

Introduction

Educational technologies in the teaching of diagnostic reasoning in nursing



can contribute to the training of nurses with critical and reflective thinking



to provide more secure and quality care.

Study Gap/Problem

A study pointed the advantages of 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.

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Technological tools in the teaching of diagnostic reasoning in nursing

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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.

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