Chobanian & Avedisian School of Medicine

Policy Type	☒New ☐Revised ☐Modified
Relevant LCME Element(s)	
Approved By	Medical Education Committee
Effective Date	June 26, 2025
Last Revised Date	
Next Review Date	June 2026

Artificial Intelligence Use Policy for the MD Program

Definition

Artificial Intelligence (AI) is a field of computer science with a broad range of advanced techniques and processes that perform complex tasks, such as large language models (LLMs), machine learning (ML), and natural language processing (NLP). AI encompasses a range of technologies that enable machines to interpret data, recognize patterns, make decisions, and solve problems.

Policy Statement

We believe that developing expertise as a physician is a developmental process that requires deep and meaningful learning. The journey to becoming a competent and compassionate physician involves not only the acquisition of knowledge but also the cultivation of critical thinking, ethical reasoning, and interpersonal skills. As advancements in technology, especially artificial intelligence (AI), reshape medical education and practice, it is vital for students to understand how and when to responsibly integrate these tools into their learning processes. As physicians, you will need to clinically reason in a time sensitive manner to respond to both routine and emergent clinical scenarios. Learning to navigate patient questions, concerns/questions and those of team members in real time is essential as a physician.

We believe that AI can be used as an adjunct to help foster deep and meaningful learning, assisting students in their ability to develop critical thinking and clinical reasoning skills. However, it is not a tool intended to simplify or accelerate the learning process at the expense of these essential competencies. Furthermore, AI should not impede the development of collaborative skills that are vital for effective teamwork in future medical practice. We encourage students to engage thoughtfully with AI, ensuring it supports their educational journey rather than detracting from the rigorous, reflective learning experiences necessary for their growth as physicians.

Additionally, we would like to acknowledge the environmental impact of AI, particularly in terms of resource consumption and energy usage associated with its development and deployment. Moreover, while AI holds the potential to improve healthcare outcomes, it can also perpetuate existing health inequities if not applied thoughtfully. Issues such as algorithmic bias and accessibility to technology may disproportionately affect marginalized communities, further widening the gap in healthcare equity. Therefore, as we embrace AI as a tool for learning and practice, we must remain vigilant in addressing these ethical concerns and strive to use AI in a manner that promotes equity and sustainability in healthcare.

Suggested Health professional Students Uses for AI

Tool To Enhance Learning

Students may use AI to enhance their learning experience by summarizing complex concepts, clarifying difficult concepts, and generating practice questions. This can be particularly useful during the initial stages of learning when seeking clarity or reinforcement of foundational knowledge or background information.

1. **Use Data Protected AI Systems**: Students should use LLMs and AI systems that provide data protection. BU supported tools can be found here. These include BU Terrier GPT (Fall 2025) which is an AI-powered chatbot designed to provide our community with secure, flexible, and free access to paid versions of leading AI models from OpenAI, Anthropic, Meta, and others.

   In addition, as per BU's copyright policy, BU requires all members of the community to comply with U.S. Copyright Law, which regulates the reproduction, distribution, and other uses of copyrighted works and recognizes the value of intellectual property created by its faculty, staff, and students.

2. **Use AI as a Tutor:** Students will be provided access to AI platforms that allow students to ask questions related to materials provided by faculty in the same way they may ask questions of an in-person tutor while studying and reviewing material. BU provided tools such as Noodle Factory do not use outside sources and therefore ensure students are provided answers coming from faculty generated materials and also protect faculty generated content from public use.

3. **Use AI to Foster Creativity:** AI can help refine your own creative ideas by providing feedback and suggesting improvements, making the creative process more

efficient. Students should explore tools and engage with AI to assist with brainstorming and editing your own words and ideas. It should always be used with vigilance and cited when required.

Medical Students Should Avoid AI

1. **During times of Critical Thinking Development:** AI should not be used during mandatory application and Team Based Learning (TBL) sessions. Questions posed promote critical thinking and clinical reasoning. Relying solely on AI for answers may impede the development of essential analytical skills crucial for clinical decision-making. Students should not copy questions asked during in class sessions into any AI tool during class and should alternatively use their peers and faculty as resources.

2. **During Clinical Reasoning Activities:** In classroom and clinical contexts, students should avoid using AI-generated information to simplify the process of working through clinical reasoning activities such as developing differential diagnoses or working through patient cases. AI tools should not replace the deep thinking required for clinical reasoning development during medical school.

3. **During Clinical Practice:** Although practicing physicians are starting to use AI in some HIPAA compliant tools, students need to develop the skills of note writing and should therefore, avoid AI use in this scenario. Students should not use AI resources for point-of-care management planning unless it is a resource that has established and transparently explains a process for ensuring validity of the evidence, reducing bias, evaluating the quality of data and explicitly prioritizing patient-oriented outcomes. Currently, no tools exist that meet this criterion. All clinicians should remain vigilant against biases and inaccuracies in AI-generated content.

4. **To Ensure that Patient Confidentiality Is Maintained at All Time:** As future physicians, students must consider the ethical implications of using AI. They have a responsibility to ensure that patient information is handled with the utmost confidentiality. Patient information should never be put into any LLM or AI tool (including Terrier GPT) as they are not HIPAA compliant.

5. **As A Substitute to Patient Interaction:** AI should never replace human interaction in patient care. Students must focus on developing effective communication skills and building rapport with patients, recognizing that emotional intelligence and empathy are foundational components of patient-centered care. Including documentation of patient interactions which allows for reflection.

6. **As A Substitute to Collaboration and Discussion:** Students are encouraged to engage in discussions with peers and faculty regarding the use of AI in their learning and clinical practice. Collaborative learning environments can foster a more comprehensive understanding of when AI is appropriate and when human expertise is essential.

7. **As a Substitute for Original Student Thought:** Assignments requiring personal reflection, critical thinking, or creative expression including written reflections, creative writing, and visual or multimedia projects where the student's voice and perspective are essential should not use AI. These tasks are designed to develop authentic thinking and communication skills and are intended to foster creativity and original ideas. Faculty will be explicit regarding which assignments AI cannot be used.

Code of Conduct

AI use should align with the Academic Code of Conduct. Misuse of GenAI can lead to violations of the university's academic conduct policies. As stated in the Code of Conduct, academic and professional misconduct includes misconduct in which a student misrepresents his or her academic or professional accomplishments or impedes other students' chances of being judged fairly for their academic or professional work. A student who knowingly allows others to represent their work as their own commits as serious an offense as one who submits another's work as their own.

AI Resources for Students

BU Libraries Generative Tools for Students

BU Alumni Medical Library AI Resources

BU AI Development Accelerator