Abstract

This study aimed to evaluate the effectiveness of a teaching strategy on nursing diagnoses based on problem-based learning in the performance of clinical reasoning and diagnostic trial of undergraduate students. Experimental study conducted in two phases: content validation of problems and implementation of educational strategy. The results showed improvement in the data pooling ability of students in the experimental group. It is concluded that the strategy put in practice exerted a positive influence.

Keywords

Nursing, Nursing Diagnosis, Teaching, Problem-Based Learning.