



AI in Education

Susan H. Fenton, PhD, RHIA, ACHIP, FAMIA

&

Elise V.Z. Lambert, PhD, MHI, RHIA



Disclaimer: This presentation was refined using AI (ChatGPT-3.5) for clarity and coherence. However, all content was originally developed by the presenters.

What Are You
Doing About
Your AI Policies
at Your
Institution?

Exploring the Landscape of AI Policies at Different Levels:

- Institutional AI Policies
- Departmental or Program-Level AI Policies
- Class-Specific AI Policies

Share Policy: email evzlambert@txstate.edu

Orientation Module on AI



Students understand what AI is and its applications in academic settings.



Students recognize ethical boundaries, legal implications, and institution-specific AI policies.



Students develop skills to leverage AI effectively while maintaining academic integrity.

APA Formatting
Disclaimers

Legal Aspects of AI

Rapid AI adoption is reshaping legal frameworks and ethical considerations across industries.

Teaching Topics:

- Health Technology and Informatics (HTI-1)
 - FAVES principle
- Data Ownership & Privacy:
 - Who owns the data generated or used by AI tools?
 - Legal responsibilities for securing sensitive health information.



Legal Aspects of AI: Teaching Topics Continued

Informed Consent in Patient Care:

- AI's Role in Decision-Making:
 - Transparency in how AI contributes
 - Explain AI-generated recommendations to patients in an understandable way
 - Texas Legislature - HB 1709
 - EU's GDPR & HIPAA regulations
 - EU AI Act
 - Federation of State Medical Boards
- Shared Accountability:
 - Legal liabilities when AI errors harm patients.
 - Defining the scope of responsibility among healthcare providers, AI developers, and institutions.

Impact of AI on Journals & Resources

Student-Focused:

- Highlight the ethical standards for authors and publishers
- Encourage students to identify AI-related disclaimers or footnotes
- Teach/encourage students to cross-check AI-generated articles
- Ethical Implications:
 - Who should receive credit for AI-assisted work—humans, AI tools, or both?
 - Unintentional biases
 - AI might enable the creation of "fake" articles or falsified data, undermining trust in academic research

Researcher/Educator-Focused:

- How does this impact our research initiatives?
- Faculty perspective on usage

Using AI for Course Development



Attribution

Maintaining
Quality

Mitigating
Bias

Human
Oversight

Protective of
Sensitive
Information

Avoiding
Unintended
Exclusivity

Reflective Pause (Lunch)

- Department of Education
- <https://www.ed.gov/media/document/avoiding-discriminatory-use-of-ai.pdf>

How can instructors ensure that AI-driven tools used in classrooms (e.g., grading systems, plagiarism detection, adaptive learning platforms) do not reinforce biases or disproportionately disadvantage certain student groups?

What strategies can educators implement to critically evaluate AI-generated recommendations (such as personalized learning paths or admissions screening) to prevent unintentional discrimination in student assessments and opportunities?

How can faculty members proactively address ethical concerns in AI integration while balancing academic integrity and accessibility?



Resources

Department of Education: <https://www.ed.gov/media/document/avoiding-discriminatory-use-of-ai.pdf>

Federation of State Medical Boards:
<https://www.fsmb.org/siteassets/advocacy/policies/incorporation-of-ai-into-practice.pdf>

TX House Bill 1709:
https://capitol.texas.gov/tlodocs/89R/billtext/html/HB01709I.htm?utm_source=chatgpt.com

HTI-1: <https://www.healthit.gov/isp/united-states-core-data-interoperability-uscdi#draft-uscdi-v6>

OpenAI. (2025). **ChatGPT** (Version 3.5) [Large language model]. <https://openai.com>

OpenAI. (2025). **DALL-E 3** [Image generator]. <https://openai.com/index/dall-e-3/>

TXST - AI in Academia: Resources for Faculty: <https://www.facdv.txst.edu/Teaching-Learning/ai-resources-faculty.html>