



**Artificial Intelligence Literacy, Perceived Barriers and Benefits, Intention to adopt
Artificial Intelligence Among Clinical Psychologists**

**A Research Project Presented to
Bahria School of Professional Psychology
Bahria University Islamabad (E-8 Campus)**

**In Partial Fulfillment of the requirement of the Degree
Bachelor of Science
BS. Psychology**

By

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SCHOOL OF PROFESSIONAL PSYCHOLOGY

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We certify that the research work presented in this research project, to the best of my knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

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Hamna Ashraf: _____

DEDICATION

This thesis is wholeheartedly dedicated to myself, my parents, family, teachers, and friends. I am deeply grateful to my parents for their endless love, prayers, encouragement and belief in their support has been my foundation. To my teachers and friends, thanks for their guidance, kindness, and encouragement throughout this journey. Above all, I thank Almighty Allah for granting me the strength, patience, and wisdom to complete what once felt impossible.

Muqaddas Javaid

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Hamna Ashraf

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Muqaddas Javaid and Hamna Ashraf

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List of Abbreviations and symbols

- | | |
|------------------|---------------------------------------|
| 1. AI | Artificial Intelligence |
| 2. TAM | Technology Acceptance Model |
| 3. TIA | Trust in Automation |
| 4. M | Mean |
| 5. f | Frequency |
| 6. k | Number of items |
| 7. α | Cronbach's Alpha Reliability |
| 8. p | Significance Level |
| 9. CI | Confidence Interval |
| 10. LL | Lower Limit |
| 11. UL | Upper Limit |
| 12. β | Regression coefficient |
| 13. SE | Standard Error |
| 14. R^2 | Coefficient of determination |
| 15. ΔR^2 | R^2 Change |
| 16. t | Magnitude |
| 17. F | F Ratio |
| 18. d | Cohen's Measure of Sample Effect Size |
| 19. % | Percentage |

Abstract

Artificial Intelligence (AI) is increasingly influencing the field of mental health, prompting questions about how it might be responsibly integrated into clinical practice. This study aimed to examine the relationship between AI literacy, perceived benefits and barriers, and the intention to adopt AI among clinical psychologists. It was hypothesized that higher AI literacy, perceived benefits and perceived barriers will predict intention to adopt AI in clinical psychologists. A cross-sectional, correlational research design was used to gather data from a purposive sample of 147 clinical psychologists with age range ($M=27.68$, $SD= 5.15$) in various mental health settings across Islamabad and Rawalpindi. Measures of standardized questionnaire, including the MAIL Scale to assess AI literacy, the TAM Scale to measure perceived benefits, the BAAI Scale for perceived barriers, and the Trust in Automation Scale to evaluate intention to adopt AI. The results of showed that AI literacy and perceived benefits were significant positive predictors of intention to adopt AI in clinical settings. Conversely, perceived barriers negatively impacted the intention to adopt AI in clinical practices. In conclusion, the findings highlight the importance of improving AI literacy and reducing perceived barriers to support the responsible integration of AI tools into clinical practice. Addressing these factors may help bridge the gap between technological innovation and its practical use in mental health care.