**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** |