

**LATAM Revista Latinoamericana de Ciencias Sociales y
Humanidades, Asunción, Paraguay.**

ISSN en línea: 2789-3855, 2025, Volumen VI

**Percepção de estudantes de Psicologia sobre
inteligência artificial**

Perceptions of artificial intelligence among psychology students

Tatiana de Cassia Nakano

tatiananakano@hotmail.com

<https://orcid.org/0000-0002-5720-8940>

Pontifícia Universidade Católica de
Campinas

Campinas – Brasil

Anna Luisa Penteado Garcia

anna.lpg@puccampinas.edu.br

<https://orcid.org/0009-0008-6329-409X>

Pontifícia Universidade Católica de
Campinas

Campinas – Brasil

João Vitor Sarôa Brandine

joao.vsb4@puccampinas.edu.br

<https://orcid.org/0009-0005-9844-1174>

Pontifícia Universidade Católica de
Campinas

Campinas – Brasil

Maria Eduarda Vieira de Andrade

maria.eva@puccampinas.edu.br

<https://orcid.org/0009-0005-2513-1677>

Pontifícia Universidade Católica de
Campinas

Campinas – Brasil

Paloma do Nascimento Vilvert

paloma.nv@puccampinas.edu.br

<https://orcid.org/0009-0009-0657-8720>

Pontifícia Universidade Católica de
Campinas

Campinas – Brasil

DOI: <https://doi.org/10.56712/latam.v6i4.4390>

Artículo recibido: 28 de junio de 2025

Aceptado para publicación: 25 de agosto
de 2025.

Conflictos de Interés: Ninguno que declarar.



NÚMERO

DOI: <https://doi.org/10.56712/latam.v6i4.4390>

Perceptions of artificial intelligence among psychology students*

Percepciones de la inteligencia artificial entre estudiantes de psicología

Tatiana de Cassia Nakano

tatiananakano@hotmail.com

<https://orcid.org/0000-0002-5720-8940>

Pontifícia Universidade Católica de Campinas
Campinas – Brasil

João Vitor Sarôa Brandine

joao.vsb4@puccampinas.edu.br

<https://orcid.org/0009-0005-9844-1174>

Pontifícia Universidade Católica de Campinas
Campinas – Brasil

Paloma do Nascimento Vilvert

paloma.nv@puccampinas.edu.br

<https://orcid.org/0009-0009-0657-8720>

Pontifícia Universidade Católica de Campinas
Campinas – Brasil

Anna Luisa Penteado Garcia

anna.lpg@puccampinas.edu.br

<https://orcid.org/0009-0008-6329-409X>

Pontifícia Universidade Católica de Campinas
Campinas – Brasil

Maria Eduarda Vieira de Andrade

maria.eva@puccampinas.edu.br

<https://orcid.org/0009-0005-2513-1677>

Pontifícia Universidade Católica de Campinas
Campinas – Brasil

Artículo recibido: 28 de junio de 2025. Aceptado para publicación: 25 de agosto de 2025.
Conflictos de Interés: Ninguno que declarar.

Abstract

Artificial intelligence (AI) has been applied to a variety of fields of knowledge. In order to investigate students' perceptions regarding the use of artificial intelligence and possible impacts, 113 students from the first through tenth semesters of the course responded to an online questionnaire. Participants came from five Brazilian states and were aged 18 to 42 years old ($M = 22.0$; $SD = 4.6$), with 75.2% being female. The majority of respondents (92.0%) stated that they had already used AI tools, especially ChatGPT. The majority of respondents (54.8%) believed that AI could benefit psychology professionals, while 39.8% were uncertain. Most of the sample responded that they have doubts (45.1%) about the benefits of AI for the users of psychology services, and 36.2% agreed. Among the main concerns about

*This paper has been supported by Fapesp with scientific initiation scholarships for the second and third authors (processes 2024/13004-9 and 2024/09673-2), CNPq with a scientific initiation scholarship and a research productivity scholarship for the fifth and first authors (process 308044/2023-1), and Fapic with a scientific initiation scholarship for the fourth author.

the use of AI in Psychology are issues related to self-diagnosis, the replacement of professionals by artificial intelligence, a devaluation of the service, a reduction in student study, dissemination of superficial information, and ethical concerns. However, despite their recent introduction, AI tools have been widely implemented by psychology students, although doubts remain regarding their practical benefits, both for professionals and users.

Keywords: technology, computer applications, opinion poll

Resumen

La inteligencia artificial (IA) se ha aplicado a diversas áreas del conocimiento. Para investigar las percepciones de los estudiantes sobre su uso y sus posibles impactos, 113 estudiantes de primero a décimo semestre del curso respondieron a un cuestionario en línea. Los participantes provenían de cinco estados brasileños y tenían entre 18 y 42 años ($M = 22,0$; $DE = 4,6$), siendo el 75,2% mujeres. La mayoría de los encuestados (92,0%) afirmó haber utilizado herramientas de IA, especialmente ChatGPT. La mayoría de los encuestados (54,8%) creía que la IA podría beneficiar a los profesionales de la psicología, mientras que el 39,8% no estaba seguro. La mayor parte de la muestra respondió tener dudas (45,1%) sobre los beneficios de la IA para los usuarios de servicios de psicología, y el 36,2% coincidió. Entre las principales preocupaciones sobre el uso de la IA en Psicología se encuentran cuestiones relacionadas con el autodiagnóstico, la sustitución de profesionales por inteligencia artificial, la devaluación del servicio, la reducción del estudio estudiantil, la difusión de información superficial y las preocupaciones éticas. Sin embargo, a pesar de su reciente introducción, las herramientas de IA han sido ampliamente implementadas por los estudiantes de psicología, aunque persisten dudas sobre sus beneficios prácticos, tanto para los profesionales como para los usuarios.

Palabras clave: tecnología, aplicaciones informáticas, encuesta de opinión

Todo el contenido de LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades, publicado en este sitio está disponibles bajo Licencia Creative Commons. 

Cómo citar: Nakano, T. de C., Sarôa Brandine, J. V., Vilvert, P. do N., Penteado Garcia, A. L., & Vieira de Andrade, M. E. (2025). Perceptions of artificial intelligence among psychology students. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades* 6 (4), 1665 – 1680.
<https://doi.org/10.56712/latam.v6i4.4390>

INTRODUCTION

Artificial intelligence (AI) can be defined as techniques and approaches resulting from the development of computer systems that are capable of performing tasks that typically require human intelligence (Cardoso et al., 2022) like abilities for learning, reasoning and problem-solving, pattern recognition, generalization, and predictive inference (Mariani et al., 2021). In recent years, these tools have revolutionized several fields of knowledge, some more intensely than others (Tavares et al., 2020).

A number of experts have demonstrated that artificial intelligence tools can be used in higher education to transform the teaching and learning process, such as facilitating the personalized adaptation of education and the optimization of academic outcomes, as well as facilitating the inclusion of students with special educational needs and distance learning (Proaño & Marcillo, 2024), democratizing access to education (Silva, 2023). Additionally, autonomous learning can be promoted and the educational experience enhanced (Abdalilah & Mohammed, 2023), as well as maintaining autonomy, motivation, and efficiency in the classroom (Holstein, 2019). In addition to resolving doubts and receiving assistance in real time, IA can facilitates the analysis, evaluation and receipt of information from a variety of perspectives (Ibarra et al., 2024). Therefore, according to the literature, artificial intelligence has the potential to significantly transform higher education, although its implementation must be conducted carefully and ethically (Giler et al., 2021).

Through the use of artificial intelligence tools, significant progress has been made in pattern recognition and real-time learning, enabling machines, for example, to perform tasks that were previously performed only by humans. With the ability to solve complex problems, as well as the approach to human language, as well as the ethical discussion involved, this area of study is becoming increasingly popular (Rodrigues & Rodrigues, 2020). Despite several benefits of AI, Crowder (2012) demonstrated more than a decade ago concern about how it might affect human perception of the technology.

In psychology, applications of AI have been highlighted, especially in light of the fact that this science has been transformed by technological advancements over the last few decades (Chenneville et al., 2024). This trend accelerated during the Covid-19 pandemic, a time when online platforms were increasingly used for online psychotherapy services, virtual research, and teaching. A similar change in importance can also be noted with the rise of artificial intelligence.

As an example, in the context of clinical psychology, virtual patients are being developed to facilitate the practice of psychotherapy. In the organizational context, AI can facilitate the selection of personnel, as well as assist with diagnosis, prognosis, and treatment decisions for mental illnesses (Gado et al., 2022). Other uses, highlighted by Fiske et al. (2019), include therapeutic applications in mental health services in simpler cases as a tool for support, comfort, and social interaction, as well as more complex uses, such as therapeutic interventions previously offered only by psychotherapists.

Moreover, researchers have envisioned the possibility of using robots to treat dementia and autistic disorders, highlighting that artificial intelligence is increasingly replacing high-level therapeutic interventions previously offered only by highly qualified and trained health professionals (Fiske et al., 2019). Additionally, the authors suggest that the application of artificial intelligence in this field has many important benefits, including the possibility of developing new treatment methods, the opportunity to include hard-to-reach populations, those in remote or underserved areas, those with low adherence or those in vulnerable circumstances, in order to provide a more effective treatment for the patient, reduce costs, as well as improve the quality of service.

Similarly, Mansurova (2024) discusses the use of artificial intelligence in psychology. According to the author, AI has been used to improve mental health diagnoses and treatments, enabling more accurate and personalized approaches and treatment plans (based on the unique psychological characteristics of each individual), in addition to improving therapeutic interventions, which can lead to better therapeutic outcomes and greater patient satisfaction, provide immediate support and direct individuals to appropriate treatment when necessary.

D'Alfonso (2020) reiterates that, like many others, mental health has been impacted by the revolution brought about by artificial intelligence, which has been developed for the purpose of developing solutions that assist in the prediction, detection, and treatment of mental illnesses, for example, in applications designed to enhance user experiences and optimize personalized mental health care. The data available on personal digital devices and social media interactions can be mined to gain insight into the behavior of patients.

As part of research, including psychology, artificial intelligence enables the generation of texts that reflect human characteristics and the analysis of large volumes of textual data that are unparalleled in the field. It overcomes the difficulties associated with manual data analysis, as well as the limitations associated with small samples, demonstrating its efficiency in accomplishing such tasks (Salah et al., 2023). Through the use of such tools, a wide range of phenomena can be studied on a scale, depth, and breadth unimaginable through conventional research methods. Further, platforms have made it easier for researchers to write and translate articles into English, allowing them to publish their research in international scientific journals (González-Rivera, 2025).

To gain a better understanding of the breadth of applications of Artificial Intelligence in Psychology, particularly in clinical settings, Litardo (2025) conducted a search for available tools, finding 12 tools, primarily in the United States, United Kingdom and Spain, which are more advanced in their implementation. A review of the functionality of these tools revealed three main applications: (1) administrative (agenda management, visit scheduling, transcription of sessions, summary generation, clinical record management and accounting), (2) AI as a psychologist's assistant (analyzing questionnaire responses, identifying behavior patterns, providing assistance with diagnosis, suggesting therapeutic interventions, overseeing and monitoring treatment) and (3) patient follow-up (preparing for future sessions, monitoring progress, adjusting treatments, providing emotional support, offering educational resources).

The wide variety of uses of these tools, however, has raised ethical concerns, potential biases, and limitations (Dwivedi et al., 2023). A robust debate is already underway regarding the impact of artificial intelligence in diverse domains, including work, social interactions, health, justice, and security, including questions about privacy, prejudice, security, responsibility, and ethics (Sichman, 2021). Thus, concerns over the social and psychological implications of emerging communication technologies are being raised (Sundar, 2020).

Mansurova (2024) identifies two concerns with regards to the use of artificial intelligence in patient care. The first danger of AI is that it may create impersonal, standardized treatments that fail to capture the complexity of human emotions and experiences. Secondly, the realization that AI systems can produce unbiased results depending on the data they are trained on, so that systems trained on biased data are at risk of perpetuating racial, gender, and cultural biases. In this regard, the author emphasizes that, although these advances are promising, they should be implemented in a responsible and ethical manner so that possible risks and challenges can be mitigated. In addition, the researcher highlights another disadvantage, the loss of human connection during therapy, since machines cannot provide the same level of support during therapeutic treatment as humans can (empathy, emotional support, and understanding), qualities that AI cannot adequately replicate. In the absence of this genuine

interaction, the author states that patients may feel isolated, misunderstood, or disengaged, which can inhibit their progress. Moreover, secrecy, privacy, and confidentiality must be protected as they are in face-to-face clinical practice (Burani & Vieira, 2020).

In addition, there are several important points relating to the use of data, regulatory gaps, issues related to privacy and trust, as well as concerns about misuse and the possibility that artificial intelligence may increase health inequalities, as well as aspects related to the long-term effects of these applications on disease and human conditions (Fiske et al., 2019). One of the main challenges concerns the overreliance on AI tools, which restricts interactions between humans and negatively impacts the socio-emotional development of students. Inequalities may also be perpetuated and intensified by access to these technologies (Giler et al., 2025), which is why it is important to emphasize this possibility. The potential impact on cognitive development and the ability to construct knowledge autonomously cannot be ignored either (Cui, 2024). A more detailed investigation is still required in this context.

In light of these types of questions, which remain unanswered, some people are still skeptical of artificial intelligence. There may be questions such as: to what extent can artificial intelligence outperform humans? How will automation affect the jobs and tasks performed by humans? It still remains unclear whether their use is beneficial, resulting in concerns about the need to establish ethical guidelines (Crowder, 2012). Quality and veracity of information are both concerned, as is the critical ability to use these tools (Rodrigues & Rodrigues, 2020).

Due to the potential potential benefits of artificial intelligence in psychology, as highlighted above, it is necessary to raise awareness and curiosity among psychology students so they will be willing to utilize it in their training process, given that users may have ambiguous feelings regarding it (Gado et al., 2022). It is important to understand how and when people are more likely to adopt AI technology in this context by studying their perceptions of this topic and their intimidation or overwhelming response to it, seeing it as threatening, potentially feeling uncomfortable, and not utilizing the beneficial opportunities that it offers (Gado et al., 2022). A major question arises as AI advances and is perfected: how will such tools affect psychological practice and the relationship between therapists and patients? (Litardo, 2025).

Therefore, Crowder (2012) emphasizes the importance of understanding how people will receive and perceive a complete artificial intelligence system. In the study presented here, psychology students were examined taking into account that AI is increasingly used in educational environments, particularly among university students (Geroche & Guay, 2024). Thus, this study was designed to examine the perception of psychology students regarding artificial intelligence, its use in various contexts, its benefits for professionals and users, as well as the main concerns they have.

METHODOLOGY

Participants

The sample consisted of 112 undergraduate Psychology students, 75.8% of whom were female, 18.7% were male, and 5.36% identified as non-binary. The participants were aged between 18 and 42 years old ($M = 21.9$ years; $SD = 1.4$). The students were in all semesters of the course, namely first semester ($n = 5$), second semester ($n = 4$), third semester ($n = 8$), fourth semester ($n = 6$), fifth semester ($n = 20$), sixth semester ($n = 16$), seventh semester ($n = 48$), eighth semester ($n = 1$), ninth semester ($n = 2$) and tenth semester ($n = 2$). They attended private institutions (94.6%), located in five Brazilian states: Sao Paulo, Rio de Janeiro, Minas Gerais, Paraíba and Pernambuco.

Instrument

For the purpose of collecting data, an online questionnaire was developed and made available through Survey Monkey, containing 12 open and closed questions. The first five questions were related to sociodemographic data and the remaining questions were related to the research topic: (1) Have you ever used artificial intelligence (AI) tools in any context of your life (personal, social, educational, work)?, (2) If you answered yes to the previous question, what tool did you use?, (3) Do you believe that AI has the potential to benefit professionals in the field of psychology?, (4) If you consider that artificial intelligence can bring benefits to psychologists, please indicate which ones, (5) In your opinion, does AI have the potential to benefit users of Psychology services?, (6) If you believe that artificial intelligence can be beneficial to users of psychology services, please indicate which ones, (7) What are your main concerns regarding the use of artificial intelligence in psychology?

Procedures

The questionnaire was distributed to Psychology students at the authors' institution, as well as sent to professors at other institutions for distribution to students. Responses were accepted during a two-month period at the beginning of 2025. Initially, the participant accessed the Free and Informed Consent Form, which contained information about the research and ethical considerations. After agreeing to the conditions, respondents were directed to a second page where they were asked to complete a questionnaire.

The data were downloaded and entered into a spreadsheet after the end of this period. Data from the first five questions was used to identify the demographics of the respondents, while data from the other questions was used to understand the opinions of the students. In order to analyze the closed questions, frequency of occurrence was considered, and open questions were analyzed through content analysis, seeking similarity in groupings.

RESULTS AND DISCUSSION

Initially, it is important to clarify that participants have the option of not answering specific questions. Consequently, the number of responses analyzed for each question varies. You will find the exact number after the question statement.

In response to the first question "Have you ever used artificial intelligence tools in any context of your life (personal, social, educational, work)?", all participants responded ($n = 112$) with 92.9% selecting the "yes" option and 7.1% selecting the "no". The results reported here are consistent with those of Geroche and Guay (2024), who report that 86% of students reported using artificial intelligence in their academic activities, of which 24% reported using it daily and 54% daily or weekly. Similarly, Ibarra et al. (2000) found that 59% of university students make frequent use of artificial intelligence, and 41% make occasional use of artificial intelligence, with none of the students stating that they have never used such tools in the past. The study conducted by Pegasystems (2017) found that 34% of participants had interacted with AI in the past, 34% had never interacted with AI, and 32% were unsure whether they had interacted with AI in the past. This data confirms that these tools, which seemed to be an academic novelty, soon became part of everyday life (Jeffrey, 2020).

Following this question, the student was asked: "If you answered yes to the previous question, which tool did you use?". The student was allowed to name as many tools as they desired in response to the question. As a result, those that were mentioned were counted in terms of their frequency. Most participants mentioned only one tool, but there were cases where responses included eight different tools.

Based on the responses provided by 103 participants, the most commonly used tool is ChatGPT (82.1%). There were several other tools mentioned more than once. These included Gemini (n = 8), Chat PDF (n = 5), DeepSeek (n = 4), Meta AI (n = 3), Open AI (n = 3), Leonardo.AI (n = 3), Copilot (n = 2), Bing (n = 2), and MidJourney (n = 2). Algumas ferramentas foram citadas por um único participante: Image FX, Prompt AI, Luzia, Sonic, Ideogram e Perplexity.

The tools mentioned involve natural language models, such as OpenAI or ChatGPT, which have achieved success and aroused much curiosity, particularly because their performance is similar to humans for many tasks (Shiffrin & Mitchell, 2022). These tools, which fall under the generative category, can produce content such as texts (ChatGPT), text and images (DALL-E and Midjourney) (Rodrigues & Rodrigues, 2020). ChatGPT was launched in 2022, and it has quickly become one of the most influential, successful, and innovative applications in history, given that it is an easy-to-use interface (Wang et al., 2025) and that it presents a high level of refinement in its responses. A free and a paid version of this tool are available, and the study verifies its popularity.

The next question is: "Do you think AI can benefit psychologists?". The survey was closed and 67 participants responded. 54.9% of participants selected "yes," 5.3% selected "no," and 39.8% selected "unsure". This was also the result of a survey of 900 students conducted by Gherhes and Obrad (2018). In this study, 52% of students believed that AI could be viewed positively, 39% of students were optimistic about AI's future, and 23% were concerned. These data confirm Jeffrey's (2020) belief that, based on the available literature, there appears to be uncertainty about the future of artificial intelligence, with contradictory views about its potential impact. It may be possible to observe a tension between the benefits of artificial intelligence and the concern that it may negatively affect human life, according to the author. Furthermore, Ibarra et al. (2024) reported that 67% of participants believed that artificial intelligence could assist in developing students' cognitive and emotional skills.

The previous question was complemented by an open-ended question: "If you believe that artificial intelligence can benefit psychology professionals, list them below". The responses were categorized into four main topics: (1) benefits related to the study, (2) benefits for the professional in their work, (3) applications in the context of research, and (4) ethical considerations. Below are examples of responses in each category.

The majority of responses referred to benefits related to studying, that is, the reality they experienced as students. Among the benefits visualized are: "it can provide assistance in examining recent articles and structuring thoughts" (P1), "it can serve as a private tutor to answer conceptual questions" (P6), "table arrangement, timetable schedule" (P28), "overview of a topic to better study it in the future" (P14), "ask for summaries of books and papers, search for what you need on academic search sites" (P46), "assist with the revision and improvement of a text you are writing" (P47), "list courses that will be offered in the area, conferences, and internship opportunities" (P54).

Wang et al. (2025) highlight the use of AI in university life, especially in the form of virtual assistants that can offer personalized recommendations to enhance academic performance. In this context, the authors stress the importance of using AI as a tool for professional development. It is important to note, however, that this use can also generate fear due to the dependence on technology to carry out routine tasks.

It is because AI performs specific tasks more efficiently and quickly, for example, improving learning and the execution of tasks that take a considerable amount of time (Wang et al., 2025). Therefore, the literature indicates that it can be used as a personal assistant, helping students prioritize their academic goals, and acting as a personalized monitoring coach (Dekker et al., 2020). The authors assert that many students have difficulty integrating academically and socially, and managing their learning

processes (goal setting, planning, monitoring, and time management). AI may even be able to assist in preventing academic and mental health problems in this scenario.

AI can also promote inclusive learning experiences, facilitating more personalized learning experiences based on a student's preferences and learning style, in order to improve motivation and engagement with technology (Geroche & Guay, 2024). The authors of the study state that AI resources are increasingly being incorporated into the learning routines of university students. However, Sampaio et al. (2024) emphasize the importance of paying attention to use, particularly by students who have little prior knowledge of the topic at hand, and it is essential to adopt a critical perspective, so that AI is a complementary tool rather than a replacement for learning.

Other response categories concern the professional benefits, such as "assists with studies and organization for the professional" (P4), "as Psychology professionals, we can have access to information about pathologies and even the DSM-5" (P9), "AI can be helpful by offering support materials and tools used in sessions" (P10), "optimize the professional's time by applying it to bureaucratic and operational activities" (P32), "assist the professional with appointments" (P30), "assist the professional with administering treatment plans for patients" (P37), "if the professional produces content on social media, AI is able to suggest topics and approaches" (P39) and "suggest literature for treatment, assist with scheduling sessions" (P49), "transcribing the speeches from the sessions to improve notes, or even identifying symptoms to assist with diagnosis" (P56). It is interesting to note that the majority of respondents viewed AI tools as having positive potential in the practice of psychology. It was not indicated, for example, that they could replace the professional or take their place, as has been widely discussed in other areas.

As a result of the main uses pointed out by students, we can note the trend of using artificial intelligence in the clinical context, particularly for issues related to psychotherapy sessions and psychodiagnosis. Moreover, such areas have been highlighted in the scientific literature (Fiske et al., 2019; Gado et al., 2022; Mansurova, 2024) in light of their potential to broaden clinical understanding of mental health conditions. By doing so, it is possible, for instance, to discover behavioral patterns, to gain a better understanding of variables that influence specific conditions, to assist in the interpretation of patient information, and to monitor the progress of the patient throughout treatment (Litardo, 2025). Among the possible applications, Bartlett et al. (2022) discuss the possibility of using AI for identifying variables that can predict adherence to treatment, refine diagnostic criteria, and provide support for interpretation of patient information and decision-making. In Ayensa's (2024) report, a virtual patient with depression is created using AI and used for teaching psychology as an example of this type of application.

Even though AI adoption in psychology is still in its infancy, Bartlett et al. (2022) argue that its application extends to all domains of this field of knowledge, citing, for example, its application in mining large data archives, evaluating psychological research questions, formulating hypotheses, developing and refining models and theories, as well as applications in clinical psychology. In spite of this breadth of applications, participants did not mention applications outside of clinical practice. Furthermore, other frequently cited uses confirm the perception of Litardo (2025), according to which, the purposes include the facilitation of routine and bureaucratic tasks, the indication of support material, routine organization, the administration of treatment plans, and transcription of sessions in order to allow the professional more time to devote to the patient directly.

A third category of responses discusses the use of AI in research: "In research, the use of AI would be very beneficial for the compilation and processing of data" (P36), "automatic test correction" (P33), "compare data, recognize patterns or characteristics that are difficult for humans to perceive" (P52), "assist in interpreting graphs" (P55), and "facilitate the preparation of references and citations"

(P58). The use of artificial intelligence tools in this area can be beneficial to scientists at various stages of their research, facilitating or accelerating mechanical work and acting as research assistants, enabling researchers to identify strengths and weaknesses in research and reflect on how to improve it (Sampaio et al., 2024).

The automation of processes allows researchers to dedicate their time to higher-level activities, such as theory building, rather than data analysis and manual labor (Bartlett et al., 2022). Researchers often encounter difficulties when attempting manual data analysis, which results in limiting sample sizes (Salah et al., 2023). By analyzing large volumes of data with remarkable efficiency, artificial intelligence has transformed this scenario, so that such tools can revolutionize research, generating fast, economical and high-quality research, gathering data, guiding empirical experiments, selecting theories, methods, and individualized examples (Blythe et al., 2025). It may also contribute to the development of new scientific discoveries by generating hypotheses, planning experiments, impartial data processing, combining real and experimental data, and interpreting results, as well as facilitating easier replication of studies. In addition, creative and innovative solutions may be generated that have not even occurred to humans (Bartlett et al., 2022).

However, despite the advantages highlighted, harmful uses in research have also been reported and include concerns about the accelerated production of low-quality or plagiarized research just for CV points, as defined by academic productivism (Sampaio et al., 2024). Plagiarism in texts, literal transcription and appropriation of ideas without referencing the source, texts without scientific foundation, inclusion of irrelevant content, biased answers, logical errors, contradictory sentences, generic phrases are examples of academic misconduct (Rodrigues & Rodrigues, 2020). In this scenario, distrust and resistance also mark the use of AI in research, particularly regarding the possibility of misuse, contrary to the norms of authorship and originality, so its use presents important challenges related to academic integrity, especially in terms of fraud and unethical conduct (Sampaio et al., 2024).

It was followed by a question asking, "Do you believe that IA can offer benefits to users of psychology services?". All respondents responded, with 36.3% believing so, 18.6% saying no, and 45.1% choosing 'unsure'. The issue plays an important role in research since the perceived usefulness of AI has been able to predict the intention of psychology students to use this tool, although most of them claim not to be familiar with it in depth, so they do not feel competent to utilize it (Gado et al., 2022).

In the next question, we asked: "If you believe that AI can bring benefits to users of psychology services, please specify which ones". We received only 43 responses, and the content of those responses centered on two main themes: (1) responses that defended the idea that AI should not be used, and (2) responses that emphasized the use of AI in psychological treatment. Among those who reinforced the idea that AI shouldn't be used, we can cite as examples: "for users, it is better to have it completed from human to human; ChatGPT itself suggests that we seek professional assistance" (P7), "at the moment, I believe that artificial intelligence would only bring benefits to everyday issues, but in mental health, I believe it is not a reliable source, since it is still in its early stages and has limited knowledge" (P19), "the user may believe that artificial intelligence can replace the psychologist during a consultation" (P27). It is important to note that a fundamental difference lies in the fact that humans experience and store a wide variety of experiences, thereby accumulating knowledge as a consequence. AI would only be exposed to a limited range of data (Shiffrin & Mitchell, 2023).

Responses from the second group visualized the use of AI in psychological treatment, such as "it can assist in understanding signs of pathologies or psychological disorders" (P4), "the user can share their experiences that they have with the professional" (P5), "as a user of psychology services, the patient might be able to comprehend how therapy works or the role of the psychologist in different areas, thus encouraging the patient to seek out a psychologist" (P7), "AI can offer understanding about

psychological activities in general, guiding people who seek services" (P9), "act as a mediator" (P13), "users can ask simple questions about the psychotherapeutic process or about the psychologist's services in general" (P15), "easy access to information related to Psychology" (P17), "provide tips on regulating anxiety, serving as a tool for meditation and other practices" (P30), "understand some opinions that psychologists give" (P33), "list the benefits of undergoing psychotherapy, list books and films that can help with self-discovery and personal development" (P36), "there are already platforms that, through a questionnaire, artificial intelligence recommends certain psychologists based on your profile" (P38), "there are already AI applications that simulate a psychotherapist, which can either help a person with a specific issue or suggest that they seek professional help" (P40), "improve access to treatment" (P41), "answer questions about a diagnosis and provide guidance on how to seek help" (P43).

In psychology, especially in the clinical context, tools based on cognitive behavioral therapy already allow patients to access emotional support resources between sessions, even if the therapist is not present (Litardo, 2021). According to the author, however, despite the potential of artificial intelligence in psychological practice, questions remain: are these tools based upon scientifically and clinically validated psychological methods? Does it provide accurate information? It is imperative that these issues be investigated further in order for AI to be of maximum benefit to its users.

The last question addressed the following topic: "What are your main concerns regarding artificial intelligence in psychology?". The majority of participants (n = 102) responded to the question. There were four main themes that emerged from the responses: (1) losses in learning and professional training, (2) replacement of the person by the machine, (3) ethical concerns, and (4) patient concerns. An example of a response in each of the categories is presented and discussed.

There were concerns expressed in some responses regarding a loss of learning, professional training, and qualifications, as evidenced by the statements "the ease of research may result in students not undertaking deeper research" (P2), "continuous use can harm professional training" (P10), "people may lose interest in learning depth" (P19), "less likelihood of seeking further study as a result of easy access to information" (P33), "decreased creativity, loss of originality, and difficulties formulating problems" (P47), "delays in psychological knowledge" (P54), "trivialization of the learning model through simplification of complex content" (P77), "as a result, people stop studying and are no longer attempting to write, because AI is sending ready-made texts; this inhibits learning" (P86), "the trivialization of the use of AI, which discourages teaching and learning" (P91), "students dedicate less time to their studies, consult fewer books and other reliable sources" (P93), "resulting in psychologists becoming uninformed and unqualified due to indiscriminate use" (P97), "that professionals stop working and thinking about cases and begin using artificial intelligence in everything, losing their critical sense and putting the patient's life at risk" (P100), "that the study quality has deteriorated" (P53).

Many people are concerned about how artificial intelligence might negatively impact society, including a high degree of concern regarding the loss of one's ability to make decisions and the reduction of one's cognitive and social abilities (Jeffrey, 2020). The research conducted by Sampaio et al. (2024) concluded that 25% of people believe AI reduces the need for critical thinking, thus supporting concerns regarding the impact of AI on learning. It is justified in light of the fact that acquiring skills in data analysis, synthesis, and discussion is an important part of acquiring knowledge, but using artificial intelligence can obstruct this development for students, leading to incomplete learning experiences that inhibit student growth, autonomy, intellectual independence, critical thinking, and creativity. Consequently, implementing AI does not guarantee that students will develop an active and critical stance in order to construct their learning, and it is vital that they are guided in this regard

(Cardoso et al., 2023). In addition, the authors emphasize that the over-reliance on artificial intelligence can make people unable to perform tasks without the aid of this technology.

There is a need to emphasize that the content of these responses refers to general issues regarding AI in the learning process, rather than specific issues concerning psychology. Nevertheless, there are concerns regarding the impact of artificial intelligence on teaching, research, and extension, as well as dilemmas regarding issues that are unable to be completely controlled by students and researchers (Mendonça, 2021). In this context, several scientific associations, research institutions, educational institutions and funding bodies in the international context have developed materials, regulations and recommendations aimed at disseminating good practices within a critical, reflective, integral and conscious context among students and researchers (Sampaio et al., 2024). In the meantime, the authors state that Brazilian institutions such as the Ministry of Education, Coordination for the Improvement of Higher Education Personnel (Capes), National Council for Scientific and Technological Development (CNPq), and state development agencies have not yet produced any resources or guidelines for utilizing artificial intelligence.

The third group of responses includes concerns about the replacement of people by machines and the direct consequences for the profession, as highlighted by several participants: “empathy cannot be replaced by artificial intelligence, which can have a negative impact on patient mental and emotional health” (P3), “AI may reduce the humanization of processes” (P5), “service may be devalued” (P8), “fear of neglecting complex human issues” (P11), “AI taking over psychologists” (P26), “replacing psychologist therapy with AI therapy can be very harmful to the mental health of users” (P29), “I fear that this will lead to a certain trivialization of psychology, which will allow AI-powered online consultation apps or websites to sell a false image of psychology and to generalize the cases treated” (p81). Such responses confirm the fact that the vision on AI is conflicting, with the idea, on the one hand, that these tools will perform human tasks, allowing individuals more time to focus on more complex and less mechanical tasks, while on the other hand, there is discussion about the possibility that AI may eliminate jobs and cause greater global socioeconomic disparity (Jeffrey, 2020).

According to a survey conducted by Pegasystems (2017), over 70% of respondents expressed some level of concern about artificial intelligence, with 25% worrying that machines may one day overtake humans. Several controversies, including mixed reactions to AI systems including concerns related to progress, as well as potential threats to employment, employability, and sensitivity, raise questions about their benefits (Wang et al., 2025) not only in psychology, but also in a variety of fields. Although AI offers important advantages, there are problems associated with the replacement of humans by artificial intelligence, particularly in health and psychological assessment, where such tools can, for example, analyze responses to questionnaires, clinical records, and even body language.

Providing insights into a patient's mental health (e.g., monitoring mood, sleep, and behavior through apps, identifying warning signs), although subjective bias may exist (Comassetto et al., 2025). It has been shown that AI should not be considered a substitute but rather a complementary tool in this context, since qualified professional care, interaction, communication, and monitoring performed by humans are fundamental conditions for effective treatment and evaluation. This implies that interpersonal interaction cannot simply be ignored by psychologists, nor can it be replaced by artificial intelligence (Burani & Vieira, 2020). Therefore, new technologies should be considered as mediating instruments, and not as a substitute for psychological knowledge and coexistence between individuals. Comassetto et al. (2025) stated that it is essential to establish clear guidelines for the responsible integration of AI, ensuring that clinical decisions are made in accordance with solid criteria.

Third, there were concerns related to ethical issues: “information without oversight” (P62), “use in unethical ways without extensive research, since they make mistakes as well” (P63), “the perception of

artificial intelligence as something intelligent and serious leads people to use it for training and research, which can result in errors on the part of both professional and user, creating additional problems (diagnostic errors, accessing unreliable sources of information, attempts to replace professionals)" (P 66), "a misuse of artificial intelligence in Psychology can be extremely harmful and unethical if it is used in an unintended manner (P96), "data protection" (P98), "information is verified and authentic" (P17), "I am concerned that professionals will use it to make psychological diagnoses and reports" (P83).

These statements reinforce data presented in the literature related to ethics, potential biases, and limitations of artificial intelligence (Dwivedi et al., 2023), as well as questions regarding the consequences of its use (Sundar, 2020). Similar results were reported by Ibarra et al. (2024), who conducted their study with university students. The report found that 40% of the participants expressed concerns about the use of artificial intelligence, especially with regard to privacy, job loss, and the possibility of personal data being misused. Salah et al. (2023) also expressed this concern when they stated that academics have raised ethical concerns, potential biases, and limitations associated with these tools, therefore a responsible approach is essential to prevent misuse.

It is becoming more and more common for psychology to employ AI tools, although issues related to bias, data protection, interpretability of results, and potentially unethical uses must be considered (Bartlett et al., 2022). It is important to note that in psychology, research ethics decisions are made by an ethics committee, which is not the case with artificial intelligence. Although such systems are intended to contribute positively to science and humanity, their negative, unintended consequences and the possibility that they may be exploited for harmful purposes must be taken into account (Bartlett et al., 2022). A similar concern has been raised by Fast and Horvitz (2017) regarding the lack of ethical standards when it comes to the development of artificial intelligence, including errors in responses and the inclusion of inaccurate, decontextualized, incorrect, distorted, superficial, inconsistent, common sense-based or biased data, which makes it possible to question the reliability of the results (Sampaio et al., 2024). As a result, the authors suggest that vigorous human supervision, a clear understanding of its limitations, and constant critical analysis are necessary to ensure quality and integrity.

Negative perceptions are therefore common, which reduce the willingness to use artificial intelligence. Among the major issues, we have the possibility that the tools may negatively influence well-being, involving concerns related to privacy, which are the main barriers to their adoption, as well as generating anxiety and distrust (Wang et al., 2025). The reason for this is that artificial intelligence can make inappropriate use of sensitive and private data, resulting in a security breach (Cardoso et al., 2023).

It is important to note that in clinical psychology, some systems may collect information about a person that exceeds what they are willing to share with others, which can lead to potential privacy violations when personal data is collected and stored (Bartlett et al., 2022). Consequently, while the use of AI technology in clinical settings has substantial benefits, ethical and practical issues must be considered. Therefore, psychological advances based on computational scientific discovery must ensure the security of users and the protection of confidential information.

There were also concerns raised regarding patients, as indicated by the responses: "self-diagnosis based on superficial information, without a thorough evaluation by a professional" (P28), "people using artificial intelligence as a form of therapy" (P15), "people not seeking professional assistance and using only the information provided by the chat" (P19), "people tend to become too dependent" (P27), "can disrupt patients by sharing shallow information without considering human perspectives" (P35), "those in vulnerable situations may believe that ChatGPT can provide solutions to their problems, and follow the advice provided by AI, which is often inaccurate and untrue", "patients believe that artificial

intelligence can replace professional care (P44), “people stop seeking help from a qualified and professional person in the field of Psychology and start treating or diagnosing themselves through robots” (P48), “in case of doubt, particularly in psychopathologies, it can lead to a hasty diagnosis” (P71).

In light of these responses, it is important to clarify that AI should be viewed carefully to ensure that it does not interfere with human relationships. This is especially important in light of the fact that such software is prone to agreeing with the user always, seeking to be pleasant, and only disagreeing if requested, thereby aggravating mental health problems (Sampaio et al., 2024). Throughout this scenario, the authors emphasize the importance of using artificial intelligence in a manner that is aligned with human rights, that respects human dignity, and that protects diversity and plurality. It is based on the observation that models reproduce data acquired through intensive training that they do not fully comprehend, and that their contents may only make sense to a human observer. Models of this type can be inaccurate or unreliable, inventing facts or producing nonexistent bibliographic references, while focusing on speed of response at the expense of improving accuracy (p. 14). As a result, both professionals and patients may suffer significant losses.

CONCLUSION

Artificial intelligence is a topic that is of current interest in a variety of fields. The purpose of the study presented here was to understand the perceptions of Psychology students on the use, benefits, and concerns associated with the profession. The increased use of AI has led academic institutions to discuss how they will cope with the impact of these tools and their dilemmas, issues that increasingly permeate university life (Mendonça, 2024), making it vital that students' perceptions of this topic be understood. Several challenges and concerns related to academic integrity, originality, authorship, privacy, among others, have led to the need to address AI in all areas of knowledge in order to consider ethical and responsible practice (Sampaio et al., 2024). This is the context in which the study was designed, with the aim of understanding the perceptions of psychology students regarding this issue.

In accordance with the literature on AI, the study's results indicate that this technology can have positive as well as negative effects. On the one hand, it simplifies life in many ways, both related to training, qualification, and professional performance, but on the other hand, there is concern because of its long-term impact on individuals and society, along with tensions related to ethics and potential harm to the area and patients. It is clear that this perception is shared by the general population, and is replicated by psychology students.

Although these findings are relevant, they should be interpreted with caution due to the fact that they reflect the opinion of only a limited number of participants, whose perceptions may not represent those of all Psychology students. Consequently, it is suggested that studies could be conducted with a greater and more diverse sample in relation to institutions and regions of the country, as well as including the opinions of professionals and teachers involved in the design and delivery of these courses. When we triangulate data from different sources, we can gain a deeper understanding of how AI has been absorbed into Psychology. Because of this, reflections on the use of AI in education, despite still needing to be regulated, should be discussed in higher education.

REFERENCES

Abdalilah, G. A., & Mohammed, A. A. (2023). Explorando el impacto de la IA en el contexto del inglés como lengua extranjera: un estudio de caso de universidades sauditas. *Journal of Intercultural Communication*: <https://doi.org/10.36923/jicc.v23i2.125>

- Ayensa, J. I. B. (2024). Paciente con depresión creado por inteligencia artificial de libre acceso para la enseñanza de Psicología. Estudio preliminar de su validez. *Revista Tecnología, Ciencia Y Educación*, (27), 7–42. <https://doi.org/10.51302/tce.2024.19069>.
- Bartlett, L. K., Pirrone, A., Javed, N., & Gobet, F. (2022). Computational Scientific Discovery in Psychology. *Perspectives on Psychological Science*, 18(1), 178-189. <https://doi.org/10.1177/17456916221091833>.
- Burani, G. A., Vieira, & M. C. D. B. (2020). Educação, psicologia e a inteligência artificial. *Revista Científica Intellecto*, 5, 1-6. <https://revista.grupofaveni.com.br/index.php/revista-intellecto/article/view/204/190>.
- Blythe, P. A., Kulis, C., McGraw, A. P., Haenlein, M., Hewett, K., Yoo, K., Wood, S., Morwitz, V., & Huber, J. (2025). Comments on “AI and the advent of the cyborg behavioral scientist”. *Journal of Consumer Psychology*, 35, 316-328. <https://doi.org/10.1002/jcpy.1453>.
- Cardoso, F. S., Pereira, N. da S., Braggion, R. C., Chaves, P., & Andrioli, M. (2023). O uso da Inteligência Artificial na Educação e seus benefícios: uma revisão exploratória e bibliográfica. *Revista Ciência em Evidência*, 4(FC), e023002. <https://doi.org/10.47734/rce.v4iFC.2332>.
- Chenneville, T., Duncan, B., & Silva, G. (2024). More questions than answers: Ethical considerations at the intersection of psychology and generative artificial intelligence. *Translational Issues in Psychological Science*, 10(2), 162–178. <https://doi.org/10.1037/tps0000400>
- Comassetto, M. E., Campos, C. B., & Feijó, L. P. (2025). Tecnologias avançadas no contexto da avaliação psicológica: a inteligência artificial. *Psicologia e Saúde em Debate*, 11(1), 1019-1033. <https://doi.org/10.22289/2446-922X.V11A1A59>.
- Crowder, J. (2012). Artificial psychology: the psychology of IA. *Systemics, Cybernetics and Informatics*, 11(8), 64-68. <https://www.iiisci.org/journal/pdv/sci/pdfs/iZA532FA.pdf>.
- Cui, P. (2024). Oportunidades y desafíos en la educación superior derivados de la IA: una revisión sistemática de la literatura (2020-2024). *Journal of Infrastructure, Policy and Development*, 8(11), 8390. <https://doi.org/10.24294/jipd.v8i11.8390>.
- D’Alfonso, S. (2020). AI in mental health. *Current Opinion in Psychology*, 36, 112-117. <https://doi.org/10.1016/j.copsyc.2020.04.005>.
- Deeker, I., Jong, E. M., Schippers, M. C., Brujin-Smolders, M., Alexiou, A., & Giesbers, B. (2020). Optimizing student’s mental health and academic performance: AI-enhanced life crafting. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01063>
- Dwivedi, P., Sarkar, A. K., Chakraborty, C., Singha, M., & Rojwal, V. (2021). Application of Artificial Intelligence on Post Pandemic Situation and Lesson Learn for Future Prospects. *Journal of Experimental & Theoretical Artificial Intelligence*, 35(3), 327–344. <https://doi.org/10.1080/0952813X.2021.1958063>
- Fast, E., & Horvitz, E. (2017). Long-Term Trends in the Public Perception of Artificial Intelligence. *Proceedings of the AAAI Conference on Artificial Intelligence*, 31(1). <https://doi.org/10.1609/aaai.v31i1.10635>.

Fiske, A., Henningsen, P., & Buyx, A. (2019). Your Robot Therapist Will See You Now: Ethical Implications of Embodied Artificial Intelligence in Psychiatry, Psychology, and Psychotherapy. *Journal of Medical Internet Research*, 21(5), e13216. <https://doi.org/10.2196/13216>.

Gado, S., Kempen, R., Lingelbach, K., & Bipp, T. (2022). Artificial intelligence in psychology: How can we enable psychology students to accept and use artificial intelligence? *Psychology Learning & Teaching*, 21(1), 37-56. <https://doi.org/10.1177/14757257211037149>.

Geroche, J. B., & Guay, F. J. G. (2024). AI in education: Unlocking college student engagement in the digital learning era. *International Research Journal of Science, Technology, Education, and Management*, 4(4), 52-64. <https://doi.org/10.5281/zenodo.14744229>

Gherhes, V., & Obrad, C. (2018). Technical and humanities students' perspectives on the development and sustainability of artificial intelligence (AI). *Sustainability*, 10(9), 1-16. <https://doi.org/10.3390/su10093066>.

Giler, M. K. S., Moreno, M. N. M., Saltos, A. H. E., & Rizo, F. S. C. (2025). La implementación de la Inteligencia Artificial en educación superior: beneficios y limitaciones: The implementation of Artificial Intelligence in higher education: benefits and limitations. *LATAM Revista Latinoamericana De Ciencias Sociales Y Humanidades*, 5(6), 3391-3405. <https://doi.org/10.56712/latam.v5i6.3249>.

González-Rivera, J. A. (2025). Inteligencia Artificial en la Producción y Redacción Científica en Psicología. *Revista Caribeña de Psicología*, 9(1), e13901. <https://doi.org/10.37226/rcp.v9i1.13901>.

Holstein, K. M. (2019). Diseño para la complementariedad: necesidades de profesores y estudiantes para el apoyo de la orquestación en aulas mejoradas con IA. *Inteligencia artificial en la educación*: https://doi.org/10.1007/978-3-030-23204-7_14

Ibarra, Y. S. P., Mosquera, N. V. P., & Baquerizo, J. M. M. (2024). Inteligencia artificial en la educación: un análisis del conocimiento y uso en estudiantes de bachillerato: Artificial intelligence in education: an analysis of knowledge and use in high school students. *Revista Latinoamericana De Ciencias Sociales Y Humanidades*, 5(5), 4611-4622. <https://doi.org/10.56712/latam.v5i5.2946>.

Jeffrey, T. (2020). Understanding college student perceptions of artificial intelligence. *Systemics, Cybernetics and Informatics*, 18(2), 8-13. <https://www.iiisci.org/Journal/PDV/sci/pdfs/HB785NN20.pdf>.

Litardo, F. M. O. (2025). El potencial de la Inteligencia Artificial en la Psicología Clínica: innovaciones que transforman la asistencia psicológica. *Multidisciplinary Journal Educational Regent*, 2(1), 1-12. https://estrellaediciones.com/index.php/educational_regent/article/view/29.

Mansurova, Y. (2024). Artificial Intelligence in Psychology. *European Journal of Innovation in Nonformal Education*, 4(12), 144-146. <http://eprints.umsida.ac.id/15699/>.

Mariani, M. M., Perez-Vega, R., & Wirtz, J. (2022). AI in marketing, consumer research and psychology: A systematic literature review and research agenda. *Psychology & Marketing*, 39, 755-776. <https://doi.org/10.1002/mar.21619>

Mendonça, R. F. (2024). Prefácio. In R. C. Sampaio, M. Sabbatini & R. Limongi (Ed.), *Diretrizes para o uso responsável da inteligência artificial generativa: um guia prático para pesquisadores* (p. 8-9). Sociedade Brasileira de Estudos Interdisciplinares da Comunicação.

Pegasystems (2017). What Consumers Really Think About AI: A GlobalStudy. <https://www.pega.com/ai-survey>.

Proaño, Z. P., & Marcillo, A. L. (2024). Inteligencia artificial y aprendizaje. *Revista Latinoamericana de Ciencias Sociales y Humanidades*, 5(4), 4247. <https://doi.org/10.56712/latam.v5i4.2565>.

Rodrigues, O. S., & Rodrigues, K. S. (2023). Inteligência artificial na educação: os desafios do ChatGPT. *Texto Livre: linguagem e tecnologia*, 16, e45997, 1-12. <https://doi.org/10.1590/1983-3652.2023.45997>.

Salah, M., Halbusi, H. A., & Abdelfattah, F. (2023). May the force of text data analysis be with you: Unleashing the power of generative AI for social psychology research. *Computers in Human Behavior*, 1(2), 100006. <https://doi.org/10.1016/j.chbah.2023.100006>

Sampaio, R. C., Sabbatini, M., & Limongi, R. (2024). Diretrizes para o uso responsável da inteligência artificial generativa: um guia prático para pesquisadores. *Sociedade Brasileira de Estudos Interdisciplinares da Comunicação*.

Shiffrin, R., & Mitchell, M. (2023). Probing the psychology of AI models. *PNAS*, 120(10), e2300963120. <https://doi.org/10.1073/pnas.2300963120>.

Sichman J. S. (2021). Inteligência artificial e sociedade: avanços e riscos. *Estudos Avançados*, 35(101), 35-49. <https://doi.org/10.1590/s0103-4014.2021.35101.004>.

Silva, A. (2023). Desafíos y oportunidades de la inteligencia artificial en educación en un contexto global. *Revista de Inteligencia Artificial en Educación*, 4(00), e1. <https://doi.org/10.37497/rev.artif.intell.education.v4i00.1>.

Sundar, S. S. (2020). Rise of Machine Agency: A Framework for Studying the Psychology of Human–AI Interaction (HAI). *Journal of Computer-Mediated Communication*, 25(1), 74–88, <https://doi.org/10.1093/jcmc/zmz026>.

Tavares, L. A., Meira, M. C., & Amaral, S. F. (2020). Inteligência artificial na educação: survey. *Brazilian Journal of Development*, 6(7), 48699-48714. <https://doi.org/10.34117/bjdv6n7-496>.

Uludag, K. (2025). The use of AI-supported chatbot in Psychology. In K. Uludag & N. Ahmad (Eds.), *Chatbots and mental healthcare in Psychology and Psychiatry* (pp. 1-20). IGI Global. <https://doi.org/10.4018/979-8-3693-3112-5.ch001>.

Valverde, K. Q., Venegas, M. P., & Leiva, W. M. (2024). Análisis de los principales aportes, riesgos y necesidades del uso de tecnologías e inteligencia artificial en el desarrollo de la psicología clínica. *Revista Latinoamericana de Ciencias Sociales y Humanidades*, 5(4), 3629. <https://doi.org/10.56712/latam.v5i4.2517>.

Wang, G., Obrenovic, B., Gu, X., & Godinic, D. (2025). Fear of the new technology: Investigating the factors that influence individual attitudes toward generative Artificial Intelligence (AI). *Current Psychology*, 44, 8050–8067. <https://doi.org/10.1007/s12144-025-07357-2>.

Todo el contenido de **LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades**, publicados en este sitio está disponibles bajo Licencia [Creative Commons](https://creativecommons.org/licenses/by/4.0/) .