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### Finding Success in Failure

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# Finding Success in Failure

Crystal Sanchez, MSN, RN, CCRN, TCRN

## Introduction

The highly competitive nature of medical and nursing schools teach our students that only top academic performance is acceptable, and must be flawless. However, this ill prepares the student for the realities of the bedside, where mistakes can and will be made. Student anxiety over academic performance can have negative consequences. Making a safe place for students to make errors allows for mistakes to become learning opportunities, rather than signs of failure..

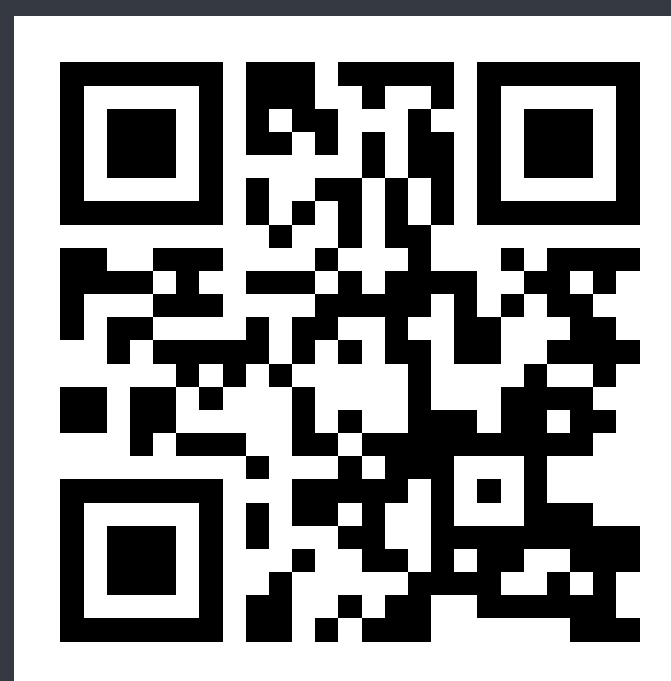
## Methodology

Using PowerPoint, instructors were able to create case studies that had alternate endings. The story changed based on what decisions the students made. If a student made an error, this affected the client's progression in the case study. This method allows students to make mistakes in a safe environment and see them as learning opportunities. Using an evolving case study that changes based on decision making is also more reflective of real life

## Results

In course evaluations, students expressed satisfaction with this format of learning. Student felt that the evolving case studies were more interactive and engaging. Further research will be needed to determine if didactic activities such as these decrease student anxiety about academic performance.

# Using an Evolving Case study with multiple outcomes allows students to make mistakes and learn that failures are learning opportunities.

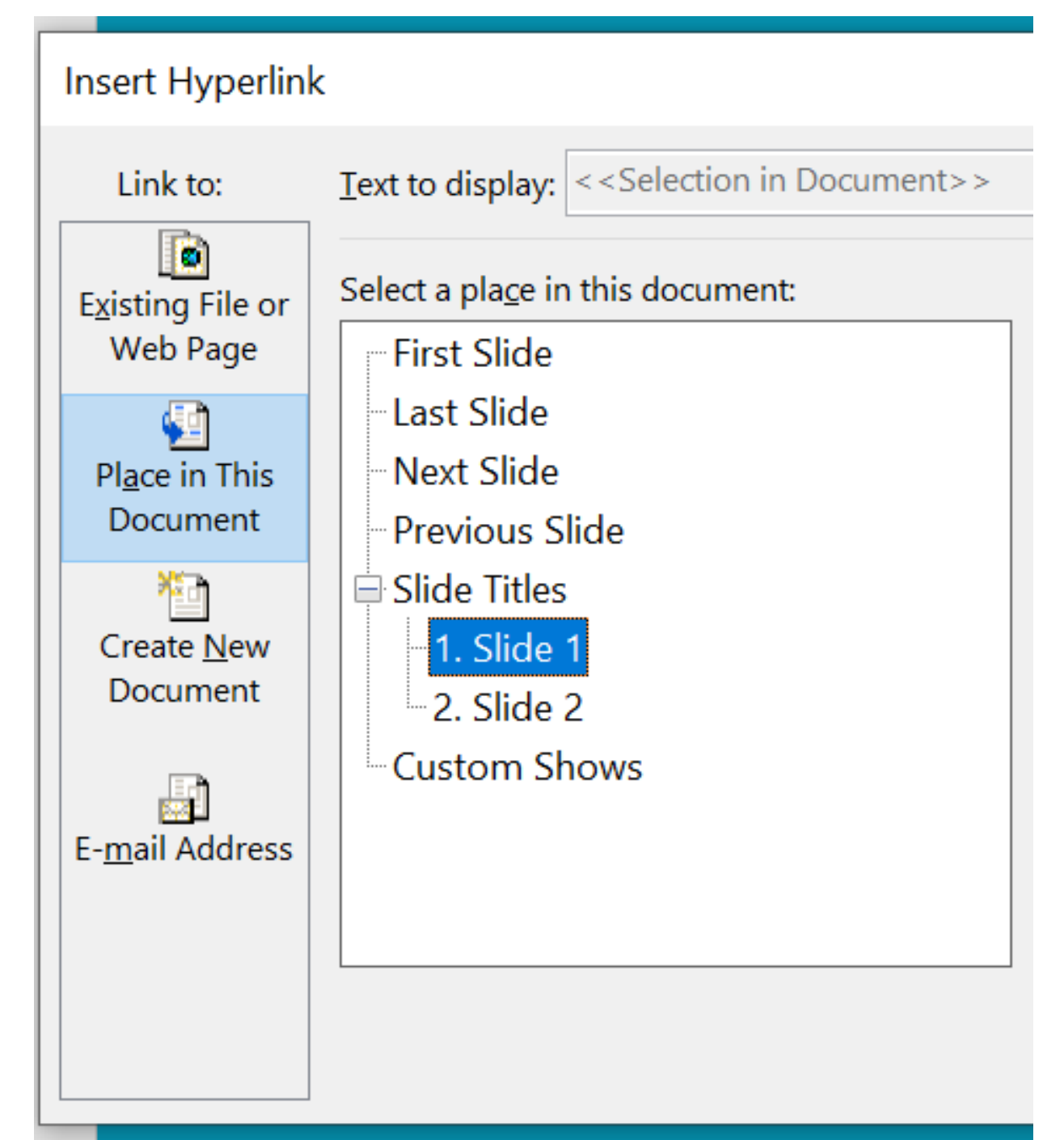


Example of a "Choose your own Adventure" case study  
[https://unmhsc-my.sharepoint.com/:p:/g/personal/crysanchez\\_health\\_unm\\_edu/EVLhu-be7f8IIgzbAhgQOZmQBBg8LWvnJjbrCJh3FGgq8TA?e=b9Fxx9](https://unmhsc-my.sharepoint.com/:p:/g/personal/crysanchez_health_unm_edu/EVLhu-be7f8IIgzbAhgQOZmQBBg8LWvnJjbrCJh3FGgq8TA?e=b9Fxx9)

## Presenter Notes

How to create an evolving case study?

1. Outcomes of learning: what do you want students to learn from this case study?
2. Create the client's story. Keep to 2-3 possible outcomes. It is very easy to go down rabbit holes
3. Using PowerPoint, create a text box that you will place a hyperlink to an alternate slide. This hyperlink allows the student to make a choice and affect the client's story.
4. Debrief on the experience. Students can do this activity in class, with the instructor acting as a guide, or by themselves. Students can also re-do the case study, make different decisions, and learn different things



## Related Research

1. Cognitive dissonance: "Modeling a healthy response to dissonance-inducing situations can play a constructive role in improving clinical culture."<sup>1</sup>
2. Removing Ego from failure: "A failed experience is a success when the goal is learning."
3. Reducing Cognitive Dissonance "Students are threatened by the stressor of academic/clinical dissonance. Their lines of defense are predictably inadequate and will benefit from interventions aimed at reconstitution of effective defense against the stressor."<sup>3</sup>

## References

1. Klein, J & McColl, G. (2019). Cognitive Dissonance: how self-protective distortions can undermine clinical judgement. *Medical Education*, 53, 1178-1186
2. Eskreis-Winkler, L. & Fishbach. (2022). You Think Failure is Hard? So is Learning from It. *Perspectives on Psychological Science*. 17(6), 1511-1524
3. Meyer, T. & Xu, Y. (2005). Academic and Clinical Dissonance in Nursing Education: Are We Guilty of Failure to Rescue? *Nurse Educator*, 30(2), 76-79.