



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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## Methodology

**Study Design:** descriptive study;

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

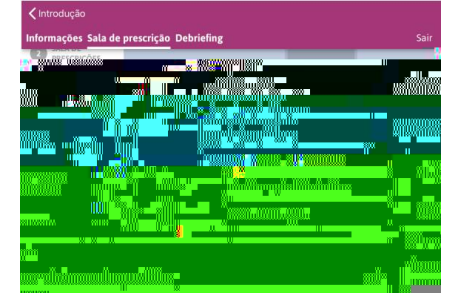
**Data collection and instruments:** 2018 and 2019;

**Data analysis:** descriptive statistics.

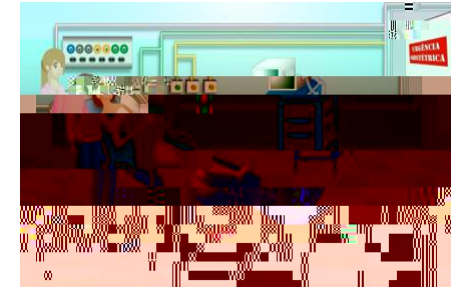
## Results

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.