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## Perceptions of generative artificial intelligence: a thematic analysis of student reflections

Heather Hawk, Michael Coriasco, and Jeffrey Jones, School of Nursing; Oregon Health and Science University

### Keywords

Students, Nursing; Artificial Intelligence; Evidence-Based Practice; Generative Artificial Intelligence; ChatGPT; Student Reflection

### Abstract

While AI is not new to health care, large language models, such as ChatGPT, have recently erupted, bringing with them the potential to augment clinical practice and research. Clinicians are using generative AI for a spectrum of tasks, ranging from diagnostic queries to complex care planning. The 2020-2030 Future of Nursing Report recommends the incorporation of nursing expertise in innovative technologies, including AI (National Academies of Sciences, Engineering, and Medicine. 2021). However, generative AI has limitations and ethical considerations. Chatbots can provide incorrect and biased information, requiring nurses to critically appraise results (Harrington, 2023). Nursing students must appreciate the ability of AI to complement their nursing skills while understanding the importance of evaluating the limitations of AI-generated content.

Therefore, we designed a learning activity for our students in the Practice Integration course in OHSU's nursing baccalaureate completion program. The students in this course are licensed nurses with clinical experience. This learning activity prompted students to interact with a chatbot seeking an answer to a population-intervention-comparison-outcome (PICO) question. Before the learning activity, students worked through the inquiry, search, and appraisal phases of evidence-based practice. Then, in this activity, students generated responses from AI to answer their PICO question.

### Research Questions

The purpose of this study is to explore nursing students' perspectives on the utility of generative artificial intelligence (AI) in nursing practice. We seek to answer the following questions:

1. How do AI-generated responses compare in accuracy with student-conducted research on a specific nursing topic?
2. What are nursing students' perceptions of the ease and usefulness of AI tools in clinical practice? How do these perceptions impact their willingness to use such tools in their professional practice?

## Impact & Findings

Our investigation is forthcoming and anticipated to be completed by May 1. Preliminary analysis of student reflections indicates that the use of generative AI is new for most students, and they generally have a cautiously optimistic perspective of its use in clinical practice. Students find chatbots' responses comparable to the results found using a library database search.

## Diversity, Equity, & Inclusion

Generative AI can perpetuate biases and inequalities, due to the data that is used to train the AI models. This is an important consideration for health professions students who are beginning to use this technology and one that we hope to identify in the student reflections. If not, we need to adapt our teaching to ensure that learners are aware of this limitation of AI.

## Possible Applications

This learning activity proved to be rich in student perspectives, which can inform other educators who aim to integrate AI into learning activities.

## Learning Objective

Examine student-clinician perspectives on the utility of generative AI in clinical practice.

## References

1. Harrington, L. (2023). ChatGPT is trending: Trust but verify. AACN Advanced Critical Care, e1-e7. <https://doi.org/10.4037/aacnacc2023129>
2. National Academies of Sciences, Engineering, and Medicine. 2021. The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity. Washington, DC: The National Academies Press.