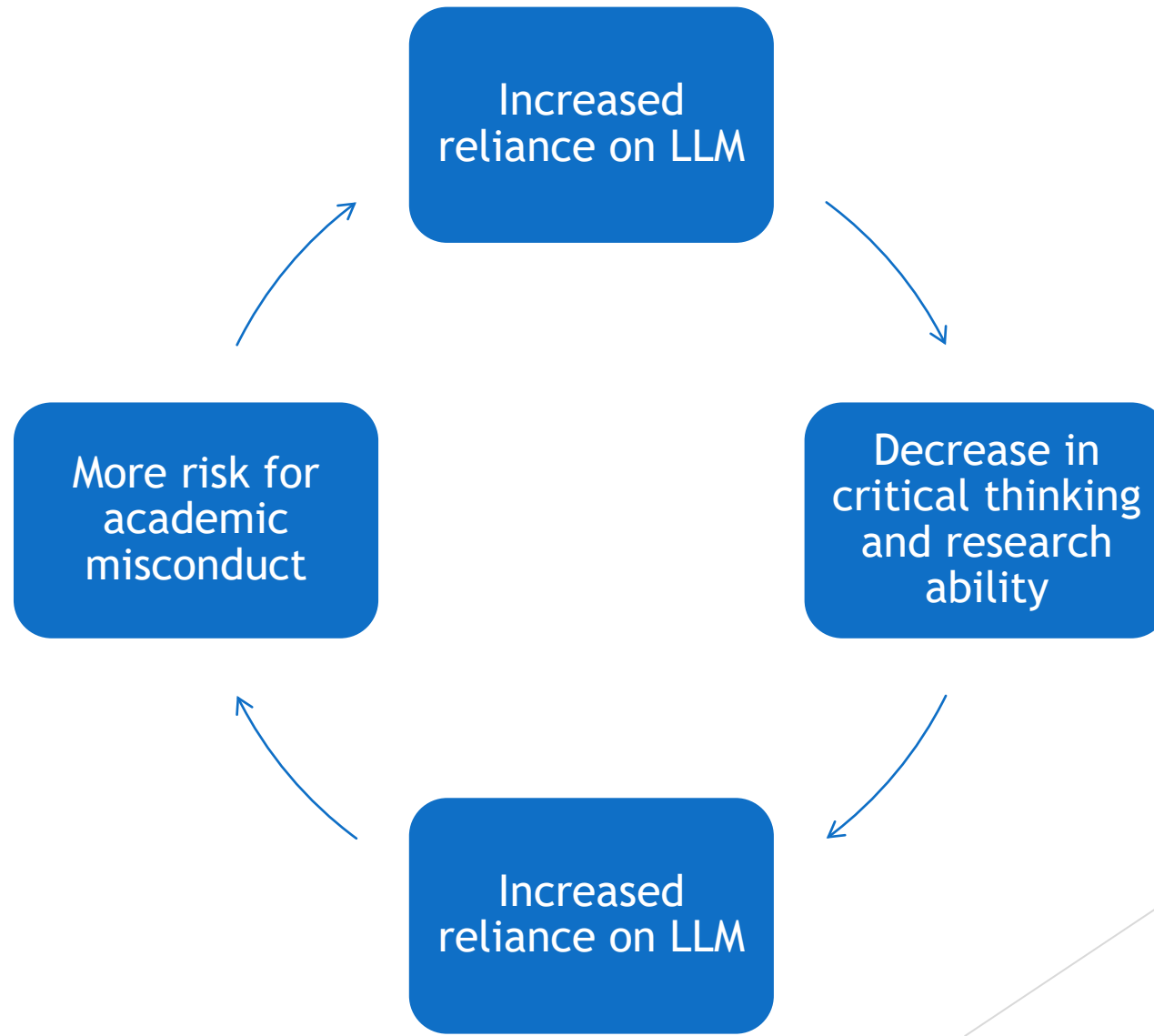
- ▶ If you use AI, you need to tell me what you used, how you used it, what parts of the assignment you used it for, and how the use of AI facilitated or hindered your learning. How did you verify that the output you received was accurate? How did you ensure that you obtained all the necessary information to make your assignment complete?
- ▶ If you do not use AI, what process did you use? What led you to the sources you used? How did you ensure that you obtained all the necessary information to make your assignment complete?

Reimagining Rubrics

- ▶ “AI is the new C student”
- ▶ AI generated work cannot be good enough for competency

Absent (0%)	AI-Level (50%)	Good (80%)	Great (100%)
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Maintaining Academic Integrity



Suspecting AI



Evaluating grammar, syntax, and vocabulary - does it match the student's normal writing/language expression?



Does the material make sense? Is it correct/relevant/up to date?



Are citations correct?



Is performance dramatically different?



Is font/color/size consistent?

How students are using AI outside of assessments

- ▶ Need help with prompting!!
 - ▶ Practice questions
 - ▶ Making patient cases

Transitions Students from the Classroom to the Clinic

- ▶ Your students on clinical rotations may be using AI to prep
 - ▶ Recognize that
 - ▶ Ask them about their use
 - ▶ Challenge them to go beyond AI
 - ▶ Model that behavior and discuss your clinical decision-making process
 - ▶ It's likely you will be able to learn from each other!



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