Ebrall P. Humanism in education and our embrace of AI. Asia-Pac Chiropr J. 2026;7.3 https://www.apcj.site/EbrallAI.pdf

## MANUS Summary

In this narrative commentary, Phillip Ebrall examines the opportunities and responsibilities associated with integrating generative artificial intelligence into chiropractic education, research, and professional writing. He advocates the concept of augmented intelligence, positioning AI as a collaborator that strengthens human capabilities rather than substitutes for human authorship, expertise, or judgement. The central principle is that users remain accountable for every AI-generated statement they adopt or publish. Accordingly, factual claims, references, and clinical interpretations require independent verification, because fluent and persuasive outputs may contain inaccuracies, bias, or fabricated citations. The paper discusses the CARE framework - Classify, Assess, Review, and Enhance - as a structured approach to critically evaluating AI responses.

Ebrall argues that chiropractic education should move beyond a predominantly competency-focused model towards capability development, emphasising disciplinary reasoning, critical thinking, ethical decision-making, communication, adaptability, and relational intelligence. He maintains that institutions should prepare graduates to direct and evaluate AI-supported workflows while preserving empathy and patient-centred care. His proposed assessment approach combines secure demonstrations of individual achievement, such as oral examinations and observed practical tasks, with flexible activities that permit appropriate use of digital resources. Fairness, comparable task difficulty, transparent grading criteria, and human judgement remain essential. Practical AI literacy should therefore be embedded in teaching and assessment, with explicit boundaries distinguishing legitimate learning assistance from substitution for students' own intellectual work.

The paper describes applications including literature summaries, formative quizzes, personalised tutoring, writing refinement, virtual patient encounters, and educational image generation. These tools may support learning and reduce repetitive preparation tasks, but their educational value depends on informed supervision, disciplinary expertise, and iterative review. Ebrall also highlights the importance of privacy, copyright, and transparent disclosure, advocating that AI use beyond spelling and grammar checking be declared. As a narrative commentary rather than an empirical evaluation, the paper offers recommendations and illustrative examples rather than demonstrating the effectiveness of these applications. Its overarching conclusion is that educators should become informed advocates of responsible AI integration, using technology to strengthen meaningful learning while retaining human accountability, clinical judgement, and care.

## MANUS QUIZ

1. Which statement best reflects Ebrall's concept of augmented intelligence?

   A. AI should replace educators' professional judgement.
   B. AI should support human capabilities while humans retain responsibility.
   C. AI-generated writing should be accepted whenever it appears professional.
   D. AI should be excluded from educational practice.

2. What does the CARE framework discussed in the paper stand for?

   A. Create, Analyse, Reference, Explain.
   B. Compare, Assess, Revise, Evaluate.

C. Classify, Authenticate, Report, Edit.
D. Classify, Assess, Review, Enhance.

3. Which educational priority is most consistent with the paper's shift from competency to capability?

A. Developing disciplinary reasoning, adaptability, and ethical judgement.
B. Prioritising memorisation over clinical interpretation.
C. Replacing interpersonal communication with automated responses.
D. Measuring achievement solely through the completion of isolated tasks.

4. What is the main purpose of the two-lane assessment approach?

A. To allow unrestricted AI use in every assessment.
B. To replace observed clinical assessments with AI-generated assignments.
C. To verify individual achievement while developing responsible resource-supported workflows.
D. To remove human judgement from grading decisions.

5. An educator uses AI to draft an educational poster containing clinical claims and references. Which action best follows the paper's recommendations?

A. Publish it immediately because the references appear credible.
B. Verify the claims and references, review the educational accuracy, and disclose AI use.
C. Remove the references so that verification is unnecessary.
D. Treat the AI provider as solely responsible for any errors.

Answer key

B. Augmented intelligence supports human work without transferring authorship, judgement, or accountability to AI.

D. CARE means Classify, Assess, Review, Enhance and provides a structured approach to evaluating AI responses.

A. Capability development emphasises reasoning and responsible action in changing professional contexts, rather than isolated task performance alone.

C. The approach combines secure evidence of students' own achievement with opportunities to practise appropriate resource-supported workflows.

B. AI-generated educational material requires human verification and review; the author also advocates disclosure of AI use beyond spelling and grammar checking.