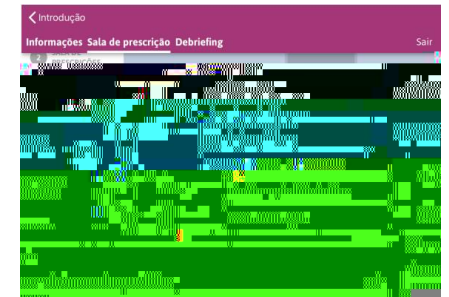Ana Luisa Brandão de Carvalho Lira[1], Jéssica Dantas de Sá Tinôco[1], Marcelly Santos Cossi[1], Kadyjina Daiane Batista Lúcio[1], Millena Freire Delgado[1], Isadora Costa Andriola[1]

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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.

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.