

AI IS HERE TO STAY: Ethical Considerations With AI Integration



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WHY INTEGRATE AI?

Integration of artificial intelligence (AI) as tool has growing potential to modernize our approach to learning and training in educational and clinical settings.

AI AS THE NEW GUY AI programs are systems developed to perform complex tasks that require a degree of human intelligence (e.g., problem solving, and decision making). AI systems are designed to analyze data, recognize patterns, and make recommendations. They can even learn, adapt, and improve their performance over time. AI systems are designed to be able to make some decisions autonomously (Watanabe, 2023). AI applications are an extremely practical tool with great potential to save time and energy.

THE POTENTIAL AI has the potential to enhance performance, improve problem-solving skills, transform the way people learn, and improve both educational and clinical outcomes (Chang et al., 2022; Spatola & Normand, 2021). AI can also enhance the overall learning experience by increasing the efficiency of assessments, personalizing learning guidance and support, and improving learner engagement (Köbis et al., 2021). The latest in clinical AI support allows for accurate detection of emotion from patient's speech, which provides tremendous potential for the support of clinical staff, documentation, and communication of patient needs and streamlining of administrative resources (Caulley, et al., 2023). So, what's the problem?

AI IS SEEN AS THE COMPETITION

Skepticism, mistrust, and concern abound, creating an implicit bias against AI in higher education and the field of clinical psychology generally. Many educators describe feeling anxious about job security. Students considering a doctoral degree in psychology are asking themselves, "Will there still be a need for human therapists when I graduate?" While some would deny, ignore, or impede the AI incursion into higher education and clinical psychology, the truth is, given its accessibility, ease of use, and benefits, AI is here to stay (Nazaretsky et al., 2022). So, the question becomes, not if AI should be used in higher education and clinical psychology, but how?

NOT ALL AIS ARE TAUGHT ETHICS

AI systems can present great temptation for unethical behavior. Given the high quality of some AI system responses, it may not be possible to detect a difference between a human student and an AI's written product (Nazaretsky et al., 2022). A student may reason that they can get good grades and pass classes with less time and effort by using AI, but educators counter by asking, are they learning anything? There are also concerns about the quality of information fed into AI systems. An AI system can be programmed to perform tasks without human intervention and its default is not to consider ethical checks and guidelines. Given that AI systems are best at generalizing based largely on response patterns, they can perpetuate and amplify biases against certain individuals or

groups. AI systems can create and spread misinformation, manipulate public opinion, and deceive individuals (Nazaretsky et al., 2022).

ETHICS, AI, AND YOU Ethical decision-making frameworks involve the consideration of factors such as transparency, accountability, risk, fairness, and privacy when making ethical decisions. Many different ethical models can be used to guide AI systems' behavior. It is important to note that the choice of ethical model for AI systems may vary depending on the specific context, application, and cultural considerations. Additionally, there is ongoing debate and research in the field of AI ethics, and new models and frameworks are continuously emerging (Zhang et al., 2022).

AI AS THE CHILD According to Köbis et al. (2021), humans (developers and users alike) are responsible, and should be held accountable for the behavior of AI systems. Liability issues with AI systems will likely become more complex as their sophistication increases. Human users must deeply consider the ethical considerations of AI use as AI systems grow in sophistication (Zhang et al., 2022).

Although developers and designers of AI systems assume responsibility for creating and training the AI algorithms, by setting the parameters and rules, in theory ensuring that the AI system operates ethically and responsibly, the users of the AI system itself, including educators, have a responsibility to understand the system's use, limitations, and potential biases (Nazaretsky et al.,

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2022). Given this shared responsibility, there is a need in academia to emphasize the importance of increasing educators' theoretical and practical knowledge about AI (Nazaretsky et al., 2022).

IT'S ALL IN THE NAME Authentic intelligence refers to unique human attributes that are not replicated by AI. These include intuition, emotion expression and sensitivity, cultural sensitivity, imagination, anticipation, and judgment in changing situations. Authentic intelligence allows humans to shift from short-term to long-term concerns and to work effectively in open systems that interact with the external environment. Authentic intelligence can be contrasted with AI, which is fast, accurate, and logical but lacks the intuitive and emotional qualities of humans. Augmented intelligence, combining AI and authentic intelligence, is seen as the future of intelligent work, where humans and AI work together to enhance productivity and creativity in educational and clinical settings (De Cremer & Kasparov, 2021). Sounds good, right?

IT'S NOT YOU, IT'S ME Wang et al. (2021) found that our attitudes toward using AI in education are influenced by self-efficacy. Specifically, when educators have higher self-efficacy, they are more

likely to perceive AI as easy to use and have a positive attitude toward incorporating it into their teaching practices. There is also evidence that self-efficacy influences the use of AI in clinical settings. For example, Chang et al. (2022) found that an AI-based learning approach significantly improved nursing students' self-efficacy in their ability to apply their knowledge to practical cases. Additionally, students reported they were able to understand the course material more deeply than when using a lecture-based learning approach. This type of learning may positively impact the development of clinical judgment.

TAKEAWAY Overall, the impacts of AI use vary depending on the specific application and context; there are some well-known benefits of how AI enhances human productivity, and its ethical implementation is a shared responsibility. Further research and implementation are needed to fully understand and harness the benefits of ethical AI in educational and clinical settings (Wang et al., 2021). 

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