

Flashcard as an educational technology for nursing records in active learning

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ABSTRACT

Objectives: Develop and validate a *flashcard* focused on nursing records in a public university hospital. **Methods:** A methodological study conducted between February and June 2025 at a public university hospital located in northern Paraná, Brazil. The study was conducted in three stages: content development, content validation, and appearance validation. The assessment instrument was organized into four sections: one (1) technical-scientific content, two (2) didactic-pedagogical aspects, three (3) practical applicability, and four (4) overall assessment. The validations were performed using the Delphi technique in a single round and involved a group of ten nurse judges. **Results:** The study resulted in the development and validation of a *flashcard* on nursing records, which achieved a Content Validity Index of 1.00. It received positive assessments regarding clarity, relevance, adequacy, and applicability, according to the expert judges' evaluation. **Conclusions:** The *flashcard* validated by the nurses at the study hospital demonstrated potential to improve nursing care by promoting effective and safe documentation practices.

Descriptors: Nursing Records; Educational Technology; Problem-Based Learning; Health Education; Professional Training.

Highlights

1. An educational *flashcard* was developed to improve nursing documentation.
2. The educational technology was validated by expert nurses.
3. The *flashcard* achieved a Content Validity Index of 1.00.
4. Clarity, relevance, adequacy, and applicability were positively evaluated.
5. The *flashcard* may contribute to more effective and safer nursing documentation.

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Introduction

Nursing records are essential to the quality and safety of patient care and are an inseparable part of the care process itself ⁽¹⁾.

Nursing relies on accurate and timely data to support the delivery of its various care interventions. When the Nursing Process (NP) is documented in a manner that faithfully reflects clinical reality, it becomes a vital methodological tool for communication among the healthcare team and for ensuring continuity of care. In addition to providing legal protection for professionals, these records constitute an essential database for teaching and research activities, as well as supporting audits, legal proceedings, and the development of statistical indicators ⁽²⁻³⁾.

Records must be documented clearly, accurately, completely, and ethically, representing not only a legal requirement but also a practice that guides and underpins care. In this regard, training professionals in proper documentation is an increasingly important need in the hospital setting ⁽¹⁾.

Despite the recognized importance of nursing documentation, records may contain inconsistencies and subjectivity, without a structured methodological framework, thus failing to accurately reflect professionals' actions or patients' responses to care ⁽⁴⁾. In this context, continuing education and the use of tools that optimize professional practice are considered essential strategies for overcoming barriers to the implementation of nursing documentation.

Flashcards have been used as an innovative educational strategy in various fields of knowledge ⁽⁶⁻⁷⁾. In the health field, these tools play a key role in learning and reinforcing concepts essential to professional practice ⁽⁶⁻⁷⁾.

This strategy consists of cards used as a pedagogical support tool, based on active information retrieval and spaced repetition, which involves the distributed and repeated review of content at progressively longer intervals, promoting knowledge retention and active learning ⁽⁸⁻⁹⁾. *Flashcards* can be presented in different formats, incorporating textual and visual elements, such as keywords, questions, answers, concepts, and images, according to educational objectives, making the learning process more dynamic and accessible and facilitating the association between the information presented and its meaning ⁽⁸⁻⁹⁾. In the health context, this methodology has been scientifically shown to be effective for retaining complex information in long-term memory ⁽⁹⁾.

Furthermore, *flashcards* constitute an educational strategy that is easy to implement and potentially low-cost and can be adapted to different teaching and educational contexts. These characteristics favor their use in hospital settings with high care demands and limited resources ⁽³⁻¹⁰⁾. Despite the relevance of nursing records to patient safety and the increasing use of educational technologies in professional training ^(1,5), there is still a need for studies that develop and validate educational technologies aimed at improving nursing records, particularly in hospital settings ⁽¹¹⁾.

Thus, this study sought to answer the following research question: what is the evidence of content and appearance validity of a *flashcard* developed to support nursing documentation at a university hospital?

Accordingly, this study aimed to develop and validate a *flashcard* focused on nursing documentation at a public university hospital.

Methodos

This is a methodological study involving the development and validation of an educational technology with a participatory interface ⁽¹²⁾ on nursing documentation. This method is characterized by the active participation of participants in the development, evaluation, and improvement of instruments, technologies, or processes applicable to professional practice, thereby promoting the co-creation of the proposed technology ⁽¹²⁾.

The conduct and reporting of this study followed the recommendations of the Guidelines for Reporting Reliability and Agreement Studies (GRRAS) ⁽¹³⁾, aiming to ensure methodological rigor and transparency in the assessment of the content and appearance validity of the educational technology.

The study was conducted at a tertiary, public university hospital located in northern Paraná State. The hospital has 452 beds and is a referral center for high-complexity care ⁽¹⁴⁾. As a public university institution, the study hospital seeks to continuously improve the care provided through innovative solutions in the work process. In this context, the implementation of this type of educational material is intended to strengthen clinical planning and decision-making supported by standardized, high-quality scientific references.

The study population consisted of nurses who were members of the institution's Working Group for the computerization of the NP. At the time of data collection, the group consisted of 12 nurses, all of whom were considered eligible to participate in the study. Of these, ten agreed to participate, while two did not respond to the invitation because they were on vacation.

Participant selection followed the inclusion criteria: being a member of the nursing team in the selected units during the study period, using the NP and nursing documentation in daily care practice, and having worked at the institution for at least six months, as this was considered sufficient time to become familiar with the work processes. Professionals who were away from their duties during the data collection period due to vacation, leave, or any other institutional absence were not included.

The study was conducted from February to June 2025 and comprised of the following stages: development, content validation, and appearance validation.

In the first stage, which involved the development of the educational material, the nurses participated in updating the Standard Operating Procedures (SOPs) related to the NP, based on the Theory of Basic Human Needs ⁽¹⁵⁾, the methodological framework adopted for nursing care at the institution and which supported the development of the theoretical content of the *flashcard*.

For the development of the educational material, the institution's SOPs and the current regulations of the Federal Nursing Council (COFEN) were used as references, particularly the Guide of Recommendations for Nursing Records in Professional Practice ⁽¹⁾, which supported the definition and organization of the *flashcard* content. After updating the institutional SOPs and developing the theoretical content of the material, the *flashcard* was laid out by the authors with institutional support from the hospital's Nursing Directorate. The structure followed the principles of Instructional Design based on the Cognitive Theory of Multimedia Learning (CTML), which aims to foster active learning and objectivity through the integration of visual and textual elements, with the aim of promoting better comprehension and retention of content ⁽¹⁶⁾. Harmonious colors, simple fonts, and easy-to-understand content were used, including the highlighting of key elements and the integration of text and images ⁽¹⁶⁾, with a layout organized for quick reading, an essential feature in hospital settings.

The graphic design focused on visual clarity, information organization, and accessibility and was developed using the free Canva® platform. The flashcard incorporated QR Codes linking to the institution's SOPs, allowing for practical and digital access to more in-depth content, with the aim of enhancing learning by integrating multimodal resources and facilitating access to information in the workplace.

For the second and third stages content and appearance validation by experts, respectively the Delphi Technique was used. This is a qualitative method widely adopted for validating content and tools in the health field, enabling consensus-building and judgment among subject-matter experts ⁽¹⁷⁾. These stages were conducted online using a form created in Google Forms®, ensuring the anonymity of responses and respecting the principles of autonomy and technical independence of the evaluators.

The assessment instrument was organized into four sections: (1) technical-scientific content, (2) didactic-pedagogical aspects, (3) practical applicability, and (4) overall assessment. For each item, the experts assigned a score on a four-category Likert scale: 1 = inadequate; 2 = partially adequate; 3 = adequate with suggestions; 4 = fully adequate.

The judges were able to provide qualitative comments with suggestions for improvement at the end of each thematic axis ⁽¹⁷⁾. The suggestions were analyzed, and those considered relevant were incorporated into the final version of the flashcard, contributing to improvements in the content and visual presentation of the material. The comments were coded to ensure privacy and confidentiality, using the letter "J" (judges), followed by sequential numbering according to the database (J1, J2, ..., J10).

The Content Validity Index (CVI) was used to assess content validity. This measure expresses the degree of agreement among experts regarding the relevance of the items comprising the instrument ⁽¹⁸⁾. The CVI considered the judges' adequacy/agreement for each item the Item-Level Content Validity Index (I-CVI) ⁽¹⁸⁾. For the calculation of the CVI, responses with a score of three (adequate with suggestions) or four (fully adequate) were considered valid. The I-CVI was calculated as the ratio between the number of responses classified as "adequate with suggestions" or "fully adequate" and the total number of experts. Values ≥ 0.80 were considered indicative of satisfactory agreement among the evaluators ⁽¹⁸⁾.

The Delphi technique was conducted in a single round, since all items reached the previously established minimum level of agreement (CVI ≥ 0.80), and therefore a new round of assessment was not necessary.

This study derives from the research project entitled "Systematization of Nursing Care Before and After Implementation in the Electronic Patient Record at a Public University Hospital," approved under Opinion No. 6,271,736, in accordance with Resolution No. 466/12 of the National Health Council.

Results

Ten (10) nurses who had experience applying the NP in their daily work process participated in the development and validation of the *flashcard* on nursing documentation. Most of the professionals were women (90.0%), with four to 25 years since graduation and professional experience in hospital care institutions.

The nursing documentation *flashcard* was made of Polyvinyl Chloride (PVC), on a single double-sided page measuring (8.5 cm × 5.4 cm), printed predominantly in green, purple, and black, with a white background, on offset paper of the same dimensions, and covered with matte laminated plastic.

The *flashcard* featured an aesthetically coherent, functional, and pedagogical design, applicable to practice and aligned with the reality of hospital nursing. The content was systematized and organized as follows: front: nursing notes; back: prescription checking (Figure 1).



Figure 1. Flashcard on nursing notes before evaluation by the judges (front and back). Londrina, PR, Brazil, 2026
Source: Research data, 2026.

Table 1 presents the CVI results for each questionnaire item – IVC-I

Table 1 - Response frequencies of nurse judges by I-CVI questionnaire item. Paraná, Brazil (n=10), 2026

Items	n * (%)				IVC-I †
	I	P.A	A.S	T.A	
Assessment of Technical-Scientific Content					
1.1 Is the content up to date according to COFEN guidelines?	-	-	1 (10,00)	9 (90,00)	1,0
1.2 Is the content aligned with Horta's Theory of Basic Human Needs?	-	-	1 (10,00)	9 (90,00)	1,0

1.3 Is the content appropriate for the level of knowledge of nursing professionals?	-	-	-	10 (100,0)	1,0
Didactic-Pedagogical Assessment					
2.1 Is the content clear and objective?	-	-	-	10 (100,0)	1,0
2.2 Are the icons and colors consistent with the content?	-	-	-	10 (100,0)	1,0
2.3 Does the visual organization facilitate learning?	-	-	1 (10,00)	9 (90,00)	1,0
2.4 Does the <i>flashcard</i> encourage review and self-directed learning?	-	-	1 (10,00)	9 (90,00)	1,0
Practical Applicability					
3.1 Is the <i>flashcard</i> useful in daily nursing practice?	-	-	-	10 (100,0)	1,0
3.2 Is it appropriate for the context of a university hospital?	-	-	-	10 (100,0)	1,0
3.3 Is it appropriate for the context of a university hospital?	-	-	-	10 (100,0)	1,0
Overall Assessment					
4.1 Is the <i>flashcard</i> useful in daily hospital nursing practice?	-	-	-	10 (100,0)	1,0
4.2 Is it appropriate for the context of a university hospital?	-	-	-	10 (100,0)	1,0

Note: *n (10) = number of participants who responded to the form; † I-CVI – proportion of items that achieved agreement from each judge.

Legend: I – Inadequate; P.A – Partially Adequate; A.S – Adequate with Suggestions; F.A – Fully Adequate.

Source: Research data, 2026.

Of the 12 items across the four assessment sections, all 12 were considered adequate by the ten expert judges (I-CVI = 1.00). Analysis of the expert judges' responses indicated that, of the 120 assessments performed by the experts, 90% were classified as "fully adequate" and 10% as "adequate with suggestions," with no negative assessments, resulting in an I-CVI = 1.00. These results demonstrated that the *flashcard* developed has quality and potential for use as an educational technology in the training of nursing professionals.

The recommendations and comments provided by the judges in each domain were analyzed. They demonstrated satisfaction with the quality of the material and highlighted the practical importance of the content for professional practice. The experts emphasized the clarity and accessibility of the language, as well as the objectivity of the information, as illustrated in the following statements:

It will be very useful in day-to-day practice; simple things are often forgotten, and this aid will be very welcome (J-1).

A flashcard with objective information that is easy to understand and uses accessible language (J-2).

Very specific and useful for quickly documenting treatment progress (J-6).

They turned out great, congratulations (J-5).

Suggestions for improvement focused primarily on aspects of instructional design, such as removing certain visual elements and adding others to optimize content comprehension and reduce visual clutter:

For the double-check, the symbol could be placed in the corner, and "identification and double-check" could be placed at the beginning of the box, as in the others, or all titles could be centered (J-2).

Very good! Just as a suggestion, I would remove the border because the image seems a little visually cluttered. Perhaps a different, subtle color could be used instead, giving greater emphasis to the flashcard content (J-3).

These contributions were carefully evaluated and incorporated into the final version of the *flashcard* (Figure 2), aiming to ensure greater clarity and practical applicability of the material.



Figure 2. Flashcard on nursing notes after evaluation by the judges (front and back). Londrina, PR, Brazil, 2026

Source: Authors.

Discussion

This study developed and validated educational technology on nursing documentation, making it more accessible for use in professional practice. The importance of nursing documentation in clinical practice is widely recognized as an essential element for ensuring the quality, safety, and continuity of patient care, as well as providing legal protection for professionals ⁽¹⁾.

Despite the recognized importance of nursing documentation, this practice frequently faces significant challenges that compromise its functionality. Nursing notes are often inconsistent, illegible, and subjective, without a structured methodological framework, which compromises patient safety and continuity of care. Inadequate documentation is multifactorial and is influenced by workload, lack of standardization, and the effectiveness of professionals' continuing education ⁽¹⁹⁾.

The development of the *flashcard* proved to be a useful strategy capable of reducing barriers commonly reported by professionals in the implementation of nursing documentation, such as the difficulty of integrating theory and practice ⁽⁴⁾. The use of *flashcards* has been widely recognized as a learning tool

capable of enhancing knowledge retention in the health field by facilitating information retrieval and continuous content review ⁽²⁰⁾.

The *flashcard* development stage was carefully planned to ensure that the material developed met the practical demands of the hospital setting and promoted meaningful learning.

The entire process was guided by the updated COFEN guidelines ⁽¹⁾, which ensured that the selected content was based on recent evidence and complied with the ethical and legal principles governing professional practice. In addition, the institution's SOPs were used as a reference, ensuring alignment with the reality of the service and the standardization of care practices.

The appearance and content validation stage of the *flashcard* combined the Delphi Technique and the I-CVI, which enabled the educational material to be improved based on the technical and scientific knowledge of the expert judges, ensuring content validity through quantitative analysis of consensus and qualitative analysis of the evaluators' suggestions, thereby ensuring the practical and pedagogical relevance of the *flashcards* in nursing education ^(21–22).

These results also align with international evidence demonstrating that validated educational technologies foster the standardization of professional practice and expand the potential for using these resources in training and continuing education processes ⁽¹¹⁾.

The inclusion of care professionals in the process of developing educational technologies enhanced the applicability and legitimacy of the proposed material. The experts contributed to improving the technology by providing suggestions that reflected their practical experiences. This participatory approach favors the development of materials that are better suited to the needs of the target audience ⁽¹²⁾.

Analysis of the feedback revealed that the *flashcard* can be an effective tool for reinforcing content and fostering professionals' autonomy in clinical decision-making, as it facilitates rapid review and memorization of the concepts addressed. In addition, ease of use and content storage were identified as advantages, allowing the material to be used at different times and in different situations in professionals' daily practice.

The development and validation of the *flashcard* reinforce the relevance of incorporating educational technologies into the training and continuing education of health professionals. This material can contribute significantly to improving the quality of care provided and strengthening clinical reasoning in nursing.

This study advances nursing knowledge by providing a validated educational technology to support the improvement of nursing documentation, grounded in scientific evidence and the profession's regulatory recommendations. In addition to providing an easily applicable resource for continuing education, the technology has the potential to contribute to the standardization of documentation and the strengthening of evidence-based practice.

As a limitation, the study was based solely on care practice in an adult inpatient unit and did not encompass the specificities of other areas of a tertiary hospital. As a next step, further studies are recommended to expand the application of the educational technology to different hospital sectors.

Conclusion

The *flashcard* developed on nursing documentation presented satisfactory evidence of content and appearance validity, demonstrating that it is a valid educational technology applicable to clinical practice. The material showed potential to support continuing education initiatives, facilitating the updating of professionals' knowledge as well as improving the quality of nursing documentation.

The involvement of nurses in the development and validation of this material, based on needs identified in professional practice, reinforces the importance of educational technologies that strengthen clinical reasoning and improve the quality of patient care while remaining accessible within the realities of healthcare professionals.

It is expected that the implementation of the flashcard at the university hospital under study will improve the quality of nursing documentation, promoting safety and quality in patient care.

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