

ChatGPT in Medical Education: A Precursor for Automation Bias? - A student's viewpoint

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Abstract

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Original Manuscript

ChatGPT in Medical Education: A Precursor for Automation Bias? – A student's viewpoint

The editorial on “ChatGPT in Medical Education: A Precursor for Automation Bias?” by Nguyen T is very timely, appropriate and informative [1]. Being a medical student myself, I find that it gives a balanced view on the use of ChatGPT, which is sweeping across the globe at a spectacular pace. One of the hallmarks of this tool is that it is almost universally accessible, even in parts of the world where there may be limited access to quality medical education. As the authors have rightly pointed out, it is useful for summarizing information, generating practice questions, giving instantaneous feed-back [2,3,4], and could serve as an effective personalized tutor. It provides scientific text of high quality, gleaned from a quick and comprehensive review of the literature, and presented in an efficient, readable and versatile style [1]. It's no wonder that it is gaining immense popularity among students, including medical students, who are “burdened with the impossible task of balancing the need to continuously learn and retain competencies and the need to provide compassionate patient care” – as aptly underscored in the editorial [1].

The downside of this powerful tool has also been well portrayed. There is a very real risk of automation bias, especially among the younger generation who are digitally savvy, but often lacking in experience and confidence in their clinical skills. The blind dependence on ChatGPT and other AI tools could corrode their thinking and decision making skills and lead to an erroneous medical outcome. The clinical setting is undoubtedly the best class-room for students to develop the skills of understanding and accommodating to the needs, expectations and values of patients and their care-givers in the real world scenario, as well as cultivating leadership qualities and working in a team. It is vital for us students to retain our originality, identity and critical analytical skills so as to avoid falling into the trap of AI solutionism.

The need for AI education at this crucial juncture has been well brought out. At present, only a minority of students have received AI education [5]. Incorporating it into the medical curriculum is a challenging, multidisciplinary endeavor. Knowing how and when to use this powerful tool in a responsible manner, without clouding clinical judgment, and in keeping with the tenets of medical ethics is paramount. We agree with the editor's view that ChatGPT should be used as a supplementary tool, rather than the default resource for medical education. There is a need to exercise vigilance in the utilization of this tool right from the formative years of medical professionals.

AI is here to stay, and ChatGPT will undoubtedly have an all-pervading influence on medical education and the practice of medicine itself, so its optimal utilization is the need of the hour. Imparting AI education would help unleash the power of ChatGPT, but with appropriate pre-emptive measures to keep its disruptive potential in check, thus paving the way for an AI-savvy generation of medical professionals with sound clinical judgement and skills.

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Supplementary Files