

**Academy for Allied Health and
Sciences
at Plainfield High School**



**Plainfield High School
in partnership with
JFK-Muhlenberg-Snyder Schools
Union County College
Lincoln Technical Institute
Rutgers University**

**FUNDAMENTALS OF HEALTH AND
WELLNESS CURRICULUM**

IDST-1230

Fundamentals of Health and Wellness

Course Philosophy

Fundamentals of Health and Disease is intended to provide the student with a better understanding and appreciation for the human body in both health and disease as well as a framework for comprehending its clinical application.

The most common clinical conditions likely to be seen by allied health practitioners will be investigated. Classification, symptoms, and terminology associated with disease and wellness are presented as a foundation for providing an orientation to treatment, diagnosis and prognosis.

The student will learn the basic concepts concerning the causes and effects of many diseases. The course will ultimately serve to impart a better understanding of the problems faced by human patients, and to lay solid scientific foundations for a future medical career.

***Refer to Appendix A for description of learning styles that are addressed in the activities listed in the curriculum (e.g., AR, AS, CR, CS).*

Course Goals

The Student will be able to:

1. Critically analyze health and disease issues from a number of viewpoints including researchers, patients, and allied health professionals.
2. Discuss pathology from both general and systemic viewpoints.
3. Apply anatomical and physiological information to practical disease situations.
4. Discuss normal anatomy and physiology in contrast to disease situations.
5. Identify body cells, tissues and organs in normal and disease situations.
6. Identify and discuss major diseases of each body system.
7. Identify the causes and symptoms of major diseases
8. Discuss principles of major diseases in order to facilitate understanding of other similar or related disorders.
9. Analyze and evaluate current events in health and disease.
10. Cultivate concise scientific writing that demonstrates integration of concepts.

Outline of Content Area

- I. Mechanisms of Disease
- II. Immune System and Immunopathology
- III. Inflammation
- IV. Neoplasia (Cancer)
- V. Genetic and Developmental Diseases
- VI. Fluid and Hemodynamic Disorders
- VII. Diseases of the Cardiovascular System
- VIII. Diseases of the Respiratory System
- IX. Diseases of the Gastrointestinal System
- X. Diseases of the Liver and Pancreas
- XI. Diseases of the Urinary Tract
- XII. Diseases of the Reproductive System
- XIII. Diseases of the Endocrine System
- XIV. Diseases of the Skin
- XV. Diseases of the Musculoskeletal System

I. Mechanisms of Disease

A. Objectives. The Student will be able to:

1. Define disease as a failure of homeostasis (5.3.12.A.6)
2. Distinguish between the various pathogen types and give examples
3. Distinguish between the major types of virus lifecycles
4. Explain the nature of retroviruses
5. Describe the nature of prions and prion diseases (3.3.12.A7)
6. Explain the nature of toxic mold
7. Distinguish between several effects that toxins can have on the body

B. Activities

1. Teacher lecture and class discussions
2. Students will analyze the controversy surrounding the investigation into the deaths related to the Cherry Hill, NJ "mad cow" cluster (CR)
3. Students will read an article about "Valley Fever" fungal disease and diagram the lifecycle of the fungus (AS, AR, CS)

C. Assessments

1. Class participation, group work, and independent class work/homework will be assessed.
2. Frequent assessments will be given (quizzes, exams, projects...) on lecture notes and assigned reading.
3. Examinations will be administered at the conclusion of the unit to check for understanding.

D. Resources

1. Newspaper articles on prions, fungal diseases, protist diseases, etc.
2. Prentice Hall Biology Teaching Resources

II. Immune System and Immunopathology

A. Objectives. The student will be able to:

1. Define and distinguish between natural immunity and acquired immunity.
2. List the main organs and cells that participate in the immune response.
3. Describe the main differences between lymphocyte types.
4. Describe the basic features of immunoglobins and their reaction with antigens.
5. List four mechanisms of hypersensitivity reactions.

6. Discuss the principles of blood transfusion. (3.3.12.A7)
7. Describe Rh incompatibility between the mother and the fetus.
8. Discuss the nature of autoimmune disease.
9. Explain the pathogenesis of AIDS and list its most important complications

B. Activities

1. Teacher lecture, class discussions and class activities following the objectives of this unit. Students will produce diagrams of antibodies and agglutination (AS, CS)
2. Students will work in groups to create skits demonstrating the differences between lymphocyte types. (CR, AR)

C. Assessments

1. Class participation, group work, and independent class work/homework will be assessed.
2. Immunity types quiz
3. Labeled diagrams
4. Examinations will be administered at the conclusion of the unit to check for understanding.

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

III. Inflammation

A. Objectives. The student will be able to:

1. Define inflammation
2. Describe the vascular changes in acute inflammation
3. Describe the cellular events in acute inflammation (5.5.12.A.1)
4. Define key terms pertaining to the inflammatory response
5. Explain the function of proteins in inflammation (9.4.12.A.4)
6. Describe two pathogenic pathways leading to chronic inflammation
7. Describe the local and systemic symptoms of inflammation
8. Explain the pathogenesis of fever (3.3.12.A7)
9. Define healing and repair
10. List two complications of wound healing

B. Activities

1. Teacher lecture, class discussions, and class activities following the objectives of this unit.

2. Students will produce diagrams outlining the events that take place in acute inflammation (AS, CS)
3. Instructor will lead students in the completion of worksheets reviewing inflammation material.

C. Assessments

1. Terminology quiz
2. Class participation
3. Label diagrams
4. Class work/Homework
5. Examination

D. Resources

1. Text: Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

IV. Neoplasia

A. Objectives. The student will be able to:

1. Define neoplasia and its related terms: tumor, cancer, and oncology
2. Classify tumors based on their clinical behavior and features
3. Describe the typical features of benign and malignant tumors (9.4.12.A.4)
4. Define metastasis and explain its pathogenesis
5. List the common forms of carcinoma and sarcoma and their tissues of origin and describe their benign equivalents
6. Describe the various approaches to studying the etiology and pathogenesis of cancer
7. Discuss environmental carcinogens that could affect humans
8. Describe the evidence for viral carcinogens in humans, with special emphasis on human papillomavirus and Epstein-Barr virus
9. Define oncogenes and tumor suppressor genes and explain their clinical significance
10. Describe the host's immune response to neoplasia
11. Discuss the changes in cancer incidence that have occurred over the past 100 years and list the three most common forms of cancer in men and women previously and now

B. Activities

1. Instructor will lead class in lectures, topic based discussions, power point presentations, group work and independent study activities. (3.3.12.A7)

2. Students will produce diagrams of benign and malignant tumors, with explanations of the differences. (AS, CS)
3. Students will research and present papers on the causes of various types of cancer (3.3.12.B3) (AS, CR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Research Paper
5. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

V. Genetic and Developmental Diseases

A. Objectives. The student will be able to:

1. Define and describe various terms related to normal embryonic development (2.4.12.C1)
2. Define developmental malformations (birth defects)
3. Explain teratogenesis and list causes of birth defects in humans
4. Describe TORCH syndrome and list its common causes (9.4.12.A.4)
5. Define the several structural chromosomal abnormalities and explain their significance (5.3.12.D.1)
6. Define chromosomal monosomy and trisomy (5.3.12.D.1)
7. List three important autosomal dominant disorders (5.3.12.D.1)
8. List three important autosomal recessive disorders (5.3.12.D.1)
9. List three important X-linked recessive disorders (5.3.12.D.1)
10. List the cardinal features of multifactorial inheritance and list two important diseases that are inherited in such a way
11. Describe prenatal diagnosis of genetic and developmental disorders (5.3.8.D.3)
12. Define prematurity and list three of its causes
13. Define fetal pulmonary immaturity and describe its consequences
14. Explain the causes of birth injury (3.3.12.A7)

15. Discuss sudden infant death syndrome

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities.
2. Students will produce labeled diagrams detailing the early stages of human development (AS, CS)
3. Students will read an article detailing the recent history of India as it relates to diabetes and explain the evidence for the multifactorial nature of the disease (AR)
4. Students will work in groups to create posters or flyers warning expectant mothers about the dangers of TORCH (AS, AR, CR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Project
5. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

VI. Fluid and Hemodynamic Disorders

A. Objectives. The student will be able to:

1. Describe the distribution of fluid in the human body and identify the basic aspects of normal circulation
2. Define edema and give examples
3. Explain the various possible causes of edema
4. Explain hyperemia and give examples
5. Define hemorrhage and give examples
6. Explain the role of endothelial injury in hemogenesis (3.3.12.A7)
7. Describe the morphology of thrombi
8. Describe the various fates of thrombi
9. Describe the clinical consequences of venous and arterial thrombi
10. Define emboli and give examples

11. Define infarction and explain its pathogenesis

12. Define shock and explain its pathogenesis

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities.
2. Students will produce labeled diagrams detailing the fate of thrombi and emboli (AS, CS)
3. Students will read articles concerning blood thinners and pulmonary edema. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)
4. Students will work in groups to produce dialogues in which someone is confused about the word "shock" and emphasizing the correct medical meaning of shock. (AR, CR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Dialogues
5. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

VII. Diseases of the Cardiovascular System

A. Objectives. The student will be able to:

1. Describe the normal components of the cardiovascular system and their function
2. List common forms of heart disease in the U.S.
3. List the three most common congenital heart diseases and describe each
4. Discuss the pathogenesis and risk factors of atherosclerosis
5. Describe the gross and microscopic features and complications of myocardial infarct
6. Discuss the pathogenesis of hypertension and compare primary and secondary hypertension
7. Discuss the pathogenesis of rheumatic heart disease and describe rheumatic fever (3.3.12.A7)
8. List causes of cardiomyopathy
9. Describe two surgical operations performed on the heart and their consequences
10. Describe varicose veins and list their possible causes
11. Describe lymphangitis

B. Activities

1. Instructor will lead class in lectures, topic based discussions, power point presentations, group work and independent study activities.
2. Students will produce labeled diagrams detailing the features of myocardial infarct (AS, CS)
3. Students will read articles concerning heart attacks and heart surgery. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)
4. Students will work in groups to produce flyers warning of the various cardiovascular dangers of cigarette smoking. (AS, AR, CR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Flyers
5. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

VIII. Diseases of the Respiratory System

A. Objectives. The student will be able to:

1. Describe the normal respiratory system and its main functions
2. List common causes and symptoms of upper respiratory infection (5.3.12.A.6)
3. Discuss epiglottitis and laryngitis
4. Compare acute tracheobronchitis and bronchopneumonia
5. List the common causes and discuss the pathogenesis of pneumonia
6. Describe the cause and effects of tuberculosis
7. Define chronic bronchitis and describe this disease
8. Define emphysema and list its symptoms
9. Discuss the pathogenesis and symptoms of bronchial asthma (9.4.12.A.4)
10. Discuss the pathogenesis of adult respiratory distress syndrome
11. Discuss the possible causes and public health significance of respiratory tract cancer

12. Describe the appearance and histology of lung cancer
13. Discuss the pathogenesis of pleurisy (3.3.12.A7)

B. Activities

1. Instructor will lead class in lectures, topic based discussions, power point presentations, group work and independent study activities.
2. Students will produce labeled diagrams detailing the features of the respiratory system (AS, CS)
3. Students will read articles concerning lung cancer and pneumonia. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)
4. Students will work in groups to produce pamphlets to educate the public about asthma (AS, AR, CR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Pamphlets
5. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

IX. Diseases of the Gastrointestinal System

A. Objectives. The student will be able to:

1. Describe the normal gastrointestinal tract and its functions
2. List the most common alimentary diseases in infants, young adults and old people
3. Discuss the risk factors for oral cancer
4. Discuss the main diseases affecting the salivary glands
5. Discuss the inflammatory diseases of the esophagus
6. Discuss cancer of the esophagus
7. Discuss the pathogenesis of peptic ulcers
8. Describe the pathology of various forms of gastric cancer
9. Describe the pathology and complications of diverticulosis of the colon

10. Discuss inflammatory bowel disease and compare Crohn's Disease with ulcerative colitis
11. Discuss various causes of diarrhea
12. Discuss the pathogenesis of malabsorption syndromes (3.3.12.A7)
13. Describe the pathology of colon cancer and list prognostic factors

B. Activities

1. Instructor will lead class in lectures, topic based discussions, power point presentations, group work and independent study activities. Students will produce labeled diagrams detailing the features of diverticulosis (AS, CS)
2. Students will read articles concerning the causes of ulcers and the historical confusion of those causes, the history of cholera, and the genetic nature of colon cancer. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

X. Diseases of the Liver and Pancreas

A. Objectives. The student will be able to:

1. Describe the normal liver and biliary tract
2. Describe the formation of bile and explain the main disorders that can cause jaundice
3. Compare the effects of hepatitis virus A, B, and C
4. Define cirrhosis and describe this disease
5. Describe alcohol-induced liver disease (9.4.12.A.4)
6. Describe three hereditary diseases affecting the liver
7. Describe typical infectious liver diseases caused by bacteria, protists, and parasites (5.3.12.A.6)
8. Describe and discuss gallstones
9. Describe the benefits and hazards of liver transplantation
10. Describe the gross and microscopic anatomy of the pancreas

11. List the main functions of the exocrine pancreas and pancreatic juice
12. List the hormones produced by the islets of Langerhans and discuss their functions
13. List three syndromes caused by islet cell tumors
14. Discuss the pathogenesis of type 1 and type 2 diabetes (3.3.12.A7)
15. List the main complications of diabetes

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities. Students will produce labeled diagrams detailing the parts and functions of the pancreas (AS, CS)
2. Students will read articles concerning current findings in liver research and current trends in diabetes treatments. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)
3. Students will work in groups to create pamphlets warning of the dangers of alcohol to the liver (AS, AR, CR).

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Pamphlets
5. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

XI. Diseases of the Urinary Tract

A. Objectives. The student will be able to:

1. Describe the anatomy of the urinary tract and the principal functions of the kidneys and urinary bladder
2. List two congenital renal malformations and explain the significance of adult polycystic kidney disease
3. Discuss glomerulonephritis
4. Discuss three causes of nephritic syndrome (3.3.12.A7)
5. Describe changes in the kidney caused by diabetes
6. Discuss renal stones and list their symptoms

7. List causes of urinary obstruction
8. Compare cystitis in men and women
9. Describe the pathology and clinical features of bladder cancer

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities.
2. Students will produce labeled diagrams detailing the parts and functions of the kidney nephron (AS, CS)
3. Students will read articles concerning the effects of diabetes on the kidney. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagram
4. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

XII. Diseases of the Reproductive System

A. Objectives. The student will be able to:

1. Describe the external and internal male and female reproductive organs
2. List and describe common disorders of the male reproductive system
3. List common sexually transmitted diseases and discuss their impact on society
4. Describe the pathology and symptoms of benign prostatic hyperplasia
5. List three markers of testicular tumors
6. Discuss the diagnosis of prostatic cancer
7. Describe the spread of prostatic cancer and the course of this disease
8. Discuss the physiological events of the menstrual cycle throughout life
9. List and describe the critical events of pregnancy
10. List the most important causes and consequences of infection of the female genital tract (5.3.12.A.6)
11. List the most common causes of vaginal bleeding

12. List and describe the procedures used to diagnose cancers of the cervix, uterus and ovary
13. Discuss the symptoms and consequences of endometriosis (3.3.12.A7)
14. List the most common causes of miscarriage
15. Explain ectopic pregnancy

B. Activities

1. Instructor will lead class in lectures, topic based discussions, power point presentations, group work and independent study activities.
2. Students will work in groups to create and present posters detailing various topics within the unit. (AS, AR, CR)
3. Students will read articles concerning ectopic pregnancy and the diagnosis of testicular and ovarian cancer. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)

C. Assessments

1. Class Participation
2. Class assignments
3. Posters
4. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

XIII. Diseases of the Endocrine System

A. Objectives. The student will be able to:

1. Describe the normal anatomy and functions of the pituitary, thyroid, parathyroids, and adrenal glands
2. Explain pituitary hormonal hyperactivity, and list at least three syndromes that may develop under these conditions
3. Describe the symptoms of pituitary insufficiency and explain its causes
4. Define Graves' disease and list its symptoms
5. List causes of hypothyroidism and symptoms of this condition
6. List causes of hyperparathyroidism and symptoms of this condition
7. List important syndromes of adrenocortical hyperfunction and symptoms of these conditions
8. List causes and symptoms of Addison's disease

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities. Students will work in groups to create labeled diagrams of the major endocrine organs and list their functions (AS, AR, CR, CS)
2. Students will read articles concerning thyroid diseases and their effects on personality as well as the lives of pituitary dwarfs and giants. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagrams
4. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

XIV. Diseases of the Skin

A. Objectives. The student will be able to:

1. Describe the normal skin and list its functions
2. Describe and define the principal skin lesions
3. Explain the short-term and long term effects of ultraviolet light on the skin
4. Describe skin infections caused by various pathogens and give an example of each (5.3.12.A.6)
5. Describe typical lesions of acne vulgaris and explain their pathogenesis
6. Discuss various causes of eczema (3.3.12.A7)
7. Describe seborrheic dermatitis
8. Compare clinical and pathological features of various skin cancers (9.4.12.A.4)
9. Compare freckles, nevi, and malignant melanoma

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities.
2. Students will work in groups to flyers warning the general public about the causes of skin cancer (AS, AR, CR)
3. Students will read articles concerning acne as well as skin cancer prevention. Instructor will provide questions intended to reinforce the concepts of the unit. (AR)

C. Assessments

1. Class Participation
2. Class assignments
3. Flyers
4. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

XV. Diseases of the Musculoskeletal System

A. Objectives. The student will be able to:

1. Define and describe the different bone cells (5.5.12.A.1)
2. Describe the histology of skeletal muscle
3. Describe the anatomy of joints
4. Discuss osteopetrosis and achondroplastic dwarfism (3.3.12.A7) (9.4.12.A.4)
5. Describe the most common forms of osteomyelitis
6. Define osteoporosis and discuss its clinical features
7. Explain the pathogenesis of rickets
8. Describe the healing of simple bone fractures
9. Define osteoarthritis and describe its pathology
10. Define rheumatoid arthritis and explain its pathology
11. Give examples of infectious arthritis
12. Define gout and describe its pathology
13. Describe the muscle changes that occur following nerve damage
14. Define Duchenne-type muscular dystrophy and explain the inheritance of this disease

B. Activities

1. Instructor will lead class in lectures, topic based discussions, PowerPoint presentations, group work and independent study activities. Students will produce labeled diagrams of the neuromuscular junction (AS, CS)
2. Student will work in groups to produce flyers advising the general public of the risks and prevention of osteoporosis (AS, AR)

3. Students will watch film: *A Paralyzing Fear: The Story of Polio in America* Write observations and reactions to the film including: 1. Scientific 2. Historical 3. Social and 4. Emotional aspects of polio. (Good idea to divide paper into 4 sections)

C. Assessments

1. Class Participation
2. Class assignments
3. Diagrams
4. Flyers
5. Film Observations
6. Examination

D. Resources

1. Text: Pathology for the Health Professions, Fourth Edition, Ivan Damjanov, Elsevier Saunders, 2011, or another appropriate text book.

APPENDIX A

Acronyms for Learning Styles

The Concrete Random Learner (CR)

The concrete random learning preference is characterized by an experimental attitude and accompanying behavior. CR learners get the gist or ideas quickly and demonstrate the ability to make intuitive leaps in exploring unstructured problem solving experience sometimes they also have insights and make leaps in structured situations. Then they are chided for not showing their work of jumping to conclusions.

Concrete random learners utilize the trial-and-error in acquiring information. They do not like cut-and-dries procedures that deny them opportunities to find answers in their own ways. They do not respond well to teacher intervention in their dependent efforts. They work well independently or in small groups.

CR instructional preferences- mini-lecture, games, simulation, open ended activities, brainstorming.

The Concrete Sequential Learner (CS)

The concrete sequential learning preference is characterized by the propensity to derive information through direct, hands on experience. CS learners exhibit extraordinary development of their five senses. They appreciate order and logical sequence of the if-then, premise-conclusion variety. They like touchable, concrete materials. In a biology class, a plaster model handled by the teacher would be insufficient for these learners. They want to have the real thing to take apart themselves. The CS learners prefer step-by-step directions when confronted with a learning situation. They not only look for directions but they follow them. They like clearly ordered presentations and a quiet atmosphere.

CR instructional preferences- Checklists, charts, practical problems, computer programs, outlines, demonstrations

The Abstract Sequential Learner (AS)

The abstract sequential learning preference is characterized by excellent decoding abilities with written, verbal, and image symbols. AS learners have a wealth of conceptual "pictures" in their minds against which they read, hear, or see in graphic and pictorial form. They possess and like to use reading, listening, and visual translation skills. A symbol or picture is worth a thousand words to them.

These learners prefer a presentation that has substance, is rational and is sequential in nature. They are able to extract the main ideas from a logical presentation. They learn well from authorities and like vicarious experiences.

AS instructional preferences - lecture, note taking, writing reports, individualized study, instructional media.

The Abstract Random Learner (AR)

Abstract random learners are distinguishable by their attention to human behavior and a capacity to sense and interpret "vibrations". They are attuned to nuances of atmosphere and mood. They associate the medium with the message and tie a speaker's manner, delivery, and personality to the message being conveyed. In doing so, they evaluate a learning experience as a whole.

Abstract act random learners prefer to receive information in an unstructured manner and therefore like group discussions, activities which involve multi-sensory experiences, and busy environments. They prefer freedom from rules and guidelines. They seem to gather information and delay reaction; they organize material through reflection to get what they want.

AR instructional preferences- group work, music, poetry, short reading or lecture with discussion, personalized examples role play, journals.