

PREPARING FUTURE PHYSICIANS FOR ARTIFICIAL INTELLIGENCE: MEDICAL STUDENTS' PERCEPTIONS, EXPERIENCES, AND EDUCATIONAL NEEDS



Pollock, J. (1947). *Lucifer* [Painting]. Anderson Collection at Stanford University, Stanford, CA.

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13:00-1430

AGENDA

Lift Up Thine Eyes

I Care

What Matters

In Method

Shaping Forces

Moving Forward

In Care



LIFT UP THINE EYES

“There’s a sense in which we become defensive and are trying to stake out the territory that is ours, you know, against the territory that belongs to the machines.

We get defensive about what is human.”

~ Jonah Lynch



Lift Up Thine Eyes, Norman Rockwell, 1965

I CARE

The delivery of care is inherently a social act. It is the “vital sphere of human engagement” that acknowledges and responds to one’s need through the embodiment of compassion and moral responsibility.

~ Mary Daly, 2021



The Child's Bath, Mary Cassatt, 1893

WHAT MATTERS

Rapid adoption of AI in medicine with minimal formal training, education, or awareness.

Little is known about how undergraduates perceive & integrate AI in their training.

What's at stake? Professional identity, career decisions, faculty development, patient safety, and ethical practice.



Destitute Dead Mother holding her sleeping Child in Winter, Octave Tassaert, 1850

IN METHOD

Empirical integrative literature review of 40 studies. Quantitative, qualitative, & mixed methods.

Applied Gruppen's Health Professions' Learning Environment Framework: personal, social, organizational, physical, virtual domains.

Framework: guidance & structure in understanding students' experience.



SHAPING FORCES

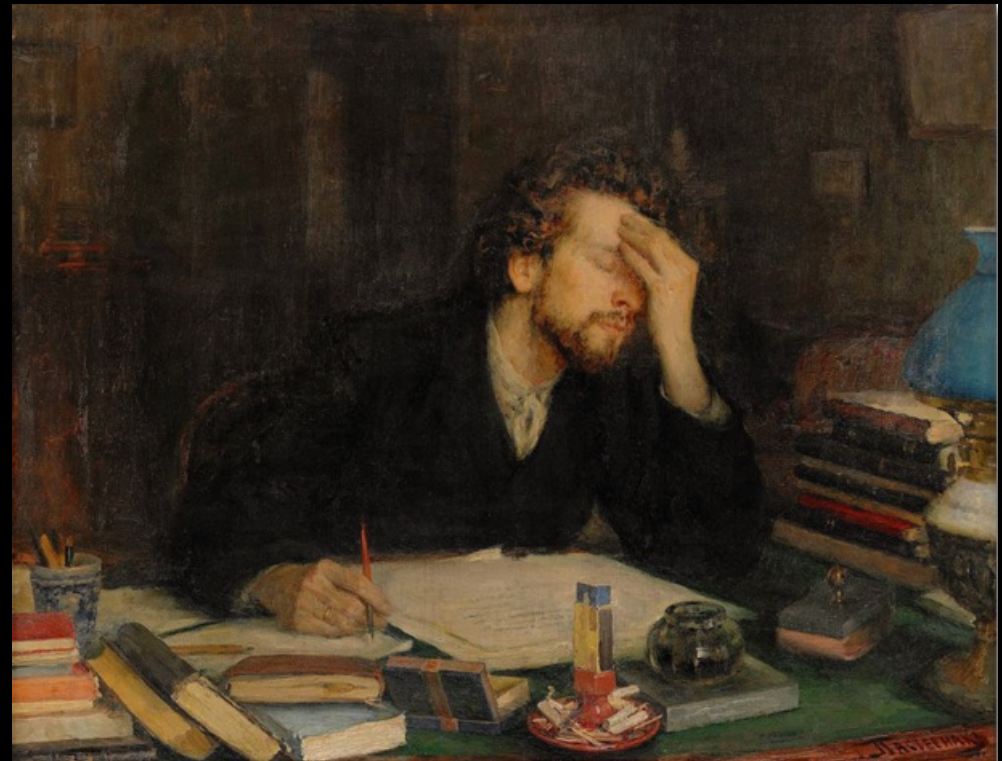
Personal domain: Students are curious and see efficiency and decision-support potential.

Social domain: Faculty modeling and peer attitudes strongly influence trust & use of AI.

Organizational domain: Curricular presence & institutional culture determine exposure.

Physical domain: Limited but notable, e.g., AI desired in simulation labs or clerkships. Concerns about proximity to the patient.

Virtual domain: Students increasingly engage with AI-mediated knowledge (YouTube, scribe tools), but worry about data privacy & losing clinical judgment.



The Torments of Creative Work, Leonid Ossipowitsch, 1892

MOVING FORWARD

Students: Education and training in AI.

Educators: Faculty development and mentorship.

Balance: Technical competency plus critical reflection on bias, transparency, and patient-centered care.

Policy/Curriculum Developers: Integrate AI literacy early, model ethical use, and clarify consent and privacy practices.



Eakins, T. (1889). *The Agnew Clinic* [Oil on canvas]. University of Pennsylvania, Philadelphia, PA.

IN CARE



Girl with Balloon, Banksy, 2002

Emphasize relationships and dispositions
Evolve the ethical orientation and practice
Be attentive and willing to respond
In action and reaction.

~ Mary Daly, 2021