
A Conversation with ChatGPT

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ChatGPT chatbot powered by GPT 3.5 was released in late November 2022 but has been rapidly assimilated into educational and clinical environments. **Method:** Insight into ChatGPT capabilities was undertaken in an interview-style approach with the chatbot itself. **Results:** ChatGPT powered by GPT 3.5 exudes confidence in its capabilities in supporting and enhancing student learning in nuclear medicine and in supporting clinical practice. ChatGPT is also self-aware of limitations and flaws in capabilities and the risks these pose to academic integrity. **Conclusion:** Further objective evaluation of ChatGPT capabilities in authentic learning and clinical scenarios is required.

Key Words: artificial intelligence; tertiary education; higher education; academic integrity; generative AI; language model

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ChatGPT (OpenAI) was released publicly on November 30, 2022, and has generated significant interest and conjecture in relation to its capacity to enhance student learning and to support student cheating. Banning the use of ChatGPT to prevent its misuse also takes away any potential uses in enhancing student learning and writing. Here, several questions are posed to ChatGPT by an experienced educator to provide a deeper insight, from one perspective, into potential misuse and potential benefits among nuclear medicine students.

This entire “ChatGPT” section was written by ChatGPT (GPT 3.5) using a variety of prompt questions over multiple sessions and discussions between the author and ChatGPT.

Currie: What is ChatGPT?

ChatGPT: ChatGPT is a large language model created by OpenAI, which is based on the GPT 3.5 architecture. It has been trained on a vast amount of text data and can generate human-like responses to a wide range of questions and prompts. The purpose is to assist users in obtaining information and answering their queries in a conversational manner.

Currie: How can ChatGPT help Nuclear Medicine students learn?

ChatGPT: ChatGPT is a technology that can potentially benefit university students in numerous ways. One such benefit is that ChatGPT can serve as a language practice tool for students learning a new language. It can also provide students with answers to questions they may have about a particular subject, thereby serving as a study aid. Additionally, ChatGPT can engage students in interactive learning by providing real-time feedback and guidance as they work through problems or exercises. Another advantage of ChatGPT is its ability to adapt to the learning style and pace of individual students, providing customised recommendations and resources that are tailored to their needs. Moreover, students can use ChatGPT to get help with their assignments, as it can provide information and resources on various topics and help them understand difficult concepts. ChatGPT can also provide feedback on Nuclear Medicine-related assignments and projects, such as suggesting improvements in writing style or highlighting areas that need more research. Furthermore, ChatGPT can answer Nuclear Medicine-related questions and provide clear and concise explanations to help students understand these concepts. It can suggest study materials and offer practice questions and quizzes to test students’ knowledge of Nuclear Medicine. ChatGPT can also assist students with their research by providing relevant information, summarizing articles, and suggesting further reading material. Additionally, it can help students with their essay writing by providing suggestions for the structure and content of their essays and suggesting relevant sources to refine their arguments. Finally, ChatGPT can provide explanations and examples to help students understand difficult concepts and can be accessed at any time, providing students with instant access to information and resources. Overall, ChatGPT can be a useful resource for university students to enhance their learning experience, improve their academic performance, and manage their time effectively.

Currie: How does ChatGPT threaten academic integrity?

ChatGPT: Like any other technology, ChatGPT has the potential to threaten academic integrity if used inappropriately. There are several ways in which ChatGPT could be misused, compromising academic integrity. Firstly, students may use ChatGPT to generate essays, assignments, or other coursework without properly citing or acknowledging the source, leading to plagiarism, which is a serious academic offense. Secondly, students may use ChatGPT to find answers to exam questions, which can be a form of cheating, giving them an unfair advantage over their peers and

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compromising the integrity of the exam. Thirdly, students may rely too heavily on ChatGPT to provide them with answers and information, rather than engaging in critical thinking and analysis themselves, hindering their ability to develop important skills such as problem solving and creativity.

Moreover, ChatGPT, like any other source of information, can sometimes provide inaccurate or misleading information, and students who rely solely on ChatGPT as their source of information may inadvertently incorporate incorrect information into their work, which can impact their academic performance and undermine their credibility. Additionally, ChatGPT can be used to generate fake data or research findings, compromising the integrity of academic research and leading to false conclusions. Lastly, if some students have access to ChatGPT whereas others do not, it could give those students an unfair advantage, leading to unequal learning opportunities and outcomes.

To mitigate these risks, it is important to use ChatGPT responsibly and ethically. This includes ensuring that students receive proper instruction on how to use ChatGPT as a learning tool rather than a means of cheating or plagiarism. Additionally, instructors can use plagiarism detection software to identify instances of academic dishonesty and take appropriate disciplinary action. Ultimately, the responsible use of ChatGPT can help to enhance academic integrity rather than threaten it. Overall, by providing students with the necessary guidance, support, and instruction, ChatGPT can be used as a valuable tool for enhancing learning and academic performance while also promoting academic integrity.

Currie: How can lecturers use ChatGPT to teach Nuclear Medicine?

ChatGPT: Lecturers can use ChatGPT in various ways to teach Nuclear Medicine. Here are some ways that ChatGPT can be useful in this regard:

- Providing supplemental information: Lecturers can use ChatGPT to provide students with supplemental information on various topics related to nuclear medicine, such as radiopharmaceuticals, imaging techniques, and radiation safety. ChatGPT can provide students with access to a wide range of information in real time, helping them to better understand the material being presented.
- Offering personalized instruction: ChatGPT can provide personalized instruction to students by answering their questions in real time. This can help students to better understand complex topics and clarify any misunderstandings they may have.
- Facilitating group discussions: ChatGPT can facilitate group discussions by suggesting topics for discussion, providing background information on those topics, and summarizing key points. This can help to encourage active participation from students and foster a collaborative learning environment.
- Providing feedback on assignments: Lecturers can use ChatGPT to provide feedback on assignments, such as papers and presentations. ChatGPT can provide students with suggestions for improvement, identify areas where they may be struggling, and offer guidance on how to improve their work.
- Creating interactive learning experiences: ChatGPT can be used to create interactive learning experiences, such as quizzes and games. This can help to make the learning experience more engaging and enjoyable for students, as well as help them to retain the material better.
- Providing case studies: Lecturers can use ChatGPT to provide students with case studies related to nuclear medicine, which can help students to understand how the concepts they are learning are applied in clinical practice. ChatGPT can also provide feedback on how students approach and analyze the case studies, helping them to improve their critical thinking skills.
- Offering career guidance: ChatGPT can offer career guidance to students interested in nuclear medicine by providing information on career paths, job prospects, and required qualifications. ChatGPT can also suggest professional associations, conferences, and networking opportunities that can help students to advance their careers.
- Facilitating remote learning: ChatGPT can be used to facilitate remote learning by providing students with access to online resources, such as videos, podcasts, and e-books. ChatGPT can also help to organize online discussions, group projects, and collaborative activities that can enhance the online learning experience.
- Encouraging independent learning: ChatGPT can encourage independent learning by providing students with self-directed learning materials, such as interactive tutorials, quizzes, and videos. ChatGPT can also suggest additional resources that students can use to deepen their understanding of the material.
- Supporting accessibility: ChatGPT can support accessibility in nuclear medicine education by providing students with assistive technologies, such as text-to-speech and screen readers. This can help to ensure that students with disabilities can fully participate in the learning experience.
- Group collaboration: ChatGPT can be used to facilitate group collaboration by providing a common platform for students to share ideas, collaborate on projects, and discuss assignments. ChatGPT can also help to organize group meetings, assign tasks, and monitor progress.
- Interactive learning: ChatGPT can be used to create interactive learning experiences, such as quizzes, games, and simulations. These interactive experiences can help to engage students and reinforce their understanding of the material.
- Language practice: ChatGPT can be used to help students practice their language skills by providing language exercises, vocabulary lists, and language practice materials. ChatGPT can also provide feedback on pronunciation and grammar, helping students to improve their language proficiency.
- Question generation: ChatGPT can be used to generate questions related to nuclear medicine, which can be used for assessments, quizzes, and exams. ChatGPT can also provide feedback on the quality of the questions, helping students to improve their question-writing skills.
- Writing assistance: ChatGPT can be used to provide writing assistance to students, such as suggesting appropriate language, grammar, and punctuation. ChatGPT can also provide feedback on the quality of the writing, helping students to improve their writing skills.
- Generating lecture notes: ChatGPT can be used to generate lecture notes for nuclear medicine courses. Lecturers can provide ChatGPT with an outline of the lecture, and it can generate a summary of the key points and concepts.

- Creating learning materials: ChatGPT can be used to create learning materials, such as handouts, diagrams, and infographics. Lecturers can provide ChatGPT with the necessary information, and it can generate visuals and diagrams that help students to understand complex concepts.
- Developing training materials: ChatGPT can be used to develop training materials for nuclear medicine professionals. These materials can include procedural guidelines, safety protocols, and other essential information.
- Generating research papers: ChatGPT can be used to generate research papers on topics related to nuclear medicine. Researchers can provide ChatGPT with the necessary information and it can generate a draft of the research paper.
- Developing course syllabi: ChatGPT can be used to develop course syllabi for nuclear medicine courses. Lecturers can provide ChatGPT with the necessary information, and it can generate a comprehensive syllabus that outlines the course objectives, topics covered, assignments, and assessments.
- Text analysis: ChatGPT can be used to analyze large volumes of text data related to nuclear medicine, such as scientific articles, research papers, and clinical reports. By analyzing the language and patterns in these texts, researchers can gain insights into the field and identify trends and areas for further investigation.
- Data processing: ChatGPT can be used to process and analyze large volumes of data related to nuclear medicine, such as medical imaging data and patient records. ChatGPT can help to identify patterns and trends in the data that can inform research and clinical decision-making.
- Prediction and classification algorithms: ChatGPT can be used to develop predictive models and classification algorithms for nuclear medicine applications. For example, ChatGPT can be used to predict the likelihood of a patient developing a certain disease based on their medical history and imaging data.
- Natural language generation: ChatGPT can be used to generate natural language summaries of research findings and clinical reports in nuclear medicine. This can help to improve communication and understanding among researchers, clinicians, and patients.

Currie: Can ChatGPT provide five multiple-choice questions for use in testing radiopharmacy theory for students?

ChatGPT: Sure, here are 5 multiple-choice questions related to radiopharmacy theory for students:

1. Which of the following is NOT a commonly used imaging modality in nuclear medicine?
 - A) SPECT
 - B) PET
 - C) CT
 - D) MRI

Answer: D) MRI
2. Which of the following isotopes is commonly used in bone imaging?
 - A) Technetium-99m
 - B) Fluorine-18
 - C) Iodine-131
 - D) Gallium-67

Answer: A) Technetium-99m
3. Which of the following radiopharmaceuticals is commonly used for myocardial perfusion imaging?
 - A) Technetium-99m sestamibi

- B) Iodine-131 sodium iodide
- C) Fluorine-18 FDG
- D) Gallium-67 citrate

Answer: A) Technetium-99m sestamibi

4. Which of the following processes is responsible for the emission of radiation in nuclear medicine imaging?
 - A) Electron transfer
 - B) Photon absorption
 - C) Positron decay
 - D) Beta-decay

Answer: C) Positron decay
5. Which of the following is NOT a potential side effect of radiopharmaceutical administration?
 - A) Allergic reaction
 - B) Radiation sickness
 - C) Skin rash
 - D) Fever

Answer: C) Skin rash

Currie comment: These questions show a lack of insight and understanding of the topic and do not provide confidence that ChatGPT could be used, as suggested, to generate questions. For example, question 2 overlooks the increasing use of PET bone scanning, question 4 overlooks radionuclide therapy and the importance of the photoelectric effect in imaging, question 5 is incorrect because skin rash can, rarely, occur for some radiopharmaceuticals. Furthermore, the questions are shallow aimed at recall rather than being structured to draw on understanding.

Currie: Can ChatGPT be used to build student assessment?

ChatGPT: ChatGPT can be used to build student assessment such as quizzes or exams. In fact, some educators have already begun to explore the use of AI-powered chatbots like ChatGPT to create assessments that are both efficient and effective. ChatGPT can generate questions related to the course material, which can then be used to create quizzes and exams. Educators can input specific topics, themes, or learning objectives and generate a set of questions related to the specific learning goals. This can be useful for educators who are teaching large classes, where it may be difficult to generate a sufficient number of questions or to grade assessments in a timely manner.

However, it is important to note that the use of ChatGPT to create assessments should be done with caution. Although it may save time, it is important to ensure that the questions generated are accurate, relevant, and appropriate for the learning outcomes being assessed. Educators should also review and potentially modify the questions generated by ChatGPT to ensure that they align with the educators' specific course content and teaching style. Finally, educators should always review and provide feedback on the results of the assessments to ensure that students are receiving a high-quality education.

There are several other ways in which ChatGPT can be used for student assessment in nuclear medicine. First, ChatGPT can be trained to automatically grade essays and other written assignments, saving instructors time and effort. By analyzing the content, structure, and grammar of the

student's writing, ChatGPT can assign a score or grade that is consistent and objective. In addition, ChatGPT can be used to generate questions for assessments, allowing instructors to test students' understanding of the material. After students complete an assessment, ChatGPT can provide immediate feedback on their answers, helping them to better comprehend the material.

Moreover, instructors can use ChatGPT to assess students' understanding of a particular topic by asking them questions and evaluating their responses. By analyzing students' responses to questions or assignments, ChatGPT can identify areas in which they need improvement and provide customized feedback and recommendations. ChatGPT can also be used to automatically grade assessments, reducing the workload on lecturers. Additionally, ChatGPT can be used to analyze student performance on assessments, providing insights into students' strengths and weaknesses. This information can help lecturers to improve their teaching methods and to tailor their assessments to better meet students' needs.

Although ChatGPT can be a helpful tool for student assessment, it is essential to use it responsibly and ethically. Automated grading, for instance, may not be appropriate for all types of assignments, and instructors must ensure that ChatGPT is not used in a way that compromises the validity or reliability of assessments. Students should receive clear guidance on how ChatGPT will be used in the assessment process, and instructors should be transparent about the limitations and potential biases of the technology. Ultimately, ChatGPT can be a valuable resource for instructors and students alike, but it must be used thoughtfully and in conjunction with other assessment methods.

Currie: Should ChatGPT be used for teaching nuclear medicine students?

ChatGPT: Whether lecturers should use ChatGPT or ban it among students is a complex issue that depends on a variety of factors, such as the learning objectives of the course, the ethical implications of using AI in education, and the potential risks of misuse. On one hand, ChatGPT can be a valuable tool for students to enhance their learning and to generate new ideas. By interacting with ChatGPT, students may be able to explore complex concepts and gain a deeper understanding of the material. Additionally, ChatGPT can help students who may struggle with writing or who have difficulty expressing their ideas in a clear and concise manner. On the other hand, there are potential risks associated with using ChatGPT in education. If students rely too heavily on ChatGPT to complete their assignments, they may not develop the critical thinking and problem-solving skills that are necessary for success in the workplace. Additionally, the use of ChatGPT in education raises ethical questions around the ownership of intellectual property and the potential for cheating. Ultimately, whether lecturers should use ChatGPT or ban it among students depends on the specific context of the course and the goals of the educational institution. Some lecturers may choose to integrate ChatGPT into their teaching

to enhance the learning experience, while others may choose to restrict its use to prevent academic misconduct. It is important for institutions to carefully consider the potential benefits and risks of using ChatGPT and to establish clear guidelines and policies for its use.

Currie: Please generate lecture notes for the use of Lasix in renography

ChatGPT: Sure, here are sample lecture notes for the use of Lasix in renography:

Lecture Title: The Use of Lasix in Renography

Introduction:

Renography is a medical imaging technique used to assess the function of the kidneys. The use of radiopharmaceuticals, such as technetium-99m MAG3, can provide a detailed picture of the kidneys' structure and function. Lasix, a diuretic medication, can be used in conjunction with renography to assess kidney function and detect any obstruction in the urinary tract.

Lasix Mechanism of Action:

Lasix works by inhibiting the reabsorption of sodium and chloride ions in the thick ascending loop of Henle in the kidney, resulting in increased urine output. This mechanism of action makes it useful in the detection of obstruction in the urinary tract.

Lasix in Renography:

When Lasix is used in conjunction with renography, it can help differentiate between obstructive and non-obstructive causes of hydronephrosis. Obstructive hydronephrosis occurs when there is a blockage in the urinary tract, leading to urine backup and kidney swelling. Non-obstructive hydronephrosis occurs when there is a buildup of urine in the kidney due to other causes, such as reflux or decreased urine flow. Lasix can be administered after the initial renography images are taken to induce diuresis and flush out any residual tracer in the collecting system. If the kidneys are functioning normally, there will be a rapid washout of the tracer, and the collecting system will appear empty on the post-Lasix images. However, if there is an obstruction in the urinary tract, the tracer will accumulate in the affected kidney, and the collecting system will not empty completely.

Conclusion:

The use of Lasix in conjunction with renography can be a valuable tool in the diagnosis of obstructive hydronephrosis. By inducing diuresis, Lasix can help distinguish between obstructive and non-obstructive causes of hydronephrosis and aid in the management of urinary tract obstruction.

Note: These are sample lecture notes and may be adjusted or expanded based on the specific needs of the course or audience.

Currie comment: These lecture notes do not provide the depth or accuracy of insight to be useful for enhancing student learning in this topic and undermine confidence that ChatGPT could be used to generate learning resources.

Currie: How can ChatGPT be used in clinical Nuclear Medicine?

ChatGPT: ChatGPT can be a useful resource in clinical nuclear medicine practice. Here are a few ways ChatGPT can help:

- Providing information on radiopharmaceuticals: ChatGPT can provide information on radiopharmaceuticals used in nuclear medicine, such as their indications, contraindications, administration,

and pharmacokinetics. This information can help clinicians choose the appropriate radiopharmaceuticals for their patients.

- Offering guidance on imaging techniques: ChatGPT can provide guidance on various imaging techniques used in nuclear medicine, such as positron emission tomography (PET) and single-photon emission computed tomography (SPECT). This guidance can help clinicians optimize imaging protocols and interpret imaging results.
- Providing support for clinical decision-making: ChatGPT can provide support for clinical decision-making in nuclear medicine practice by suggesting appropriate imaging studies based on the patient's clinical history and presenting symptoms. It can also help clinicians interpret imaging results and suggest further diagnostic or therapeutic interventions.
- Providing updates on emerging technologies: ChatGPT can provide updates on emerging technologies in nuclear medicine, such as new radiopharmaceuticals or imaging techniques, which can help clinicians stay up to date on the latest advances in the field.
- Assisting with patient education: ChatGPT can assist with patient education by providing patients with clear and accurate information about the imaging studies they are undergoing, the radiopharmaceuticals used, and any potential side effects or risks. This can help patients feel more informed and comfortable with the imaging process.
- Providing support for radiation safety: ChatGPT can provide support for radiation safety in nuclear medicine practice by suggesting appropriate radiation shielding and monitoring techniques and by providing guidance on appropriate handling and disposal of radiopharmaceuticals.
- Assisting with quality control: ChatGPT can assist with quality control in nuclear medicine practice by providing guidance on appropriate calibration techniques and quality control procedures and by suggesting ways to optimize image quality.
- Offering support for research: ChatGPT can offer support for research in nuclear medicine by suggesting relevant literature and research topics and by providing guidance on statistical analysis and interpretation of data.
- Offering support for interdisciplinary collaboration: ChatGPT can assist with interdisciplinary collaboration by providing clinicians with information on the role of nuclear medicine in various medical specialties, such as cardiology, oncology, and neurology. This can help clinicians work together more effectively to optimize patient care.
- Providing assistance with regulatory compliance: ChatGPT can provide assistance with regulatory compliance in nuclear medicine practice by suggesting appropriate protocols for obtaining informed consent, maintaining patient confidentiality, and complying with regulatory requirements related to the handling and disposal of radiopharmaceuticals.
- Assisting with continuing education: ChatGPT can assist with continuing education in nuclear medicine by providing clinicians with access to relevant conferences, seminars, and webinars, as well as suggesting relevant publications and online resources.
- Supporting remote consultations: ChatGPT can support remote consultations in nuclear medicine practice by providing clinicians with a platform to communicate with other clinicians and patients and by providing guidance on appropriate protocols for remote consultations.
- Providing guidance on image analysis: ChatGPT can provide guidance on image analysis in nuclear medicine practice by suggesting appropriate software and tools for image analysis, as well

as offering guidance on image segmentation, registration, and quantification. This can help clinicians optimize their image analysis workflows and interpret imaging results more accurately.

- Offering support for machine learning and AI: ChatGPT can provide support for machine learning and AI in nuclear medicine practice by suggesting appropriate algorithms and approaches for automated image analysis and interpretation. This can help clinicians optimize their workflows and improve their diagnostic accuracy.
- Supporting professional development: ChatGPT can support professional development in nuclear medicine practice by suggesting relevant conferences, workshops, and training programs, as well as providing guidance on career development and advancement. This can help clinicians stay up to date on the latest advances in the field and advance their careers.
- Providing assistance with scientific writing: ChatGPT can provide assistance with scientific writing in nuclear medicine practice by suggesting appropriate journals and publications for submitting research articles, as well as offering guidance on manuscript preparation, writing style, and statistical analysis. This can help clinicians disseminate their research findings more effectively and improve the quality of their scientific writing.

Currie: Please provide the technologist with the optimal imaging protocol for a V/Q scan.

ChatGPT: Sure, here is an example of an optimal imaging protocol for a V/Q (ventilation/perfusion) scan:

Patient Preparation:

- The patient should be instructed to avoid smoking, caffeine, and any medications that may affect the cardiovascular or respiratory system, such as beta-blockers or bronchodilators, for at least 24 hours before the scan.
- The patient should be well hydrated before the scan.
- The patient should be screened for contraindications, such as pregnancy, lactation, or severe renal impairment.

Radiopharmaceutical Administration:

- The radiopharmaceutical used in V/Q scans is typically technetium-99m labeled macroaggregated albumin (99mTc-MAA) for perfusion imaging and technetium-99m labeled aerosol (99mTc-DTPA) or technegas (99mTc-Technegas) for ventilation imaging.
- The radiopharmaceuticals should be administered according to the manufacturer's instructions, with appropriate shielding and monitoring of radiation exposure.
- The patient should be instructed to breathe normally and deeply during the administration of the radiopharmaceuticals.

Imaging Acquisition:

- The patient should be positioned supine on the imaging table, with arms raised above the head.
- Perfusion images should be acquired first, followed by ventilation images.
- Perfusion images should be acquired using a γ -camera, with a low-energy, high-resolution collimator and a matrix size of 128×128 or higher.
- Ventilation images should be acquired using a gamma camera or a SPECT (single-photon emission computed tomography) scanner, with a low-energy, high-resolution collimator and a matrix size of 64×64 or higher.
- The acquisition time per view should be approximately 1–2 minutes, depending on the scanner type and patient size.

- The images should be acquired in multiple projections, with appropriate corrections for attenuation and scatter.

Image Interpretation:

- The V/Q images should be reviewed by a trained nuclear medicine physician or radiologist.
- The images should be assessed for the presence and distribution of ventilation and perfusion abnormalities, such as pulmonary embolism or airway obstruction.
- The images should be correlated with the patient's clinical history and other imaging modalities, such as CT or MRI.

Conclusion:

An optimal imaging protocol for a V/Q scan involves proper patient preparation, administration of the appropriate radiopharmaceuticals, acquisition of perfusion and ventilation images, and interpretation of the images by a trained physician or radiologist. By following this protocol, the V/Q scan can provide valuable information on the ventilation and perfusion status of the lungs, helping guide diagnosis and management of pulmonary diseases, such as pulmonary embolism or chronic obstructive pulmonary disease (COPD).

Currie comment: These instructions are generic, not specific; are misleading in parts; and do not provide confidence that ChatGPT could be used, as suggested, to guide clinical imaging. For example, the patient preparation is almost completely incorrect other than screening for pregnancy, which is a relative contraindication but not absolute. The ventilation instructions defer to the manufacturer but also suggest breathing both normally and deeply; deeply is not normally. The image acquisition suggests perfusion first despite previously suggesting ^{99m}Tc-based ventilation agents (and no mention of a 2-d protocol that would be required); suggests a SPECT scanner for ventilation but not perfusion; provides no clear acquisition parameters, including whether planar imaging or SPECT is undertaken; and suggest an inappropriate matrix (128 × 128 should be 256 × 256 minimum)

for a high-resolution collimator. There is no insight into interpretation. As written, this would provide no help for the technologist at whom the support was aimed.

CONCLUSION

ChatGPT radiates confidence in its capability to support and enhance student learning and clinical practice but also demonstrates self-awareness of limitations and flaws. Similar objective insights into ChatGPT use and misuse need to be undertaken in the learning and clinical environments.

DISCLOSURE

No potential conflict of interest relevant to this article was reported.

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KEY POINTS

QUESTION: What benefits does ChatGPT offer nuclear medicine student learning?

PERTINENT FINDINGS: ChatGPT powered by GPT 3.5 has a wide range of capabilities that could potentially benefit student education or clinical practice but has established risks and limitations that require consideration.

IMPLICATIONS FOR PATIENT CARE: ChatGPT needs to be objectively evaluated in authentic learning and clinical environments.