

UBC Faculty of Medicine Framework for Generative Artificial Intelligence (AI) in Education

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Land Acknowledgement

We respectfully acknowledge that the UBC Vancouver-Point Grey academic campus is located on the traditional, ancestral, unceded territory of the x^wməθk^wəy̓əm (Musqueam), and UBC operations in Vancouver more generally are also on the territories of the Skwxwú7mesh (Squamish) and sə́ilwətaʔt (Tseil-Waututh).

We respectfully acknowledge that the UBC Okanagan academic campus is situated on the traditional, ancestral, unceded territory of the Syilx Okanagan Nation.

We respectfully acknowledge that the University of Northern BC Prince George campus is located on the traditional territory of the Lheidli T'enneh, who are part of the Dakelh (Carrier) First Nations.

We acknowledge and respect the lək^wəŋən peoples on whose traditional territories the University of Victoria is located and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Background

1. Generative AI can generate new content, such as text, images, audio, and video, that resembles what humans can produce. When producing content, it effectively recognizes patterns (in video, audio, text or images).
2. Generative AI tools will rapidly expand in Health Services and Health Professional Education and impact teaching and learning.
3. Health Professions Education programs must keep pace with advances in generative AI, and the impact on teaching, learning and assessment.
4. The Vice Dean of Education's office proposes to create Generative AI guidelines with special reference to the use of AI in teaching and learning within the Faculty and align these with the emerging University of British Columbia-wide guidelines.

Design of the Guidelines

The guidelines are designed to help Health Professions Education communities (learners, teaching faculty and administrative staff) support:

1. Education Quality: The framework aims to:
 - a. Give guidance to support using Generative AI to enhance educational effectiveness.
 - b. Give guidance to support the management of situations where the use of Generative AI is prohibited or not supported.
2. Equity and Inclusion: The guideline aims to raise awareness of potential issues in using generative AI tools regarding inclusion, equity and accessibility.
3. Ethical Practice: The guideline supports the safe, responsible, and ethical use of generative AI tools, including respecting Indigenous Data Sovereignty.

Considerations

In responding to the use of Generative AI in the education mission, the Faculty of Medicine should:

1. Align with emerging UBC Campus-Wide generative AI guidelines.
2. Align with Faculty of Medicine Strategic plan (Education Pillar E4 strategy): Promote educational innovation and actively apply lessons learned across educational offerings to improve outcomes and access to education”.
3. Align with the most updated guidance from UBC Academic Integrity, UBC Privacy and the UBC Centre of Accessibility.
4. Provide guidance to support the use of generative AI where faculty and learners determine this might help meet the exit competencies of their specific program.
5. Align with the Action Plan of the UBC Indigenous Strategic Plan (Advocating for the truth: Facilitate open public dialogue about truth, reconciliation, and the recognition of Indigenous people’s human rights).

Consultations

1. UBC FoM Legal Counsel
2. UBC FoM office of REDI
3. UBC Indian Residential History and Dialogue Centre
4. First Nations Health Authority
5. UBC campus-wide generative AI working group
6. UBC FoM Vice Dean Education office

Teaching and Learning

Teaching faculty should communicate expectations regarding the appropriate use of generative AI in the syllabi and at course orientation, assessment, or orientation to the admissions process.

Where use of Generative AI is permitted, learners should be instructed in how to engage with and acknowledge such tools when used in developing their submitted work. Learners are

encouraged to approach information professionals, such as subject librarians, for help effectively using generative AI.

Where the use of Generative AI is not permitted, this should be clearly communicated to learners.

The key principles of using generative AI in learning are as follows:

- Generative AI is not a substitute for critical thinking and writing skills.
- Suggestions provided by generative AI tools (e.g. ChatGPT, Google Bard, Microsoft Bing, DALL-E, LaMDA, etc.) should be used as a guide and not a replacement for your ideas and writing.
- Learners should review and edit the text generated by AI tools carefully to ensure it is accurate and that all sources are properly cited and confirmed as authentic sources, as generative AI may create false sources, leading to disinformation.

Recommendations for Learners:

1. Learners should treat AI-generated content like other sources in their academic work and provide proper attributions and references.
2. Generative AI tools should not be their primary source of information.
3. Individual assessments and exams may have specific requirements related to original work, which will be clearly defined in the course/clerkship/elective syllabus.
4. Learners should check with instructors about the expectations and appropriateness of using generative AI in their courses.
5. Learners should seek consent from teaching faculty and other participants to use generative AI applications to record audio and video or generate session summaries.
6. Generative AI tools should support critical thinking and enhance the diversity of perspectives and ideas.

Recommendations for Faculty

1. Teaching faculty should communicate to students the permitted and/or prohibited use of GenAI in their academic work and the rationale for these decisions. Student use of GenAI outside these rules may be considered academic misconduct.
2. Teaching faculty should set clear expectations around using GenAI tools in the syllabus, as with any other tool or mode of working (group work, etc.), and reinforce this messaging throughout the term. Students may be navigating differing levels of GenAI permissions in multiple courses, so communicating expectations in a clear and straightforward manner is important.
3. If GenAI tools are allowed for student academic use, teaching faculty should clarify how to acknowledge their use, such as through citation, and students should follow those guidelines. If students are unsure whether and how to acknowledge using GenAI for their academic work, they should discuss with the teaching faculty to clarify

expectations.

Privacy and Confidentiality

ChatGPT 3.5 and Microsoft Copilot for Organizations have privacy impact assessments performed by Privacy Matters @ UBC. They have been approved for required use—with caution—within a course at UBC. However, learners, teaching faculty, and staff must take appropriate care when entering information into Generative AI tools, which may compromise the privacy of individual data.

Recommendations:

1. Learners and teaching faculty are prohibited from entering personally identifiable or sensitive information about themselves, others, or patients at any time into generative AI, as the input data may be used to train the tool and could appear in future outputs.
2. Generative AI tools must be used to respect and uphold privacy and data rights, comply with Canadian law and avoid unnecessary collection of, limit the retention of, and prevent further data distribution.

Recognizing Bias

Generative AI can provide biased and harmful content in the outputs. Teaching faculty and learners should be aware of the possibility of biased and harmful outputs and assess carefully before using such tools in teaching and learning.

Recommendations:

1. Generative AI tools are used in ways that enhance opportunities and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.
2. Generative AI tools are used in ways that support inclusivity and respect human rights, including individual autonomy and dignity.

Academic Integrity

The UBC Provost's Office has compiled a [list of questions and answers](#) on ChatGPT and academic integrity on the UBC Academic Integrity website to address concerns about the appropriate use of Generative AI. Research and development of tools to detect AI-generated content are ongoing.

Recommendations:

1. Learners and teaching faculty should check reliable sources to keep apprised of changes in this area.
2. Learners are supported to use generative AI tools ethically, including by ensuring appropriate attribution.

Indigenous Data Sovereignty (UNESCO, 2023)

Indigenous knowledge is deeply rooted in traditions, languages, spirituality, relationships, and practices, encompassing various subjects, from medicine and agriculture to astronomy and storytelling. Many indigenous communities strive to preserve and pass on such cultural heritage, and AI can play a vital role in this effort. However, using such technologies also presents challenges, including the potential for misuse, misappropriation, and dissemination of information without cultural safety. Therefore, AI projects involving Indigenous data must be approached with caution, cultural awareness, and respect (UNESCO, 2023)

A key aspect of the indigenous data and AI discussion is data sovereignty. Indigenous communities advocate for the right to own, control and govern their data, ensuring that the data collected from Indigenous communities is used to align with their values and interests. Informed consent is crucial in this process, allowing Indigenous communities to have a say in how their data is utilized and shared. However, this also raises concerns about the options available to Indigenous communities, privacy issues and Intellectual Property Rights associated with using databases to store their information.

Recommendations:

1. Based on our understanding of Indigenous data sovereignty, teaching faculty and learners should not use generative AI to record any Indigenous Health sessions or complete assignments or reflections related to Indigenous Health.
2. Uploading Indigenous content, knowledge and cultural artifacts is not permitted.

References

1. [Assignment and Assessment Design Using Generative AI - AI In Teaching and Learning \(ubc.ca\)](#)
2. Civaner, M.M., Uncu, Y., Bulut, F. *et al.* Artificial intelligence in medical education: a cross-sectional needs assessment. *BMC Med Educ* **22**, 772 (2022). <https://doi.org/10.1186/s12909-022-03852-3>
3. [Citation and AI - Nursing - Research Guides at University of British Columbia \(ubc.ca\)](#)
4. UNESCO Guidance for generative AI in education and research, 2023. unesdoc.unesco.org/ark:/48223/pf0000386693/PDF/386693eng.pdf.multi
5. Portfolio Statement on Generative AI.

6. FLEX Statement on Generative AI.
7. The Australian Framework for Generative AI in Schools. [Australian Framework for Generative Artificial Intelligence \(AI\) in Schools - Department of Education, Australian Government](#)