
THE USE OF CHATGPT IN THE EDUCATION OF NURSING STUDENTS – A SYSTEMATIC REVIEW ²

Assoc. Prof. Irina Hristova, PhD

Department of Health care,
University of Ruse “Angel Kanchev”
Phone: 0884 582 733
E-mail: ihristova@uni-ruse.bg

Assoc. Prof. Despina Georgieva, PhD

Department of Health care,
University of Ruse “Angel Kanchev”
Phone: 0889 789 100
E-mail: dpgeorgieva@uni-ruse.bg

Assoc. Prof. Greta Koleva, PhD

Department of Health care,
University of Ruse “Angel Kanchev”
Phone: 0882 517 173
E-mail: gkoleva@uni-ruse.bg

Abstract: The rapid development of artificial intelligence (AI) and the integration of generative language models like ChatGPT are having an increasingly significant impact on healthcare education. The aim of this report is to analyze the application of ChatGPT in the education of nursing students through a systematic review of scientific publications from the period 2023–2025. The methodology involves a search of the PubMed database using the keywords "ChatGPT AND nursing students," from which 18 out of an initially identified 146 articles met the inclusion criteria and were included in the final analysis.

The results indicate that ChatGPT is viewed as an innovative tool with the potential to facilitate access to information, develop critical thinking, support self-directed learning, and enrich clinical training. At the same time, distinct challenges are identified, related to the variable quality and reliability of the generated information, the risks of uncritical acceptance of the content, and the need for expert evaluation. Significant attention is also paid to ethical dimensions, including the risk of plagiarism, the dissemination of inaccurate information, and excessive reliance on technology.

The conclusion emphasizes that ChatGPT should be used as a supplement to, rather than a replacement for, traditional teaching methods and the role of educators. For its successful integration into nursing education, clearly defined institutional policies, guidelines for ethical and academically sound application, and the development of students' digital literacy are necessary.

Keywords: ChatGPT, Artificial Intelligence, Nursing Education, Nursing Students, Generative Language Models, Medical Education, Systematic Review

JEL Codes: I 12, I 13

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