

Lesson Outline: AI in the Clinic – Ethical Decision-Making for the Next-Gen SLP

Course Context

- MS-SLP Graduate Course
 - Potential courses:
 - Professional Issues
 - Clinical Methods
 - Disorders courses
 - Topic Area:
 - Human-Centered AI
 - Ethical AI integration in healthcare and education
 - Clinical reasoning and decision-making
-

Lesson Objectives

By the end of this activity, students will be able to:

1. Identify potential applications of AI within speech-language pathology practice.
 2. Analyze ethical considerations related to AI use in clinical settings.
 3. Evaluate AI-generated outputs for accuracy, bias, accessibility, and appropriateness.
 4. Discuss the role of privacy, informed consent, and professional accountability in AI-supported clinical workflows.
 5. Apply human-centered and patient-centered reasoning when considering AI integration in healthcare.
-

Pre-Class Preparation

Assigned Materials

Students complete:

- Short readings/videos on:
 - AI in healthcare
 - Human-Centered AI
 - HIPAA/FERPA considerations

- Accessibility and health equity
- ASHA ethics and AI discussions

Student Preparation

Students should:

- Review materials
 - Bring notes/questions
 - Reflect on personal experiences or perceptions of AI
-

In-Class Activity Structure

Part 1: Introduction & Framing (10–15 minutes)

Instructor Overview

- Define generative AI
- Discuss current AI trends in healthcare and education
- Introduce “human-in-the-loop” concept
- Review ethical guardrails:
 - Privacy
 - Scope of practice
 - Bias
 - Accessibility
 - Accountability

Discussion Prompt

- “Where are you already seeing AI show up in healthcare or education?”
-

Part 2: Small-Group Case Analysis (25–30 minutes)

Group Structure

- Students placed in groups of 3–5

Case Topics

Examples may include:

- AI-generated clinical documentation

- AI-assisted AAC supports
- Automated screening tools
- AI treatment recommendations
- Telepractice accessibility concerns

Group Discussion Questions

Students analyze:

- What problem is being addressed?
 - How is AI being used?
 - What are the potential benefits?
 - What are the ethical concerns?
 - What accessibility or equity concerns exist?
 - What would an ethical SLP need to consider?
-

Part 3: AI Output Evaluation (15–20 minutes)

Guided AI Interaction

Students:

- Review instructor-provided AI outputs or prompts
- Critique responses for:
 - Accuracy
 - Bias
 - Clinical appropriateness
 - Missing information
 - Ethical concerns

Reflection Questions

- Would you use this clinically?
 - What revisions would be needed?
 - What risks exist if accepted without review?
-

Part 4: Whole-Class Debrief (15–20 minutes)

Group Share-Out

Each group shares:

- Summary of case
- Potential benefit of AI
- Major ethical concern
- Recommended clinician response

Instructor-Facilitated Discussion

Topics include:

- Human-centered care
 - Clinical judgment vs automation
 - AI limitations
 - Equity and access
 - Patient trust and communication
 - Future implications for SLP practice
-

Post-Class Reflection Assignment

Reflection Prompt

Students submit a brief written reflection addressing:

1. One way AI could support future clinical practice
 2. One ethical boundary they would maintain
 3. One remaining question or concern about AI in SLP
-

Assessment Methods

Participation

Students evaluated on:

- Engagement in discussion
- Critical thinking
- Professional communication
- Respectful collaboration

Reflection Evaluation

Assessment focuses on:

- Depth of ethical reasoning
 - Connection to course concepts
 - Ability to critically evaluate AI
 - Human-centered thinking
-

Human-Centered AI Focus Areas

- Ethical decision-making
 - Accessibility and equity
 - Patient-centered care
 - Cultural responsiveness
 - Privacy and confidentiality
 - Clinical accountability
 - Critical evaluation of technology
-

Future Expansion Opportunities

- Interprofessional collaboration activities
- AI simulation labs
- AI literacy badge program
- Expanded case library
- Research on student perceptions of AI
- Integration into clinical education curriculum