**Sample Course Outline**

Health Studies

ATAR Year 11

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# Sample course outline

# Health Studies – ATAR Year 11

## Unit 1 and Unit 2

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 1–2 | **Holistic health**  * determinants of health * 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 * geographic location * socioeconomic * education * employment * income * family * housing/neighbourhood * access to services * migration/refugee status * food security * biomedical * birth weight * body weight | Distribute course outline and assessment outline |
| 3–4 | **Consumer health**  * definition of, and skills required for, health literacy * accessing, reading and comprehending health information * engaging in self-care and disease management * factors influencing the use of health products and services * media * transport * cost * consumer confidence |  |
| 5–6 | **Beliefs, attitudes and values**   * relationship between beliefs, attitudes, values and health behaviour * influence of media, social networking, advertising and marketing on beliefs, attitudes and values * purpose and elements of the Health Belief Model * perceived susceptibility * perceived severity * perceived barriers * perceived benefits * cues to action * self-efficacy  **Social and cultural norms**   * definitions of social and cultural norms |  |
| 7–8 | **Principles, frameworks, models and theories**  * definition of health promotion * purpose and elements of the *Ottawa Charter* for health promotion * framework for health promotion, including: * focus (individuals, groups, populations) * strategies (educational, motivational, operational, economic, regulatory, technological) * impact (behavioural and environmental adaptations) * outcomes (better health) |  |
| 9–10 | **Actions and strategies**   * action areas of the *Ottawa Charter* * building healthy public policy * developing personal skills * creating supportive environments * strengthening community action * reorienting health services  **Self-management skills**  * coping strategies and skills * stress management * accessing support * time management | **Task 1:** Situations for the applications of the Health Belief Model  (15%) |
| 11–12 | **Interpersonal skills**  * skills required for working effectively with individuals and groups * negotiation * conflict resolution * mediation * leadership * influence of introvert and extrovert personality styles on communication |  |
| 13–15 | **Health inquiry**   * planning a health inquiry * 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 * 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 of trends and patterns in data * development of argument * development of general conclusions * presentation of findings in appropriate format to suit audience | **Task 2:** Investigation of a drug-related issue  (10%) |
| 16 | **Holistic health**  * impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health | **Task 3:**  Semester 1 examination  (10%) |
| 17 | **Beliefs, attitudes and values**   * use of social marketing * definition and purpose * product, price, place, promotion * examples of health-related social marketing  **Social and cultural norms**   * influence of the media on social norms and health behaviour |  |
| 18–20 | **Actions and strategies**   * role and measures of epidemiology * mortality * morbidity * life expectancy * incidence and prevalence of disease * burden of disease * preventive strategies to maintain, avoid and manage risk for personal and community health * screening * immunisation * health education * primary, secondary and tertiary prevention | **Task 4:** Topic test – actions and strategies  (10%)  **Task 5:** Community resource booklet  (15%) |
| 21 | **Principles, frameworks, models and theories**  * purpose of the *National Strategic Framework for Chronic Conditions* |  |
| 22 | **Interpersonal skills**  * characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles |  |
| 23–24 | **Principles, frameworks, models and theories**  * definition and purpose of community development * community development principles * sustainability * diversity * social justice * human rights * addressing disadvantage * valuing local culture, knowledge, skills and resources * relationship between participation and empowerment in community development * levels of participation in community development * information * consultation * joint decision making * acting together * supporting community interests * purpose and elements of the *Jakarta Declaration on Health Promotion* | **Task 6:** Topic test  (10%) |
| 25 | **Self-management skills**  * definition of, and competencies for, Emotional Intelligence * self-awareness * self-regulation * self-motivation * social awareness * social skills |  |
| 26–27 | **Consumer health**  * ethical issues arising from contemporary health practices * organ and tissue donation * in-vitro fertilisation * stem cells * genetically modified foods |  |
| 28–30 | **Health inquiry**   * planning a health inquiry * 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 * 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 of trends and patterns in data * development of argument * development of general conclusions * presentation of findings in appropriate format to suit audience | **Task 7:** Application of a health inquiry process  (10%)  **Task 8:** Semester 2 examination  (20%) |