

+ Quality of AI use



Assessing Students declared AI use in assignments

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**Can you guess the AI
Generated text?**

Guess the AI

A

In the realm of modern therapy, it is highly imperative to delve into the multifaceted dimensions of mental health interventions to foster holistic healing. [...] Moreover, implementing them – in their diversity, is not only preferable, but it is a requirement [...]. In conclusion, maximizing these functional outcomes is of paramount importance for elevating the overarching quality of life for diverse patient populations.

B

When working with the adolescent group in the acute psychiatric ward, traditional verbal therapies often increase their agitation. [...] I decided to pivot the session toward a structured woodworking activity, carefully grading the steps to match each patient's immediate tolerance for frustration. [...] Watching them shift from high anxiety to a state of sustained focus confirmed how tangible, goal-directed occupations can practically rebuild executive functioning.

They both were!

We are not policing the use of AI,
So, what now?

Paradigm Shift

- **End of the technological policing era:** Automated **AI detection software** is technically **unreliable**, obsolete, and creates a counterproductive **climate of suspicion**.
- **Evolution of the core question:** The heart of the pedagogical issue is no longer about **“If”** (did the student use AI?), but exclusively about **“How”** (in what manner did they collaborate with the tool?)
- **Shift in assessment practices:** Moving **grading** away from the standardized **final product** toward a rigorous analysis of the learner's intellectual journey, methodological **process**, and critical posture.

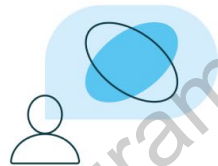
**But how can we
assess this journey?**

We went on our own journey

Desk Review

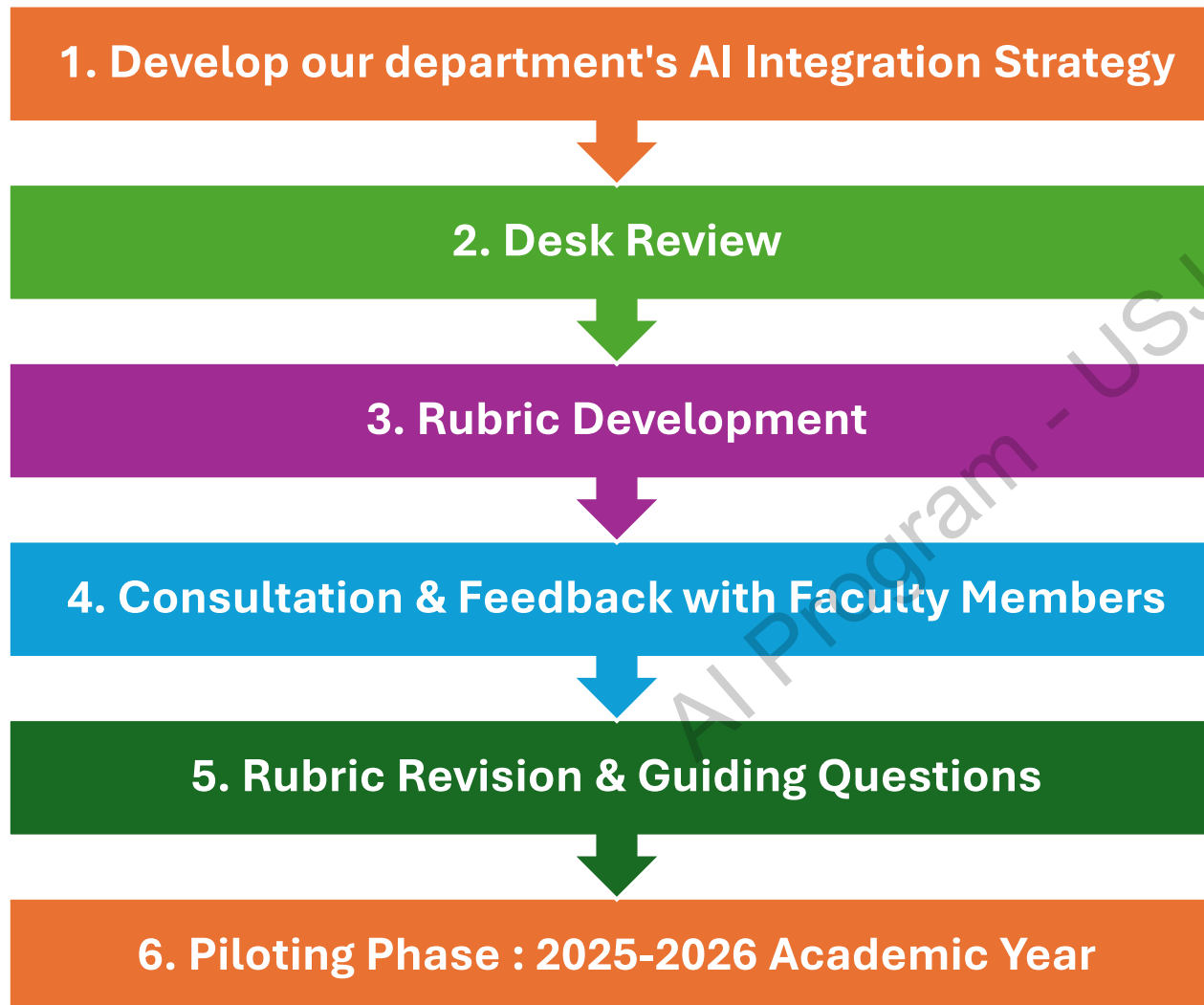
1. Turnitin **Resources:**
Student Checklist
2. Best practices from other universities
3. Use of AI in our department
4. USJ Guidelines for AI use

Responsible AI use checklist | Student



	Yes	No
_____	☐	☐

We went on our own journey



Institut d'Ergothérapie (IET), USJ

L'émergence de l'intelligence artificielle (IA) transforme profondément les pratiques d'apprentissage et remet en question les modalités traditionnelles d'évaluation dans l'enseignement supérieur. Dans ce contexte, l'enjeu n'est plus uniquement de prévenir l'usage inapproprié de l'IA, mais de repenser ce que signifie "apprendre" et "démontrer un apprentissage" à l'ère de ces outils.

À l'Institut d'Ergothérapie (IET), nous avons adopté une approche intégrée visant à aligner l'usage de l'IA avec l'évaluation des acquis d'apprentissage, en particulier dans un domaine professionnalisant où le jugement clinique, la réflexivité et la communication sont centraux.

1. Redéfinir les acquis d'apprentissage à l'ère de l'IA

L'intégration de l'IA nous a amenés à revisiter nos résultats d'apprentissage. Au-delà de la production de contenus, nous mettons désormais l'accent sur :

- La capacité à mobiliser l'IA de manière critique et contextualisée
- Le jugement professionnel face à des contenus générés
- La réflexivité sur le processus d'apprentissage
- L'intégration de données cliniques complexes

***The Institute of Occupational Therapy (IET)
at USJ's AI Integration Strategy***

The Rubric

Criteria	Reflexive Questions
Relevance of tool choice	Why was this specific AI chosen? Does the tool precisely match the nature of the task (e.g., Perplexity for searching real sources vs. ChatGPT for paraphrasing)?
Critical and judicious use	How did the student validate the accuracy of the machine's claims? What errors, approximations, or characteristic AI biases did they identify and correct?
Process traceability	Is the methodological approach transparently documented? Are key prompts and successive iterations viewable and tracked in the appendix?
Appropriation and adaptation	What is the human added value? How was the raw generated material reworked, synthesized, and seamlessly integrated into the student's personal clinical reasoning?
Ethics and institutional compliance	Were deontological rules respected? Was ensurement made that no real or confidential patient data was injected into public AI servers?

Score /5

The practice

- **The "AI Usage Quality" Rubric:** An institutional cross-curricular assessment tool now systematically mandated as a mandatory appendix to every written assignment submitted by students.
- **Pilot Phase (Academic Year 2025-2026):** Targeted and immersive deployment at the Institute across three pivotal courses:
 - Occupational therapy intervention in mental health (clinical analysis)
 - Fieldwork/internship report writing (professional posture)
 - 4th-year course research papers (scientific rigor)
- **Contractual transparency:** Explicit pedagogical alignment from day one of the semester by embedding the rubric directly into the syllabi.

Expected Outcomes

- **Develop genuine AI literacy:** Transform students from passive consumers of generic outputs into lucid, autonomous, & responsible "drivers" of generative AI.
- **Sanctuate academic integrity through transparency:** Eliminate concealment and unintentional plagiarism by offering an official framework that permits AI use while requiring its disclosure.
- **Stimulate applied clinical reasoning:** Force students to confront the machine's theoretical answers with the unique, concrete complexity of real-world occupational therapy care situations.
- **Establish a climate of mutual trust:** Free the educational relationship from mistrust to open a space for honest dialogue regarding the evolution of professional digital skills.

AI Tools Utilized

- **Technological autonomy:** No single mandatory tool is imposed, encouraging students to explore, compare, and select the software solutions best suited to their assignment goals.
- **Conversational Large Language Models (LLMs):** Mobilization of major platforms (ChatGPT, Claude, Gemini) for ideation phases, complex outline structuring, and stylistic or linguistic refinement.
- **Augmented search engines and sourced databases:** Mandatory use of specialized tools (Perplexity AI, Consensus, Elicit) to ensure reliable scientific literature reviews backed by authentic references.

Let us try it out together!

0

1

2

3

The Rubric

Criteria	Reflexive Questions
Relevance of tool choice	Why was this specific AI chosen? Does the tool precisely match the nature of the task (e.g., Perplexity for searching real sources vs. ChatGPT for paraphrasing)?

A **4th-year student** needs to conduct a rigorous scientific **literature review** regarding interventions for depression. Instead of using sourced tools, the student relies **entirely on ChatGPT** to find **peer-reviewed papers**. As a result, the tool generates fictitious citations ("**AI hallucinations**").



Score /3

The Rubric

Criteria	Reflexive Questions
Critical and judicious use	How did the student validate the accuracy of the machine's claims? What errors, approximations, or characteristic AI biases did they identify and correct?

While writing an internship report, a student uses a conversational AI to suggest activities for a mental health patient. The AI generates a generic response containing a heavily biased assumption and an "hallucinated" assessment tool that does not exist. The student recognizes these errors, cross-references the data with their course material, deletes the false assessment, and rewrites the section with accurate facts.



Score /3

The Rubric

Criteria	Reflexive Questions
Process traceability	Is the methodological approach transparently documented? Are key prompts and successive iterations viewable and tracked in the appendix?

A student submits a highly sophisticated essay on occupational therapy in mental health. The work is well-written, but the student completely forgets to include any appendix regarding their AI usage. There are no screenshots, no initial prompts, and no record of the adjustments made during the conversation with the tool.



Score **/3**

The Rubric

Criteria	Reflexive Questions
Appropriation and adaptation	What is the human added value? How was the raw generated material reworked, synthesized, and seamlessly integrated into the student's personal clinical reasoning?

A student asks Claude to write a section of their internship report regarding a patient's health status. The AI outputs a highly academic, generic paragraph filled with empty jargon ("it is crucial to note", "pivotal role"). The student copies and pastes this text word-for-word into their final submission without any changes or personal clinical context.



Score /3

The Rubric

Criteria	Reflexive Questions
Ethics and institutional compliance	Were deontological rules respected? Was ensurement made that no real or confidential patient data was injected into public AI servers?

To save time when preparing a case study for their mental health course, a student copies a real patient's clinical file, including the patient's full history, specific diagnostic notes, placement details... and pastes it directly into a public AI prompt to generate a treatment plan.



Score /3

How did we do?

AI Program CSJ/UNESCO

Key Benefits Observed

- **Immediate restoration of authentic dialogue:** A pacified classroom environment that allows open discussion about the concrete limits of the tool, conceptual flaws, and bypass strategies.
- **Upgrade in methodological skills:** Structural improvement in student thinking, as they are forced to rigorously conceptualize their workflow beforehand to formulate effective queries.
- **Ethical awareness in healthcare:** Deep anchoring of deontological responsibility regarding sensitive data, as students concretely measure the risks of information leaks related to medical confidentiality.

Don't take it from me!

" [...]It's reassuring to have clarity on how our work is actually assessed [...]"

- *First year student*

" [...]I feel at ease in seeking support to better understand and use AI [...]"

- *Third year student*

Challenges Encountered

- **Logistical complexity of traceability:** Initial difficulty for students to archive, synthesize, and present their AI conversation history without excessively bloating assignment appendices.
- **Inherent evaluation subjectivity:** Difficulty for graders to precisely estimate the exact boundary between a student's actual editing work and the raw performance of an AI guided by an extremely precise prompt.
- **Persistence of transparency anxiety:** Psychological resistance from certain students who, out of habit, fear disclosing the true extent of their AI use, worrying it might subconsciously penalize them.
- **Cognitive overload for faculty:** Grading time initially lengthened due to the necessity of simultaneously assessing disciplinary content and technological usage methodology.

Recommendations for Scaling

- **Standardize the traceability protocol:** Mandate a universal, concise appendix matrix for students, to streamline the grading process.
- **Implement assessment calibration workshops:** Organize regular harmonization sessions among faculty to align grading standards for the rubric and guarantee absolute fairness.
- **Modulate weighting based on academic level:** Establish a progressive framework (more flexible criteria in 1st year focused on exploration, uncompromising criteria in 4th year focused on clinical expertise).
- **Safeguard synchronous "offline" assessments:** Maintain a vital hybrid balance with traditional, in-class written exams (without screens) to verify long-term memory retention and spontaneous intellectual reactivity.

Thank you!

+ **Ask away!**

