



IACAI AI Integration Framework: Educator Matrix

Equipping undergraduate medical educators to lead responsible AI integration

The AAMC, in collaboration with AMEE: The International Association for Health Professions Education, the International Association of Medical Science Educators (IAMSE), the Asia Pacific Medical Education Network (APMEN), and the Alliance of Academic Health Centers International (AAHCI), has convened the International Advisory Committee for Artificial Intelligence. Representing diverse global perspectives, the IACAI Committee brings together expertise across regions and disciplines to ensure that emerging AI innovations and educational approaches can be harnessed for the benefit of learners, educators, and institutions worldwide.

Organized by the AAMC's MedBiquitous program, this initiative aims to provide guidance and best practices for the health professions education (HPE) community. The Committee actively monitors the rapidly evolving AI landscape, identifying opportunities, challenges, and ethical considerations that impact learners and the faculty and staff who support them.

Undergraduate medical educators play a pivotal role in shaping how the next generation of physicians understands and uses AI. In response to an international call for best practices, the IACAI collaborated with educators and AI experts worldwide to develop this proactive, systems-oriented framework guiding educators, institutions, and health professional organizations across 12 domains of AI integration:

1. Values, Culture & Integration Plan
2. AI Foundation Skills
3. AI Ethical & Responsible Use
4. AI Tools, Systems, and Resources
5. AI for Instruction and Academic Tasks
6. AI to Enhance Clinical Skills and Clinical Training
7. AI for Assessment and Feedback
8. AI for Admissions, Mentorship, and Post-Graduate Selection
9. AI for Curricular Optimization and Program Evaluation
10. AI for Research and Research Mentorship
11. AI-Ready Workforce
12. AI for Health and Wellbeing

How to Use This Matrix

Step 1: Identify your role → Intrapersonal (Self), Micro (Educator), Meso (Institution), Macro (Organization), or Mega (Consortia).

Step 2: Select a domain relevant to your context.

Step 3: Find action steps in the corresponding cell of that domain's table.

For additional resources and to learn more, visit: www.medbiq.org.

For questions, feedback, or assistance using a resource, please contact us at medbiq@aamc.org

Matrix I: Recommendations for Integrating AI - Educator Focus

Domains & Vision Statements	INTRA-PERSONAL <i>Recommendations for an Educator on the personal, preparatory or conceptual level</i>	MICRO <i>Recommendations for a Medical Educator in practice</i>	MESO <i>Recommendations for an individual Medical School</i>	MACRO <i>Recommendations for individual Medical Education Organizations (AMEE, IAMSE, AAMC, NBME)</i>	MEGA <i>Recommendations for an International Med Ed AI Consortium (IACAI and similar)</i>
<p>1. AI Values, Culture and Integration Plan</p> <p><i>Medical educators establish shared values and institutional culture for AI integration, ensuring alignment with their mission and diverse stakeholder perspectives.</i></p>	<p>1.1 Reflect on personal values and perceptions regarding AI in medical education, examining tensions between human-AI collaboration and replacement, efficiency versus connection, and equity, while maintaining a commitment to humanistic values.</p> <p>1.2 Cultivate self-awareness regarding AI adoption by assessing personal knowledge, evaluating emotional responses to technological change (including anxiety and enthusiasm), and acknowledging how personal background and biases shape one's perspective on integration.</p> <p>1.3 Engage in substantive dialogue with diverse colleagues to compare viewpoints and recognize legitimate concerns and valid enthusiasm.</p> <p>1.4 Challenge personal assumptions through respectful exchange to develop a nuanced understanding of AI integration that honors multiple perspectives.</p> <p>1.5 Examine AI's transformative impact on educator roles, the nature of medical education, and the education-practice continuum to develop an informed perspective on responsible AI integration.</p> <p>1.6 Evaluate future AI trajectories, including artificial general intelligence (AGI), by understanding the range of optimistic to concerning scenarios while cultivating an adaptive mindset that balances thoughtful planning with flexibility.</p>	<p>2.1 Participate in institutional processes to define values and mission regarding AI integration, contributing the educator perspective to ensure innovation aligns with institutional goals and diverse faculty views.</p> <p>2.2 Engage in communities of practice (both within and across institutions) to share experiences, learn from peer innovations, and build collective knowledge regarding effective, responsible AI use.</p> <p>2.3 Advocate for and develop course-specific AI guidance that translates institutional policy into actionable frameworks, ensuring integration serves educational goals while maintaining academic integrity.</p> <p>2.4 Share case studies and lessons learned across departments to build collective expertise and foster a culture of transparency, experimentation, and continuous improvement.</p> <p>2.5 Model alignment between personal AI practice and institutional values, demonstrating responsible use to learners and colleagues by making values-driven decision-making visible.</p> <p>2.6 Contribute to the dialogue on evolving AI culture by participating in governance, providing policy feedback, and ensuring the educator voice shapes the direction of integration.</p>	<p>3.1 Articulate institutional values and mission regarding AI integration by engaging leadership, faculty, staff, and learners to define responsible adoption while preserving core values of humanism, equity, critical thinking, and excellence.</p> <p>3.2 Implement an inclusive stakeholder engagement process involving diverse voices (including faculty, learners, clinical partners, and community members) to shape strategy and build shared ownership of the AI integration approach.</p> <p>3.3 Establish comprehensive policies and frameworks for ethical AI use across academic, clinical, and administrative contexts, addressing critical concerns (including academic integrity, data privacy, bias, and transparency) while allowing flexibility for context-specific implementation.</p> <p>3.4 Create governance structures to oversee AI integration, utilizing diverse committees with clear decision-making authority to manage policy development, implementation monitoring, and conflict resolution.</p> <p>3.5 Implement systematic review processes for AI strategies, establishing evaluation cycles to monitor technological developments and assess impact while ensuring the institutional response remains evidence-based and responsive to the evolving landscape.</p> <p>3.6 Foster a culture of thoughtful AI integration through strategic communications, recognition systems, and resource allocation that encourages experimentation within ethical boundaries.</p>	<p>4.1 Develop and disseminate frameworks and evidence-based guidance to support responsible AI integration, assisting schools in defining mission-aligned approaches, engaging stakeholders, and establishing governance that fosters innovation within ethical boundaries.</p> <p>4.2 Facilitate cross-institutional networks and forums where leaders and faculty can share experiences, examine tensions between innovation and risk, and develop collective wisdom regarding values-driven AI integration.</p> <p>4.3 Establish national standards and accountability frameworks for mission-aligned AI integration, collaborating with accreditation bodies to define expectations for governance, stakeholder engagement, and ethical policy while allowing for institutional flexibility.</p> <p>4.4 Coordinate research examining effective institutional integration, culture development, and change management (including governance models and sustainability) to inform evidence-based decision-making and strategy.</p> <p>4.5 Foster a national culture of continuous learning and responsible innovation through conferences, publications, and leadership initiatives that balance experimentation with ethical boundaries.</p>	<p>5.1 Facilitate a shared global vision and consensus principles for AI in medical education that honor common values while acknowledging diverse cultural perspectives and resource levels.</p> <p>5.2 Establish a formal international consortium to coordinate AI integration in medical education, bringing together global institutions and stakeholders to identify shared priorities and ensure ongoing international dialogue.</p> <p>5.3 Create international platforms for stakeholder engagement and knowledge exchange, connecting leaders across regions to share strategies, promote cross-cultural learning, and build a global community committed to responsible AI adoption.</p> <p>5.4 Coordinate global strategic foresight to shape long-term AI trajectories in medical education, examining scenarios from optimistic to challenging and developing adaptive strategies to serve educational values and societal needs.</p> <p>5.5 Embed equity, diversity, inclusion, and global justice throughout international AI initiatives, actively addressing power imbalances and ensuring meaningful participation from resource-limited settings.</p>



Domains & Vision Statements

3. AI Ethical and Responsible Use

Strong ethical frameworks guide responsible AI use in medical education, focusing on academic integrity, transparency, and privacy.

INTRA-PERSONAL

1.1 Critically reflect on how personal values and moral frameworks regarding technology, privacy, fairness, and autonomy shape AI decision-making.

1.2 Examine the tensions between efficiency gains and ethical considerations in medical education and patient care.

1.3 Develop a deep understanding of academic integrity in AI-augmented environments, focusing on proper attribution, the distinction between collaboration and dishonesty, intellectual property, and the commitment to authentic learning.

1.4 Examine personal responsibilities as an educator to model transparent, responsible AI practices, considering how this behavior influences learner integrity, institutional culture, and the maintenance of patient trust.

1.5 Understand relevant regulations and professional standards governing data privacy, patient confidentiality, algorithmic fairness, and transparency in AI systems applicable to the educational and clinical context.

1.6 Cultivate awareness of how personal background, privilege, and experience shape perspectives on AI ethics, intentionally seeking diverse viewpoints to develop culturally responsive approaches to responsible AI use.

MICRO

2.1 Integrate ethical AI practices into all teaching, research, and clinical activities by adhering to institutional policies, demonstrating transparent AI use, and modeling responsible decision-making for learners and colleagues.

2.2 Engage transparently with learners about AI use in teaching, assessment, and feedback, clearly communicating when and how AI is used and encouraging open dialogue about appropriate applications.

2.3 Design and implement educational activities that explicitly teach learners about AI ethics, responsible use, academic integrity, and professional obligations in AI-augmented healthcare practice.

2.4 Address ethical concerns proactively as they arise in practice by engaging with colleagues, seeking guidance from ethics resources, and contributing to institutional dialogue about emerging ethical challenges.

2.5 Advocate for responsible AI policies and practices within the institution by participating in governance, providing feedback on policies, and ensuring educator perspectives inform ethical frameworks.

2.6 Maintain currency with evolving ethical guidelines, professional standards, and regulatory requirements relevant to AI in medical education and healthcare, adapting practices as standards develop.

MESO

3.1 Establish comprehensive institutional policies for ethical AI use that address academic integrity, data privacy, algorithmic fairness, transparency, informed consent, and intellectual property across educational, research, and clinical contexts.

3.2 Implement robust data governance frameworks that protect sensitive information, ensure compliance with applicable privacy regulations, establish clear protocols for AI tool selection and use, and maintain transparency about data collection and usage.

3.3 Create ethics review processes for AI implementations that assess potential harms, evaluate bias and fairness, ensure appropriate human oversight, and maintain accountability for AI-augmented decisions affecting learners and patients.

3.4 Provide comprehensive ethics training for faculty, staff, and learners covering responsible AI use, academic integrity in AI-augmented environments, data privacy obligations, and professional ethical standards.

3.5 Establish mechanisms for reporting and addressing ethical concerns related to AI use, including clear pathways for raising issues, processes for investigation and resolution, and protections for those who report concerns.

3.6 Foster a culture of ethical AI use through leadership modeling, recognition of exemplary practices, open dialogue about ethical challenges, and continuous improvement of ethical frameworks.

MACRO

4.1 Develop and disseminate comprehensive ethical frameworks and guidelines for AI use in medical education, providing institutions with evidence-based guidance on addressing academic integrity, privacy, fairness, and transparency.

4.2 Facilitate professional dialogue about emerging ethical challenges through conferences, publications, and collaborative initiatives that bring together educators, ethicists, technologists, and policymakers.

4.3 Support research on ethical dimensions of AI in medical education, including studies of academic integrity, bias and fairness, privacy implications, and the effectiveness of ethical frameworks.

4.4 Advocate for ethical AI standards and regulations that protect learners, patients, and educators while enabling responsible innovation in medical education.

4.5 Create resources and case studies that help educators navigate ethical challenges in AI-augmented teaching, assessment, research, and clinical supervision.

MEGA

5.1 Establish international consensus on ethical principles for AI in medical education that respect diverse cultural values while maintaining core commitments to integrity, fairness, privacy, and transparency.

5.2 Facilitate global dialogue about ethical AI use through international conferences, collaborative research, and knowledge-sharing platforms that enable learning across diverse ethical frameworks and regulatory contexts.

5.3 Develop globally applicable ethical guidelines that provide shared standards while acknowledging varying legal requirements, cultural norms, and resource contexts across different countries and regions.

5.4 Address global equity in ethical AI governance by supporting institutions in resource-limited settings, fostering international collaboration on ethics education, and ensuring ethical frameworks prevent the exacerbation of existing inequities.

5.5 Establish international mechanisms to analyze and respond to emerging ethical challenges, creating rapid-response expert networks to develop guidance across diverse healthcare and educational systems.

5.6 Support global capacity building through knowledge transfer partnerships, train-the-trainer programs, and mentorship networks, targeting regions with limited infrastructure to ensure equitable development of ethical AI implementation capabilities.

4. AI Tools, System and Resources

Medical educators adapt to new AI tools, systems and processes, evaluating their strengths, biases and limitations, while promoting equitable access to credible and reliable AI resources.

1.1 Develop awareness of the diverse landscape of AI tools relevant to medical education, including general-purpose language models, medical-specific AI systems, educational platforms, and clinical decision support tools.

1.2 Cultivate critical evaluation skills for assessing AI tools, considering factors such as accuracy, reliability, evidence base, transparency, bias, privacy protections, cost, and alignment with educational values.

1.3 Recognize personal responsibility for verifying AI-generated content and understanding tool limitations, particularly regarding potential for errors, hallucinations, bias, and inappropriate applications.

1.4 Reflect on the balance between leveraging AI capabilities and maintaining core educator competencies that must not atrophy despite technological support.

1.5 Conduct periodic self-assessment of personal AI tool literacy and proficiency, identifying strengths in current tool use, recognizing gaps in knowledge or skills, and developing a strategic plan for building competencies aligned with teaching responsibilities, educational goals, and areas of pedagogical focus.

1.6 Develop a systematic personal approach to staying current with emerging AI tools and evolving capabilities, establishing sustainable practices such as engaging with educational technology literature, participating in professional learning communities focused on AI applications, experimenting with new tools in low-stakes contexts, and critically evaluating which innovations warrant adoption versus which represent distracting novelty.

2.1 Develop proficiency with institution-approved AI tools through hands-on experimentation, formal training, and peer learning, understanding features, limitations, and appropriate applications.

2.2 Practice responsible tool selection by choosing appropriate AI systems for specific educational tasks, understanding why certain tools are better suited for particular purposes.

2.3 Engage in systematic verification of AI outputs by cross-referencing authoritative sources, checking for internal consistency, evaluating plausibility, and consulting colleagues when uncertain.

2.4 Participate in institutional evaluation and selection of AI tools by providing educator perspectives on functionality, usability, educational impact, and alignment with pedagogical goals.

2.5 Share experiences and innovations with colleagues through formal and informal channels, contributing to collective wisdom about effective tool use and integration strategies.

2.6 Maintain awareness of tool limitations and risks by staying current with research on AI capabilities, monitoring for problems in practice, and adjusting usage when issues arise.

3.1 Establish institutional processes for evaluating, selecting, and implementing AI tools based on rigorous criteria including educational effectiveness, accuracy, bias mitigation, privacy protection, cost, and technical support requirements.

3.2 Provide comprehensive training and ongoing support for faculty using AI tools, including technical assistance, pedagogical guidance, and resources for troubleshooting and continuous learning.

3.3 Develop and maintain institutional infrastructure for AI tool access, including procurement, licensing, integration with learning management systems, and technical support mechanisms.

3.4 Create clear policies and guidelines for appropriate AI tool use across different educational contexts, communicating expectations while explaining rationale and allowing for innovation within boundaries.

3.5 Implement systematic evaluation processes to assess AI tool impact on educational outcomes, faculty adoption, learner experiences, and institutional goals, using evidence to refine selections and practices.

3.6 Ensure equitable access to AI tools across all faculty and learners, addressing barriers related to cost, technical infrastructure, prior experience, or learning needs.

3.7 Foster collaboration among educators, technical staff, instructional designers, and AI developers to continuously improve the institutional AI tool ecosystem.

4.1 Facilitate inter-institutional collaboration on AI tool evaluation, selection, and implementation, enabling organizations to share knowledge, pool resources, and make informed decisions about technologies.

4.2 Develop and disseminate evaluation frameworks and criteria for assessing AI tools for medical education, helping institutions make evidence-based decisions about adoption.

4.3 Create shared repositories of vetted AI tools with transparent evaluations of capabilities, limitations, evidence base, privacy considerations, costs, and appropriate use cases.

4.4 Advocate with AI tool developers for products designed specifically for medical education needs, with appropriate accuracy, transparency, educational features, and reasonable costs.

4.5 Foster dialogue among medical education organizations about emerging concerns related to AI tools, such as bias, privacy risks, reliability issues, or over-reliance, developing collective guidance.

5.1 Coordinate global efforts to evaluate and recommend AI tools for medical education, establishing quality standards and sharing knowledge about effective tools across diverse international contexts.

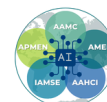
5.2 Develop international guidelines for AI tool selection, evaluation, and governance that address privacy, equity, reliability, and ethical considerations across different regulatory environments.

5.3 Foster collaboration between medical education organizations and AI developers to create tools meeting global healthcare education needs while respecting diverse cultural contexts and healthcare systems.

5.4 Support development of open-source or broadly accessible AI tools for medical education, reducing inequities in access to quality AI resources across diverse settings worldwide.

5.5 Coordinate international research and evaluation of AI tools for medical education, systematically documenting effectiveness across diverse contexts, cultural settings, and resource environments, generating evidence about which tools and implementation approaches achieve educational goals while addressing issues of algorithmic bias, cultural appropriateness, and technological dependencies across varied global healthcare education systems.

5.5 Establish mechanisms for ongoing international dialogue between medical educators and AI tool developers, creating feedback loops that inform iterative tool improvement, ensure educational features meet actual teaching needs across diverse global contexts, and advocate for development priorities that serve equity, accessibility, and pedagogical effectiveness rather than only commercial interests.



Domains & Vision Statements

5. AI for Instruction and Academic Tasks

Medical educators use AI to enhance teaching and academic efficiency while fostering critical thinking.

INTRA-PERSONAL

1.1 Reflect on personal teaching philosophy and pedagogical approaches to identify how AI might enhance instructional effectiveness while preserving core educational values and human connection with learners.

1.2 Explore how AI tools can support various aspects of instruction, from content development to activity design, while maintaining authentic educator voice and pedagogical expertise.

1.3 Consider ethical implications of AI-enhanced instruction, including impacts on learner autonomy, development of critical thinking, academic integrity, and authentic learning experiences.

1.4 Determine when AI use enhances instructional quality versus when it compromises effectiveness, recognizing contexts where direct faculty-learner interaction and spontaneous teaching moments are more valuable.

1.5 Evaluate the time investment required to implement AI tools, weighing efficiency gains against the learning curve to ensure integration serves learner outcomes.

1.6 Reflect on how to design learning experiences that preserve learner agency and independent problem-solving skills while leveraging AI support effectively.

MICRO

2.1 Align AI-augmented teaching with institutional guidelines and ethical frameworks to ensure responsible integration that maintains academic integrity and supports educational goals.

2.2 Design diverse, scaffolded learning activities (such as case scenarios and problem-based modules) using AI assistance, ensuring activities progress from foundational concepts to complex reasoning.

2.3 Leverage AI to create differentiated materials that address varied needs, including multiple explanations, alternative examples, and supplementary resources for both struggling and advanced learners.

2.4 Use AI to enhance instruction preparation by generating outlines, visual aids, and analogies while maintaining personal expertise and instructional voice.

2.5 Employ AI to generate engaging multimedia content, including concept maps, flowcharts, and interactive diagrams, to enhance understanding of complex medical concepts.

2.6 Systematically experiment with strategies, such as AI-facilitated discussions or augmented case-based learning, evaluating effectiveness through learner feedback and outcomes.

2.7 Model authentic AI use during live sessions by demonstrating prompt refinement, critical evaluation, and correction of errors while explicitly discussing decision-making processes.

2.8 Provide explicit guidance to learners about appropriate AI use, establishing clear expectations for learning activities and creating opportunities for learners to develop judgment regarding effective integration.

2.9 Design AI-facilitated coaching and tutoring experiences that develop learner reasoning skills, questioning abilities, and metacognitive awareness while maintaining the primacy of human mentorship.

2.10 Structure collaborative learning activities that integrate AI support appropriately, enhancing peer-to-peer learning while developing critical AI evaluation skills.

MESO

3.1 Establish dedicated AI integration committees or task forces with diverse representation to guide strategic implementation, set priorities, review policies, and ensure AI integration aligns with the institutional mission while addressing diverse stakeholder perspectives.

3.2 Develop and disseminate strategic frameworks and curated resource collections to help faculty identify high-impact AI opportunities, focusing on areas enhancing critical thinking and clinical reasoning.

3.3 Provide professional development programs addressing varied needs, including foundational literacy workshops, discipline-specific applications, and peer learning communities.

3.4 Establish instructional design and technology support services to assist faculty in integration, offering consultation on activity design and pedagogical guidance throughout course development cycles.

3.5 Create and maintain institutional infrastructure for AI-enhanced instruction, including vetted tool repositories, template libraries, and learning management system integration.

3.6 Develop institutional guidelines to help faculty guide learner AI use, including model syllabi language, assignment design frameworks, and academic integrity policies adapted for AI-augmented environments.

3.7 Implement systematic evaluation processes to assess educational impact through faculty feedback and learner outcomes, using evidence to refine strategies and disseminate lessons learned.

MACRO

4.1 Coordinate and disseminate faculty development resources for AI-enhanced instruction, including model curricula, training materials, and case studies that enable organizations to build collective capacity.

4.2 Develop and disseminate evidence-based frameworks for integrating AI across the medical education continuum, providing structured guidance on pedagogical best practices and assessment approaches.

4.3 Support research initiatives investigating the educational impact of AI-enhanced instruction, including teaching effectiveness, learning outcomes, and faculty adoption.

4.4 Facilitate cross-institutional communities of practice where educators share innovations and lessons learned, creating platforms for collective problem-solving.

MEGA

5.1 Develop and promote global consensus on AI integration principles in medical education, establishing a shared vision for enhancing teaching while preserving humanistic values across diverse cultural contexts.

5.2 Facilitate international collaboration via global conferences, virtual communities, and multinational research networks, creating shared repositories of pedagogical innovations.

5.3 Address global disparities by developing strategies for equitable implementation and creating accessible professional development resources, supporting faculty in resource-limited settings.

Domains & Vision Statements

INTRA-PERSONAL

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6. AI to Enhance Clinical Skills and Clinical Training

AI-powered systems are used to support clinical skills and clinical skills training while preserving essential human judgment and patient-centered care.

1.1 Explore diverse AI clinical applications, including diagnostic support, predictive analytics, and documentation assistance, to understand their impact on practice and identify competencies learners will need.

1.2 Assess personal competencies for effective, safe, and ethical AI-enabled clinical practice, evaluating proficiency with diagnostic tools and readiness to model patient-centered care while maintaining clinical judgment.

1.3 Reflect on how AI integration affects personal clinical educator role, considering evolution from demonstrating technical skills to teaching clinical reasoning in AI-augmented contexts.

1.4 Actively pursue professional development through simulation, workshops, and hands-on experience to build competence in teaching effective clinical skills while staying current with evolving AI capabilities.

1.5 Explore emerging AI-enhanced teaching modalities including virtual patients, virtual reality simulations, and AI-integrated clinical scenarios, assessing personal readiness to incorporate these technologies into clinical skills instruction and identifying areas requiring professional development.

2.1 Integrate AI tools to enhance diagnostic accuracy and treatment planning while maintaining critical clinical judgment, using AI as decision support rather than replacement.

2.2 Develop proficiency with approved AI-augmented electronic health record systems, learning efficient workflows for verifying AI-generated notes to maintain accuracy and personalized patient care.

2.3 Critically evaluate AI-generated clinical recommendations for accuracy and alignment with patient context, developing systematic validation approaches and recognizing when to modify or reject suggestions.

2.4 Communicate transparently with patients about AI's role in their care, ensuring they understand that clinician judgment guides decisions while addressing concerns and maintaining trust.

2.5 Leverage AI to enhance patient engagement by generating personalized educational materials and visualizations that are accurate, culturally appropriate, and support shared decision-making.

2.6 Employ AI tools strategically to enhance clinical teaching and training activities, including creating realistic case scenarios, designing simulation experiences, and providing automated feedback on clinical reasoning.

2.7 Model exemplary practices by demonstrating the integration of AI into clinical workflows, showing critical evaluation of outputs and transparent patient communication.

3.1 Provide comprehensive orientation and ongoing education for clinical educators to ensure faculty understand the AI systems learners will encounter and can teach appropriate use.

3.2 Deliver faculty development on safe, ethical AI use in clinical settings, addressing decision support integration, patient communication, and maintenance of clinical judgment.

3.3 Implement AI-enhanced clinical simulation programs to improve realism, utilizing AI for creating diverse scenarios, providing automated performance feedback, and personalizing difficulty levels.

3.4 Prepare educators to integrate AI into evidence-based practice teaching, helping learners critically appraise tools, evaluate safety evidence, and make informed adoption decisions.

3.5 Foster strategic partnerships with affiliated hospitals and training sites to ensure educational consistency, align training with practice realities, and coordinate professional development.

3.6 Establish frameworks ensuring clinical AI implementations prioritize patient safety and essential skill development, including appropriate supervision and continuous evaluation of impact on clinical competency.

3.7 Implement systematic monitoring of clinical skill maintenance across learner populations using AI analytics to identify skills at risk of decay, enabling targeted interventions to preserve fundamental clinical capabilities.

4.1 Support development of frameworks that integrate AI competencies into existing accreditation standards, clearly defining required knowledge, skills, and values concerning AI in clinical practice.

4.2 Support development, validation, and dissemination of nationally recognized AI clinical competency certifications and specialized training, setting quality standards and developing faculty pathways for teaching AI-augmented skills.

4.3 Foster continuous collaboration, knowledge exchange, and joint initiatives across clinical educators, healthcare systems, AI developers, regulators, and professional societies to address challenges and opportunities in clinical AI education.

4.4 Coordinate research on effectiveness of clinical AI education, including competency development, simulation, and clinical reasoning, disseminating findings regarding impact on patient safety and long-term outcomes.

4.5 Promote adoption and evaluation of AI-enhanced simulation-based medical education across institutions, including virtual patients, virtual reality platforms, augmented reality systems, and AI-integrated clinical simulators that provide safe, scalable environments for learners to practice technical skills, communication, consultation, and team-working with immediate AI-powered feedback.

4.6 Develop national standards and evaluation frameworks for AI technologies integrated into clinical skills training platforms (including AI-powered coaching systems, automated performance assessment, and intelligent tutoring), ensuring these systems effectively support educator goals of developing competent, safe, and humanistic clinicians across the full range of clinical competencies.

4.7 Facilitate cross-institutional collaboration and scholarship on AI applications in clinical skills education, supporting systematic evaluation of emerging technologies, sharing best practices for educator training and implementation, and conducting research on educational effectiveness across diverse clinical scenarios and learner populations.

5.1 Develop international standards and consensus frameworks for AI-augmented clinical education, establishing shared understanding of essential clinical AI competencies while acknowledging diverse healthcare systems and regulatory environments.

5.2 Facilitate international collaboration through global conferences, multinational research networks, and shared repositories of teaching resources, ensuring diverse geographic representation.

5.3 Address global disparities by developing accessible training resources and supporting faculty in resource-limited settings, advocating for equitable access to AI-enhanced clinical simulation tools.

5.4 Establish international collaborations where medical schools develop and share AI-enhanced clinical skills assessment platforms, enabling educators to benchmark teaching effectiveness internationally, validate assessment methods across diverse healthcare contexts, and contribute to development of evidence-based competency standards informed by global clinical practice patterns.

5.5 Coordinate global efforts toward precision education in clinical training, supporting international integration of AI assessment systems and learning analytics that enable educators to provide personalized, data-driven instruction adapted to individual learner needs while maintaining internationally recognized competency standards and addressing resource disparities across regions.

5.6 Promote international exchange of AI-enhanced teaching resources including virtual patient libraries, virtual reality clinical scenarios, simulation cases, and AI-powered teaching tools, ensuring global educator access to high-quality clinical skills training technologies while supporting local adaptation to diverse healthcare contexts and resource settings.

5.7 Develop international frameworks for educator preparation in comprehensive AI-augmented clinical skills instruction encompassing technical procedures, clinical reasoning, communication, consultation, interprofessional teamwork, and professionalism, recognizing cultural variations in clinical practice while establishing shared principles for effective teaching in AI-enhanced environments.

5.8 Foster international communities of practice for clinical educators using AI-enhanced teaching methods, facilitating ongoing exchange of pedagogical innovations, implementation experiences, evaluation methodologies, and lessons learned about effectively preparing learners for AI-augmented clinical practice across diverse healthcare systems worldwide.

Domains & Vision Statements

7. AI for Assessment and Feedback

AI-powered systems are used to optimize assessment systems with protocols in place for human involvement and bias mitigation. AI supports feedback and improvement cycles.

INTRA-PERSONAL

1.1 Reflect on assessment philosophy to identify how AI enhances quality and fairness while preserving educational judgment, distinguishing between evaluation aspects suitable for AI augmentation and those requiring human expertise.

1.2 Critically examine personal values and biases regarding AI-scored assessments, developing awareness of impacts on fairness, transparency, and learner trust.

1.3 Assess personal comfort and technical competence with AI assessment tools, identifying knowledge gaps and professional development needs to build confidence in using AI to enhance educator judgment.

1.4 Explore the impact of AI on the evaluator role, including shifts from grading to feedback quality and evolving assessment design.

1.5 Examine personal assumptions about academic integrity and authorship in the AI era, recognizing that cultural backgrounds and educational systems shape diverse perspectives on technology's role in learning and assessment.

1.6 Shift from a policing mindset to an empowerment approach, focusing on designing robust authentic assessments and fostering educational dialogue rather than relying primarily on AI detection tools.

MICRO

2.1 Align AI-augmented assessment practices with accreditation standards and ethical frameworks to ensure responsible integration that maintains academic integrity.

2.2 Develop expertise in AI-powered assessment tools through hands-on training and bias detection education, building competence in interpreting results and ensuring fairness.

2.3 Use AI to generate diverse assessment items, including case-based scenarios, clinical vignettes, and situational judgment questions, ensuring items align with learning objectives and undergo critical review.

2.4 Employ AI to design comprehensive rubrics and scoring guides that articulate performance expectations while maintaining educator judgment in final validation and application.

2.5 Leverage AI to analyze assessment data to identify learner performance patterns and detect common misconceptions, generating actionable insights that inform teaching improvements and curriculum refinement.

2.6 Utilize validated AI systems to provide timely, personalized feedback at scale, focusing on actionable guidance while maintaining human oversight to ensure quality.

2.7 Design assessment tasks that account for AI availability, distinguishing between AI-assisted and independent performance to authentically evaluate learners' ability to use AI tools professionally.

2.8 Redesign assessments using principles of resilience to AI (contextualization, justification, reflection, and uncertainty), creating tasks that require authentic demonstration of competency beyond what AI can generate.

2.9 Engage learners in constructive dialogue about AI use in their work, prioritizing conversation over accusation and helping them develop metacognitive awareness of when AI supports versus undermines learning.

MESO

3.1 Establish comprehensive institutional policies for AI-augmented assessment that ensure fairness, transparency, validity, reliability, and ethical standards, defining clear protocols for AI tool selection and human involvement requirements.

3.2 Implement validated AI assessment solutions through rigorous evaluation and pilot testing, ensuring tools enhance quality while maintaining human judgment in high-stakes decisions.

3.3 Integrate AI-enabled simulation platforms and assessment tools into curricula to provide authentic, data-driven performance feedback, ensuring these technologies supplement rather than replace clinical experiences.

3.4 Provide comprehensive faculty development and instructional design support for AI-enhanced assessment, including training on tool capabilities, guidance on designing valid AI-augmented evaluations, and support for interpreting analytics.

3.5 Establish institutional culture that emphasizes assessment design over AI detection, supporting faculty in creating authentic context-rich assessments that naturally require human competencies.

3.6 Develop comprehensive academic integrity frameworks that acknowledge AI as a learning partner while setting clear expectations for appropriate use, balancing empowerment with accountability through educational rather than punitive approaches.

3.7 Engage learners in ongoing dialogue about academic integrity, AI use, and learning authenticity, creating opportunities for collective reflection on responsible AI use while developing genuine competence.

3.8 Establish systematic evaluation processes to monitor impact on learner outcomes, validity, and equity, using evidence to continuously refine policies and practices.

MACRO

4.1 Develop and disseminate evidence-based guidelines for AI-enhanced assessment, defining quality criteria, validation protocols, and requirements for human oversight to ensure fairness across diverse contexts.

4.2 Create collaborative networks connecting educators, psychometricians, AI developers and licensing boards to advance the field of AI-enhanced assessment and establish quality standards.

4.3 Support research initiatives investigating the validity, reliability, and fairness of AI-enhanced assessment methods, including studies on scoring accuracy and bias detection.

4.4 Facilitate communities of practice where leaders share innovations and lessons learned, creating forums for collaborative problem-solving regarding assessment quality in AI-augmented environments.

4.5 Develop and share resources on resilient assessment design principles and academic integrity frameworks appropriate for the AI era, helping institutions move from detection to design.

MEGA

5.1 Develop and promote international standards for AI-enhanced assessment, establishing shared expectations for validity, bias mitigation, and human oversight while acknowledging diverse cultural and educational contexts.

5.2 Facilitate international collaboration via global conferences, multinational research networks, and shared repositories of validated tools, ensuring diverse representation.

5.3 Address global disparities in capacity for AI-enhanced assessment by developing strategies for equitable access and supporting the creation of open-source or low-cost assessment tools.

5.4 Establish global guidelines for academic integrity in the AI era that acknowledge varying cultural perspectives while maintaining universal principles of honesty, fairness, and authentic learning.

Domains & Vision Statements

8. AI for Admissions, Mentorship and Post-graduate Selection

AI-powered systems are used to support medical school admissions and post-graduate selection through improved mentorship, transparent processes, and equitable evaluation while maintaining rigorous standards and human oversight.

INTRA-PERSONAL

1.1 Reflect on personal values, assumptions, and potential biases in admissions and selection processes, considering how implicit biases might influence evaluation and assessing how AI tools could mitigate or amplify these biases.

1.2 Stay informed about AI advancements in admissions and advising, including capabilities, regulations, and ethical risks, while maintaining a critical perspective on these technologies.

1.3 Assess readiness for using AI in admissions and mentorship by identifying knowledge gaps and training needs, developing strategies to build confidence in using AI to enhance professional judgment.

1.4 Examine mentoring philosophy to identify how AI enhances evidence-based advising while preserving authentic relationships, recognizing that empathy and contextual understanding require human judgment.

1.5 Explore how AI integration might affect personal role as evaluator and mentor, including shifts in time allocation, changes in decision-making processes, and evolution of advising practices.

1.6 Consider how AI integration affects the integrity of selection processes, including concerns about AI-assisted interviews, application preparation, and the potential for inequitable advantages.

MICRO

2.1 Apply AI tools for admissions and selection tasks while maintaining rigorous standards for fairness, transparency, ethical decision-making, and regulatory compliance.

2.2 Use AI to efficiently review and organize application materials, identifying key qualifications and potential fit indicators while critically evaluating AI-generated summaries for accuracy, completeness, and bias.

2.3 Design and refine AI-assisted evaluation rubrics ensuring criteria align with program values and competency requirements, including bias mitigation strategies and maintaining human oversight.

2.4 Leverage AI tools to provide personalized career advising, offering data-informed guidance on specialty selection and program fit while maintaining mentor judgment regarding individual learner contexts.

2.5 Utilize AI to generate personalized feedback on application materials, providing constructive guidance while preserving the mentor's role in helping learners articulate their unique narratives.

2.6 Communicate transparently with learners about AI's role in admissions, selection, and career advising processes, explaining how AI tools are used, their limitations, and what decisions remain human-centered.

MESO

3.1 Establish comprehensive institutional policies for AI use in admissions, selection, and career advising that ensure fairness, transparency, validity, and ethical standards, defining clear protocols for AI tool selection and human oversight requirements.

3.2 Implement validated AI tools that enhance efficiency and decision quality in admissions and career advising, ensuring rigorous standards to protect privacy and prevent algorithmic bias.

3.3 Provide tools that enhance faculty mentoring capacity, such as platforms for career exploration and program matching, ensuring these supplement rather than replace personalized human mentorship.

3.4 Develop faculty development programs for AI-augmented admissions and mentorship, including training on tool capabilities, equitable evaluation design, and strategies for maintaining human connection.

3.5 Implement systematic monitoring and evaluation of AI in admissions and advising, assessing impact on diversity, selection, efficiency, and potential biases.

3.6 Communicate transparently with applicants and stakeholders about AI use, detailing what tools are used, how they inform decisions, and how human judgment remains central.

3.7 Develop clear policies regarding AI use during selection processes, including guidance on interview integrity, acceptable AI assistance during application preparation, and consequences for sharing selection materials.

3.8 Design selection processes that are resilient to AI assistance, incorporating elements that require authentic demonstration of competencies and genuine personal reflection.

MACRO

4.1 Develop comprehensive frameworks and standardized protocols for AI-augmented admissions and advising, defining quality standards for tools, validation requirements, and bias detection.

4.2 Coordinate professional development resources for building faculty capacity for AI-enhanced admissions and mentorship, including demonstrations of validated tools and guidance on bias mitigation.

4.3 Support research investigating the impact, validity, fairness, and outcomes of AI use in admissions, selection, and career advising, focusing on predictive validity and effects on candidate diversity.

4.4 Establish collaborative networks and communities for admissions leaders, career advisors, and AI experts to share innovations and address bias and equity issues.

4.5 Promote the use of AI-powered data analysis and learning analytics to systematically evaluate recruitment, admissions, and selection procedures, identifying and addressing bias, ensuring fairness across diverse applicant populations, and supporting evidence-based refinement of selection processes.

MEGA

5.1 Develop international standards and consensus principles for AI in admissions and mentorship, establishing shared expectations for validity, fairness, bias mitigation, and human oversight.

5.2 Facilitate international collaboration via global conferences, multinational research, and shared repositories of validated tools, ensuring diverse representation.

5.3 Address global disparities in capacity for AI-enhanced admissions and career advising by developing strategies for equitable access to evaluation technologies in resource-limited settings.

Domains & Vision Statements

9. AI for Curricular Optimization and Program Evaluation

Curricular development is supported through AI tools that align content with standards and provide analytics to enhance program effectiveness.

INTRA-PERSONAL

1.1 Reflect on personal beliefs about curriculum design, development, and program evaluation, considering how AI can enhance capacity to create coherent, aligned curricula while preserving educational values.

1.2 Examine personal role and responsibilities within the governance structure to identify opportunities for AI support in curriculum planning, mapping, and evaluation.

1.3 Stay informed about advancements in AI technologies impacting curriculum optimization and program evaluation, including learning analytics platforms, competency mapping tools, and curriculum alignment systems.

1.4 Assess personal readiness and competence for using AI in curriculum work by identifying knowledge gaps and training needs, developing strategies to build confidence in leveraging AI.

1.5 Engage with emerging scholarship and research on AI-augmented curriculum development and learning analytics, staying current with evidence regarding effective practices, evaluation methodologies, and ethical considerations in data-informed curricular decision-making.

1.6 Develop a personal framework for evaluating curriculum effectiveness that integrates AI analytics with educational expertise, critically examining how data-informed insights align with or challenge professional judgment about learning, assessment, and program quality.

MICRO

2.1 Map course components to national standards and competencies, creating structured metadata enabling AI to assist with alignment analysis and gap identification.

2.2 Use AI to optimize curricula for alignment with core competencies and accreditation standards, identifying content gaps, redundancies, and opportunities for better scaffolding.

2.3 Leverage AI to generate curriculum maps and visualizations that illustrate relationships between learning objectives, content coverage, and competency development across curricular units.

2.4 Employ AI to analyze learner performance data, identifying patterns that need specific curricular modifications to enhance overall learning effectiveness.

2.5 Utilize AI to support accreditation documentation and program evaluation processes by systematically organizing evidence of competency achievement and standards compliance.

2.6 Contribute actively to collaborative, AI-informed curriculum development processes by sharing course-level data, learning analytics insights, and outcomes assessment results.

MESO

3.1 Establish institutional policies and governance for AI-augmented curriculum development, ensuring tools support collaborative planning while enhancing data-informed decision-making.

3.2 Implement validated AI platforms for program optimization, including mapping tools, competency tracking, and analytics to enhance institutional capacity for evidence-based curricular planning.

3.3 Employ AI for multi-level curriculum analysis (program, course, session) to improve coherence, integration, and alignment through identifying content gaps and optimizing sequencing.

3.4 Leverage AI-powered learning analytics and program evaluation systems to generate actionable insights about learning patterns, performance trends, and competency achievement.

3.5 Develop AI-enhanced data dashboards providing accessible information on alignment and competency progression to support transparent, data-informed collaborative decision-making.

3.6 Provide faculty development and instructional support for AI-enhanced curriculum development, including training on curriculum management systems and guidance on using learning analytics.

MACRO

4.1 Develop and disseminate frameworks, evidence-based guidelines, and best practice standards for AI-augmented curriculum and program evaluation, defining quality criteria for curriculum management systems.

4.2 Coordinate professional development and implementation support to build capacity for AI-enhanced curriculum work, including curriculum mapping methodologies and learning analytics training.

4.3 Support research initiatives investigating the impact of AI-augmented curriculum development, focusing on curriculum coherence and data-driven decision effects.

4.4 Establish collaborative networks, communities of practice, and multi-institutional partnerships to help curriculum leaders share innovations and address AI curriculum challenges.

4.5 Develop national standards and accountability frameworks for AI-enhanced curriculum evaluation methodologies, establishing criteria for validity, reliability, and fairness of AI-powered analytics used in high-stakes curricular decisions while ensuring transparency in algorithmic approaches to competency mapping and program assessment.

4.6 Advocate for ethical frameworks and policies governing the use of learner data in AI-powered curriculum analytics and program evaluation, ensuring institutional practices balance educational improvement with learner privacy, informed consent, and transparency about how student performance data informs curricular modifications.

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5.1 Develop international standards and consensus principles for AI-augmented curriculum development, establishing shared expectations for quality frameworks while acknowledging diverse educational systems.

5.2 Facilitate international collaboration via global conferences, multinational research networks, and shared repositories of curriculum frameworks, ensuring diverse representation.

5.3 Address global disparities in capacity for AI-enhanced curriculum development and program evaluation by developing strategies for equitable access to curriculum management technologies, promoting the creation of open-source curriculum mapping and analytics tools, supporting faculty development in resource-limited settings, fostering international sharing of curriculum frameworks and competency standards, and ensuring innovations in data-informed curricular planning benefit institutions across all geographic regions and resource levels.

5.4 Establish international platforms for sharing AI-powered curriculum analytics, competency frameworks, and program evaluation methodologies, enabling institutions to benchmark curriculum quality internationally, compare learning outcomes across diverse educational contexts, and contribute to development of globally informed best practices in medical education curriculum design and delivery.

5.5 Coordinate international research examining how cultural contexts, healthcare system variations, and resource differences affect curriculum design and learning outcomes, using AI analytics to identify universal principles and context-specific adaptations that inform globally applicable yet locally relevant medical education frameworks.

10. AI for Research and Research Mentorship

Researchers leverage artificial intelligence to amplify creativity and discovery while preparing future scholars for AI-enhanced investigation.

1.1 Reflect on personal research philosophy, methodological approaches, and scholarly values, considering how AI might enhance research productivity while preserving scientific rigor and intellectual honesty.

1.2 Examine the research mentor's role and responsibilities in preparing future scholars, focusing on how AI integration impacts mentorship of research skills and responsible conduct of research training.

1.3 Identify appropriate stages in the research workflow where AI can be ethically integrated to enhance efficiency and quality while recognizing limitations and ensuring human oversight.

1.4 Stay informed about AI advancements relevant to research, including literature discovery and data analysis tools, while maintaining a critical perspective on capabilities, biases, and ethical considerations.

1.5 Recognize the risk of epistemia (illusion of knowledge) when using AI for research, understanding that AI-generated synthesis may create false confidence in understanding without genuine expertise.

1.6 Commit to developing genuine scholarly depth in research areas, using AI to accelerate but not replace the deep engagement required for original contribution and the creation of new knowledge.

2.1 Develop proficiency in AI-augmented research skills, including literature discovery, prompt engineering, data analysis and visualization, building competence to leverage AI effectively throughout the research lifecycle.

2.2 Implement validated AI tools strategically to enhance research stages such as literature searching, hypothesis generation, and data cleaning while maintaining human oversight and scientific rigor.

2.3 Model ethical, transparent AI use by demonstrating appropriate boundaries and acknowledging assistance, adhering to disciplinary norms for disclosure and reproducibility.

2.4 Maintain rigorous documentation of AI usage, systematically recording tools, versions, prompts, and settings to establish an audit trail ensuring transparency and reproducibility.

2.5 Design and facilitate educational experiences and research training activities that develop mentees' critical evaluation capabilities for AI-generated research outputs.

2.6 Provide research mentorship that guides mentees in appropriately integrating AI tools into their research projects, offering personalized coaching on tool selection and building scholarly judgment.

2.7 Use AI as a tool for deepening understanding rather than replacing intellectual work, ensuring AI-augmented research reflects authentic comprehension and original thinking.

2.8 Develop strategies to verify and validate AI-generated research outputs through independent investigation, cross-referencing primary sources, and engaging with domain experts.

3.1 Establish comprehensive institutional AI policies and governance frameworks for research, ensuring ethical standards, integrity, data security, privacy, and transparency.

3.2 Implement comprehensive training in AI-augmented research methods (including data science, statistical reasoning, prompt engineering, and critical interpretation) to ensure researchers can effectively and responsibly integrate AI.

3.3 Provide and maintain secure, equitable, and reliable institutional access to validated AI research tools, offering technical support, training, and guidance on tool selection.

3.4 Establish and enforce institutional standards for AI-augmented research, ensuring transparency, reproducibility, and trustworthiness through systematic documentation of AI tool use.

3.5 Foster interdisciplinary research collaborations across medicine, data science, computer science, biostatistics, engineering, and ethics to facilitate team science for AI-driven discovery.

3.6 Sustain institutional resources and dedicated budget for high-quality AI-augmented research infrastructure, including licenses, computational resources, and personnel.

4.1 Develop and disseminate comprehensive guidelines, frameworks, and best practices for AI-augmented research in medical education and biomedical sciences, defining quality criteria for responsible AI use.

4.2 Coordinate and provide resources, training, and support to build research community capacity for AI-enhanced scholarly work, including professional development in AI research methods.

4.3 Support and facilitate research on the impact, effectiveness, and outcomes of AI in biomedical research and medical education scholarship, studying AI tool performance and effects on research quality.

4.4 Advocate for, and facilitate adaptations to, scholarly publishing, peer review, and research dissemination systems to accommodate AI-related research, developing frameworks for transparent reporting.

4.5 Develop and disseminate resources addressing epistemia risks in AI-augmented research, helping researchers maintain genuine depth and authentic contribution to scholarly knowledge.

5.1 Establish international standards, consensus principles, and harmonized frameworks for AI-augmented research in global medical education and biomedical research, defining shared expectations for research quality.

5.2 Foster global collaboration and knowledge sharing on AI-enhanced research via international conferences, multinational consortia, and shared repositories of validated methods.

5.3 Address global disparities in access to AI research tools by developing strategies for equitable implementation, supporting faculty development in resource-limited settings, and promoting open-source tools.

5.4 Coordinate international efforts to address epistemia and maintain research integrity in the AI era, ensuring scholars worldwide develop genuine expertise rather than superficial breadth.

Domains and Vision Statements

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12. AI for Health and Wellbeing

Professional wellbeing is supported through AI by alleviating workload pressures, fostering resilience, and offering tools for navigating technological transitions.

1.1 Explore how AI supports personal efficiency and work-life balance by identifying tasks where AI enables time savings, reduces cognitive load, and automates routine activities.

1.2 Investigate and consider AI applications for personal health and wellbeing (e.g., stress management, mindfulness, sleep tracking, physical activity support), thoughtfully evaluating tools for alignment with personal needs and values.

1.3 Acknowledge and process the emotional impact of AI integration, recognizing responses like anxiety, uncertainty, and grief over the evolving educator role while developing healthy coping strategies.

1.4 Develop personal wellbeing strategies for AI integration, including setting technology boundaries, balancing efficiency with human connection, prioritizing rest, and building resilience.

2.1 Utilize AI to optimize scheduling, workload management, and time allocation across professional and learner needs.

2.2 Integrate AI applications into teaching and learning experiences with mindful attention to learner wellbeing, monitoring for signs of AI-related stress and ensuring AI enhances rather than overwhelms learning.

2.3 Actively develop personal resilience and adaptive coping strategies for managing ongoing technological change: cultivate a growth mindset, build tolerance for uncertainty, and maintain flexibility.

2.4 Provide empathetic support and psychological safety to colleagues facing difficult emotions regarding AI integration, offering validation, encouragement, and practical help.

2.5 Model healthy, balanced AI integration practices, maintaining boundaries, sustainable work, and human connection while openly discussing AI's benefits and challenges.

3.1 Integrate evidence-based, AI-enabled wellbeing tools into educational programs to demonstrably improve learner and faculty resilience, mental health, and stress management.

3.2 Implement AI systems to track institutional wellbeing metrics and identify burnout risk while ensuring data privacy and trust, using insights to improve systemic conditions.

3.3 Promote and support AI applications that enhance emotional and psychosocial wellbeing through reflection, mindfulness, and stress management while monitoring for risks.

3.4 Establish and enforce rigorous standards for wellbeing-related AI applications, prioritizing equity, privacy, and data security while protecting sensitive health data.

3.5 Provide comprehensive support infrastructure for faculty and staff managing AI integration challenges, including mental health resources, fostering a culture that normalizes seeking help.

3.6 Create institutional support structures including counseling services, peer support programs, and faculty mentorship that help educators navigate the psychological challenges of technology-intensive medical education.

3.7 Design curriculum and workload systems that prevent AI productivity tools from intensifying demands, explicitly protecting time for rest, reflection, and activities essential for sustainable educational practice.

4.1 Develop and disseminate comprehensive frameworks, evidence-based guidelines, and best practices for using AI to support educator and learner wellbeing in medical education.

4.2 Facilitate national dialogue and communities of practice focused on AI and wellbeing, bringing together educators, mental health professionals, and technologists.

4.3 Support professional development programs addressing the wellbeing dimensions of AI integration, including training on using AI for personal wellness and supporting others through change.

4.4 Coordinate research initiatives examining the impact of AI integration on wellbeing, focusing on educator stress and factors promoting resilience.

5.1 Develop and promote international standards, frameworks, and consensus principles for leveraging AI to support educator and healthcare worker wellbeing globally.

5.2 Promote international collaboration and knowledge exchange on AI and wellbeing in medical education through global conferences and multinational research networks.

5.3 Address global disparities in capacity to support educator and learner wellbeing during AI integration by developing accessible wellbeing resources for resource-limited settings.

5.4 Develop international ethical guidelines and standards for AI applications in educator wellbeing that balance innovation with privacy protection and ensure voluntary participation.

5.5 Foster international knowledge exchange networks focused on educator wellbeing in AI-augmented medical education, facilitating sharing of research findings and innovative practices.

5.6 Establish mechanisms ensuring educator voice in international wellbeing framework development through formal representation and systematic collection of perspectives across diverse contexts.

