

# AI and Administrative Tasks

*Physical Therapy Learning Institute*

Disruptive Innovation in PT Education Virtual Summit

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# The “Why”...

What do we  
need more of  
in our days?

TIME  
*or ...???*

EFFICIENCY!

# Important Considerations...

- Always consider **privacy** and deidentify “asks” if using open AI systems, in particular.
- **Explore** the different AI platforms. Consider cost and purpose.
- **Effective prompts** are key!
- Use an **iterative** approach with your prompts, as needed.
- Beyond prompts - feed AI **additional information** that you want it to use with your prompts.
- You will need to **review** what is generated before use!
- **Pin a web browser tab** with your preferred AI.

# What Can We Do?

## 1. Generate Something “From Scratch” (generative AI)

- Don't waste time reinventing the wheel – ask AI to do it!
- You will still need to review and modify what is generated.
- Examples
  - **Policies and Procedures**
  - Emails
  - **Letters of Recommendation** or Promotion
  - Rubrics
  - **Syllabus and/or Components**
  - Schedules
  - Accreditation Narratives/Reports

Note: ChatGPT-4 was used for the content in this presentation. OpenAI. (2024). *ChatGPT* (Version GPT-4) [Large language model]. <https://chat.openai.com/>.

# Example: Policy Generation

**Prompt:** Create a policy for a syllabus about remediation of a practical exam. If the student doesn't pass the practical exam (with a 70%) on the first try, they can take it again but cannot score higher than a 70%.

## Practical Exam Remediation Policy

Students must achieve a minimum score of 70% to pass the practical exam. If a student does not meet this threshold on their first attempt, they will be allowed one opportunity to retake the exam.

### Remediation Guidelines

- 1. Retake Eligibility:** Students who score below 70% on the first attempt are eligible to retake the practical exam.
- 2. Maximum Remediation Score:** On the retake, the highest score a student can earn is a 70%, regardless of their actual performance. This score reflects the successful remediation of the exam but acknowledges the need for additional support.
- 3. Remediation Timing:** The retake must be completed within a specified period, typically within two weeks of the initial exam. Exact dates and times will be scheduled by the instructor.
- 4. Preparation Requirements:** Before the retake, students may be required to complete remediation activities, such as attending a review session, meeting with the instructor, or completing additional assignments designed to address specific areas of weakness.
- 5. Failure to Pass on Retake:** If a student does not pass the retake with a minimum score of 70%, they will receive a failing grade for the exam, which may impact their overall course grade. Further steps, such as additional remediation or repeating the course, will be discussed on a case-by-case basis.
- 6. Academic Integrity:** All original practical exam rules and policies, including those related to academic integrity, apply during the retake.

# Example: Letter of Recommendation

**Prompt:** Please write a letter of recommendation for xxxxx, a first-year physical therapy student at the University of Kansas Medical Center.

## **important to de-identify**

Please include relevant information from this resume (**attached**) that matches the mission of The Research Foundation scholarship (website:

<https://www.theresearchfoundationkc.org/news-and-events/previous-news.html/article/2023/06/06/physical-therapy-students-receive-scholarships-from-the-research-foundation>).

[Date]

Scholarship Committee  
The Research Foundation  
Kansas City, MO

Dear Members of the Scholarship Committee,

I am writing to enthusiastically recommend Steve Jernigan, a first-year Doctor of Physical Therapy student at the University of Kansas Medical Center, for The Research Foundation scholarship. Steve exemplifies the qualities of leadership, dedication to community service, and academic excellence that align perfectly with the mission of The Research Foundation to support the development of healthcare professionals who are committed to improving patient care and advancing the field of physical therapy.

Steve has demonstrated a commitment to academic excellence through his strong performance in his first year of the DPT program, where he has shown a remarkable ability to integrate theoretical knowledge with clinical application. His background in exercise science and physical therapy has provided him with a solid foundation, allowing him to excel in his coursework and clinical skills labs. Steve's proactive approach to learning and his enthusiasm for the field are evident in his active

# Example: Syllabus – Learning Objectives

**Initial Prompt:** Create a table that includes the following objectives (provided), the appropriate level of Bloom's taxonomy and the related accreditation standard from the Commission on Accreditation for Physical Therapy Education.

*Table was generated.*

**Second Prompt:** Add two columns to the table including appropriate learning activities and methods for assessment of student learning.

Objective	Bloom's Taxonomy Level	CAPTE Standard	Learning Activities	Methods for Assessment
Describe the purpose and rationale for sensory testing as it relates to various clinical presentations in physical therapy.	Understanding	7D19: Examination - Tests & Measures	Lectures, case studies, group discussions	Written exams, case analysis
Demonstrate proficiency with palpation skills to accurately locate anatomical landmarks for clinical evaluation in physical therapy.	Applying	7D19: Examination - Tests & Measures	Hands-on lab practice, instructor demonstrations	Practical exams, skill check assessments

# What Can We Do??

## 2. Modify/Revise Existing Documents

- Be specific when asking AI to modify a document.
- Examples (anything from the previous slide and more!)
  - Policies and Procedures
  - **Emails**
  - Letters of Recommendation or Promotion
  - **Rubrics**
  - Syllabus and/or Components
  - Schedules
  - Accreditation Narratives/Reports



# Example: Email

**Initial Prompt:** Please write an email to faculty in a PT program about the need to include more master adaptive learning principles in our program.

**Second Prompt:** Please modify the email to be about half the length and emphasize more the value of gathering the faculty input on this topic.

**Subject:** Enhancing Our PT Curriculum with Master Adaptive Learning Principles

Dear Faculty,

I hope this email finds you well. As we continuously strive to improve our Physical Therapy program, I'd

**Subject:** Faculty Input on Master Adaptive Learning in Our PT Curriculum

Dear Faculty,

To better prepare our students for the evolving demands of healthcare, I'd like to explore how we can more intentionally incorporate **Master Adaptive Learning (MAL) principles** into our curriculum. MAL fosters self-directed learning, adaptability, and metacognition—skills essential for lifelong clinical growth.

Your insights are key in identifying where we already integrate these principles and where we can enhance them. Areas to consider include **reflection, deliberate practice, and real-time feedback**.

I'd love to hear your thoughts. Please share any ideas, and we can plan time for further discussion in an upcoming meeting.

Best,

to discuss this further in an upcoming faculty meeting or via smaller working groups if that's more effective.

Please share your thoughts at your convenience. I look forward to collaborating on ways to enhance our curriculum for the benefit of our students and their future patients.

Best,

# Example: Rubric

**Prompt:** Create a rubric for an PT student video exam assignment using 4 parts of the exam using SOAP style and an added reflection of learning/experience. It should be worth 40 points total.

**Prompt:** Can you put this rubric into a table.

**Prompt:** Incorporate KSAs from this document (attached KSA pdf).

Link to course objectives.

PT Student Video Exam Rubric (SOAP Format + Reflection)		
Category	Criteria	Points
Subjective (S)	<ul style="list-style-type: none"> <li>- Accurate and thorough patient history, including chief complaint, onset, and relevant medical/social history (Theme 12: interview/history taking).</li> <li>- Demonstrates appropriate communication and rapport-building skills (Theme 7: building rapport, Theme 6: effective communication with diverse populations).</li> <li>- Uses clinical reasoning to ask relevant follow-up questions (Theme 11: articulation of clinical rationale).</li> </ul>	8 points
Objective (O)	<ul style="list-style-type: none"> <li>- Correct demonstration of physical tests (e.g., ROM, MMT, balance assessment, functional mobility assessment) with accuracy (Theme 12: assessment skills).</li> <li>- Properly documents objective findings, including relevant data (Theme 9: documentation of examination findings).</li> <li>- Demonstrates understanding of safety measures, such as infection control and body mechanics (Theme 10: safe patient care).</li> </ul>	8 points
Assessment (A)	<ul style="list-style-type: none"> <li>- Clear, accurate clinical reasoning leading to a diagnosis or differential diagnosis based on findings (Theme 11: interpretation of examination findings).</li> <li>- Appropriately connects assessment to patient goals and limitations (Theme 11: development of patient goals).</li> <li>- Considers potential contraindications and precautions (Theme 10: patient safety considerations).</li> </ul>	8 points
Plan (P)	<ul style="list-style-type: none"> <li>- Develops a comprehensive, evidence-based treatment plan that aligns with patient goals (Theme 11: developing goals related to limitations/participation).</li> <li>- Includes appropriate interventions (e.g., therapeutic exercises, patient education) and a follow-up plan (Theme 13: therapeutic exercises and individualized patient education).</li> <li>- Clearly documents plan with consideration for patient safety (Theme 9: documentation of interventions).</li> </ul>	8 points
Reflection on Learning/Experience	<ul style="list-style-type: none"> <li>- Reflects on personal learning, highlighting areas of growth and challenges encountered (Theme 4: self-assessment and reflection).</li> <li>- Connects clinical experience to theoretical knowledge and</li> </ul>	8 points

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# What Can We Do???

## 3. Summarize Information...

- Information you already have or information on the web
- Be specific with what you want and how you want it
- Examples
  - Any evaluation - deidentify
    - **Course (information already obtained)**
    - Program
    - Faculty search
  - Any process across any sample
  - Meeting minutes
  - **APT Guidelines (information on the web)**

*...AND THEN, use AI to generate recommendations.*

# Example: Course Evaluations

**Prompt:** Please summarize the following course evaluation data AND propose suggestions for improvement based on the evaluation data.

This could be two separate prompts.

## Summary of Course Evaluation Data:

The feedback overwhelmingly highlights the benefits of **hands-on learning** and **practical experience** in the course. Key themes include:

- **Guided Practice:** Students appreciated real-time practice during labs, especially performing techniques like goniometry, palpations, and range of motion (ROM) while receiving direct feedback.
- **Panopto Recordings:** Many found the recorded lectures and live demonstrations invaluable for review, aiding both immediate learning and preparation for exams.
- **Multiple Instructors and Open Labs:** The presence of several instructors during lab sessions and open lab times for additional practice were highly valued.
- **Interactive Teaching Style:** Students benefited from practicing techniques alongside the instructor during live demonstrations, which helped them retain information better.
- **Peer Collaboration:** Collaborating with peers, working on real-life simulations, and check-offs were seen as critical to understanding and applying skills.
- **Practical Exams:** Students found practical exams highly beneficial, simulating real-world clinical settings and providing useful feedback.

# Example: Course Evaluations

## Suggestions for Improvement:

1. **Increase Access to Open Labs:** Given the high value placed on open lab time for practice, increasing the availability of open labs (or scheduling additional times) could offer more opportunities for students to reinforce their skills.
2. **Expand Use of Recorded Content:** While many appreciated the Panopto recordings, incorporating even more detailed and frequent live demonstrations could enhance learning. Providing shorter, focused video clips on specific skills (like palpation or goniometry) may help students review difficult concepts more effectively.
3. **Structured Peer Collaboration:** Formalizing peer collaboration in the form of guided peer-review sessions could further enhance learning. Students could evaluate each other's performance during lab sessions under supervision, which could simulate clinical feedback environments.
4. **More Personalized Feedback:** Consider offering additional personalized feedback during lab sessions, especially for students struggling with specific techniques. This could be achieved by incorporating one-on-one feedback sessions or smaller group assessments.
5. **Balance Between Check-offs and Learning:** While students found the check-offs beneficial, some may find them stressful. Offering more low-stakes practice opportunities before check-offs could help reduce anxiety while enhancing mastery of skills.
6. **Interactive Learning Tools:** Incorporating interactive tools like PhysioU more seamlessly into lab practice might enhance learning, as some students noted slight differences between course demonstrations and PhysioU techniques.

# Example: APT Guidelines

## Initial Prompt:

What is required for non-tenure track (modified title) promotions at most Research 1 institutions?

## Second Prompt:

Directed at Midwest R1 institutions; provide details for each institution.

## Third Prompt:

Targeted institutions.

At most Research 1 (R1) institutions, promotion on non-tenure (modified title) tracks typically depends on the specific track (e.g., Clinical, Research, Teaching, or Professional Practice). However, common requirements include:

### General Criteria for Promotion

#### 1. Demonstrated Excellence in Primary Responsibilities

- **Teaching Track:** High-quality teaching, innovative pedagogy, curriculum development, student mentoring, and educational leadership.
- **Research Track:** Consistent research productivity, external funding, publications, collaboration, and contributions to the institution's research mission.
- **Clinical Track:** Excellence in clinical practice, training students/residents, and contributions to patient care improvements.
- **Professional/Service Track:** Leadership in program development, external engagement, and institutional contributions.

# How To Use AI Effectively with Tasks

## Use **Effective** Prompts

- Three C's (concise, clear, context)
- Additional resource ([Linked In](#))

## Use **Iterative** Prompts

- If the product is not what you want, provide AI with feedback and ask to modify it with more guidance, context or specificity

Use existing data/resources as “**input**” for your ask

Watch out for the “**rabbit hole**”!

*Ask AI to help you **create prompts** for a problem you want to address related to **administrative task inefficiency** (next slide).*

Synthesis AI: Analyzes data from multiple sources, identifies patterns/relationships, then creates innovative and distinctive content.

# Example: Use AI To Create Prompts

**Initial Prompt:** I have a **problem**. I am spending too much time reviewing program evaluations and need a quicker way to review the information, pull out the most common issues, then develop strategies to improve upon the issues. Can you **help me create a prompt** for you to use?

**ChatGPT:** "Please analyze the following program evaluation data. Identify the most common issues, categorize them by theme, and summarize the key takeaways. Then, suggest specific strategies for addressing these issues to improve the program."

If you want a more structured response, you can add details, like 1) Categorization (e.g., curriculum, faculty, resources, student engagement), 2) Ranking of most frequently mentioned issues, 3) Short-term and long-term improvement strategies.



# Example: Use AI To Create Prompts

**Second Prompt:** This is helpful. **What are some other details I could add to my prompt beyond those already suggested?**

## **ChatGPT:**

- **Sentiment Analysis:** Identify whether feedback is mostly positive, negative, or neutral.
- **Trends Over Time:** Compare current feedback to past evaluations to see if issues are improving or worsening.
- **Severity & Impact:** Rank issues not just by frequency but also by their potential impact on program effectiveness.
- **Stakeholder Breakdown:** Separate feedback from students, faculty, and external reviewers if applicable.
- **Actionability:** Indicate which issues are quick fixes vs. long-term changes.
- **Supporting Data:** Identify any numerical trends in ratings (e.g., average scores on key aspects). Highlight notable comments that illustrate key issues.

# What Can We Do?

1. **Generate Something “From Scratch”**
2. **Modify/Revise Existing Documents**
3. **Summarize Information.....and then use AI to generate Recommendations.**

# SMALL GROUP DISCUSSION QUESTIONS

Where do you find yourself spending more time than you want to with your current workflow/administrative tasks?

Where do you want more efficiency?

How can you use AI to streamline these tasks (or existing workflows) to improve efficiency based on what was shared today and/or what you are *already doing*?

*Share more ideas!*

# LARGE GROUP DISCUSSION

# References & Resources

OpenAI. (2024). *ChatGPT* (Version GPT-4) [Large language model].  
<https://chat.openai.com/>

AI Prompt Guide: How to Create Effective Prompts for Better Results (2025, March 18): <https://www.linkedin.com/pulse/ai-prompt-guide-how-create-effective-prompts-better-results-xzrec/>

Getting started with prompts for text-based Generative AI tools (2025, March 18): <https://huit.harvard.edu/news/ai-prompts>

AI Prompt Engineering Isn't the Future (2025, March 18):  
<https://hbr.org/2023/06/ai-prompt-engineering-isnt-the-future>

KU Center for Teaching Excellence AI Resources (2025, April 3):  
<https://cte.ku.edu/kucte-ai>



Thank you!

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