

# Co-creating Norms for Use of Generative Artificial Intelligence in Occupational Therapy Education

**Kate Barrett, OTD, MPH, OTR/L**

DEPAUL  
UNIVERSITY



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# Objectives for the session

- Explore the benefits and dangers of using generative artificial intelligence in occupational therapy education.
- Explore best practices for use of generative artificial intelligence in occupational therapy education.
- Share assignment ideas that incorporate the ethics of using AI.
  
- Disclaimer: *I am not an expert. I am learning every day. I am overwhelmed by the rapid pace of change.*



# OT Student Survey

- When is it appropriate to use AI in your education as an OT student?
- When is it not appropriate to use AI in your education as an OT student?
- How can AI contribute to your learning?
- How might using AI be dangerous to you as an OT student?
- How might using AI now as a student prevent you from being successful on fieldwork or passing the licensure exam?
- If you do use AI, do you think you should cite that you used it and describe how? Just as you would another source?



# When is it appropriate to use AI in your education as an OT student?

- **Brainstorming Ideas** – Used for generating creative ideas, initial research, and sparking new thoughts.
- **Clarification & Understanding** – Helps refine understanding, define terms, and explain concepts in different ways.
- **Studying & Learning Aid** – Useful for summarizing topics, structuring study guides, and generating test questions.
- **Writing & Structuring** – Assists in outlining essays, structuring content, and proofreading for grammar and clarity.
- **Grammar & Editing** – Used for correcting grammar, punctuation, and improving the clarity of written work.
- **Application in Case Studies & Interventions** – Helps find solutions or interventions for specific scenarios.”



# When is it not appropriate to use AI in your education as an OT student?

- **Plagiarism & Academic Dishonesty** – Copying AI-generated responses word-for-word, using AI to complete assignments, or submitting work without original effort.
- **Using AI for Graded Work** – Applying AI for exams, quizzes, papers, and homework instead of personal effort.
- **Writing Entire Assignments** – Having AI compose essays, discussion responses, research papers, or personal reflections.
- **Bypassing Learning & Critical Thinking** – Using AI to generate answers instead of engaging with the material or thinking independently.
- **Unauthorized Use** – Relying on AI without faculty approval or in situations where original work is required.”



# How can AI contribute to your learning?

- **Clarification & Concept Explanation** – Breaking down complex topics, rephrasing, and simplifying difficult material.
- **Studying & Learning Enhancement** – Aiding in test preparation, creating study guides, and generating practice exams.
- **Brainstorming & Idea Generation** – Providing new perspectives, sparking ideas, and expanding knowledge.
- **Organizing & Structuring Work** – Assisting with outlining, organizing thoughts, and formulating study strategies.
- **Research & Resource Finding** – Helping locate relevant information and sources for deeper understanding.
- **Grammar & Language Support** – Assisting with rewording, grammar, and enhancing language use in writing.



# How might using AI be dangerous to you as a student?

- **Over-Reliance on AI** – Excessive use can create dependence, making students less capable of independent thought and reasoning.
- **Hindrance to Critical Thinking & Problem-Solving** – AI provides quick answers, which can reduce creativity, logical reasoning, and analytical skills.
- **Lack of Deep Learning & Skill Development** – Students may not fully integrate knowledge into their skillset, affecting real-world application.
- **Misinformation & Academic Integrity Concerns** – AI pulls from various sources, which may lead to inaccuracies, plagiarism, or false information.
- **Barriers to Professional Growth** – Particularly in fields like occupational therapy, AI lacks human experience and therapeutic judgment, which are essential for professional practice.
- **Long-Term Consequences** – Dependency on AI can prevent students from developing necessary knowledge and problem-solving abilities for future careers.



# How might using AI now as a student prevent you from becoming successful on fieldwork or passing the licensure exam?

- **Over-Reliance on AI** – Dependence on AI can prevent students from developing their own knowledge and skills.
- **Hindrance to Critical Thinking & Problem-Solving** – AI use can limit independent reasoning, clinical judgment, and the ability to think through complex situations.
- **Lack of Real-World Application** – AI cannot replace hands-on experience, case-by-case decision-making, or the ability to adapt in real-life scenarios.
- **Risk of Not Retaining Information** – Relying too much on AI can prevent deep learning, making it harder to recall and apply knowledge when AI is unavailable.
- **Licensing & Professional Readiness Issues** – Students who depend on AI may struggle with board exams, fieldwork, and professional practice where AI use is not permitted.
- **Missed Opportunities for Growth** – Seeking AI-generated answers instead of engaging with peers, supervisors, or research can limit learning and professional development.



# Cite AI?

- **Citing AI Use** – Most responses agree that AI should be cited, especially if its ideas, reasoning, or direct wording are used.
- **Transparency & Academic Integrity** – Acknowledging AI's role in assignments ensures honesty and prevents misrepresentation of work.
- **Context & Extent of Use** – The necessity of citation depends on how AI is used (e.g., brainstorming vs. generating entire responses).
- **Challenges in Citation** – Some uncertainty exists about how to properly cite AI, given that it pulls information from various sources.
- **Ethical & Regulatory Concerns** – AI's potential for misinformation, overuse, or replacing human effort suggests a need for regulation and responsible usage.



# Results (take-aways)

- Importance of critical thinking – one needs to know enough to be able to critique what it is asking of AI.
- Teaching how to cite AI is important.
- Important for faculty to be explicit about when the use of AI is acceptable.
- Intentionally build in assignments where students are required to learn and use AI.
- Need to discuss ethical and responsible uses of AI.



# How to cite AI (APA):

AI Company Name. (year, month day). *Title of chat in italics* [Description, such as Generative AI chat]. Tool Name/Model. URL of the chat.

## Examples:

Anthropic. (2025, May 20). *Essential grammar topics for high school graduates* [Generative AI chat]. Claude Sonnet 4. <https://claude.ai/share/329173b2-ec93-4663-ac68-4f65ea4f166d>

Google. (2025, May 22). *High school grammar concepts overview* [Generative AI chat]. Gemini 2.5 Flash. <https://g.co/gemini/share/a1306ce12929>

OpenAI. (2025, August 21). *High school grammar concepts* [Generative AI chat]. ChatGPT. <https://chatgpt.com/share/68a77b60-0ee4-800c-9acc-cd3fd573c311>

# Sample Syllabus Statement

**Generative AI:** The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming ideas
- Exploring what you need to learn about course topics
- Drafting outlines
- Checking grammar
- If you use generative AI in any way, you must describe the tools you used, and how you used them, in a paragraph at the end of your assignment. Please include the prompts you provided to the generative AI tools.
- The use of generative AI tools is **prohibited** in this course for the following assignments and activities:
  - Composing responses to group discussions
  - Writing paragraphs used to complete any assignments
  - If you are unsure about whether or not a specific tool or use of AI is permitted, please contact me. Using generative AI in a way that is not permitted is considered a violation of [DePaul's Academic Integrity Policy](#).

# Sample assignments

- Learn about the different types of AI platforms (ChatGPT, Claude, Perplexity, Gemini, Copilot, etc)
- Use AI to support time management.
- Use AI to create educational materials.
- Use AI to develop NBCOT like questions as a study guide.
- AI supported documentation practice.
- Compare and contrast a literature search using a library search engine vs. AI.
- Critique an AI generated treatment plan or SOAP note.



# Reflection

- AI is a part of life
- It can be helpful and it is scary
- It has changed and is changing how we do our work
- Life-long learning

