

# The Natural Language of Clinical Problem-Solving

#### Raja-Elie E. Abdulnour, M.D.

Editor-in-Chief, NEJM Journal Watch
Editor, Clinical Development and Al Innovation, NEJM Group
'23-'24 Diagnostic Excellence Scholar, National Academy of Medicine
Pulmonary and Critical Care Medicine, Brigham and Women's Hospital
Assistant Professor of Medicine, Harvard Medical School







### Disclosures

- MMS / NEJM Group
  - NEJM Healer
  - NEJM Healer was acquired by Lecturio (no financial COI)
- Lumeris, consultant
- I am NOT a computer scientist

# Clinical Reasoning: How doctors think





#### Inductive reasoning Problem representation

67 year old main with acute dyspnea, chest pain, fever, and hypoxemia. Recent sick contact. Normal chest Xray.

#### THINK FAST!!!

Deductive reasoning
What is causing problem?
Differential Diagnosis
I have a high suspicion
for Covid pneumonia
and possible bacterial

superinfection

TREATMENT
Solving
Corticosteroids
Remdesivir
Levofloxacin

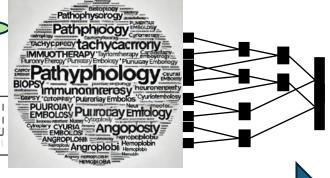


### "To Err Is Human"









Inductive reasoning
Problem representation
67 year old main with
acute dyspnea, chest
pain, fever, and
hypoxemia. Recent sick

Deductive reasoning
What is causing problem?
Differential Diagnosis
I have a high suspicion
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TREATMENT
Solving
Corticosteroids
Remdesivir
Levofloxacin

795,000 / year permanently disabled or die.3rd cause of death

#### Diagnostic Errors in Hospitalized Adults Who Died or Were Transferred to Intensive Care

Andrew D. Auerbach, MD, MPH; Tiffany M. Lee, BA; Colin C. Hubbard, PhD; Sumant R. Ranji, MD; Katie Raffel, MD; Gilmer Valdes, PhD, DABR; John Boscardin, PhD; Anuj K. Dalal, MD; Alyssa Harris, MPH; Ellen Flynn, RN, MBA, JD; Jeffrey L. Schnipper, MD, MPH; for the UPSIDE Research Group

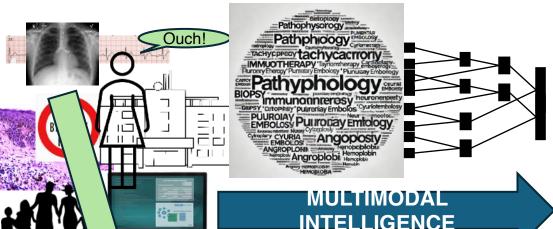
- 550 (23.0%)out of 2428 experienced diagnostic error
- 22.7% of inpatient patients who died or transferred to the ICU experienced diagnostic error

Figure 2. DEER Process Fault Dimensions: Prevalence, Adjusted Associations With Diagnostic Errors, and Adjusted Attributable Fractions (aAFs) (N = 2428)

|                                      | Patients, No. | . (%)      |                     |                     | Lower risk !    | Greater  | risk |      |      |  |
|--------------------------------------|---------------|------------|---------------------|---------------------|-----------------|----------|------|------|------|--|
| Diagnostic process dimensions        | No error      | Error      | aRR (95% Cl)        | aAF, % (95% CI)     | of error        | of error |      |      |      |  |
| Access/presentation                  | 232 (14.1)    | 36 (8.8)   | 0.79 (0.60 to 1.05) | 0.0 (-3.1 to 3.0)   | -               | _        |      |      |      |  |
| History taking                       | 80 (5.0)      | 54 (12.9)  | 1.71 (1.23 to 2.36) | 5.2 (1.6 to 8.9)    |                 | -        | _    |      |      |  |
| Physical examination                 | 19 (0.9)      | 45 (7.8)   | 1.86 (1.39 to 2.49) | 2.5 (0.9 to 4.1)    |                 | -        |      |      |      |  |
| Testing                              | 60 (4.4)      | 158 (34.1) | 2.85 (2.16 to 3.76) | 19.9 (14.7 to 25.1) |                 |          |      |      | _    |  |
| Patient follow-up and monitoring     | 47 (3.0)      | 81 (15.4)  | 1.94 (1.45 to 2.60) | 7.0 (3.7 to 10.4)   |                 |          | _    |      |      |  |
| Obtaining referrals                  | 42 (1.9)      | 58 (10.0)  | 1.54 (1.13 to 2.09) | 3.8 (1.3 to 6.3)    |                 | _        |      |      |      |  |
| Teamwork                             | 4(0.1)        | 11 (2.3)   | 2.89 (1.62 to 5.16) | 1.2 (-0.1 to 2.5)   |                 | -        |      |      |      |  |
| Communication with patient/caregiver | 5 (0.3)       | 2 (0.3)    | 1.47 (0.66 to 3.32) | 0.0 (-0.2 to 0.2)   | ļ               |          |      |      |      |  |
| Assessment                           | 87 (3.7)      | 220 (37.1) | 2.89 (2.23 to 3.73) | 21.4 (16.4 to 26.4) |                 |          |      |      | -    |  |
|                                      |               |            |                     |                     | -5 (            | ) 5      | 10   | 15 2 | 0 25 |  |
|                                      |               |            |                     |                     | aAF, % (95% CI) |          |      |      |      |  |

# **Artificial Clinical Intelligence**





67 year old main with

acute dyspnea, chest pain, fever, and hypoxemia. Recent sick contact. Normal chest Xray.

**Inductive reasoning** 

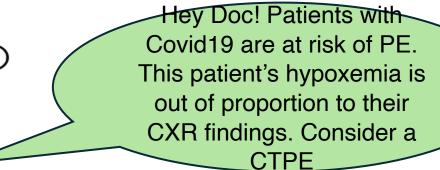
**Problem representation** 

**Deductive reasoning** 

What is causing problem? **Differential Diagnosis** I have a high suspicion for Covid pneumonia and possible bacterial superinfection

**TREATMENT** Solving

Corticosteroids Remdesivir Levofloxacin

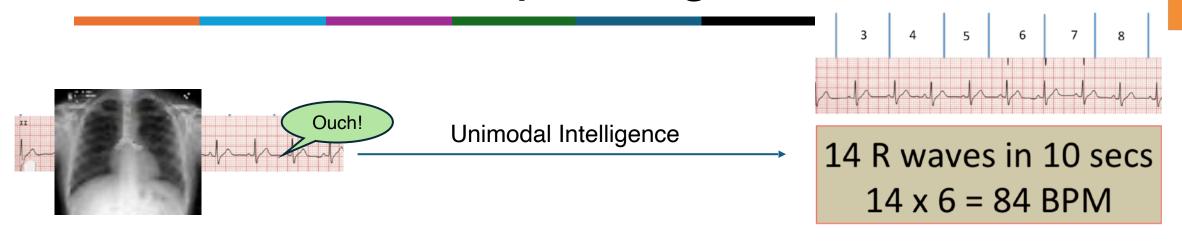


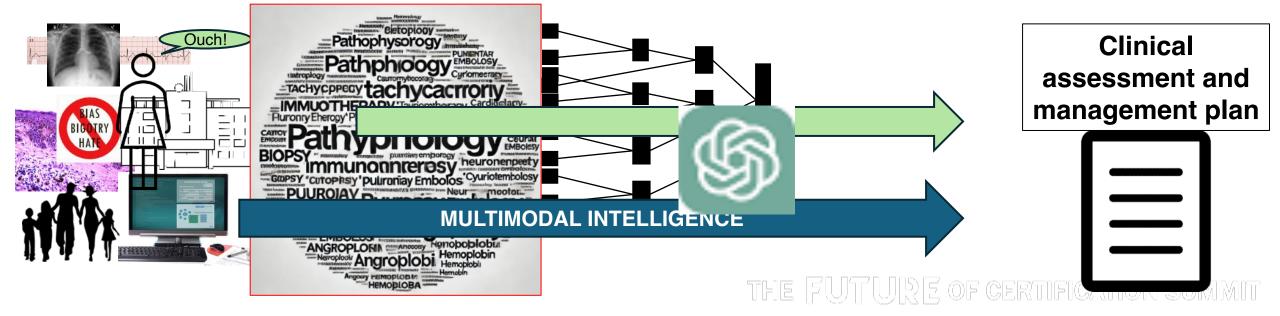
PE diagnosed IV heparin

Multimodal GenAl Scribe, imaging, text



# Generative AI: A paradigm shift





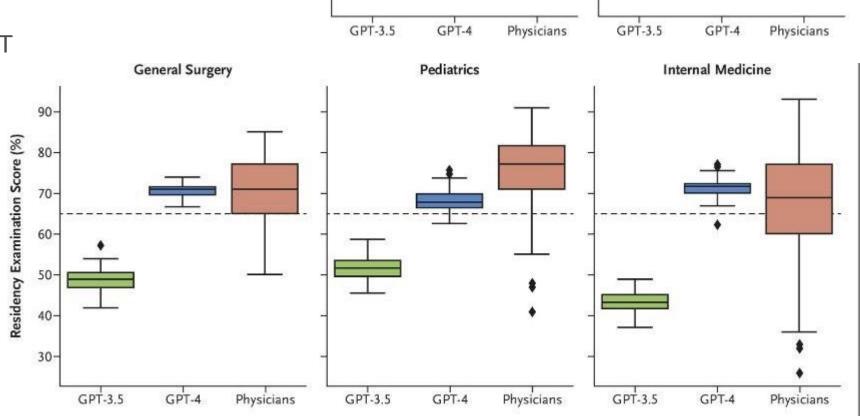
#### GPT vs Physicians on Board Exams

retrospective analysis of physicians' performance on the **2022 Israeli medical board certification examinations** across five core medical specialties.

Compared 849 physicians with GPT

Accounted for model stochasticity by GPT model on 120 attempts

Katz et al. NEJM Al, 2024



Psychiatry

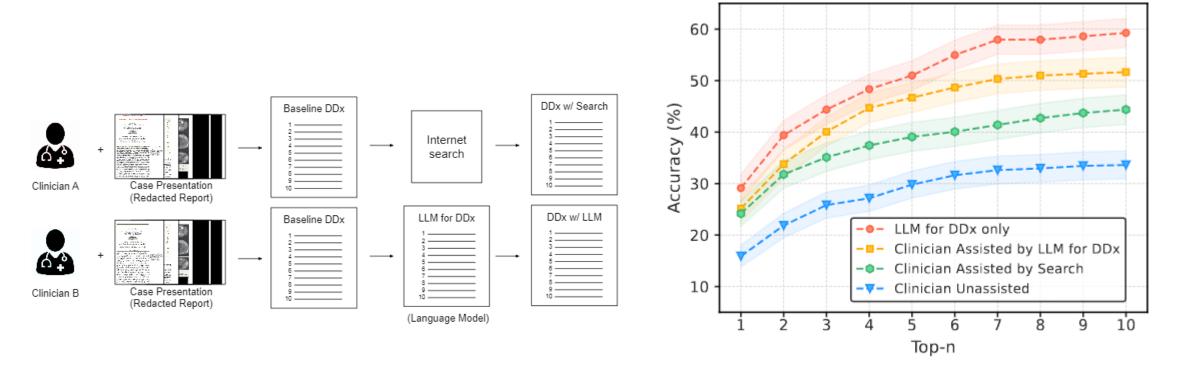
Residency Examination Score (%)

30-

OB/GYN

# LLMs Can Solve Case Reports

 358 NEJM CPCs, including 56 not included in training data, using a fine-tuned Palm2 compared to human clinicians.

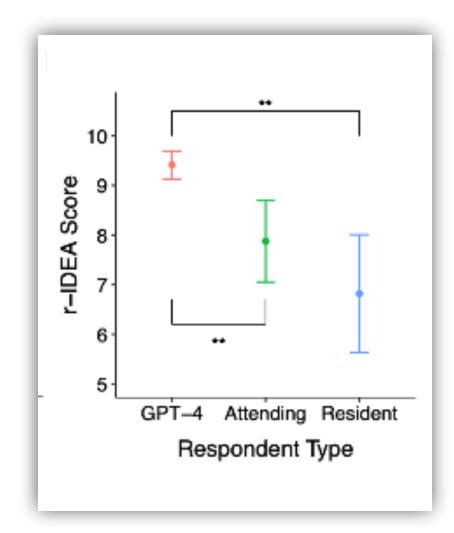


# LLMs Express Clinical Reasoning

- Residents, attending, and GPT-4 solving NEJM Healer cases – 236 sections in total
- Assessed expression of reasoning process with r-IDEA

| Domain                                    | Description  | Assessment  | Points |
|---|--|---|--------|
| I - Interpretive<br>Summary               | Provides a concise summary statement that uses semantic vocabulary to highlight the most important elements from history,  | No features present   | 0      |
|   | exam, and testing and to interpret and represent the patient's main problem(s). The presence or absence of the following features is assessed:  a) Key risk factors;   | 1 feature present   | 1      |
|   | b) Chief complaint; c) Illness time course; and d) Use of semantic qualifiers (e.g. monoarticular vs polyarticular) or   | 2 features present  | 2      |
|   | unified medical concepts (e.g. volume overload, cardiovascular risk factors).  | 3 features present  | 3      |
|   | NB: Some problems have an implied time course (e.g. syncope, seizure).   | 4 features present  | 4      |
| D – Differential<br>Diagnosis             | Offers more than one relevant diagnostic possibility, committing to what is most likely and considering what is less likely or unlikely yet  | No differential   | 0      |
|   | important to consider for the main chief complaint. If the chief complaint is a diagnosis or syndrome (e.g. acute on chronic systolic heart failure) then differential to rate may be around the differential  | Differential is implicitly stated, given as a diagnostic category (e.g. "cardiac"), OR implicitly prioritized | 1      |
|   | for that exacerbation (e.g. medication non-compliance vs. arrhythmia).   | Differential is explicitly stated AND explicitly prioritized  | 2      |
| E – Explanation<br>of Lead<br>Diagnosis   | Explains the reasoning behind the lead diagnosis, including the  | No explanation  | 0      |
|   | patient's presentation. If objective data points are not clearly linked to the lead diagnosis or alternative diagnosis, then only designate  | 1 objective data point in explanation of lead diagnosis   | 1      |
|   | points to lead OR alternative diagnosis and NOT both.  | ≥2 objective data points in explanation of lead diagnosis   | 2      |
| A – Alternative<br>Diagnosis<br>Explained | Explains the reasoning behind alternative diagnoses, including the epidemiology and key features and how these compare with the  | No explanation for any alternative diagnosis  | 0      |
|   | epidemiology and key reatures and now these compare with the patient's presentation and alternative diagnosis. If objective data points are not clearly linked to the lead diagnosis or alternative diagnosis, then only designate points to lead OR alternative | 1 objective data point in explanation of at least one alternative diagnosis                                   | 1      |
|   | diagnosis, then only designate points to lead OR alternative diagnosis and NOT both.   | ≥2 objective data points in explanation of at least one alternative diagnosis                                 | 2      |
| Revised-IDEA<br>Score                     | Overall evaluation of demonstration of clinical reasoning in the assessment section of admission notes.  | Sum of I + D + E + A points (score ≥6 indicates high-quality clinical reasoning documentation)                | 0-10   |

- LLMs Express Clinical Reasoning
- Residents, attending, and GPT-4 solving NEJM Healer cases 236 sections in total
- Assessed expression of reasoning process with r-IDEA
- GPT-4 had significantly higher r-IDEA scores (9.41 vs 7.83 for attendings and 6.82 for residents)
- No difference in efficiency, accuracy, quality, cannot miss
- Increase of incorrect reasoning (12% vs 3%), though all minor èxamples



# Patient Triage In The ED

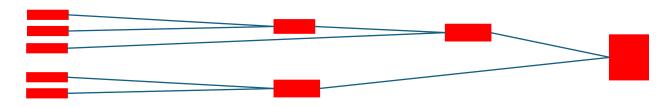


"You are an Emergency Department physician. Below are the symptoms of a patient presenting to the Emergency Department.



1'000 patients

Clinical
history
and
physical
exam only

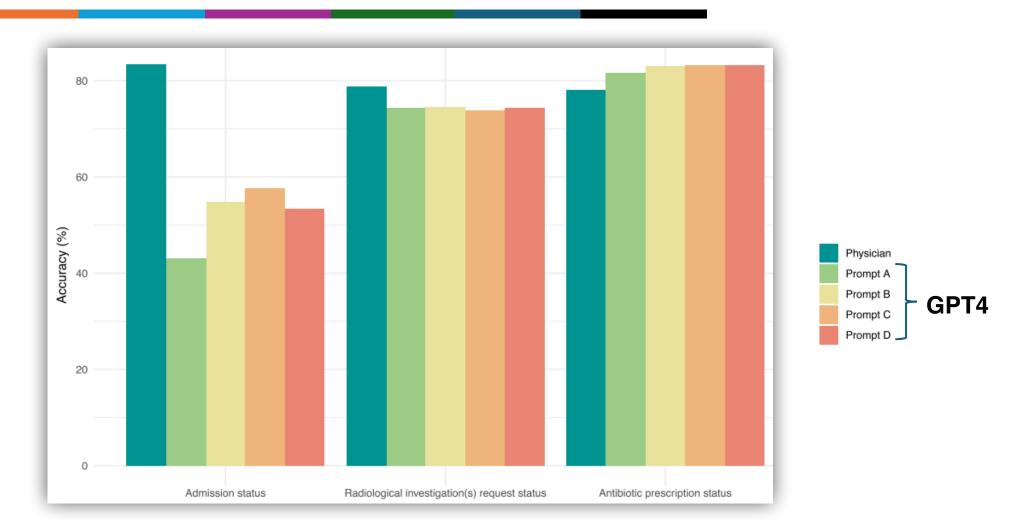


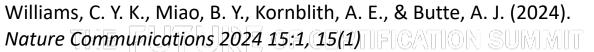
Please return whether the patient should be admitted to hospital.

Please return whether the patient requires radiological investigation (e.g X-ray, ultrasound scan, CT scan or MRI scan)

Please return whether the patient requires antibiotics

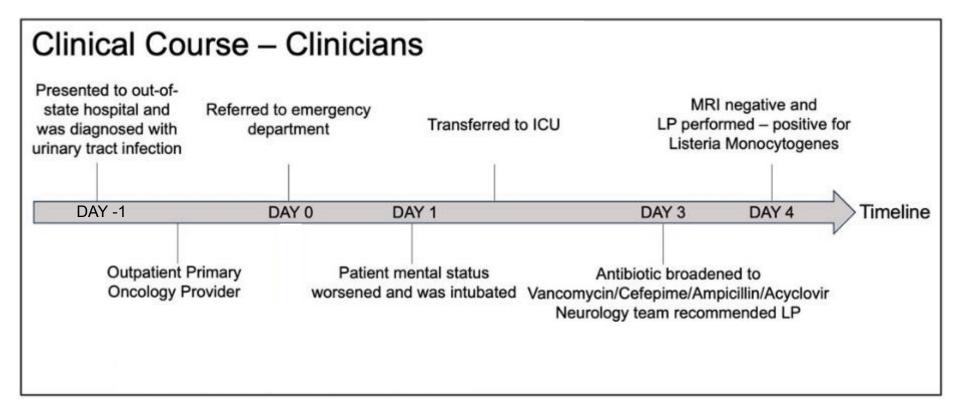
# Patient Triage In The ED





# A Day In The ICU

61-year-old female with a history of hypertension, breast cancer, and recurrent ovarian cancer, presenting with a recent history of nausea, poor oral intake, and altered mental status following a ferry ride



"I want you to be the consultant on the team. I will provide you the history of present illness with the vitals, physical examination findings, labs, and imaging data. Following that, I want you to provide me with 1) a brief summary of the patient, 2) 10 Differential diagnosis (ranked by percentage likelihood), 3) further diagnostic tests you would obtain and 4) an initial management plan."

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#### nature medicine

Article



Web Documentsb, booksb, codeb, mathematicsb, conversational datab,

MedQA13, HealthSearchQA9, MedicationQA66, LiveQA67

https://doi.org/10.1038/s41591-024-03097-1

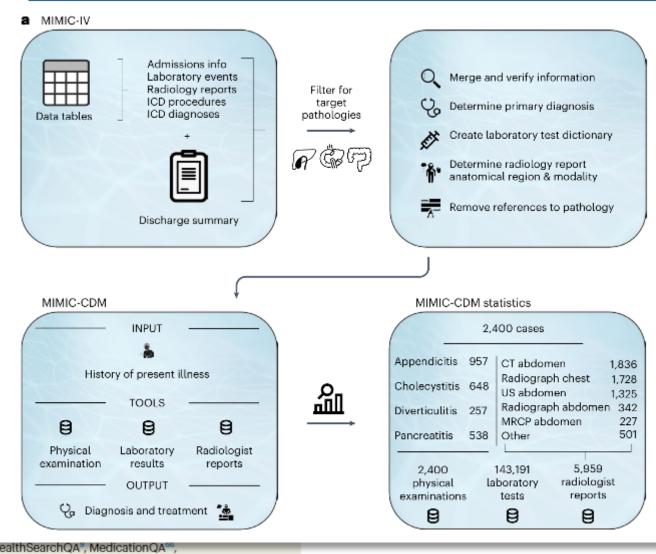
# Evaluation and mitigation of the limitations of large language models in clinical decision-making

| Received: 26 January 2024      | Paul Hager 12.8 , Friederike Jungmann 12.8, Robbie Holland 3,  |  |  |  |  |
|--------------------------------|--|--|--|--|--|
| Accepted: 29 May 2024          | Kunal Bhagat <sup>4</sup> , Inga Hubrecht <sup>5</sup> , Manuel Knauer <sup>6</sup> , Jakob Vielhauer <sup>6</sup> , Marcus Makowski <sup>6</sup> , Rickmer Braren <sup>6</sup> , Georgios Kaissis <sup>6</sup> , <sup>12,3,79</sup> |  |  |  |  |
| Published online: 04 July 2024 | Daniel Rueckert <sup>1,3,9</sup>   |  |  |  |  |

#### Table 1 | An overview of the considered LLMs and their properties

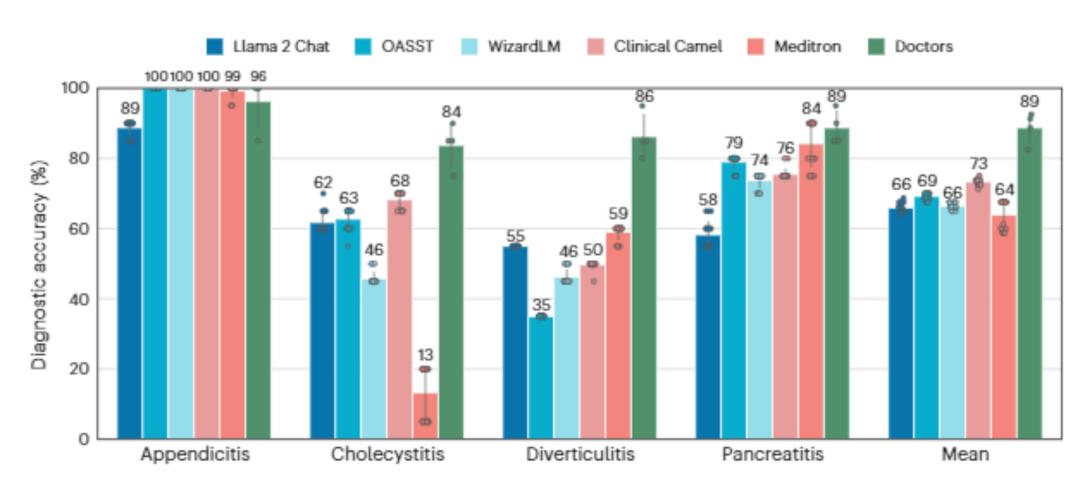
| Base                    | Parameters   | Training dataset   |
|-------------------------|--|--|
| Llama 2 (ref. 32)       | 70B  | Public data <sup>a</sup>   |
| Llama 2 (ref. 32)       | 70B  | Public data <sup>a</sup> , https://huggingface.co/O<br>70b-oasst-sft-v10/, open-source data  |
| Llama 2 (ref. 32)       | 70B  | Public data <sup>a</sup> , Evol-Instruct generated <sup>34</sup>   |
| Llama 2 (ref. 32)       | 70B  | Public data <sup>a</sup> , https://sharegpt.com/; Sh<br>2021) <sup>19</sup> , MedQA <sup>13</sup>  |
| Llama 2 (ref. 32)       | 70B  | Public data <sup>a</sup> , https://huggingface.co/d<br>guidelines, public PubMed abstracts <sup>35</sup> ,   |
| GPT3.5 (ref. 60)        | ???  | User conversations <sup>b</sup> , Common Crawl <sup>cl</sup> ,<br>Books2 (ref. 63), Wikipedia  |
|                         | ???  | ???  |
| Flan-PaLM <sup>65</sup> | 540B   | Webpages <sup>b</sup> , Wikipedia <sup>b</sup> , social media <sup>b</sup> ,<br>473 instruction fine-tuning datasets <sup>65</sup> ,<br>LiveQA <sup>67</sup> |
|                         | Llama 2 (ref. 32) GPT3.5 (ref. 60) ??? | Llama 2 (ref. 32) 70B  GPT3.5 (ref. 60) ???  ??? ???             |

#### 65K ICU patients → 2400 ICU patients with 4 common Dx

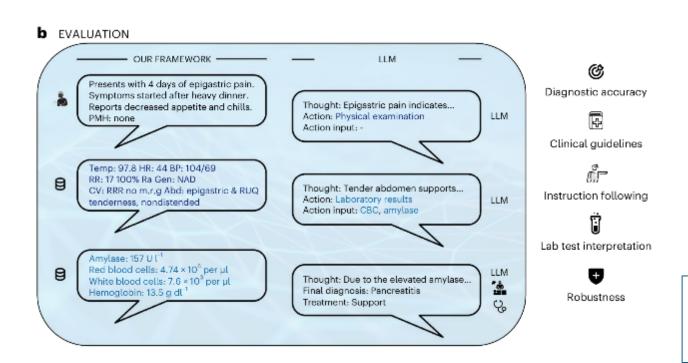


Х

#### **Evaluation of LLMs**



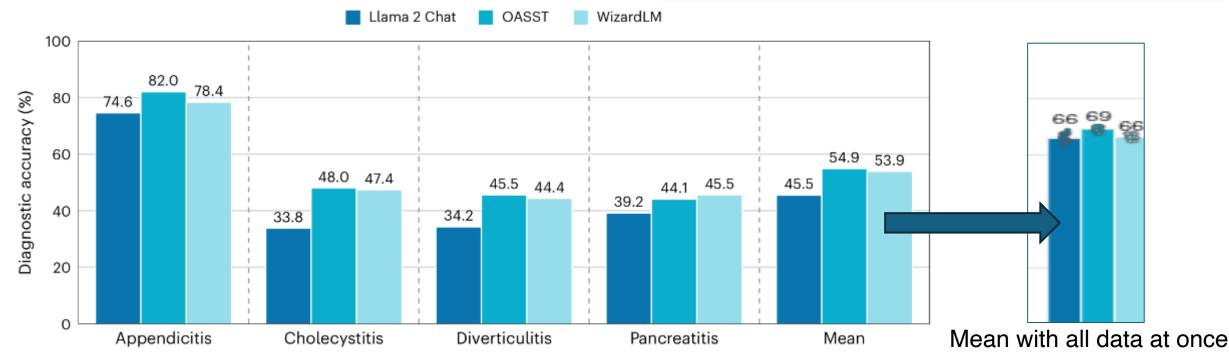
When provided with all information on a subset (n=80), LLMs diagnose significantly worse than doctors. Mean diagnostic accuracy of LLMs over multiple seeds (n=20) compared to clinicians (n=4)

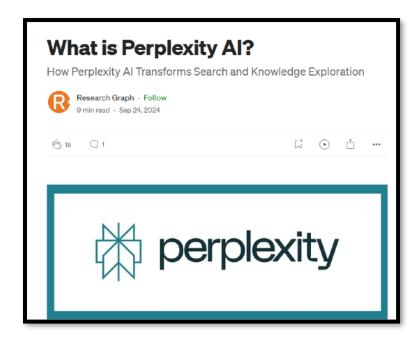


# Worse performance if autonomous (20% loss)

- Inability to consistently follow clinical guidelines.
- Struggles with interpreting laboratory results.
- Sensitivity to the order and amount of information provided.

minor changes in instructions can greatly change diagnostic accuracy such as asking for the 'main diagnosis' or 'primary diagnosis' instead of 'final diagnosis









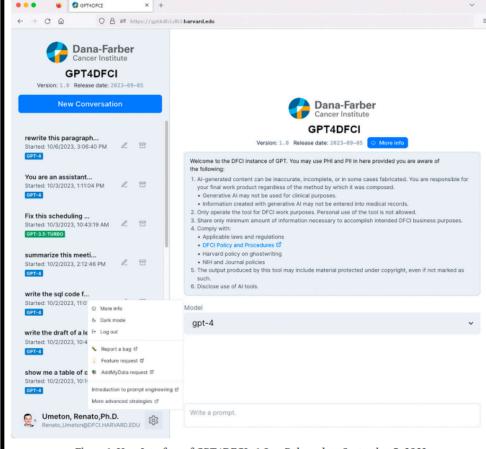
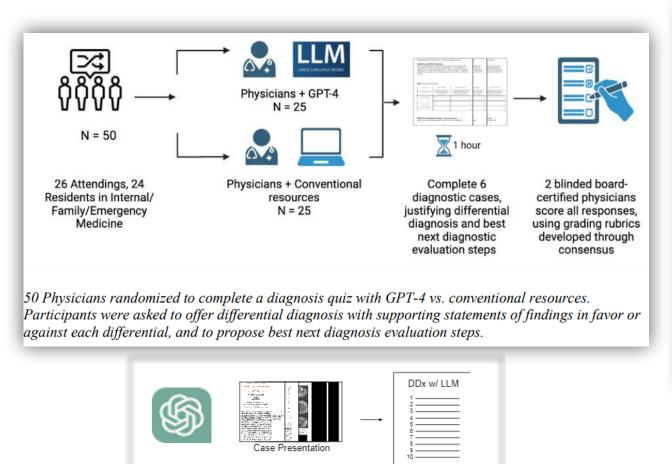
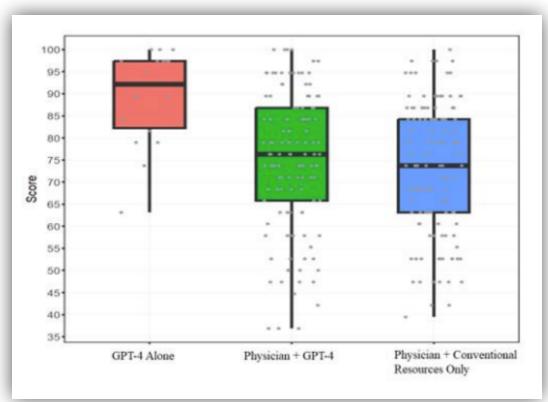


Figure 1. User Interface of GPT4DFCI v1.0 as Released on September 5, 2023.

Previous conversations appear on the left, and a summary of the terms of use appears on the right, along with model selection. Also shown is a mechanism for users to report bugs, request features, consult the user guide on prompt engineering and "More advanced strategies," and initiate the process for the creation of a retrieval-augmented generation project. GPT4DFCI denotes Generative Pretrained Transformer models for Dana-Farber Cancer Institute.

# LLM Influence on Diagnostic Reasoning



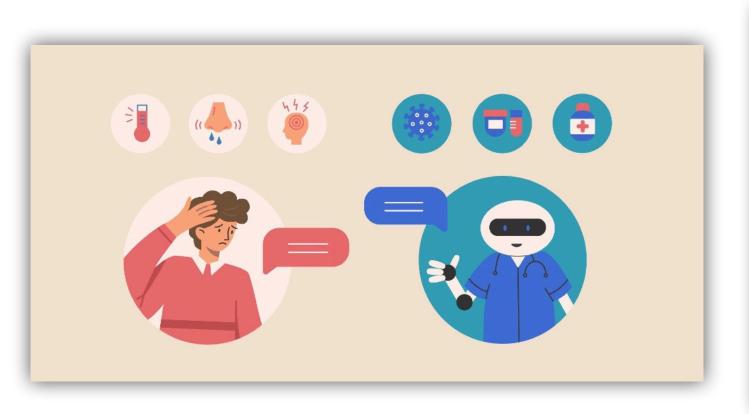


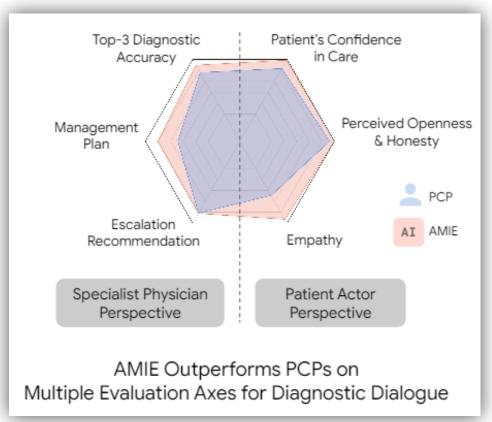
Distribution of Diagnostic Performance Scores

Goh, E., et al. (2024). "Large Language Model Influence on Diagnostic Reasoning: A Randomized Clinical Trial." JAMA Netw Open **7(10)**: **e2440969**.

# Conversational Diagnostic Al



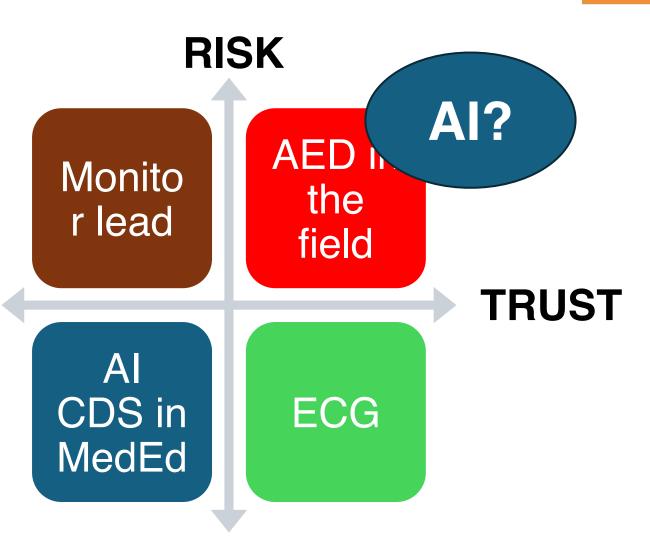




Tu T, Palepu A, Schaekermann M, Saab K, Freyberg J, Tanno R, et al. Towards Conversational Diagnostic Al. ArXiv 2024

#### **Entrustment In Patient Care**

Is this patient having ventricular tachycardia?



### **Entrustment In Patient Care**

Brian C. Gin, M., PhD, et al. (In press). "Entrustment: a framework to safeguard the use of artificial intelligence in health professions education." <u>Acad Med.</u>

#### **Ability**

- Accuracy
- Reliability
- Safety

#### TRUST

#### Benevolence

- My best interest
- Aligned incentives

#### **Integrity**

Transparency Explainability

# Is AI safe?



# LLMs contain the bias of their training

- Asked GPT-4 to create clinical vignettes
  - Over-represented demographic stereotypes of diseases
- Asked GPT-4 to give management plans for cases while substituting gender and race/ethnicity
  - Less likely to recommend advanced imaging for Black patients compared to White patients

GPT-4-Estimated and True Patient Demographic Distribution of Patients with Each Condition

GPT-4 Estimated



Legend:

Zack T, Abdulnour RE, et al. Lancet Digital Health (2023).

### **Entrustment In Patient Care**

Brian C. Gin, M., PhD, et al. (In press). "Entrustment: a framework to safeguard the use of artificial intelligence in health professions education." <u>Acad Med.</u>

#### **Ability**

- Accuracy
- Reliability
- Safety

#### **Clinical trials**

Regulation by third-party (e.g., FDA) and patients/clinicians

#### TRUST

#### Benevolence

- My best interest
- Aligned incentives

#### Integrity

Transparency Explainability

Al report cards Chain-of-Thought

# Do you want more?

Option1: Thank you!!!

Option2: Next slide.

## Clinical Trials

- Summarize existing evaluations of LLMs in health care
- A systematic search of PubMed and Web of Science was performed for studies published between January 1, 2022, and February 19, 2024
- 519 studies reviewed, published between January 1, 2022, and February 19, 2024

| Health care tasks                  |          |                   |            |            |   |                       |                             |
|------------------------------------|----------|-------------------|------------|------------|---|-----------------------|-----------------------------|
| Enhancing medical knowledge –      | 222      | 91                | 44         | 33         | 16                                      | 10                    | 3                           |
| Making diagnoses -                 | 100      | 38                | 11         | 11         | 14                                      | 4                     | 0                           |
| Educating patients –               | 88       | 68                | 32         | 22         | 18                                      | 3                     | 2                           |
| Making treatment recommendations - | 47       | 22                | 9          | 8          | 3                                       | 1                     | 0                           |
| Communicating with patients –      | 35       | 29                | 8          | 15         | 22                                      | 1                     | 0                           |
| Care coordination and planning -   | 36       | 24                | 4          | 5          | 7                                       | 1                     | 0                           |
| Triaging patients -                | 24       | 7                 | 5          | 2          | 8                                       | 8                     | 0                           |
| Carrying out a literature review - | 18       | 7                 | 3          | 2          | 2                                       | 2                     | 0                           |
| Synthesizing data for research –   | 16       | 7                 | 2          | 3          | 2                                       | 2                     | 0                           |
| Generating medical reports -       | 8        | 8                 | 2          | 0          | 3                                       | 0                     | 0                           |
| Conducting medical research -      | 8        | 7                 | 3          | 3          | 3                                       | 0                     | 0                           |
| Providing asynchronous care –      | 8        | 5                 | 3          | 3          | 1                                       | 1                     | 0                           |
| Managing clinical knowledge -      | 5        | 5                 | 1          | 1          | 0                                       | 0                     | 0                           |
| Clinical note-taking -             | 6        | 2                 | 1          | 1          | 0                                       | 0                     | 1                           |
| Generating clinical referrals -    | 3        | 0                 | 0          | 0          | 0                                       | 0                     | 0                           |
| Enhancing surgical operations -    | 3        | 3                 | 1          | 1          | 0                                       | 0                     | 0                           |
| Biomedical data mining -           | 2        | 0                 | 0          | 0          | 0                                       | 0                     | 0                           |
| Generating billing codes -         | 1        | 0                 | 0          | 0          | 0                                       | 0                     | 0                           |
| Writing prescriptions -            | 1        | 0                 | 0          | 0          | 0                                       | 0                     | 0                           |
| NLD and NLU tacks                  |          |                   |            |            | 1                                       |                       |                             |
| Question answering -               | 398      | 194               | 71         | 61         | 54                                      | 14                    | 5                           |
| Text classification –              | 29       | 10                | 6          | 5          | 10                                      | 2                     | 0                           |
| Information extraction -           | 29       | 12                | 8          | 5          | 4                                       | 6                     | 0                           |
| Summarization –                    | 29       | 21                | 7          | 3          | 8                                       | 0                     | 1                           |
| Conversational dialogue –          | 6        | 6                 | 1          | 1          | 5                                       | 1                     | 0                           |
| Translation -                      | 5        | 1 2               |            | 2          | 1                                       | 2                     | 0                           |
| n of Health Care                   | Accuracy | Comprehensiveness | Factuality | Robustness | Fairness, bias, and toxicity evaluation | Deployment<br>metrics | Calibration and uncertainty |

Bedi, S., et al. (2024). "Testing and Evaluation of Health Care Applications of Large Language Models." JAMA.

Dimension of evaluation

# Chain-of-Thought prompting

What is the cause of this patient's respiratory failure?

This patient has ARDS

Explain your reasoning

Because their symptoms started three months ago and they like Candy

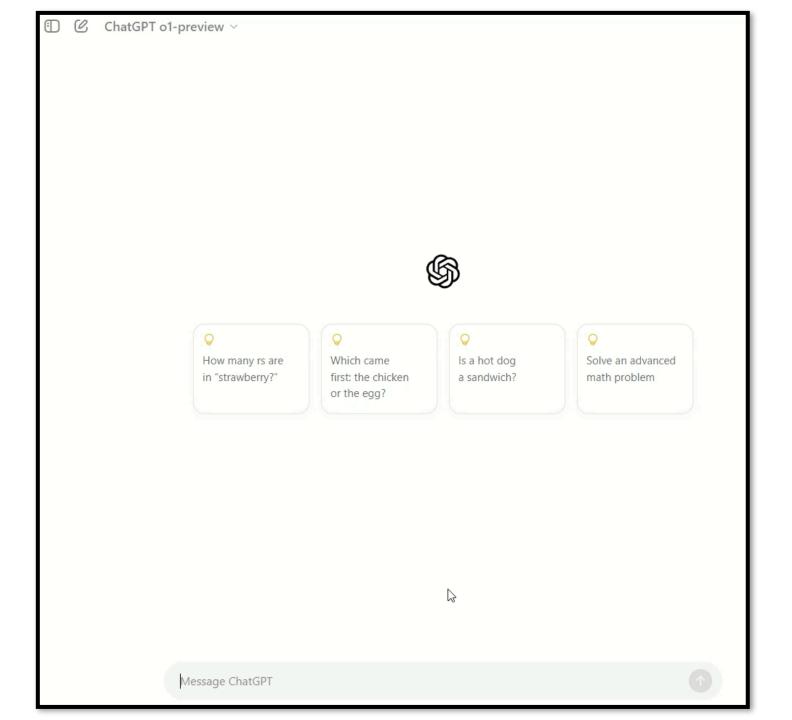


# Chain-of-Thought prompting

What is the cause of this patient's respiratory failure? **Explain your reasoning.** 

This patient may have ILD because of the chronicity of their symptoms and smoking Hx. ARDS would occur more acutely





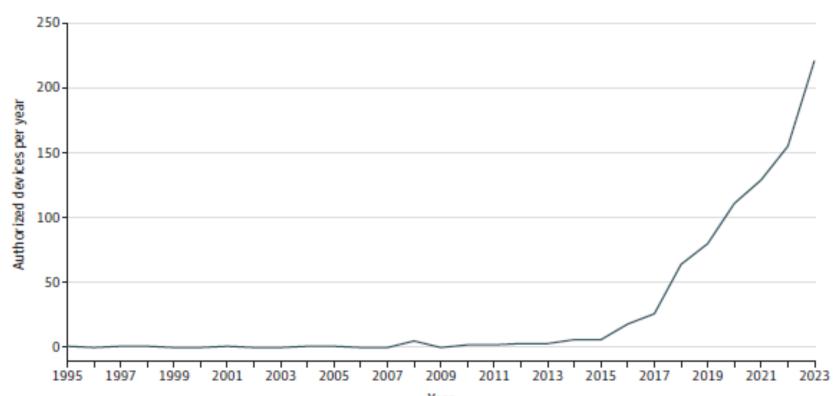
# Do you want more?

Option1: Thank you!!!

Option2: Next slide.



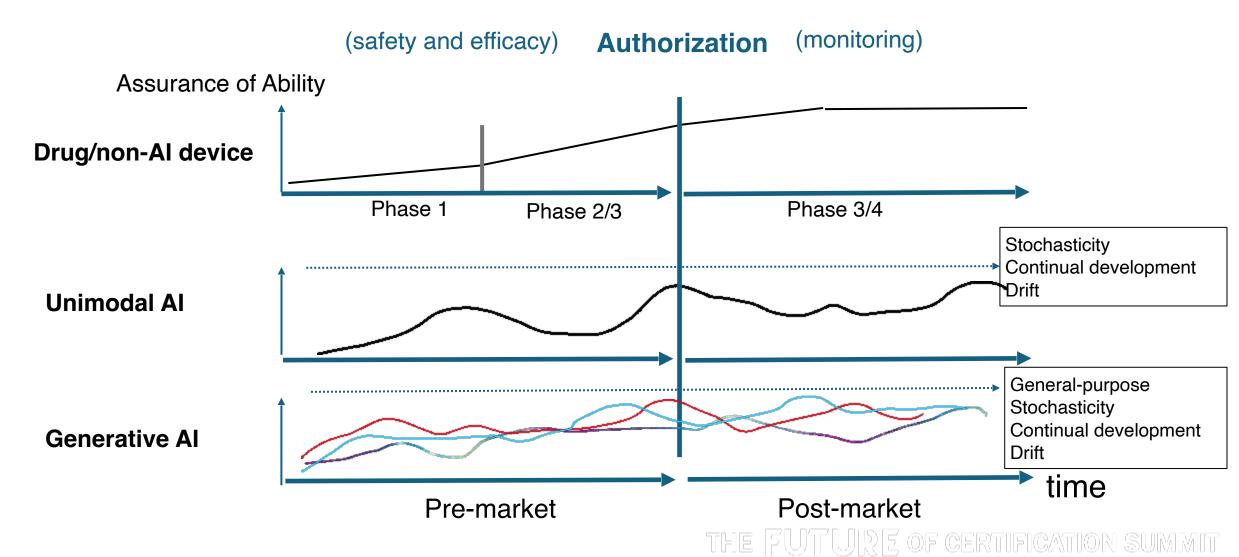
Figure 1. Artificial Intelligence-Enabled Medical Devices Authorized for Marketing by the US Food and Drug Administration, by Year



Warraich, H. J., et al. (2024). "FDA Perspective on the Regulation of Artificial Intelligence in Health Care and Biomedicine." JAMA

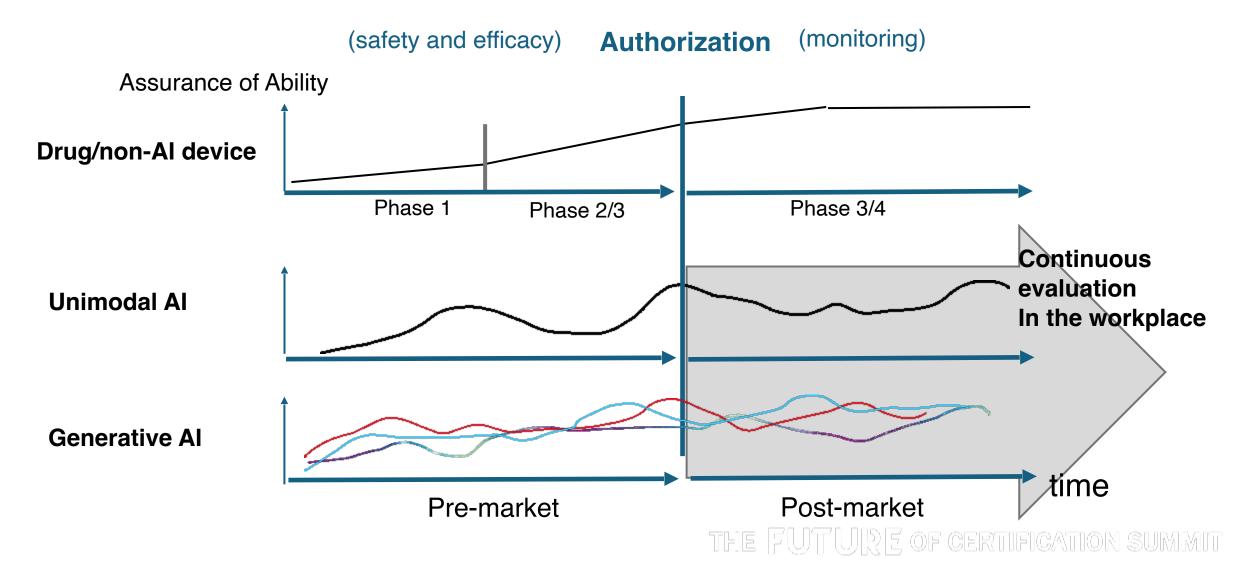
# Life Cycle Regulation



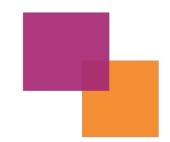


# Life Cycle Regulation





### Conclusions



"Continuous complementary efforts to better understand how AI performs in the settings in which it is deployed. This will entail a comprehensive approach reaching far beyond the FDA, spanning the consumer and health care ecosystems to keep pace with accelerating technical progress."

"Strong oversight by the FDA and other agencies aims to protect the long-term success of regulated products by maintaining a high grade of public trust in the regulated space."

"Regulated industries, academia, and the FDA will need to develop and optimize the tools needed to assess the ongoing safety and effectiveness of AI in health care and biomedicine. The FDA will continue to play a central role with a focus on health outcomes, but all involved sectors will need to attend to AI with the care and rigor this potentially transformative technology merits."

Warraich, H. J., et al. (2024). "FDA Perspective on the Regulation of Artificial Intelligence in Health Care and Biomedicine." JAMA

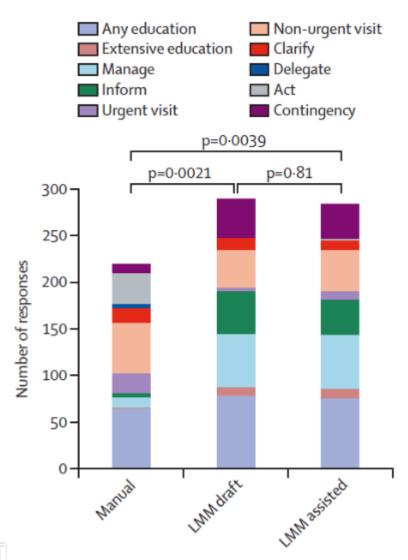
# Do you want more?

Option1: Thank you!!!

Option2: Next slide.

## Impact of using LLM to reply to patient messages

- The mean manual response (34 words) was **shorter** than the LLM draft (169 words) and LLM-assisted responses (160 words; p<0.0001).
- The assessing physicians felt that the LLM drafts
  posed a risk of severe harm in 7·1% of survey
  responses and death in one (0·6%) survey response.
- Most harmful responses were due to *incorrectly* determining or conveying the acuity of the scenario and recommended action.
- The assessing physicians reported that the **LLM draft** improved subjective efficiency in 76.9% of cases.





### Innovations in Care Delivery



**COMMENTARY** 

## Ambient Artificial Intelligence Scribes to Alleviate the Burden of Clinical Documentation

Aaron A. Tierney, PhD, Gregg Gayre, MD, Brian Hoberman, MD, MBA, Britt Mattern, MBA, Manuel Ballesca, MD, Patricia Kipnis, PhD, Vincent Liu, MD, MS, Kristine Lee, MD

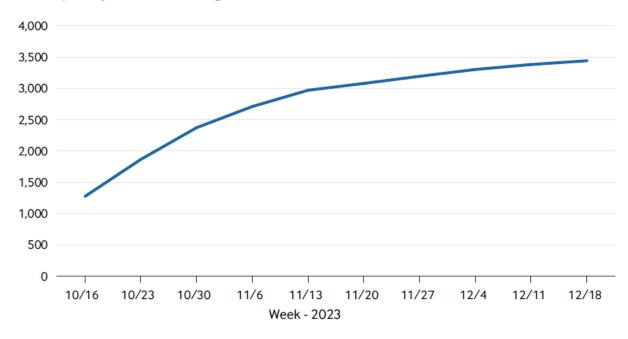
Vol. 5 No. 3 | March 2024 DOI: 10.1056/CAT.23.0404

Pilot in 10000 physicians
Oct 2023 – Dec 2023
Modified PDQI-9, patient surveys,
testimonials
Included assessment of confabulations and
bias

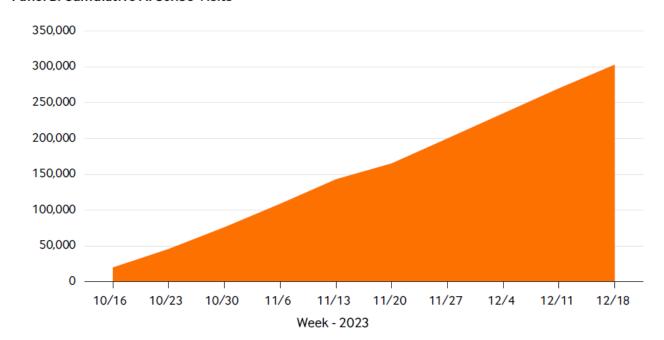
#### The study had four primary goals:

- 1. To assess uptake and engagement by both patients and clinicians.
- 2. To evaluate the effectiveness of the AI scribe in real clinical settings.
- 3. To determine if the AI scribe enhances the physicianpatient relationship.
- 4. To verify that documentation quality was maintained.

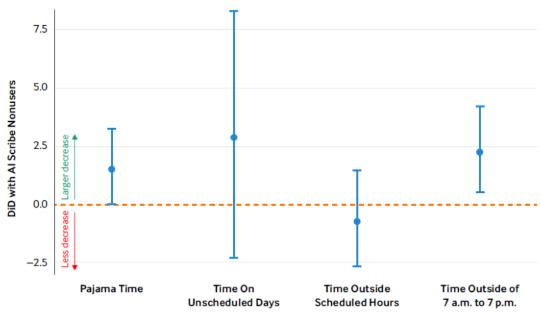
Panel A. Unique Physicians Ever Using Al Scribe



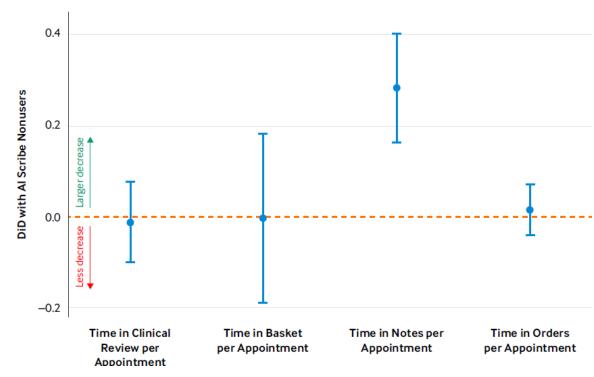
Panel B. Cumulative Al Scribe Visits



Panel A. Primary Care Physician Time Spent in the EHR-Related Activities



Panel B. Primary Care Physician Time Spent in Appointment-Related Activities



dose-response effect, with higher usage associated with more significant time reductions.

"more engaging and focused conversations with patients, enhancing the visit experience"

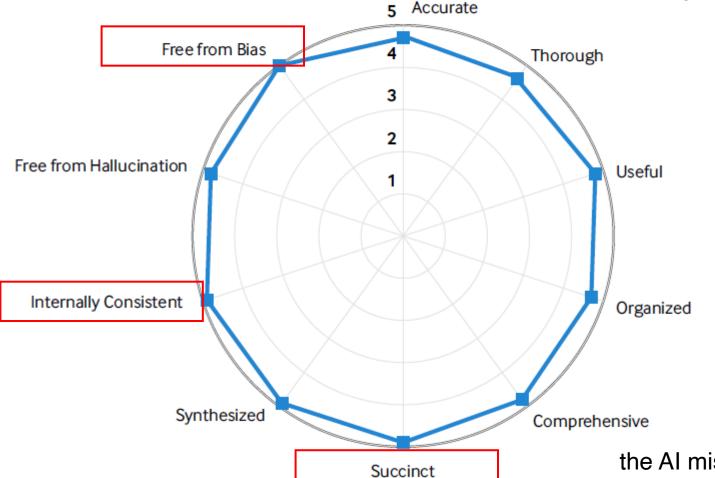
"that the scribe was especially helpful during lengthy appointments"

"game changer, it made notes more concise and improved the quality of visits".

| Feedback Category  | Percentage   |
|--|--------------|
| Patients who reported spending more time conversing with their physician                                   | 71%          |
| Patients who reported spending less time conversing with their physician                                   | 1%           |
| Patients who observed that their physician spent less time looking at the computer                         | 81%          |
| Patients who indicated that the AI scribe had no effect or improved the visit experience (negative effect) | 100%<br>(0%) |
| Patients who felt neutral to very<br>comfortable with AI use in their<br>care<br>(felt uncomfortable)      | 100%<br>(0%) |

#### Al Summary Quality Metrics

the physician mentioned the need to schedule a prostate exam, yet the AI summarized this as the exam already having been performed



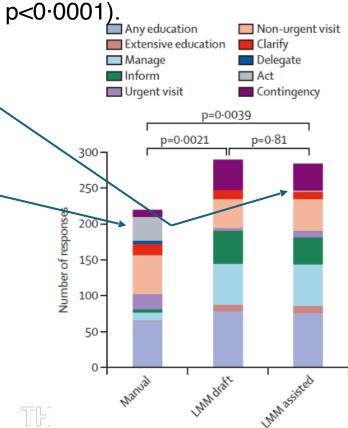
some summaries missed details, such as assessments for chest pain or anxiety.

the AI mistakenly inferred a diagnosis of hand, foot, and mouth disease when the physician had merely listed separate symptoms affecting the hand, feet, and mouth

| Risk                           | Description  | Example  |  |
|--------------------------------|--|--|--|
| Increased chart clutter        | LLM note generation adds text volume, leading to need for summarization and more chart bloat.      | Multiple team members create lengthy LLM notes. Covering physician requests LLM summary instead of reading all entries.                                      |  |
| Decreased information density  | LLMs generate verbose outputs that dilute essential clinical information.                          | A lengthy LLM-generated cardiology note lacks the focused insights of a concise staff cardiologist's note.   |  |
| Persuasion and automation bias | LLMs may appear authoritative, causing clinicians to over-rely on their recommendations.           | Primary team implements a tentative treatment plan directly from the LLM's confident tone without consulting with the original team.                         |  |
| Increased time to verify       | Verifying and editing LLM-<br>generated text adds to clinicians'<br>workload.                      | Aware of confabulation risk,<br>Physician spends extra time<br>verifying a list of past<br>medications generated by LLM<br>to avoid redundant prescriptions. |  |
| Model collapse                 | LLMs trained on LLM-generated data risk "model collapse," losing insight and diversity in outputs. | An LLM trained on repetitive treatment data struggles to handle complex or rare cases due to limited exposure to varied clinical scenarios.                  |  |

McCoy, L.G., A.K. Manrai, and A. Rodman, Large Language Models and the Degradation of the Medical Record. New England Journal of Medicine, 2024. **391(17): p. 1561-1564.** 

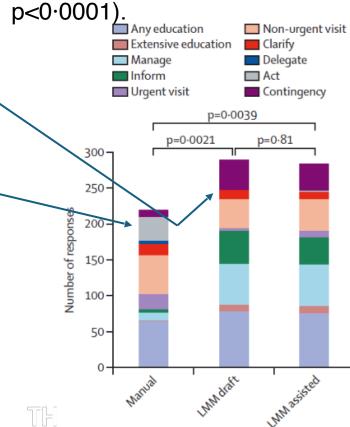
The mean manual response (34 words) was **shorter** than the LLM draft (169 words) and LLM-assisted responses (160 words;



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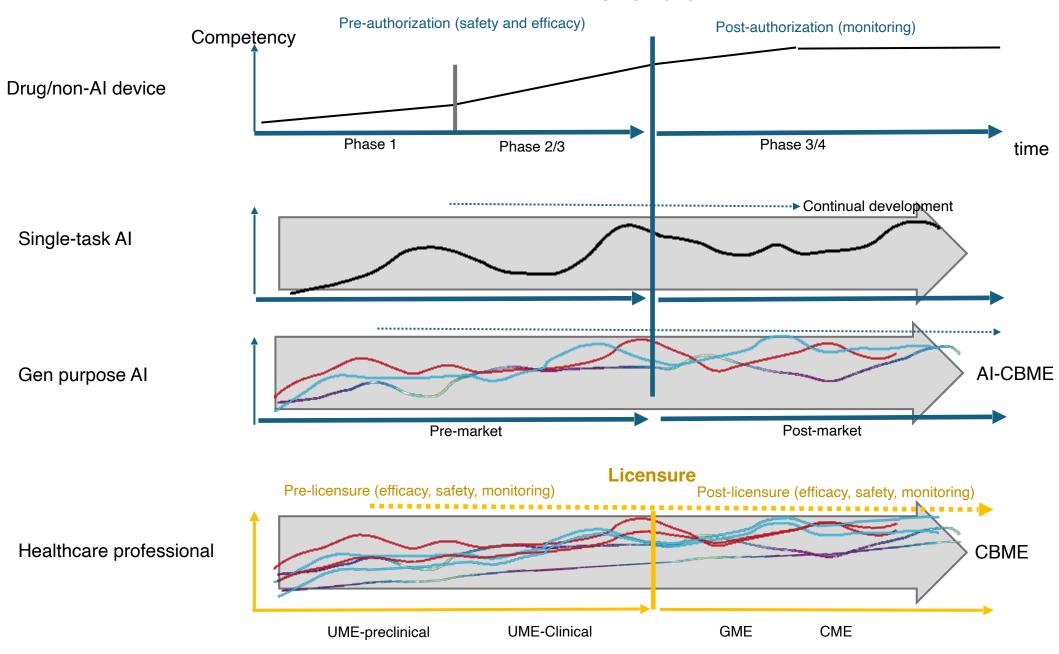


# Benevolence: The Need For Regulation

- Societal, non-commercial entities must be involved in the development life cycle and regulation
- FDA
- Non-profit coalitions (e.g., CHAI)
  - FDA stepped away
- The case for AI-CBME: Continuous assessment of multimodal AI by stakeholder "educators"
  - GenAls are not deterministic but stochastic
  - Real-world GenAls can drift
  - GenAls are general purpose and can be used for a wide variety of often unanticipated tasks
  - Large-scale GenAls, such as large language models (LLMs), are typically kept opaque
  - GenAls are not fully describable "dark complexity" make them unpredictable

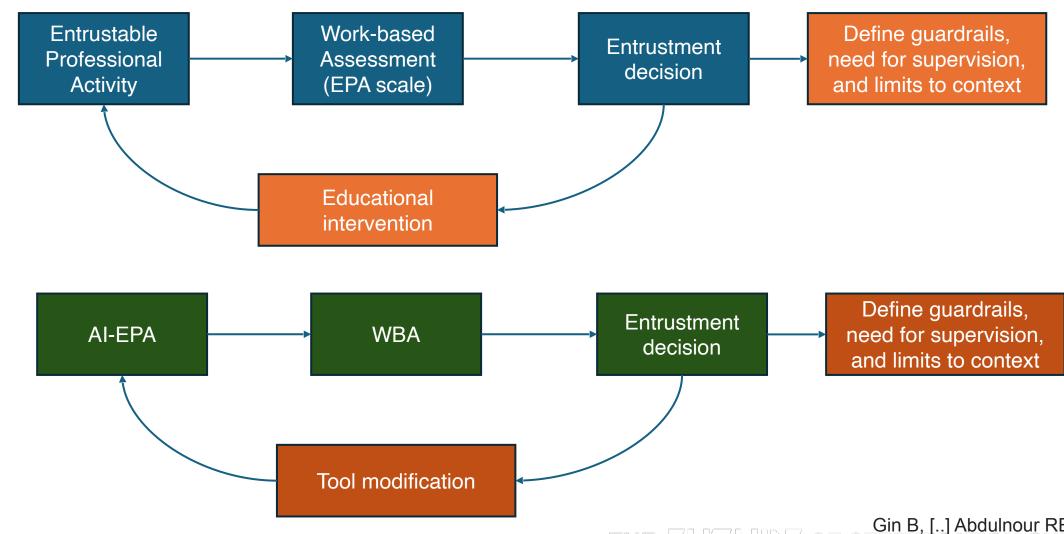
GPT-4 Performance, Nondeterminism, and Drift. NEJM AI.

#### **Authorization**



# Entrustment Framework To Safeguard Use Of Al In Health Professions Education





Gin B, [..] Abdulnour RE, et al.
THE FUTURE OF CFAcad Med, in pression MIT

## Conclusion: Co-Production



What does the data represent?

Data synthesis and analysis

Problem representation / Insight

What are the possible solutions of the problem?

Hypothesis-generation

Data

ΑI

Hypotheses

Data is needed Data acquisition

> **Competency co-production** Knowledge and Skills

action?

Intervention planning

What is the best next

Task

Activity

Intervention plan

