

AI-Enhanced Health Education: Shaping Future-Ready Professionals for Complex Public Health Challenges

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Abstract

Background: Health professional programs are adopting research capstone units to cultivate skills for the future research workforce. These units often involve substantial written assessments that summarise extensive literature. With the advent of large language models, academics are grappling with the decision of integrating or prohibiting AI support in written assessments.

Summary of Work: Responding to the evolving AI landscape, we adopted a design-thinking approach to reshape the curriculum and assessment framework of a 13-week project course. Formerly, the assessment consisted of group oral presentations and a final literature review. The revamped version integrates AI ethically into the research process. Students now undergo a series of low-stakes assessments, emulating creative research responses to real-world public health challenges. Guided by an authentic health brief (1), students gradually craft a multimedia plan for a 60-minute educational activity and an evaluation strategy tailored to a chosen community. This revised assessment structure empowers students to tackle the pressing issue of vaping in our society using AI for information gathering and processing. Rubrics for group assessments were updated to evaluate knowledge application, including AI's role in producing assessable outputs.

Results: The 2023 implementation of the restructured research capstone project is in progress, with an evaluation study combining student-generated assessments, year-end surveys, and qualitative analysis of student reflections slated for December.

Discussion: Responsible use of AI in research is a crucial skill for all healthcare students. Educators must explore innovative ways to infuse new technologies into more creative assessments. This capstone project offers a potential model for addressing a wide spectrum of healthcare challenges. It facilitates students' ethical use of AI, while promoting critical thinking and creativity in addressing complex public health issues. The lessons learned from this project can extend to various healthcare contexts, fostering future-ready professionals prepared to embrace technology's potential while maintaining academic integrity.

References (maximum three)

none

