

The Perspective of Occupational Therapy Students Toward the Use of ChatGPT in Academics in Saudi Arabia: A Qualitative Study

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Objective: This study aims to explore the experience of using ChatGPT in academics by occupational therapy students in Saudi Arabia.

Methods: A qualitative study design was used to collect data via semi-structured individual interviews with undergraduate occupational therapy students at a Saudi Arabian University. Thematic analysis was used to process data into semantic themes and sub-themes.

Results: The total number of students who participated in the study was eight, comprised of five males and three females. The study revealed ChatGPT's strengths, such as learning enhancement, efficiency, academic support, and generalizability. The weaknesses reported included inaccuracy, ethical problems, and out-of-context responses. Students highlighted academic opportunities like ChatGPT's potential as a learning support, a self-assessment tool, and an assistant for educators. The study findings validate academic research on the educational benefits and risks that ChatGPT presents. The system provides better learning alongside increased efficiency and research assistance, although it faces significant problems with misinformation in addition to users depending too heavily on the system and the ethical risks.

Conclusion: The benefits and limitations of ChatGPT use as experienced by occupational therapy students in their learning and education were explored. Policymakers, academic institutions and educators need to take action toward effective ChatGPT implementation in educational settings. Future integration of artificial intelligence should focus on structured artificial intelligence literacy programs and institutional guidelines to maximize benefits while mitigating risks.

Keywords: ChatGPT, ethical integration of AI, occupational therapy students and Saudi Arabia

Introduction

Artificial intelligence (AI) has caught the world by storm; the built-in AI bots are surfacing in nearly all interfaces of text exchange, from social media messaging applications to freelance work platforms to virtual workplaces.¹ They are constantly undergoing updates and modifications faster than humans are in adapting to novelty.² Fortunately, the younger generations have a different view of these innovations or anything related to technology in general,³ which is the underlying reason for the success of these fast-updating models.

Saudi Arabia has recently experienced a significant digital transformation in all sectors. The Vision 2030 initiative intends to implement AI across computer sciences while also applying it to the healthcare system⁴ and education.⁵ Thus, understanding the usefulness and readiness of end-users like Material and methods students in the local Saudi Arabian context is the need of the hour.

Higher education now implements AI systems at a stronger level, introducing innovative learning and academic assistance methods.^{6,7} The language model ChatGPT, which uses AI power, has gained significant popularity among university students. Youseff et al, 2024⁵ established that the system functions as a dual-purpose solution for creating research assistance text and academic content learning. Multiple research studies have analyzed student utilization of

ChatGPT, which have led to practical results. One of the studies found that students used ChatGPT for several purposes, including note-taking, assignment writing, lesson planning, and creativity.⁸ Another study conducted in the United States highlighted that clinical skills like intervention planning, decision-making, and understanding of ethical and safety considerations have improved among occupational therapist students by using ChatGPT.⁹

In occupational therapy education, critical thinking, clinical reasoning, and hands-on learning are essential components of professional development.¹⁰ Large language models like ChatGPT can be specifically trained to interact with students to enhance their critical thinking and clinical reasoning.¹¹ The current use of the generic version of ChatGPT does not have this edge. It comes with some issues of significant concern, including giving students an easy way out of assignments that require creative thinking and critical reasoning.¹² There is also the issue of ethical use of others' intellectual property, where the AI model relies on human outputs to build new material that the users call their own.¹¹

Understanding students' perspectives on the benefits and challenges of using ChatGPT can help educators, administrators, and policymakers develop guidelines for its appropriateness.¹³ Understanding students' perspectives on the benefits and drawbacks of ChatGPT implementation helps educators, managers, and policymakers develop proper usage standards. The application of ChatGPT and other AI tools requires a detailed evaluation that reveals their effect on essential skill development.

This research examines how undergraduate occupational therapy students at King Saud bin Abdulaziz University for Health Sciences (KSAU-HS) look at both the advantages and drawbacks of using ChatGPT. Educational policies focusing on AI utilization in professional education may develop from these findings.

Materials and Methods

Design

Semi-structured interviews with occupational therapy students at KSAU-HS assessed both the benefits and disadvantages of ChatGPT technology implementation by exploring how they prefer their education. The Research Ethical Committee at King Abdullah International Medical Research Center authorized this study (IRB No. 00000145625/ study No. RJ25/015/2). Participants gave their voluntary consent while assuring privacy, which confirmed their involvement in the study. Before the analysis started, the researchers made all data anonymous to protect participant identity disclosure.

Participants

Occupational therapy students from the College of Applied Medical Sciences at KSAU-HS in Jeddah who met the inclusion criteria were included in the study. The inclusion criteria were that the occupational therapy students who enrolled in the occupational therapy program in KSAU-HS and are using ChatGPT during the course. Students who withdrew from the program were excluded. Participants were recruited using purposive sampling to ensure diversity in academic levels and experience with ChatGPT.

Tool

The questionnaire was developed by two occupational therapists to tailor the questions to the objectives of the study. To test the validity of the questionnaire, it was sent to three occupational therapy faculty members to review and check the wording and clarity of the questions. Feedback was received from them, and modifications were made accordingly. After the modifications, the questionnaire was piloted with three occupational therapy students, who were not involved in the original study to refine the questions and ensure clarity before conducting the main interviews. The final version of the questionnaire was used to interview the students.

During the interview, participants were asked general questions about the use of ChatGPT, and its advantages and disadvantages for them as students (see [Appendix A](#)). The questionnaire includes 10 open-ended questions.

Data Collection

The current research has studied KSAU-HS undergraduate occupational therapy students based in Jeddah.

A total of ten students volunteered to participate, all of whom were Saudi nationals. Eight students completed the interview; two students were unable to attend the appointed time of the interview. Five participants were male, and three were female. All participants were 23 years of age. The researcher informed all the OT students about the study's aim and objectives and provided them with a package about the study, including the information sheet and consent sheet. Students willing to participate filled out the consent sheet and handed it back to the researcher.

The College of Applied Medical Sciences offered occupational therapy classrooms as the interview venue for both scheduling convenience and comfortable learning conditions. The interviews spanned from 30 to 45 minutes in duration. Data was collected in the English language because the students demonstrated fluent reading, writing and comprehension skills, which is the official educational language in the university and interviews were recorded to maintain the consistency of participant responses.

The researcher manually transcribed the interviews. To ensure accuracy and completeness, a second person independently reviewed the recordings and transcripts to verify that no data was missing. The team resolved any identified transcription discrepancies by discussing them. An efficient data organization system was developed through Microsoft Excel to extract essential information systematically.

A systematic framework comprising the following sections was included on the sheet.

- Participant ID: A unique identifier for each participant.
- Raw Data: Responses obtained from the transcripts.
- Initial Codes: Early coding of significant data points.
- Themes and Subthemes: Classification of recurring patterns.
- Researcher Notes: Additional observations and insights.

Analysis

A thematic analysis was done based on deductive reasoning, as the subject at hand was likely to be more meaningful if handled this way. Similarly, themes were described semantically, where meaning was directly inferred from participants' words and expressions, and patterns were described in a semantic context. After receiving data from each participants analysis was conducted concurrently.

The analysis followed the six-step method of thematic analysis.¹⁴

1. Familiarization with Data: Multiple readings of transcripts guaranteed data immersion and allowed notetaking of initial observations.
2. Generating Initial Codes: We applied open coding within Excel to process data systematically, thus identifying essential characteristics of the information. These codes were revised and realigned as the data was analyzed. A review of overall codes was done again after all the data was coded, and further streamlining was done after discussion with the research team.
3. Searching for Themes: Codes were reviewed and grouped into preliminary themes based on similarities and patterns. This process has led to the emergence of 5 basic themes (Introduction to ChatGPT, Use Profile of ChatGPT, Advantages and disadvantages of ChatGPT, and Recommendations).
4. Reviewing Themes: The themes were refined and validated through discussion among the research team to ensure coherence and consistency across the dataset. This led to the use of strengths, weaknesses, opportunities and threats (SWOT) style alignment of the themes into strengths, weaknesses, opportunities, and threats.^{15,16}
5. Defining and Naming Themes: The research included explicit theme definitions, which researchers backed with evidence from participant interviews, as presented in Table 1.
6. Producing the Report: The researchers organized the final themes into an interconnected story, which included relevant data extracts.

According to Braun and Clarke's six-step thematic analysis, data saturation was determined through ongoing concurrent analysis. Data collection continued until no new meaningful codes were identified and the developing themes

Table 1 Main Themes and Categories

Theme	Categories	Definition
Strengths	Enhances Learning and Understanding	The AI-model helps improve the clarity and concept grasp of classwork.
	Provides Quick and Efficient Responses	The AI-model saves time and effort in studying.
	Aids in Academic Writing and Brainstorming	Used to create assignments or assignment outlines.
	Generalisability	It can be used for nearly all kinds of study
Weaknesses	Risk of Misinformation and Inaccuracy	Gives wrong information and erroneous responses at times
	Lack of contextual understanding	Does not respond in a contextual manner
	Over-reliance leading to reduced critical thinking	Students stop using their critical thinking to solve academic assignments
	Risk of violation of intellectual property rights	The AI-model uses content generated by other students to generate answers
Opportunities	Use for Self-evaluation near exams	It can help in making mock-quizzes or self-assessment exercises for exams
	Using ChatGPT as a Supplementary Learning Tool	It can be used to get more information relevant to the study topic including examples
	Tool to increase time efficiency	It can be used to save time in working on assignments
	Supplementary Educating tool	Can be used as support in making educational materials by the educators
Threats	Ethical concerns and Plagiarism Risks	Content generated cannot be used in academics as such as it is not student's intellectual property
	Patchy reliability	Unpredictable response accuracy can hinder usage in important areas.
Awareness and Application of ChatGPT	Introduction to ChatGPT	How the student got to know about ChatGPT
	Use Profile of ChatGPT	How is the student using ChatGPT in their life

demonstrated stability, depth, and coherence. At this stage, additional data was considered unlikely to contribute further analytical insight.

Rigor and Trustworthiness

The study's credibility received enhancement by executing numerous following methods:

- Triangulation: Independent analysis of sample data subsets by various members of the research team ensued until they reached an agreement through dialogue.
- Member Checking: Selected study participants received initial research findings through member-checking methods to verify the accurate portrayal of their experiences.
- Audit Trail: Detailed documentation of the processes of coding decisions and theme development and analysis processes was maintained.
- Reflexivity: Continuous interaction with data by the researchers served to reduce analytical bias across the interpretation process.

Results

The themes were aligned with the SWOT style of organizing ideas where strengths were defined as the perceived or experienced benefits of using ChatGPT in academics by the students. Weaknesses were defined as the limitations in the use of the AI model that students experienced. Opportunities were defined as the possible future integration and recommended use of ChatGPT that the students felt. Threats were defined as perceived barriers and challenges to the adoption of ChatGPT in the education of occupational therapy. There was residual data from responses where students described how they learnt about ChatGPT and what their usual usage is (as this was part of the initial interview questions). These experiences were grouped under the theme of “Awareness and Application of ChatGPT”. The main themes and subcategories are given in [Table 1](#).

Strengths

Nearly all students had used ChatGPT in their coursework and assignments, and they seemed to have become accustomed to its benefits in this regard. Students expressed the ability of the AI model to explain the study material or concepts as a handy attribute. They used it to get a better or more profound understanding of the course material, as described by some of the participants below:

2 M: “I use it every day in different courses to explain the information in more detail”

8 F: “I use it in my assignment. It gives me a description of what I have to write. If I do not know the material, I ask ChatGPT to explain it to me and provide me with more detail.”

Similarly, it was also used as a tool to study efficiently, using less time and resources. Many students described it as a time-saving tool; one student’s response is quoted here, who also described other aspects of ChatGPT that added to the efficiency of his studies:

1 M: “It saves me time, giving several ideas and sometimes giving specific information I forget. It also helps me edit and reword the paragraphs. It helps me to write the assignment in a correct way without spelling and grammar mistakes.”

Other students used it for making or reviewing their assignments, thus efficiently finishing homework:

7 F: “I use it for ...writing homework and assignments and rephrasing the words. I also use it to improve my knowledge and improve my performance in assignments.”

It was also found to be useful in coming up with ideas and ways to do the assignments, which the students found very helpful:

2 M: “...and it saves time in searching for answers and ideas.”

Another important aspect of ChatGPT use was its ability to be applicable in all kinds of contexts and most types of study questions; students found that they could use it for nearly all their coursework.

8 F: “I know about it from my friends. They told me that it is useful for the assignment, and it can be used in many ways for all the courses.”

Weaknesses

The students noted many limitations in their use of the AI model. The most frequently and fervently reported problem was the risk of false information. Students experienced having to double-check information as it was necessary for them to verify the information provided by ChatGPT;

4 M: ...it makes errors like providing wrong answers in critical situations.

6 F: “Yes, information is inaccurate, references are not correct or not available, I cannot rely on ChatGPT 100%, I have to read and search again to find the correct answers.”

Another issue noted by one of the students was that the responses were sometimes out of context; they did not address the need for their query or task.

2 M: “... it does not reflect the need of the assignments just gives us what it has.”

2 M: “It provides ideas without considering other factors of our assignments.”

Students felt that ChatGPT posed a risk to their ability to evaluate and critically analyze problems and exercise their cognitive ability. Most of them felt that it provided them with answers without them having to make any effort, and this was making their mental ability less active:

1 M: “Yes, my critical thinking will be affected a little bit because I do not need to think about the answer and write the question on ChatGPT, and it gives me the answer in a short time. Here, my cognitive skills might be reduced because I do not think a lot about solving problems and relying on ChatGPT.”

6 F: “Yes, I do not think and search a lot because ChatGPT provides me with all the required information for the courses, so I go quickly to ChatGPT to ask and find the answer in the easiest way. ChatGPT does not help me improve my critical thinking and problem-solving skills.”

One student, however, had a different perspective and felt that the experience of interaction with the AI model was enhancing their thinking and understanding as it was exposing them to new perspectives, but at the same time they were aware that it can have an opposite effect due to the ease it provides in most problem-solving situations.

3 M: “Yes, actually, it gives me lots of information and increases my thinking abilities in specific topics, but sometimes, it decreases my ability to think and solve problems because it provides me with answers, and I do not need to think a lot.”

Lastly, students were quite uncomfortable with ChatGPT’s main ability, which stemmed from the use of other people’s ideas. They worried about plagiarism being high in ChatGPT responses and their inability to use those responses as such, they had to modify them to be eligible to go through the plagiarism checks. They also felt that the AI-Model took other people’s ideas and used them.

6 F: “There exists the need to handle plagiarism issues while avoiding direct information copying. Sentence rephrasing helps prevent ethical problems from arising”.

3 M: “Placing copied material into texts does not safeguard idea ownership rights. The system creates deceptive citations and then steals existing student work”.

5 M: “Plagiarism, along with privacy issues, represents the greatest ethical dilemma in this scenario”.

Opportunities

Several positive aspects of this AI technology emerged when students examined its utilization. One crucial advantage of this tool comes from its ability to supply practice examination questions, which allow students to gauge their educational progress effectively.

4 M: “My approach to exams includes using ChatGPT because I rely on it to both improve comprehension and practice exam questions.”

5 M: ...helps users establish new questions that boost their educational performance and comprehension.

The participants also felt that it can be used as a learning tool to better understand course-work through supplementary material and examples. This was found especially useful in navigating difficult topics.

7 F: “It can be used for understanding difficult topics and finding references quickly in a short time.”

4 M: “Yes, especially if the student cannot understand some difficult concepts and topics in occupational therapy so they can use ChatGPT to increase their understanding about these topics.”

Students found the use of ChatGPT a time-saver and recommended this avenue as one of the key opportunities that the tool can add to learning. ChatGPT helped them in gathering new ideas quickly, one student felt it helped in getting references in a short time and it was also found useful in finishing assignments fast.

2 M: “it helps me a lot to understand information in a better way and it saves time in searching for answers and ideas.”

6 F: “It helps me in doing my homework and assignments, especially when I have limited time... It helps to study in a short time.”

Some participants were able to identify areas where ChatGPT can be of help to the educators in their courses. Overall, most of them felt that it could not serve as a “guide” in the education process but was a worthwhile assistant nonetheless.

7 F: “no, it can be used as assistance but not as a guide because it has many problems, especially when it provides wrong answers and wrong references.”

One student suggested some areas where ChatGPT can be used by educators to decrease their workload eg in making assessments and giving information.

5 M: "I think yes, it can be used in creating assessments, making quizzes and exam questions, and delivering information to students. And I think it is good to be used in occupational therapy."

Threats

Students were mostly of the opinion that using the responses from ChatGPT carried two main risks if it was to be adapted for regular academic use.

Firstly, it was ethically problematic to use the AI-generated responses as such and claim credit, they had to modify or at least paraphrase in order to escape the plagiarism checks.

6 F: "We have to be careful about plagiarism and not copy and paste information. It is important to rephrase sentences to avoid ethical issues."

8 F: "when we submit our assignment, it can be detected as plagiarism."

1M: "Everyone should be smart in using it to avoid ethical issues like plagiarism in assignment, presentation and reports."

Secondly, one had to constantly be on guard to catch fake information and wrong references. So, the students needed to be cautious in relying on ChatGPT responses without counter-checking them.

5 M: "I recommend students do not rely on ChatGPT as it does not give correct information all the time and ensure that all provided information is correct."

7 F: "Students should be careful when they use ChatGPT because they might be in trouble using wrong information. They should ensure the accuracy of information and references. Once, it gave me a reference that did not even exist."

Awareness and Application of ChatGPT

Students were also asked how they became aware of ChatGPT; many of them were introduced to it by their friends, some by the college faculty and a couple came across it via the internet. Some students had heard about it from multiple sources.

2 M: "My friends and the internet told me about it, and I use it every day in different courses."

Students shared how they usually use the AI-model. Many students used it regularly, from half of the week to daily, mostly for their academic work but also to search internet and manage personal matters.

1 M: "I make regular use of it to address various questions about my academic material. The tool serves me for approximately half of my academic work."

6 F: "Every day I rely on this tool throughout my studies and assignments. The program serves all my academic assignments for my current courses."

Students mentioned the user-friendly interface of the application.

3 M: "The application saves time while it assists score improvement through its simple user experience."

Discussion

This study has shed light on the experiences and perspectives of occupational therapy students regarding their use of the AI Model ChatGPT in academics. The findings have highlighted the viewpoint of Saudi students. There is a growing body of evidence that supports the nuanced deliberation into the integration of ChatGPT into culture-specific settings.¹⁷ The AI model engages in dialogue the way humans do, while all dialogues revolve around recognizing cultural variations.

Participating students from this study indicated with almost complete agreement that ChatGPT delivered benefits to their academic learning and writing and made their studies more efficient. They felt that it was a valuable tool that could be utilized in their routine learning activities. Similar benefits were noted in studies on AI in higher education, where students found the AI model a user-friendly, interesting and engaging interface that helped solve their academic queries efficiently.¹⁸

Many studies reporting student perceptions on the use of ChatGPT are designed first to ask the students to use it for a given activity and share their experience afterwards.^{18,19} Although this study did not require students to use ChatGPT before participation, it was found that all students were already familiar with using it in their academics and were aware of its benefits and limitations from their experience. Students who participated may have done so due to their familiarity with ChatGPT, but it also points to the fact that in just over a year of its public availability, the AI model has become widely adopted by students, which is also apparent from other evidence.^{20,21} There has been extensive research into the Behavioral predictors of this adoption, with evidence pointing to personal factors like intention, innovativeness, habit, and performance expectancy as the driving forces behind the early use of ChatGPT.²² A survey in five Arab countries exploring student views on the use of AI models also found widespread use, which was determined by ease of access, perceived safety, low anxiety and social/cognitive influences among the users.²³

Students, in particular, and all professionals in general are seeking time-efficient ways to solve their daily tasks. In this regard, ChatGPT is particularly valuable as it can read and analyze large chunks of data in seconds, which is not humanly possible and hence leads to time-saving. The students in this study noted this, and the benefit of not having to invest much time in assignments was highlighted. This aligns with previous research that describes ChatGPT as a tool that improves productivity and learning efficiency, especially for students who are managing multiple academic responsibilities.²⁴

Despite its advantages, students reported several concerns, most notably misinformation and lack of contextual understanding. Similar concerns have been raised in literature, pointing to the risks of including hallucinated information in written content generated by ChatGPT,²⁵ which can lead to lower quality assignments²⁶ and extra time spent in verifying information.²⁷

In addition, the issue of over-reliance on AI was also strongly highlighted in this study. The students were specifically concerned that the frequent use can make them less proficient in their critical problem-solving skills. This debate about the impact of ChatGPT interaction exists within academic publications since these AI tools generate numerous innovative ideas for critical thinking development, according to numerous academics.²⁸ This finding was also demonstrated by one student participant. During this research, many students indicated that ChatGPT hampers their capacity to develop innovative ideas and creative thoughts.²⁴ Creative thinking and innovation are part and parcel of all clinical higher education programs including occupational therapy, thus it is imperative that the use of AI is integrated in a way that it enhances these skills rather than the other way round. AI literacy training must become a priority since students need to learn effective ChatGPT usage without limiting their thinking process.²⁷

Students have found different ways to utilize ChatGPT, such as self-improvement examinations with preparation and support for educational content creation.²⁹ Research indicates that artificial intelligence tools can enhance self-evaluation together with promoting independence in learning. Students appreciated the teaching potential of ChatGPT because it enhances quiz and assessment creation capabilities that benefit educators in their work. AI-generated evaluations require meticulous planning to guarantee both fairness and precise results, according to research.³⁰

Students expressed major concerns about getting their assignments rejected through plagiarism checks with ChatGPT. Student participants demonstrated their knowledge of plagiarism detection systems and showed fear of these detection methods by stressing the importance of thorough content revision prior to submission. However, there was also a noticeable lack of clarity in differentiating AI-generated text from plagiarism. Some students believed that any content produced by ChatGPT was inherently a violation of academic integrity, while others were unsure at what point AI assistance became misconduct. This confusion reflects a broader challenge in education, where AI-generated text itself is not plagiarism unless³¹ falsely presented as original work. Without proper guidance on attribution and ethical AI use, students may either misuse AI or avoid its benefits altogether.³² Addressing this issue requires universities to work on an AI-specific educational policy³¹ that can include integrating AI literacy programs into academic curricula, helping students understand responsible AI use, differentiating ethical engagement from misconduct, and critically evaluating AI-generated content. Such initiatives are being adopted by some universities³³ and are likely to ensure that students can use ChatGPT effectively while maintaining academic integrity.

The results showed that students found the use of ChatGPT to be time-saving, efficient, self-learning, and accessible, which may translate into a higher quality of education at a lower cost, achieving the sustainable development goals of Vision 2030 and those of the United Nations. This is in line with a recent study by Rane et al as well.^{6,34–36}

According to a 2024 study by Fonseca et al, by customizing lessons to each student's pace and learning style, AI can improve students' comprehension of the material and might act as a personalized tutor, offering immediate feedback and making assistance accessible whenever needed.³⁶ Our students reported similar themes around easy accessibility and use of ChatGPT as a customized learning and feedback tool. While ChatGPT holds significant promise for advancing sustainable development, it requires enhancements in several critical aspects and must be utilized judiciously, considering its limitations and ethical concerns.³⁷

This study achieved its objective by systematically synthesizing the existing evidence on the role of artificial intelligence in education in relation to sustainable development and the goals of Saudi Arabia's Vision 2030.

The findings clarify how AI has been conceptualized and imply how it can be applied to optimize educational management, assessment, and pedagogy, while also highlighting context-specific opportunities and constraints within the Kingdom.³⁸ The analysis strengthens the existing literature stating that AI like ChatGPT can prove to be a strategic enabler of instructional efficiency, teacher empowerment, and skills development. By critically examining the users', i.e., the occupational therapy students' perceptions, this study contributes to a more robust understanding of AI's potential to support evidence-informed educational reform aligned with national transformation priorities.

The current research has some limitations, as the interviews were conducted without a uniform experience of ChatGPT use. The variation in responses might have been due to the diverse approach to technology depending on each participant's personal attributes. Moreover, the experience reported here is from occupational therapy students and may not be generalizable to other disciplines, although the literature review shows that many professional students have similar attitudes to the use of AI Large language models.^{21,26} Similarly, since the sample was recruited on a voluntary basis, students who were already in favor of using the AI model in education might have participated more, while those who were skeptical about it may have refrained from getting involved. However, it is observed that a study design that avoids this bias still had students reporting nearly similar benefits and concerns.²²

Conclusion

This study explored the benefits and limitations of ChatGPT use as experienced by occupational therapy students in their learning and education. It has highlighted the strengths and opportunities identified by the students of AI-model use like learning enhancement, time-efficiency, research support and guided exam preparation. Nonetheless, the students have also experienced threats and weaknesses in this use in the form of inaccuracy, ethical risks and its impact on critical thinking. It has also brought forward the issue of inadequate AI literacy and absent institutional guidelines on responsible and effective use of ChatGPT-like models in professional education.

In the light of the conclusions, it can be recommended that policy makers develop a national framework to guide organizations on the ethical use and governance application of AI in educational settings. Additionally, establishing clear and comprehensive guidelines and policies by institutional organizations would enhance appropriate and ethical implementation of AI in educational environment. Educators may work on improving AI literacy among occupational therapy students by developing and implementing structured training programs that incorporate AI in learning processes for better outcomes. Future research can focus on designs which can propose such guidelines and AI literacy programs and see their impact on the higher education experience.

Data Sharing Statement

The datasets generated during and analyzed during the current study are available from the corresponding author on reasonable request.

Ethics Approval and Informed Consent

Prior to conducting the study, ethical approval was obtained from King Abdullah International Medical Research Center (study No. NRJ25/015/2) to conduct the study. Also, Informed written consent was taken from all participants to voluntarily participate in the study and to allow the publication of the results, including the use of anonymized direct quotations.

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