The students will be given this Bookmark as one of my learning experiences. The name on the bookmark is Wirthink. It is a modified version of the SEE-I method. It will serves as a student guide through the critical thinking process as it relates to pre-hospital medicine. This bookmark process has an application that is twofold.

1- It will allow students to prepare for didactic content and help with the retention of difficult material by associating/applying what they reading to what they already know.

2- Wirthink follows a proper “Patient Assessment” field procedure found in medicine. The students will be able to use this tool to enhance their questioning, evaluation and treatment of patients both here in school, and for the rest of their career.

Wirthink will be used for specific theories/concepts that the majority of students find difficult. This does not replace the didactic material for the entire chapter, only specific problem areas of concern that are critical to the success of the student. Once the process is understood and applied, it can be used for all aspects of paramedic school. Not to mention, the “real world” application for the paramedic in the field.

The learning experience above requires the student to follow a process that begins with factual research requiring ACCURACY, DEPTH, and RELEVANCE. It then requires the student to recall, recite, and summarize the content in their own words. Once the student establishes his/her POINT OF VIEW, the student will have to VALIDATE and DEFEND his/her summary from multiple viewpoints to establish ACCURACY and BREADTH of the content. The students at this point have conceptualized a picture or idea in their head; they will now need to illustrate and put it on paper so that it can be graded for FAIRNESS and LOGIC (according to the rubric found in the syllabus). Once complete, the instructor will present the lecture on the content. Here, more CLARITY and ACCURACY will be revealed to the students to fill-in any “missing gaps” of information. The last step is reserved for more complex material. If needed, we can repeat the process which will refine our results.
**Wirthink Bookmark Instructions:**

**Step 1: (Homework, pre-work/preparation)**

OUTLINE and READ the assigned chapter topic/material. Student must be prepared to recall facts, main ideas, and concepts from the assigned readings for participation in-class.

**Step 2: (In-class, time limit approx. 10min)**

INDEPENDENTLY, the student will (preferably with ONLY his/her outline/or notes) SUMMARIZE the subject content with the provided worksheet.

**Step 3: (In-class, time limit approx. 15min)**

In groups of 4-8 students, COMPARE and CONTRAST (with your peers) the different points of view of the summarized material. Student must either agree or disagree with what is (or isn’t) a good representation of the reading. For a more accurate summary, please feel free to either ADD or SUBTRACT content from your OWN notes.

**Step 4: (In-class, time limit approx. 15 min.)**

ILLUSTRATE your “refined” summarized material. This can be done in a number of ways; YOU decide on how creative you want to be. It is REQUIRED that you establish a CLEAR connection (ON PAPER) between your illustration and the chapter content in question. Consider the following examples:

- Draw a detailed picture illustrating the process or theory that you can relate to.
- Invent a patient scenario (/w ALL associated signs/symptoms, V/S, History of illness) demonstrating the connection of the material and the pathophysiology of patient illness.

**Step 5: (In-class, lecture time + 5 min.)**

Once Step 4 is completed, your instructor will lecture on that subject material. At the bottom of your illustration, please LIST any ADDITIONAL facts you learned from the lecture. You will be given time at the end to incorporate the additional information to your illustration.

**Step 6: (Homework)**

For subject material requiring even more CLARITY and ACCURACY, we will REPEAT the Wirthink process.