



SAMPLE COURSE OUTLINE

HEALTH STUDIES
GENERAL YEAR 12

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Sample course outline

Health Studies – General Year 12

Unit 3 and Unit 4

Week	Key teaching points	Assessment
1–3	<p>Interpersonal skills</p> <ul style="list-style-type: none"> • skills required for working effectively with individuals and groups <ul style="list-style-type: none"> ▪ negotiation ▪ conflict resolution <p>Holistic health</p> <ul style="list-style-type: none"> • determinants of health <ul style="list-style-type: none"> ▪ social <ul style="list-style-type: none"> ○ stress ○ early life ○ social exclusion ○ work ○ unemployment ○ social support ○ addiction ○ food ○ transport ○ culture ▪ environmental <ul style="list-style-type: none"> ○ features of the natural and built environment ○ geographical location ▪ socioeconomic <ul style="list-style-type: none"> ○ education ○ employment ○ income ○ family, neighbourhood ○ housing ○ access to services ▪ biomedical <ul style="list-style-type: none"> ○ birth weight ○ body weight 	
4–5	<p>Holistic health</p> <ul style="list-style-type: none"> • impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health <p>Actions and strategies</p> <ul style="list-style-type: none"> • measures of health status <ul style="list-style-type: none"> ▪ mortality ▪ life expectancy • preventive strategies to maintain, avoid and manage risk for personal and community health <ul style="list-style-type: none"> ▪ screening ▪ immunisation ▪ health education • primary, secondary and tertiary prevention 	

Week	Key teaching points	Assessment
6–7	Consumer health <ul style="list-style-type: none"> • definition of, and skills required for, health literacy <ul style="list-style-type: none"> ▪ accessing, reading and comprehending health information ▪ engaging in self-care and disease management • factors influencing use of health products and services <ul style="list-style-type: none"> ▪ media ▪ transport ▪ cost ▪ consumer confidence 	
8–9	Health inquiry <ul style="list-style-type: none"> • planning a health inquiry <ul style="list-style-type: none"> ▪ identification and description of a health issue ▪ development of focus questions to research a health issue • use of a range of information to explore a health issue <ul style="list-style-type: none"> ▪ identification and use of a range of reliable information sources ▪ identification and application of criteria for selecting information sources 	Task 1: Presentation on the issue selected (10%)
10–11	Principles, frameworks, models and theories <ul style="list-style-type: none"> • definition of health promotion • purpose and elements of the <i>Ottawa Charter</i> for health promotion • steps in the stages of change model <ul style="list-style-type: none"> ▪ pre-contemplation ▪ contemplation ▪ preparation ▪ action ▪ maintenance ▪ relapse 	Task 2: Health Belief Model (10%)
12–13	Beliefs, attitudes and values <ul style="list-style-type: none"> • purpose and elements of the health belief model <ul style="list-style-type: none"> ▪ perceived susceptibility ▪ perceived severity ▪ perceived barriers ▪ perceived benefits ▪ cues to action ▪ self efficacy 	
14–15	Actions and strategies <ul style="list-style-type: none"> • action areas of the <i>Ottawa Charter</i> <ul style="list-style-type: none"> ▪ building healthy public policy ▪ developing personal skills ▪ creating supportive environments ▪ strengthening community action ▪ reorienting health services • definition and importance of extrinsic and intrinsic motivation for behaviour change 	Task 3: Externally Set Task (15%)
16	Self-management skills <ul style="list-style-type: none"> • coping skills and strategies <ul style="list-style-type: none"> ▪ stress management ▪ accessing support ▪ time management 	Task 4: Community development agency and program profile (10%)

Week	Key teaching points	Assessment
17–19	<p>Principles, frameworks, models and theories</p> <ul style="list-style-type: none"> • definition and purpose of community development • community development principles <ul style="list-style-type: none"> ▪ sustainability ▪ diversity ▪ social justice ▪ human rights ▪ addressing disadvantage • valuing local culture, knowledge, skills and resources • definition of chronic conditions: <ul style="list-style-type: none"> ▪ have complex and multiple causes ▪ may affect individuals either alone or as comorbidities ▪ usually have a gradual onset, although they can have sudden onset and acute stages ▪ occur across the life cycle, although they become more prevalent with older age ▪ can compromise quality of life and create limitations and disability ▪ are long-term and persistent, and often lead to a gradual deterioration of health and loss of independence ▪ while not usually immediately life threatening, are the most common and leading cause of premature mortality. 	
20	<p>Beliefs, attitudes and values</p> <ul style="list-style-type: none"> • social marketing <ul style="list-style-type: none"> ▪ definition ▪ product, price, place, promotion ▪ examples of social marketing campaigns 	
21–22	<p>Self-management skills</p> <ul style="list-style-type: none"> • definition of and competencies for emotional intelligence <ul style="list-style-type: none"> ▪ self awareness ▪ self-regulation ▪ self-motivation ▪ social awareness ▪ social skills <p>Social and cultural norms</p> <ul style="list-style-type: none"> • influence of the media on social norms and health behaviour 	
23–24	<p>Health inquiry</p> <ul style="list-style-type: none"> • interpretation of information <ul style="list-style-type: none"> ▪ summary of information ▪ identification of trends and patterns in data ▪ development of general conclusions • presentation of findings in appropriate format to suit audience 	<p>Task 5: Health promotion project (20%)</p> <p>Task 6: Development and implementation of a survey (10%)</p>
25	<p>Interpersonal skills</p> <ul style="list-style-type: none"> • characteristics of introvert and extrovert personality styles • characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles 	
26–27	<p>Consumer health</p> <ul style="list-style-type: none"> • ethical issues arising from contemporary health practices <ul style="list-style-type: none"> ▪ organ donation ▪ in-vitro fertilisation ▪ stem-cell therapy ▪ genetically modified foods 	<p>Task 7: Letter to the Minister for Health (5%)</p>

Week	Key teaching points	Assessment
28–29	Principles, frameworks, models and theories <ul style="list-style-type: none">relationship between participation and empowerment in community development	
30	Revision and catch-up	Task 8: Complementary health care project (20%)