Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE COURSE OUTLINE

HEALTH STUDIES
ATAR YEAR 12

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Health Studies – ATAR Year 12

Unit 3 and Unit 4

Week	Syllabus content

1–2	**Principles, frameworks, models and theories**
	• socio-ecological model of health and its role in understanding and addressing public health problems
	  ▪ individual
	  ▪ interpersonal
	  ▪ organisational
	  ▪ community
	  ▪ society
	• purpose and characteristics of five levels of need within Maslow's hierarchy of needs

3–5	**Holistic health**
	• characteristics and needs of specific populations
	• access and equity issues of specific populations
	• quantitative and qualitative measures for detecting health inequities and/or injustices
	  ▪ epidemiological data
	  ▪ social determinants of health
	• factors that create health inequities:
	  ▪ discrimination
	  ▪ gender
	  ▪ access to health care
	  ▪ unemployment
	  ▪ social isolation
	  ▪ dislocation of land
	  ▪ occupation
	  ▪ access to, and level of, education
	  ▪ geographic location
	  ▪ racism
	  ▪ government economic and social policies
	  ▪ socioeconomic status
	  ▪ health literacy
	Principles, frameworks, models and theories
	• social justice principles in health
	  ▪ access and equity
	  ▪ diversity
	  ▪ supportive environments

6	**Actions and strategies**
	• purpose of needs assessment
	• types of need
	  ▪ comparative
	  ▪ felt
	  ▪ expressed
	  ▪ normative
	• steps in needs assessment:
	  ▪ identifying health issues
	  ▪ analysis of the problem
	  ▪ prioritising issues
	  ▪ setting goals
	  ▪ determining strategies
	  ▪ developing action plans
	  ▪ evaluating outcomes

Week	Syllabus content
7	**Actions and strategies** • enabling, mediating and advocating strategies in the *Ottawa Charter* to reduce inequities of specific groups • actions to address health inequity ▪ improving access to health care ▪ improving health literacy ▪ *Ottawa Charter* action areas • actions to achieve social and health equity in the *Rio Declaration on Social Determinants* of Health
8–9	**Beliefs, attitudes and values** • influence of culture on personal beliefs, attitudes and values towards health care • influence of environmental factors on the health behaviour of cultural groups ▪ geographical location ▪ social networks **Social and cultural norms** • conflict between norms of specific groups and majority norms **Self-management skills** • impact of culture on health decision making ▪ organ and tissue donation ▪ blood transfusions ▪ childbirth • skills that support positive health behaviours ▪ assertiveness ▪ stress management ▪ resilience
10	**Interpersonal skills** • language and cultural influences on relationship building in health settings **Consumer health** • relationship between health literacy and health status
11	**Consumer health** • healthcare system reforms ▪ private health insurance rebate ▪ public screening and/or vaccination programs ▪ Pharmaceutical Benefits Scheme (PBS)
12–13	**Principles, frameworks, models and theories** • steps in the PABCAR public health decision-making model ▪ identification of the problem ▪ amenability to change ▪ benefits and costs of implementing interventions ▪ acceptability of proposed measures ▪ recommended actions and monitoring **Health inquiry** • planning a health inquiry ▪ identification and analysis of a health issue ▪ development of focus questions to research a health issue

Week	Syllabus content

14–15	**Health inquiry**
	• planning a health inquiry
	  ▪ identification and analysis of a health issue
	  ▪ development of focus questions to research a health issue
	• use of a range of information to explore a health issue
	  ▪ identification and use of a range of reliable information sources
	  ▪ identification and application of criteria for selecting information sources
	• interpretation of information
	  ▪ summary of information
	  ▪ identification and analysis of trends and patterns in data
	  ▪ development of argument
	  ▪ development of evidence-based conclusions
	• presentation of findings in appropriate format to suit audience
	Task 4: Semester 1 Written examination

16	**Holistic health**
	• impact of determinants on health inequities
	  ▪ social
	  o the social gradient
	  o stress
	  o early life
	  o social exclusion
	  o work
	  o unemployment
	  o social support
	  o addiction
	  o food
	  o transport
	  o culture
	  ▪ environmental
	  o features of the natural and built environment
	  o geographical location
	  ▪ socioeconomic
	  o education
	  o employment
	  o income
	  o family
	  o housing/neighbourhood
	  o access to services
	  o migration/refugee status
	  o food security
	  ▪ biomedical
	  o birth weight
	  o body weight

17	**Principles, frameworks, models and theories** • role and functions of the World Health Organisation (WHO) • purpose and functions of Australia's aid program • purpose of, and progress towards, the eight United Nations Millennium Development Goals

Week	Syllabus content
18–19	**Holistic health** • global and local barriers to addressing social determinants of health ▪ poverty ▪ disease outbreaks ▪ famine ▪ drought ▪ availability of clean drinking water **Self-management skills** • impact of world events on personal, social and cultural identity of population groups ▪ displacement from traditional homelands ▪ war ▪ violence ▪ conflict ▪ natural disasters
20–21	**Beliefs, attitudes and values** • influence of government policies and regulations on beliefs, attitudes and values • government policies and regulations that restrict or promote healthy behaviour **Social and cultural norms** • relationship between health behaviours and proscriptive, prescriptive and popular norms
22–23	**Principles, frameworks, models and theories** • definition of health promotion advocacy and when it is best used • strategies for health promotion advocacy ▪ lobbying ▪ raising awareness ▪ creating debate ▪ developing partnerships ▪ building capacity ▪ mobilising groups ▪ framing issues ▪ using champions ▪ influencing policy **Interpersonal skills** • communication and collaboration skills in health settings ▪ mediation ▪ negotiation ▪ compromise ▪ managing conflict ▪ arbitration ▪ leadership ▪ facilitation
24–25	**Consumer Health** • comparison of health indicators between Australia and developing countries ▪ life expectancy ▪ mortality ▪ morbidity • National Health Priority Areas (NHPAs) and differences with developing countries **Actions and strategies** • health promotion actions to improve National Health Priority Areas (NHPAs)

Week	Syllabus content

26–29	**Health inquiry**
	• planning a health inquiry
	  ▪ identification and analysis of a health issue
	  ▪ development of focus questions to research a health issue
	• use of a range of information to explore a health issue
	  ▪ identification and use of a range of reliable information sources
	  ▪ identification and application of criteria for selecting information sources
	• interpretation of information
	  ▪ summary of information
	  ▪ identification and analysis of trends and patterns in data
	  ▪ development of argument
	  ▪ development of evidence-based conclusions
	• presentation of findings in appropriate format to suit audience

30	Exam revision **Task 8: Semester 2 Written examination**