

## AI Report

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# AI Generated

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# 100%

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## Innovative Approaches Underway - 7/4/2025

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In low- and middle-income countries (LMICs), AI and telemedicine are transforming how HIV prevention, particularly PrEP, is delivered to those who need it most.

AI-powered risk prediction models are now being integrated into clinics to identify individuals most vulnerable to HIV acquisition, helping providers offer PrEP more strategically.

These models analyze data from EMR, behavioral patterns, and community-level risk factors, often in real time. Meanwhile, chatbots and virtual counselors are enabling stigma-free education and support, offering users private, judgment-free spaces to learn about PrEP, manage side effects, and ask questions - especially critical for young people and key populations.

Telemedicine has also opened new doors for PrEP access by eliminating the need for frequent in-person visits. In countries like Nigeria and Kenya, clients can start and manage PrEP through video consultations, app-based self-screening, and pharmacy pick-up options.

AI is further used to forecast medication demand, reducing stockouts and ensuring a stable supply of PrEP at decentralized locations.

Together, these tools are making PrEP delivery smarter, more inclusive, and more sustainable - even in resource-constrained settings.

Pharmacies and other community access points are another area of opportunity.

While these platforms already play a role in HIV testing and PrEP distribution in some countries, they remain largely limited in scope.

There are various reasons for the limited expansion of these options, including restrictive policies and, sometimes, inadequate staffing.

AI-enabled tools could enhance these access points - streamlining client intake, flagging high-risk individuals, and enabling follow-up without needing to rely on traditional clinical infrastructure.

When coupled with interoperability facilitated through a national digital health architecture, AI also enables the ability to monitor care delivery across diverse access points to ensure consistent linkage to quality care.

Lastly, AI is already being explored as a tool for demand generation.

By analyzing trends, preferences, and behaviors, AI can inform more relevant, targeted outreach - especially for younger populations or groups with limited engagement in traditional healthcare systems.

Chatbots, SMS campaigns, and social listening tools powered by AI are being piloted to improve awareness and uptake of PrEP and HIV testing services.

High Human Impact ● ● ● ● ● ● High AI Impact

## FAQs

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### What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text, with a focus on English prose. To date, GPTZero has served over 2.5 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

### When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

### Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-4, GPT-3, GPT-2, LLaMA, and AI services based on those models.

### What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

### I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.