



problem-based

learning (PBL) in teaching diagnostic reasoning (DURHAM; FOWLER; KENNEDY, 2014).

Other literatures highlight the virtual clinical simulation as a positive instrument in this process (HARA et al., 2016; NYTUN; FOSSUM, 2014).

The use of software in this process is presented as positive in different studies (GOES, 2010; JENSEN, 2010; SOUSA, 2015).

However, there are gaps in the literature on the development of technological tools combining hypermedia, clinical simulation, process of diagnostic reasoning and PBL (TINOCO, 2019).

Study purpose/aims

To describe two technological tools for teaching diagnostic reasoning to nursing students.

Ana Luisa Brandão de Carvalho Lira¹, Jéssica Dantas de Sá Tinôco¹, Marcelly Santos Cossi¹, Kadyjina Daiiane Batista Lúcio¹, Millena Freire Delgado¹, Isadora Costa Andriola¹
¹Federal University of Rio Grande of Norte

Methodology

Study Design: descriptive study;

Sample: group of nurse researchers from a public university in northeastern Brazil;

Data collection and instruments: 2018 and 2019;

Data analysis: descriptive statistics.

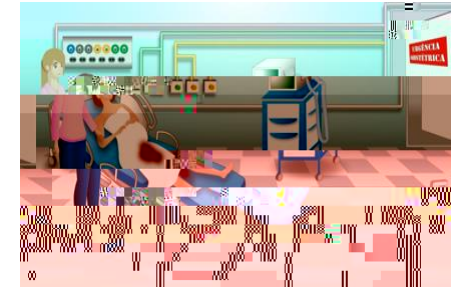
Results

Two tools were developed:

1) Hypermedia Nurse diagnostician:



2) Virtual object on obstetric nursing:



Impact

The development of good quality and attractive educational technological tools can favor the student's motivation for the learning process.