**Sample Course Outline**

Health Studies

ATAR Year 12

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# 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
 |
| 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
 |
| 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
* the social gradient
* stress
* early life
* social exclusion
* work
* unemployment
* social support
* addiction
* food
* transport
* culture
* environmental
* features of the natural and built environment
* geographical location
* socioeconomic
* education
* employment
* income
* family
* housing/neighbourhood
* access to services
* migration/refugee status
* food security
* biomedical
* birth weight
* 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
 |
| 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)
 |
| 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** |