

AI for Efficiency and Automation

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Disclosures

None

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OBJECTIVES

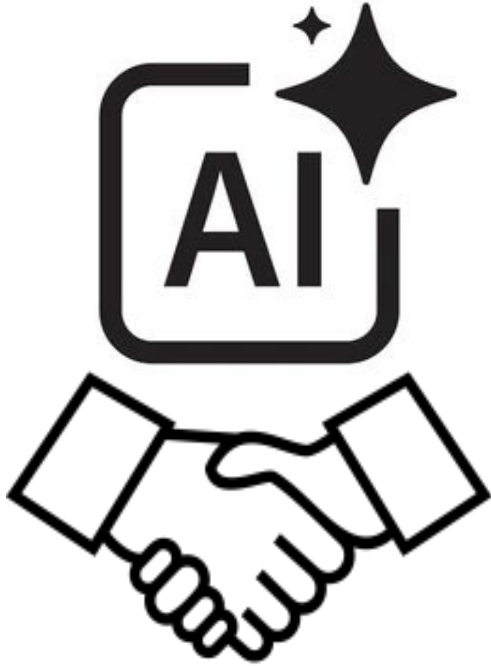
- Identify AI tools that can streamline tasks in medical education.
- Automate repetitive processes using AI.
- Evaluate the effectiveness and ethical implications of AI-driven automation in education.



AGENDA

- AI & Automation
- Ethical & Privacy Considerations
- Success Stories & Demonstrations
- Practice Time!
- Q&A

AI as an Ally



"AI won't replace people,
people who know how to use AI
will replace people"

- AI as a tool
- Augmentation not replacement
- Skills gap
- Creates time for what matters

What to Automate with AI



Criteria for Task Automation

- Highly repetitive; consistent structure or rules
- Large volume of information
- Need for standardization
- Minor risk if output isn't perfect but easy iteration
- Clear time savings—e.g., 30+ minutes/week

Examples

- Teaching - grading, lesson planning, assignment creation
- Research - literature summarization, data analysis
- Administrative - workflow tracking, letter drafting, email drafting

Ethical Considerations



AI can significantly enhance efficiency in medical education, but it's essential to **maintain human oversight** to ensure **accuracy**, **contextual relevance**, and **ethical integrity**.

Automated outputs should **ALWAYS** be reviewed and validated by knowledgeable professionals.

Efficiency is great, and often necessary, but **thoughtful use of AI is important** to ensure such use **does not undermine roles, create work erosion, or go against union contract agreements**.

Privacy Considerations



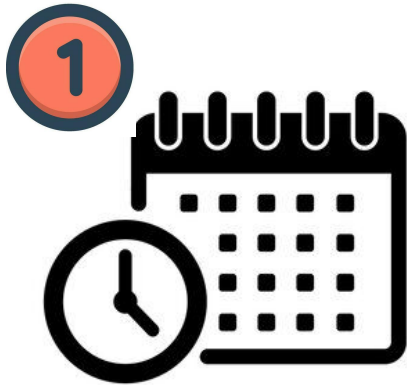
Be cautious with sensitive data: Avoid inputting PHI or identifiable information into AI tools

Check platform policies: Review privacy agreements for any third-party AI service

Use institution-approved tools: Prioritize AI systems vetted for compliance with FERPA, HIPAA, etc.

Educate users: Ensure all users understand ethical and secure usage practices.

Success Stories & Demonstrations



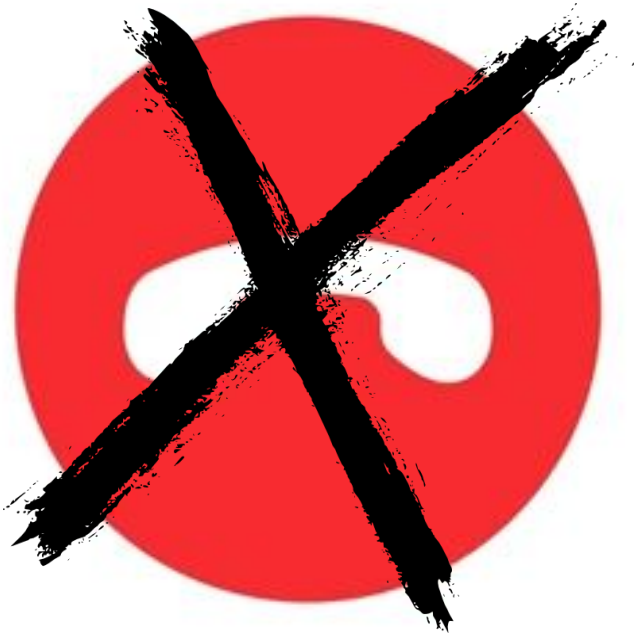
Scheduling
GPT Tasks



Meeting &
Project Management



Generating
Sample Data



- **Focus on skill development, not perfection** — the goal is to get comfortable shaping prompts for your needs.
- **Iterate, iterate, iterate** — your first prompt is just a starting point; refine based on the output.
- **Think like a collaborator** — treat AI as a partner you're guiding, not a magic answer box.

The background of the slide features a medical theme. A silver stethoscope is positioned in the upper right quadrant, resting on a white medical chart with some illegible text. To the left, a pair of surgical forceps is visible. The background is a light green color with a pattern of small white dots. The text is overlaid on this background in white and yellow boxes.

**SCHEDULED
TASKS**

WITH

CHAT GPT



OFFICE OF LEARNING
AND TEACHING

Meeting & Project Management

Before a Meeting

- Draft agenda
- Generate reaction document
- Email invitation

During a Meeting

- Enhance meeting with AI tools

After a Meeting

- Summary & action items
- Follow-up email



[Prompt Handout](#)

**GENERATE
SAMPLE DATA**

WITH

CHAT GPT



**OFFICE OF LEARNING
AND TEACHING**

Choose Your Adventure!

Option 1 – Create a Reaction Document

1. Think of a project or initiative in your work that could benefit from pre-meeting input.
2. Prompt your AI tool: *“Create a one-page briefing summarizing the current status of [project/initiative], highlighting 3 strengths, 2 challenges, and 3 open-ended discussion questions.”*
3. Review the output and adjust it to ensure the tone, length, and content fit your intended audience.
4. Refine the agenda with at least one follow-up prompt to improve specificity or alignment to your setting

Option 2 – Generating Sample Data

1. Download the provided file with the [data set template and starter prompt](#).
2. Tweak column header field names for your own context.
3. Edit the starter prompt to match the context of your data field names.
4. Feed both prompt and data set template to the AI bot of your choice and RUN it!
5. Do light validation of results: did the results meet your expectations? Fit your context? If not, how would you tell the AI bot to adjust?

Option 3 – AI “Time Saver” Blueprint

1. Think of one recurring task that takes 30+ minutes per week.
2. In your AI tool, type: *“Suggest an AI-supported process to complete [task] faster. Include tool suggestions, estimated time savings, and potential risks.”*
3. Ask a follow-up: *“Make this specific to medical education and my role as [your role].”*
4. Capture one idea you could test within the next month.

As You Practice

- **Reflect on the experience** – What went smoothly? What challenges did you face?
- **Analyze the AI's output** – Is it accurate, relevant, and context-appropriate?
- **Identify gaps** – What context or detail could make the output stronger?
- **Iteration** – How many rephrasings did you make to get a more accurate and useful result?
- **Assess transferability** – Could this workflow or prompt apply to other tasks you do?







Thank You

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Speaker Name: Tonya Anderson, MS; Larry Hurtubise, MA, PhD; Ashley Reed, PhD

Target Audience: Regional physicians, residents, students, faculty

Learning Objectives: *at the conclusion of this educational activity, learners will be able to:*

Objective 1: Identify AI tools that can streamline administrative and teaching tasks in medical education.

Objective 2: Automate repetitive processes using AI for scheduling, document summarization, and data organization.

Objective 3: Evaluate the effectiveness and ethical implications of AI-driven automation in education.

Accreditation Statement:

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Summary of Financial Disclosures:

All planners, reviewers, faculty presenters have nothing to disclose.

Commercial Support Disclosure:

No commercial support was provided for this CME activity

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