TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO
Continuing Professional Development

QUICK TIP ON THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

This Quick Tip is intended to provide an overview of the possibilities of using Artificial Intelligence (AI) in Continuing Professional Development (CPD), provide some ideas on how it may be used to develop or deliver CPD content, and offer some resources within the University of Toronto community for additional material.

If you are reading this Quick Tip and curious if it is okay to use AI in developing or administering CPD, we suggest that you do so both creatively and cautiously using some guiding principles:

GUIDING PRINCIPLES

- **AI is emerging and constantly changing**

  Since ChatGPT launched in Fall 2022, AI has been evolving rapidly. The tips here are time-sensitive, and links or policies may change. Consider this as general guidance as AI tools and use cases are constantly changing. We encourage the CPD community to learn how to use AI safely and effectively.

- **Pay attention to security and privacy**

  As the saying goes, "if something is free, you are the product". There are many different AI tools that are free to use or have minimal sign-up requirements, however, the data we might input into those tools, or the information you may get out of those tools may not be secure. We advise that before inputting any sensitive data, including proprietary or institutional data, you first check with your organization's policies or guidelines on AI use. The University of Toronto offers secure Microsoft CoPilot capabilities where institutional data is protected.

- **AI makes mistakes**

  While AI can help you create CPD programs or content efficiently, it may not do so accurately. It is important to use your human intelligence to review, edit, and adjust content to suit your audience. When AI does not find data that meets your requirements, it may fill in – or hallucinate – data. For example, it may make up references for a paper that does not exist. Always fact check your output using trusted sources.

EXAMPLES OF HOW WE MIGHT USE AI IN CPD DESIGN, DEVELOPMENT, OR OPERATIONS

CPD DEVELOPMENT CATEGORY	Examples of Use (and potential prompts)
DEVELOPING NEEDS ASSESSMENTS AND IDENTIFYING LEARNING GAPS	Generate summaries of publications [e.g. "Using the document attached please write a 200-word summary."] Synthesize large data sets [e.g. "I have some data from my program, can you help me identify any patterns and trends in this data?"
DEVELOPING LEARNING OBJECTIVES	Use prompts to rewrite learning objectives to be active and measurable [e.g. "Rewrite the following learning objectives to be more active and measurable"]
CURATING PROGRAM CONTENT	Build a quiz using suggested publications or uploaded document [e.g. "Using the document attached, create a 10-question quiz, where each question has 4 multiple choice answers. Highlight the correct answer in each quiz question"]
INTERACTIVITY	Suggest interactive activities for teaching or testing content. [e.g. "Please suggest interactive activities for a 2-hour workshop with 30 learners present"]
TEACHING AND PROGRAM DELIVERY	Generate presentations, slides, graphics, scripts, or videos. [e.g. "Using the document attached create a short 6 slide PowerPoint presentation"]
INCREASE ACCESSIBILITY	Use well written prompts to measure content or resources against accessibility or inclusivity expectations or standards. [e.g "Using the document attached please check the content for accessibility, as well as inclusive expectations or standards"] Apply AI-enabled tools such as voice to text to existing content.

PLANNING CPD ACTIVITIES	Enable AI capabilities to transcribe or summarize online meetings (such as the AI Companion Tool on Zoom)
EVALUATING CPD	Produce preliminary summaries of evaluations. [e.g. "Scan the evaluation results attached and provide a three-paragraph summary of the most valuable insights"]

GUIDELINES AND RESOURCES

The list below is reflective of guidance available to University of Toronto affiliated staff, faculty and learners. We encourage you to also seek out similar guidance at your own institutions as well. marketing team to develop and implement a strategic marketing plan for the program. Strategic marketing plans include custom branding, promotional themes and text copy, detailed e-blast campaign, and website content. The CPD marketing team leads the development of this material, with input from the Program Director.

- **University of Toronto AI Information Hub**
- **AI Task Force and Guidelines**
- **Learning to use AI tools responsibly**
- **Resources for instructors and teaching assistants**
- **Teaching with Generative AI at U of T**
- **Copyright and Fair Use Guidelines**

Selected tools and e-resources that may be useful for the CPD community:

- **Harvard University - Generative Artificial Intelligence**
- **University of British Columbia - resource on Accessibility and AI Tools**

- **Prompt Engineering tools**

  You can ask AI tools like CoPilot and ChatGPT to provide best practices on prompt engineering. For example, "Can you give me a list of the most up-to-date best practices for prompt engineering for use in a natural language processor".

  Prompt Definition. (2024, July 1). Full Stack AI. https://fullstackai.co/ai-glossary/prompt/

  University of Michigan-Dearborn. (2024). Generative AI Prompt Engineering. https://umdearborn.edu/digital-education/generative-ai-um-dearborn/generative-ai-prompt-engineering

- **Applied AI in Health – What the Education Field Needs to Know (SACME 2024 Plenary)**

  Mamdani, M. (2024, April 14). SACME 2024 Annual Meeting Plenary: Applied AI in Health—What the Education Field Needs to Know. CE News. https://resources.sacme.org/ce-news/e-learning-technology/2024/04/applied-ai

- **Northern Ontario School of Medicine University - Learning Objectives and CanMEDS tool**

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