

Artificial Intelligence in GP Training

Background

Artificial Intelligence (AI) is increasingly influencing both the clinical and educational landscape of general practice. From AI scribes to diagnostic decision support, these tools offer opportunities to enhance patient care and streamline learning – but also raise important questions around ethics, accuracy, confidentiality, and professional judgment.

In the [2025 GPSA Annual National Supervision Survey](#), approximately one third of respondents reported that they use AI in their clinical work, while fewer than one third said that they had practice policy on the use of AI. Less than half of respondents reported asking their learners about AI use, while less than one-third incorporated AI topics into their teaching. The majority of respondents (64%) identified themselves as novices in AI proficiency.

Recognising both the opportunities and risks, GPSA has published a [Position Statement on AI in GP Training](#), encouraging supervisors and registrars to:

- Engage with trusted sources for AI education
- Understand regulatory and ethical frameworks
- Discuss AI use openly in teaching and supervision
- Model best-practice, evidence-informed use of AI tools.

Learning Objectives

By the end of this SGL session, participants will be able to:

- Discuss current patterns of AI use and attitudes among GP supervisors and registrars
- Identify opportunities and risks associated with AI use in clinical education and practice
- Apply principles for discussing and modelling appropriate AI use in supervision and teaching
- Reflect on personal and organisational readiness for integrating AI safely in GP training.

Discussion Prompts

1. **AI in clinical practice**
What AI tools are you or your registrars using in clinical practice (e.g. AI scribes, diagnostic support)? How are they being used – and with what benefits or downsides?
2. **AI in education**
What AI tools are you or your registrars using for teaching and learning? How are they being used – and with what benefits or downsides?
3. **Opportunities vs risks**
The GPSA survey showed that most supervisors recognise potential benefits of AI but are cautious about potential risks. What are the main risks you see – for patient care, registrar learning, and professionalism? How can these be mitigated?
4. **Supervisor role and modelling**
How might supervisors demonstrate best-practice use of AI in general practice?
5. **Developing competence**
Given that most GPs self-rated as AI novices, what learning or upskilling might you need to feel confident guiding registrars about AI? Where could you find trusted, practical resources?

Suggestions

Supervisors may wish to share experiences of reviewing and critiquing AI-scribe generated patient notes during formal teaching sessions.

Key Takeaways

- AI tools are already entering general practice; registrars may adopt them before supervisors do
- Supervisors play a key role in setting expectations, discussing risks, and modelling ethical use
- Confidence and competence in AI use can be developed through shared learning, trusted resources, and ongoing reflection
- Formal inclusion of AI in teaching helps ensure registrars are prepared for future practice – safely, thoughtfully, and professionally.

References and resources

- [GPSA How to... support best practice use of AI scribes resource](#)
- [Royal Australian College of General Practitioners. \(2025\). Artificial intelligence \(AI\) scribes - RACGP fact sheet](#)
- [Australian College of Rural and Remote Medicine. \(2024\). Artificial intelligence in healthcare. Position statement.](#)
- [General Practice Supervision Australia. \(2025\). Position Statement: Artificial Intelligence in GP supervision](#)
- [MIPS – AI scribes: medico-legal issues](#)
- [Bradfield O, Mahar P. Is AI A-OK? Medicolegal considerations for general practitioners using AI scribes. Aust J Gen Pract. 2025 May;54\(5\):304-310.](#)