International Journal of Advanced Medical and Scientific Research (IJAMSR)
Peer-Reviewed, Double-Blind, Open Access Journal
Website: www.ijamsr.org
ISSN (Online): 3139-9835

Original Research Article

Artificial Intelligence Literacy and Its Association with Academic Integrity and Critical Thinking Among Undergraduate Nursing Students: A Cross-Sectional Study

Diksha Kaushal[1], Nitika Sharma[2]

[1]Assistant Professor, Department of Nursing, Sumitra Institute of Nursing and Paramedical Sciences, Knowledge Park V, Greater Noida, Uttar Pradesh, India

[2]Assistant Professor, Department of Nursing, Guru Dronacharya College of Nursing, Yol Cantt, Kangra district, Himachal Pradesh, India

Corresponding Author: Diksha Kaushal
Email ID: medicodikshakaushal@gmail.com

ABSTRACT

Background: Artificial Intelligence (AI) literacy has emerged as a critical competency in healthcare education, influencing both ethical academic practices and the development of higher-order thinking skills. Concerns persist that AI access may foster academic misconduct, yet empirical evidence remains limited.

Objective: This study examined the association between AI literacy and academic integrity and critical thinking disposition among nursing students in India.

Methods: A cross-sectional survey was conducted among 477 nursing students, of whom 434 provided valid, consented responses. Data were collected using standardised 5-point Likert scales assessing AI literacy, academic integrity, and critical thinking. Statistical analyses included descriptive statistics, Pearson correlations, simple linear regression, independent-samples t-tests, and one-way ANOVA.

Results: Participants were predominantly female (75.3%), enrolled in B.Sc. Nursing (66.1%), and from private institutions (98.6%). Overall, AI literacy was moderate-to-high (Mean = 3.35, SD = 0.73). AI literacy was strongly and positively correlated with academic integrity ($r = 0.821$, $p < 0.001$, $R^2 = 0.674$) and critical thinking ($r = 0.788$, $p < 0.001$, $R^2 = 0.621$). Sub-domains of academic honesty behaviours (Mean = 3.43) and reflective judgment in AI use (Mean = 3.43) were particularly high. Demographic analyses showed no significant differences across gender, course, or year of study, suggesting uniform AI literacy levels.

Conclusion: Findings show that higher AI literacy is strongly associated with stronger academic integrity and critical thinking among nursing students. Contrary to prevailing concerns, AI literacy fosters responsible and ethical use of generative tools while strengthening reflective judgment and open-mindedness. Educational institutions should integrate standardised AI literacy and ethics curricula across all years of nursing education to promote ethical scholarship and clinical reasoning.

Keywords: Artificial intelligence literacy; Academic integrity; Critical thinking; Nursing education; Undergraduate nursing students; Ethical scholarship

Received: 29 July 2026 **Accepted:** 7 September 2026 **Published:** 16 October 2026

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

INTRODUCTION

Artificial Intelligence (AI) has become one of the most transformative technologies of the 21st century, reshaping industries, education, and healthcare. In nursing education, integrating AI tools is no longer optional; it is increasingly inevitable. Generative AI platforms such as ChatGPT, Microsoft Copilot, and Google Gemini are widely accessible to students and offer instant support for literature searches, assignment drafting, and clinical case analysis. While these tools can improve learning efficiency, they also raise pressing questions about ethical use, academic integrity, and cultivating critical thinking skills. As future healthcare professionals, nursing students must be equipped not only with clinical competencies but also with the ability to navigate AI technologies responsibly.[1,2,3]

AI literacy is defined as the knowledge, skills, and ethical awareness required to understand, evaluate, and apply AI tools effectively.[4] It encompasses multiple dimensions: conceptual understanding of AI systems, practical ability to construct effective prompts, critical evaluation of AI-generated outputs, and recognition of ethical boundaries such as patient confidentiality and plagiarism.[5] In healthcare education, AI literacy is particularly important because nursing students often encounter AI applications in clinical decision support, electronic health records, and simulation-based training. Without adequate literacy, students may misuse AI, compromising academic standards or clinical reasoning.[6]

Academic integrity is a foundational principle of higher education, ensuring honesty, fairness, and accountability in scholarly work. The emergence of generative AI has complicated traditional definitions of plagiarism and originality.[7] Students may be tempted to submit AI-generated assignments without acknowledgement, raising concerns about authenticity and fairness. However, research suggests that when students are trained in AI literacy and ethical guidelines, they are more likely to use AI responsibly, cite tools transparently, and avoid misconduct.[8,9] Nursing education, which emphasises professional accountability, must therefore integrate AI ethics into curricula to preserve integrity in both academic and clinical domains.

Critical thinking, another cornerstone of nursing education, refers to the disposition to question assumptions, analyse evidence systematically, and make sound judgments in complex clinical scenarios.[10] It is essential for safe patient care, as nurses must evaluate diverse information sources, anticipate risks, and make evidence-based decisions. The relationship between AI use and critical thinking is complex. On one hand, over-reliance on AI may hinder independent reasoning, as students may accept automated outputs uncritically. On the other hand, students with strong AI literacy are better equipped to evaluate AI outputs, cross-check information against authoritative sources, and reflect on their decision-making processes.[11] Thus, AI literacy may not diminish critical thinking but rather enhance it when applied responsibly.

Globally, educational institutions are beginning to recognise AI literacy as a necessary competency. UNESCO has emphasised the importance of integrating AI ethics and literacy into curricula to prepare students for an AI-driven future.[12] In India, where nursing education is rapidly expanding, empirical evidence on AI literacy and its association with academic integrity and critical thinking remains scarce. Most existing studies focus on

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

general digital literacy or ethical concerns without systematically measuring AI literacy as a construct.[13] This gap highlights the need for research that examines how AI literacy influences ethical scholarship and higher-order reasoning among nursing students.

The present study addresses this gap by assessing AI literacy among undergraduate nursing students and examining its association with academic integrity and critical thinking. By exploring these relationships, the research seeks to provide evidence for integrating structured AI literacy and ethics training into nursing curricula. Such integration would not only promote responsible scholarship but also strengthen reflective judgment and clinical reasoning, preparing nursing students for the challenges of AI-driven healthcare environments.

MATERIALS AND METHODS

Research Approach

This study adopted a quantitative research approach to explore the relationship between AI literacy, academic integrity, and critical thinking among undergraduate nursing students.

Research Design

The study employed a descriptive correlational cross-sectional design, enabling the simultaneous assessment of variables and their interrelationships at a single point in time.

Study Setting and Population

Data were collected online using a Google Form survey distributed to undergraduate nursing students enrolled in General Nursing and Midwifery (GNM), Bachelor of Science (B.Sc.) Nursing, and Post Basic B.Sc. Nursing programs across selected institutions in India. One of the primary participating institutions was Guru Dronacharya College of Nursing, a private nursing institute located in Yol Cantt, Kangra district, Himachal Pradesh, which provided a representative sample of students from a private/self-financing educational setting. Although Guru Dronacharya was the main contributor, the survey link was also shared more broadly, resulting in a small number of responses from government/public colleges. Hence, both institution types are reported in the demographic profile

Eligibility Criteria

- **Inclusion:** Students aged 18 years or older, enrolled in GNM, B.Sc. Nursing, or Post Basic B.Sc. Nursing programs, able to read and understand English, and willing to provide electronic informed consent.
- **Exclusion:** M.Sc. Nursing students, PhD scholars, students on long-term academic leave, and incomplete survey responses.

Sampling Technique and Sample Size

The study used non-probability convenience sampling. The survey link was shared via WhatsApp groups, email, institutional communication channels, and nursing student associations. The study targeted a sample size of 477 participants, with the final number determined through statistical power analysis.

Study Variables

Independent Variable: AI literacy

Dependent Variables: Academic integrity, critical thinking

Demographic Variables: Age, gender, program, year of study, type of institution, prior AI training, and frequency of AI use.

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

Research Instruments

The structured questionnaire comprised six sections:

- Participant information sheet and electronic informed consent
- Demographic profile
- AI usage profile
- Artificial Intelligence Literacy Scale
- Academic Integrity Scale
- Critical Thinking Scale

Validity and Reliability

Expert review established content validity, and the Content Validity Index (CVI) was calculated. A pilot study involving 30 students tested clarity, feasibility, and completion time. Reliability was confirmed using Cronbach's alpha, with values above 0.70 considered acceptable.

Data Collection Procedure

- Institutional Ethics Committee approval was obtained.
- Permissions were secured from participating colleges.
- The Google Form was developed and pilot-tested.
- The survey link was distributed to eligible students.
- Electronic informed consent was collected.
- Responses were gathered over a period of 4–6 weeks.
- Data were exported to Excel and analysed using SPSS.

Data Analysis

All responses were exported from Google Forms into Microsoft Excel and subsequently analysed using the Statistical Package for the Social Sciences (SPSS, Version 25). The software was chosen for its robust capacity to handle both descriptive and inferential statistical procedures in social science and healthcare research.

- Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to summarise demographic variables and overall scores for AI literacy, academic integrity, and critical thinking.
- Inferential statistics were applied to test relationships and group differences:
  - Independent-samples t-test compared mean scores between two groups (e.g., gender).
  - One-way ANOVA assessed differences across multiple groups (e.g., year of study, course type).
  - Chi-square test examined associations between categorical variables such as AI training and frequency of AI use.
  - Pearson correlation coefficient was used to measure linear relationships between continuous variables, while Spearman's rank correlation was applied for non-normally distributed data.
  - Multiple linear regression analysis identified predictors of academic integrity and critical thinking, with AI literacy and demographic variables entered as independent factors.

All statistical tests were interpreted at a 5% level of significance ($p < 0.05$), with results below this threshold considered statistically significant.

Ethical Considerations

Approval was obtained from the Institutional Ethics Committee. Participation was voluntary and anonymous, with electronic informed

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

consent required. No personally identifiable information was collected, and all data were stored securely and reported in aggregate form.

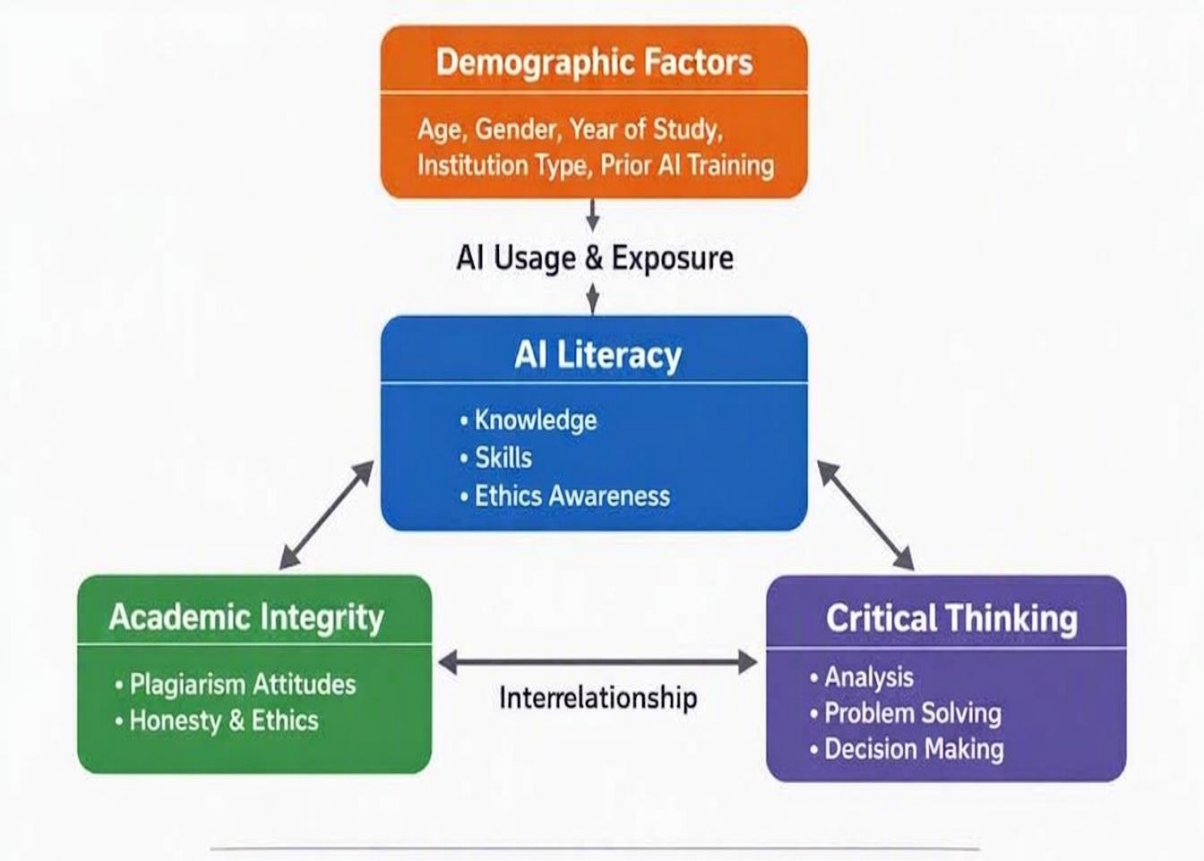


Figure 1: Conceptual Framework of the Study

RESULTS

Participant Characteristics

Table 1 presents the demographic profile of the 434 nursing students who participated in the study. Most respondents were female (75.3%), reflecting the gender distribution commonly observed in nursing education. Most students were enrolled in the B.Sc. Nursing program (66.1%), followed by General Nursing and Midwifery (23.5%) and Post Basic B.Sc. Nursing (10.4%). A striking proportion of participants belonged to private/self-financing institutions (98.6%), with only a small fraction from government or public colleges (1.4%). This demographic composition highlights the predominance of female students and private institutional enrolment +in the sample, providing important context for interpreting the associations between AI literacy, academic integrity, and critical thinking.

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

Table 1: Demographic Profile of Participants (N = 434)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	327	75.3
	Male	95	21.9
	Other/Prefer not to say	12	2.8
Course Enrolled	B.Sc. Nursing	287	66.1
	GNM	102	23.5
	Post Basic B.Sc. Nursing	45	10.4
Institution Type	Private/Self-financing	428	98.6
	Government/Public	6	1.4

AI Literacy Levels

Table 2 presents the mean scores for AI literacy and its key sub-domains among nursing students. The overall AI literacy score was moderate-to-high (Mean = 3.35, SD = 0.73), indicating that students possessed a reasonably strong understanding and application of AI concepts. Within the sub-domains, both academic honesty behaviours (Mean = 3.43, SD = 0.68) and reflective judgment in AI use (Mean = 3.43, SD = 0.71) achieved high scores, suggesting that students not only demonstrated ethical awareness in their academic practices but also critically reflected on the implications of AI use in learning. These findings highlight that AI literacy among nursing students extends beyond technical knowledge to encompass ethical responsibility and reflective thinking, which are essential for maintaining academic integrity and clinical reasoning.

Table 2: Mean Scores of AI Literacy and Sub-Domains

Construct / Sub-Domain	Mean	SD	Interpretation
Overall AI Literacy	3.35	0.73	Moderate-High
Academic Honesty Behaviours	3.43	0.68	High
Reflective Judgment in AI Use	3.43	0.71	High

Association Between AI Literacy, Academic Integrity, and Critical Thinking

Pearson correlation analysis revealed **strong positive associations**:

- AI literacy and academic integrity ($r = 0.821$, $p < 0.001$, $R^2 = 0.674$)
- AI literacy and critical thinking disposition ($r = 0.788$, $p < 0.001$, $R^2 = 0.621$)

Table 3 demonstrates the correlation between AI literacy, academic integrity, and critical thinking among nursing students. The analysis revealed a strong positive association between AI literacy and academic integrity ($r = 0.821$, $p < 0.001$, $R^2 = 0.674$), indicating that students with higher AI literacy were more likely to uphold honesty and ethical practices in their academic work. Similarly, AI literacy showed a strong positive correlation with critical thinking disposition ($r = 0.788$, $p < 0.001$, $R^2 = 0.621$), suggesting that students with higher AI literacy also demonstrated stronger analytical, reflective, and reasoning skills. These findings

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

highlight that AI literacy not only enhances ethical scholarship but also strengthens higher-order cognitive abilities essential for nursing education and clinical practice.

Table 3: Correlation Between AI Literacy, Academic Integrity, and Critical Thinking

Variables Compared	r Value	p Value	R^2	Strength of Association
AI Literacy ↔ Academic Integrity	0.821	<0.001	0.674	Strong Positive
AI Literacy ↔ Critical Thinking	0.788	<0.001	0.621	Strong Positive

Demographic Comparisons

Independent-samples t-tests and one-way ANOVA showed no significant differences in AI literacy across gender, course type, or year of study ($p > 0.05$). This suggests that AI literacy levels were uniform across demographic categories.

Summary of Findings

- Nursing students demonstrated moderate-to-high AI literacy.
- Higher AI literacy was strongly associated with enhanced academic integrity and critical thinking.
- Contrary to concerns about AI fostering misconduct, literacy training appeared to promote responsible and ethical use of generative tools.
- Demographic factors did not significantly influence AI literacy, indicating a consistent competency level across groups.

DISCUSSION

The present study explored the association between AI literacy, academic integrity, and critical thinking among undergraduate nursing students in India. Findings revealed that students demonstrated moderate-to-high levels of AI literacy, which were strongly correlated with both academic integrity and critical thinking disposition. These results provide important insights into how AI literacy can shape ethical scholarship and higher-order reasoning in nursing education.

AI Literacy in Nursing Education

The moderate-to-high AI literacy observed among participants suggests that nursing students are increasingly familiar with generative AI tools and their applications in academic and clinical contexts. This aligns with global reports indicating that healthcare students are adopting AI technologies for literature searches, assignment drafting, and clinical case analysis.[14,15] However, literacy in this domain extends beyond technical proficiency; it encompasses ethical awareness, critical evaluation, and reflective judgment. High scores in sub-domains such as academic honesty behaviours and reflective judgment suggest that students are not only using AI tools but also critically reflecting on their implications. Similar findings have been reported in studies where structured AI training improved students' ability to identify biases and inaccuracies in AI outputs.[16]

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

Association Between AI Literacy and Academic Integrity

The study found a strong positive correlation between AI literacy and academic integrity, indicating that students with higher literacy were more likely to uphold honesty and transparency in their academic work. This finding challenges prevailing concerns that AI access may foster misconduct. Instead, literacy appears to empower students to use AI responsibly, cite tools appropriately, and avoid plagiarism. Prior research has shown that when students are trained in ethical AI use, they demonstrate greater accountability and adherence to institutional policies.[17,18] In nursing education, where professional accountability is paramount, integrating AI ethics into curricula is essential to safeguard both academic standards and clinical practice.[19]

AI Literacy and Critical Thinking

The study also found a strong positive association between AI literacy and critical thinking disposition. Students with higher literacy demonstrated stronger analytical reasoning, reflective judgment, and open-mindedness. This finding aligns with literature suggesting that AI literacy enhances students' ability to critically evaluate automated outputs, cross-check information against authoritative sources, and refine decision-making processes.[20,21] While concerns exist that overreliance on AI may hinder independent reasoning, this study's results indicate that literacy training mitigates these risks by fostering reflective engagement rather than passive acceptance. This is particularly important in clinical contexts, where nurses must make evidence-based decisions that directly affect patient safety.[22]

Demographic Uniformity

Interestingly, demographic analyses revealed no significant differences in AI literacy across gender, course type, or year of study. This suggests that AI literacy is emerging as a uniform competency among nursing students, irrespective of background. Similar patterns have been reported in studies in which digital literacy was evenly distributed across demographic categories in higher education.[23] This uniformity underscores the potential to implement standardised AI literacy curricula across all nursing programs without concern for demographic disparities.

Implications for Nursing Education

The findings have several implications for nursing education. First, they highlight the need to integrate structured AI literacy and ethics training into curricula across all years of study. Such integration would not only promote responsible scholarship but also strengthen reflective judgment and clinical reasoning. Second, the results suggest that AI literacy can serve as a protective factor against academic misconduct, reinforcing integrity in an era where generative tools are widely accessible. Finally, the positive association with critical thinking indicates that AI literacy training can complement traditional pedagogical approaches that foster higher-order reasoning skills.

Limitations and Future Directions

Despite its contributions, the study has limitations. Convenience sampling and reliance on self-reported data may introduce bias. Additionally, the cross-sectional design limits causal inference. Future research should employ longitudinal designs to examine how AI literacy evolves over time and influences academic and clinical outcomes. Comparative

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

studies across different countries and healthcare disciplines would also provide broader insights into the global relevance of AI literacy in professional education.

CONCLUSION

In summary, this study demonstrates that AI literacy is strongly associated with academic integrity and critical thinking among nursing students. Far from encouraging misconduct, literacy fosters responsible and ethical use of generative tools while strengthening reflective judgment. These findings support integrating standardised AI literacy and ethics curricula into nursing education to prepare students for the challenges of AI-driven healthcare environments.

Declaration by Authors

- **Ethical Approval:** The study received approval from the Institutional Ethics Committee.
- **Acknowledgements:** Nil
- **Funding:** The authors declare that no external funding was obtained for this work.
- **Conflict of Interest:** The authors confirm that there are no conflicts of interest associated with this publication.
- **Data Availability Statement:** The datasets supporting the conclusions of this study are accessible from the corresponding author upon reasonable request.

REFERENCES

1. Han S, Kang HS, Gimber P, Lim S. Nursing Students' Perceptions and Use of Generative Artificial Intelligence in Nursing Education. Nurs Rep. 2025;15(2):68. doi: 10.3390/nursrep15020068.
2. Khlaif ZN, Salameh N, Ajouz M, Mousa A, Itmazi J, Alwawi A, Alkaissi A. Using Generative AI in nursing education: Students' perceptions. BMC Med Educ. 2025;25(1):926. doi: 10.1186/s12909-025-07416-z.
3. Shin H, De Gagne JC, Kim SS, Hong M. The Impact of Artificial Intelligence-Assisted Learning on Nursing Students' Ethical Decision-making and Clinical Reasoning in Pediatric Care: A Quasi-Experimental Study. Comput Inform Nurs. 2024;42(10):704-11. doi: 10.1097/CIN.0000000000001177.
4. Long D, Magerko B. What is AI literacy? Competencies and design considerations. In: Proceedings of the CHI Conference on Human Factors in Computing Systems (CHI '20); 2020; Honolulu, HI, USA. New York: ACM; 2020. p. 1-26. doi:10.1145/3313831.3376727.
5. Lifshits I, Rosenberg D. Artificial intelligence in nursing education: A scoping review. Nurse Educ Pract. 2024;80:104148. doi: 10.1016/j.nepr.2024.104148.
6. El-Banna MM, Sajid MR, Rizvi MR, Sami W, McNelis AM. AI literacy and competency in nursing education: preparing students and faculty members for an AI-enabled future-a systematic review and meta-analysis. Front Med (Lausanne). 2025;12:1681784. doi: 10.3389/fmed.2025.1681784.
7. Cotton DRE, Cotton PA, Shipway JR. Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innov Educ

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

Teach Int. 2024;61(2):228-39. doi:10.1080/14703297.2023.2190148.
8. Shishakly R, Nachouki M. Academic integrity and students' ethical use of ChatGPT in higher education. J Inf Technol Educ Res. 2026;25:Article 8. doi:10.28945/5730.
9. Dodson TM, Thompson-Hairston K, Reed JM. Nursing students' AI literacy and ethical understanding of AI in nursing education. Teach Learn Nurs. 2025;1-5. doi:10.1016/j.teln.2025.07.004.
10. Koohkan A. Critical thinking and clinical reasoning in nursing. J Nurs Adv Clin Sci. 2025;2(2):113-4. doi:10.32598/JNACS.2411.1072.
11. Tiwari A, Avery A, Lai P. Critical thinking disposition of Hong Kong Chinese and Australian nursing students. J Adv Nurs. 2003;44(3):298-307. doi: 10.1046/j.1365-2648.2003.02805.x.
12. Gouseti A, James F, Fallin L, Burden K. The ethics of using AI in K-12 education: a systematic literature review. Technol Pedagogy Educ. 2025;34(2):161-82. doi:10.1080/1475939X.2024.2428601.
13. Valan AP, Kannan LS, Subbarayalu AV, Prabaharan S, Hassan EMG, Nashaat NAM, et al. Knowledge, attitudes and perception of nursing students about artificial intelligence in India. Int Res J Multidiscip Scope. 2026;7(3):395-409. doi:10.47857/irjms.2026.v07i03.09899.
14. Fernandes F, Encarnação R, Alves J, Pais-Vieira C, Lima SBS, Alves P. Educational Applications of AI-Based Chatbots in Nursing: A Scoping Review. Nurs Rep. 2026;16(3):87. doi: 10.3390/nursrep16030087.
15. Topol EJ. High-performance medicine: the convergence of human and artificial intelligence. Nat Med. 2019;25(1):44-56. doi: 10.1038/s41591-018-0300-7.
16. Mies-Padilla S, Rodríguez-Suárez C-A, González-de la Torre H. Assessment Instruments for Artificial Intelligence Literacy in Healthcare Professionals: A Scoping Review. Information. 2026;17(9):914. doi: 10.3390/info17090914
17. Siah CR, Lim JV, Lyu MM, Levett-Jones T, Mattar I. Authenticity and academic integrity in Generative Artificial Intelligence (GenAI) use among undergraduate nursing students. J Prof Nurs. 2026;62:45-51. doi: 10.1016/j.profnurs.2025.10.007.
18. Zgambo M, Costello M, Buhlmann M, Maldon J, Anyango E, Adama E. Artificial intelligence and academic integrity in nursing education: A mixed methods study on usage, perceptions, and institutional implications. Nurse Educ Today. 2025;153:106796. doi: 10.1016/j.nedt.2025.106796.
19. Ronquillo CE, Peltonen LM, Pruinelli L, Chu CH, Bakken S, Beduschi A, et al. Artificial intelligence in nursing: Priorities and opportunities from an international invitational think-tank of the Nursing and Artificial Intelligence Leadership Collaborative. J Adv Nurs. 2021;77(9):3707-17. doi: 10.1111/jan.14855.
20. Holmes W, Porayska-Pomsta K, Holstein K, Sutherland E, Baker T, Buckingham Shum S, et al. Ethics of AI in Education: Towards a Community-Wide Framework. Int J Artif Intell Educ. 2022;32(3):504-26. doi: 10.1007/s40593-021-00239-1
21. Cui W, Zhang X. The association between AI dependence, AI literacy, and critical thinking ability among nursing interns: a multicenter cross-sectional study. Front Psychol. 2026;17:1823047. doi: 10.3389/fpsyg.2026.1823047.

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.

22. Li F, Feng K, Wang S, Xue S, Zhang J, Li W. A study on the current status and associated factors of artificial intelligence literacy among undergraduate nursing students. Front Public Health. 2026;14:1930077. doi:10.3389/fpubh.2026.1930077.
23. Alanazy W, Almutairi N, Alaseeri R. Artificial intelligence literacy and intention to use AI in clinical practice among healthcare students in Saudi Arabia: A cross-sectional study. J Pioneering Med Sci. 2026;15(S01):44-52. doi:10.47310/jpms202515S0110.

How to Cite This Article: Kaushal D, Sharma N. Artificial Intelligence Literacy and Its Association with Academic Integrity and Critical Thinking Among Undergraduate Nursing Students: A Cross-Sectional Study. Int J Adv Med Sci Res. 2026;1(2):54-64.

CC BY 4.0 — © Author(s), 2026; reuse permitted with attribution.