



## **Position Statement on the Use of Generative Artificial Intelligence (Gen AI) in Undergraduate Medical Education**

Author: Adrian Yee, UGME AI Theme Lead

### **Preamble:**

The integration of Generative Artificial Intelligence (GenAI) into medical education represents an advancement in teaching and learning methodologies. GenAI tools may enhance the educational experience by providing personalized feedback, simulating clinical scenarios, and facilitating the acquisition of knowledge and skills critical for future healthcare professionals. However, the use of these technologies requires careful consideration to ensure ethical practices, regulatory compliance, and the safety and privacy of patients.

### **Guidelines for the Use of Gen AI in Undergraduate Medical Education at UBC:**

#### **1. Aim for Educational Enhancement**

- Integrate GenAI tools to complement traditional teaching methods, with a focus on enhancing students' clinical reasoning, decision-making, and overall readiness to meet year-level milestones and exit competencies.
- Learners are expected to attain year-level milestones and exit competencies independently and without assistance from GenAI tools.

#### **2. Transparency and Disclosure**

- Inform learners about the nature, capabilities, and limitations of the GenAI tools used in their training, including how these tools will support their learning.
- MDUP will develop policies and guidelines to outline the Prohibited and Acceptable use of GenAI for learners and the adjudication process if there is disagreement between learners and preceptors.
- Learners must disclose any use of GenAI tools when completing assignments.

#### **3. Adherence to Educational Standards**

- Ensure that all applications of GenAI align with established policies, accreditation elements, learning objectives, milestones and exit competencies.



- GenAI tools should function as a co-pilot in both clinical and non-clinical learning. They are not a substitute for developing foundational knowledge and skills, sound judgment, or independent clinical competence.
- Learners are encouraged to use platforms that provide direct citations to underlying research, peer-reviewed literature, and clinical guidelines.

#### **4. Ambient Scribing with AI tools**

- Because foundational documentation skills are essential in early medical training, Ambient Scribing with AI tools should not be used independently in Years 1–3.
- In Year 4 electives, Ambient Scribing with AI tools may be used only in exceptional circumstances and requires approval from Departmental Educational Leads, agreement from preceptors, and informed consent from the patient.
- Use of the Ambient Scribing with AI tools platform must meet the requirements of the College of Physicians and Surgeons of BC, Health Authorities and BC Privacy legislation.

#### **5. Ethical Considerations**

- Educators and learners should actively consider the ethical implications of GenAI use, including algorithmic bias, potential effects on the patient–provider relationship, and ensuring equitable access to technology.
- Learners must not use GenAI to complete assignments related to the Indigenous Cultural Safety curriculum or when engaging in FLEX projects related with Indigenous peoples.

### **Disclosure**

The author used a Generative AI application to draft the initial version of the document