

IHPE Forum Workshop *Artificial Intelligence in Health Professions Education*

Required Reading: [Artificial Intelligence for Health Professions Educators](#)

Overall Workshop Objective: To explore training and education in AI that has relevance and importance for all the health professions while also recognizing the use of AI in education and training within and across health professions.

Participants: Use the Q&A function to share your insights and questions with the panelists

April 26: Virtual Workshop Session

[A Call to Action]

Exploring the Future of AI within Health Professions Education

Session Objective: To discuss what health professions educators can do now to incorporate AI into education and training for learners

12:30pmET	Welcome from the Chair - Carole Tucker, Workshop Planning Committee Chair <ul style="list-style-type: none"> What the audience has been saying and asking throughout the sessions
12:45pm	<p style="text-align: center;">AI in Education: Where do I begin?</p> <p>Eight Proposed Action Steps based on Box 1 of <i>Artificial Intelligence for Health Professions Educators</i></p> <p>Moderator: Kimberly Lomis, Vice President, Undergraduate Medical Education Innovations, American Medical Association</p> <p>Panel Discussants:</p> <ul style="list-style-type: none"> Carole Tucker, Workshop Chair & Associate Dean of Research, School of Health Professions, University of Texas Medical Branch, Galveston Cornelius A. James, Clinical Assistant Professor, Departments of Internal Medicine, Pediatrics and Learning Health Sciences, University of Michigan Medical School Mollie Hobensack, PhD Candidate, Nursing Informatics, Columbia University Katie Link, Medical Student, Icahn School of Medicine at Mount Sinai Carl Sheperis, Dean, Texas A&M University, College of Education and Human Development Pamela Jeffries, Dean, Vanderbilt University School of Nursing Judy Gichoya, Assistant Professor, Emory University School of Medicine Bonnie Miller, fmr Senior Associate Dean for Health Sciences Education, Vanderbilt University School of Medicine
1:55pm	Closing remarks from the Chair
2pm	Adjourn

Box 1 | What Health Professions Education Leaders Should Do Now to Incorporate Artificial Intelligence (AI) into Education and Training for Learners

Educate yourself and your faculty in basic concepts and controversies related to AI

- Consider the differing levels of understanding needed for various faculty roles

Build relationships while considering the resources below

- Health system informatics and clinical decision support teams
 - What is the penetration of AI applications in affiliated clinical enterprise?
 - How is training being carried out in the clinical system?
- University computer science departments
- Ethicists
- Faculty and learners with interest in this topic
- Interprofessional education colleagues

Establish a local advisory group to collaborate with the existing curricular oversight process

- Create learning opportunities about AI for faculty leadership and the institutional community
- Openly address skepticism about AI
- Consider mechanisms to protect learners as AI is applied to facilitating educational practices, such as assessment

Review the program's existing competency outcomes and curriculum

- Consider how expansion of AI will impact understanding of existing competency domains, such as medical knowledge, patient care, communication skills, interprofessional collaborative practice, systems-based care, professionalism, and practice-based learning and improvement
- Consider new domains of competency needed in computer science and technology
- Consider incorporation of AI learning objectives into relevant existing content areas, such as clinical reasoning, metacognition, diagnostic error, cognitive bias, etc.
- Identify potential opportunities for AI to assist in the administration of the curriculum

Review the existing assessment program

- Move from an emphasis on assessing each learner's possession of knowledge to assessing each learner's ability to access, critically appraise, and apply knowledge. For example, consider incorporating clinical decision support tools into simulation events
- Consider opportunities to assess necessary new competencies and skills
- Identify potential roles for AI to assist in the administration of programmatic assessment

Review existing admissions/selection processes

- Move from an emphasis on individual knowledge and accomplishment toward evidence of teamwork and situational judgment
- Identify potential roles for AI to assist in the review of applicants

Participate in evaluation and research regarding the impact of AI in education

Engage in national and global discussions to

- Enhance training in AI
- Establish learning objectives and developmentally appropriate progression of training in AI
- Leverage AI in training
- Develop AI capabilities that assist in the delivery of educational programs

Planning Committee

Carole Tucker, PhD, PT (Chair)

ACAPT Forum Representative

Associate Dean of Research

University of Texas Medical Branch

Judy Gichoya, MD, MS

Assistant Professor, Department of

Radiology

Emory University School of Medicine

Mollie Hobensack, MPhil, BSN, RN

PhD Candidate, Nursing Informatics,

Columbia University

Lisa Howley, PhD, MEd

Senior Director to Transform Medical
Education

Associate Professor of Medical Education

Association of American Medical Colleges

Cornelius A. James, MD

Clinical Assistant Professor

Departments of Internal Medicine,

Pediatrics and Learning Health Sciences

University of Michigan Medical School

Pamela Jeffries, RN

Dean

Vanderbilt University School of Nursing

Kimberly Lomis, MD

Vice President, Undergraduate Medical

Education Innovations

American Medical Association

Dallas Peoples, MS

Program Specialist

Transforming Medical Education

Association of American Medical Colleges

Javaid Sheikh, MD

Dean

Weill Cornell Medicine – Qatar

Carl Sheperis, PhD

Dean

Texas A&M University

College of Education and Human

Development