When it comes to the use of new technology and the advancement of precision and personalized medicine, clinicians need to be ready to satisfy patient expectations (Lareyre et al., 2020) . AI training is not mandated by the current criteria for medical education or health informatics certification, and the AI competences are still up for debate (Sapci & Sapci, 2020) .

Artificial intelligence, or simply AI, is defined as the imitation of human intellect by machines, which includes computer systems in particular that are able to carry out intricate activities typically needing human thinking, decision-making, and problem-solving skills (Lee et al., 2021) .

While several academic institutions have developed experimental training programs and there are various proposals about the integration of AI into medical and health informatics curricula, AI and ML education is still not included in standard medical and health informatics curricula (Sapci & Sapci, 2020) .

Artificial intelligence (AI) is being used more and more in medical education, which brings up significant ethical issues (Lee et al., 2021) . In order to secure the correct integration of AI into medical education, emphasizes needs to be placed on the significance of technological infrastructure, faculty training, and ethical issues (Alam et al., 2023) .

Applications of AI in medical education include using it to generate novel ideas, lesson plans and presentations, aid in the design of curricula, inspire illustrative examples from multiple perspectives, summarize existing knowledge, and create images (Nagi et al., 2023) .

The possible ethical issues include the possibility of jeopardizing students' academic integrity and critical thinking abilities, especially in situations where there may be plagiarism from artificial intelligence (AI)-generated content (Alam et al., 2023) . AI provides an objective, multidimensional instrument that can assist unifying the assessment of health professionals' competencies and meet the growing need for accreditation, certification, and quality improvement (Lareyre et al., 2020) .

The significance of encouraging future healthcare professionals to use AI responsibly and with accountability can not be overemphasized (Alam et al., 2023) . AI presents the chance to create innovative training aids and teaching strategies, such as virtual facilitators, robots, virtual reality simulators, and tutoring systems (Lareyre et al., 2020) . Strict rules and regulations are required for the moral use of AI in medical education (Grunhut et al., 2021) .

Research also demonstrates that AI will have a significant impact on future employment, which suggests that higher education institutions should incorporate more AI into their curricula to prepare graduates for the demands of the emerging workforce. (Slimi, 2021). AI is not only transforming medicine, medical research, and public health, but also changing the landscape of medical education (Goh & Sandars, 2020) .

As important current & future stakeholders in the health care system, today’s medical teaching staff and students will have to make important decisions related to the use of health AI, both in every day clinical interactions with patients, and in broader policy discussions about the emergent integration of AI into health care (Katznelson & Gerke, 2021) .

Assessment of the knowledge of AI use in medical education and the relevant ethical considerations will pave the way for the development of future strategies and ethical frameworks/codes of conduct that guide the responsible and ethical use of AI in medical education and meet the needs of those involved (“Ethical Dimensions of Using Artificial Intelligence in Health Care,” 2019) .

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