**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%) |