**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 | **Interpersonal skills*** skills required for working effectively with individuals and groups
* negotiation
* conflict resolution

**Holistic health** * determinants of health
* social
* 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, neighbourhood
* housing
* access to services
* biomedical
* birth weight
* body weight
 |  |
| 4–5 | **Holistic health** * impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health

**Actions and strategies** * measures of health status
* mortality
* life expectancy
* preventive strategies to maintain, avoid and manage risk for personal and community health
* screening
* immunisation
* health education
* primary, secondary and tertiary prevention
 |  |
| 6–7 | **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 use of health products and services
* media
* transport
* cost
* consumer confidence
 |  |
| 8–9 | **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
 | **Task 1:** Presentation on the issue selected(10%) |
| 10–11 | **Principles, frameworks, models and theories*** definition of health promotion
* purpose and elements of the *Ottawa Charter* for health promotion
* steps in the stages of change model
* pre-contemplation
* contemplation
* preparation
* action
* maintenance
* relapse
 | **Task 2:** Health Belief Model(10%) |
| 12–13 | **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
 |  |
| 14–15 | **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
* definition and importance of extrinsic and intrinsic motivation for behaviour change
 | **Task 3:** Externally Set Task(15%) |
| 16 | **Self-management skills*** coping skills and strategies
* stress management
* accessing support
* time management
 | **Task 4:** Community development agency and program profile(10%) |
| 17–19 | **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
* definition of chronic conditions:
* 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 | **Beliefs, attitudes and values** * social marketing
* definition
* product, price, place, promotion
* examples of social marketing campaigns
 |  |
| 21–22 | **Self-management skills*** definition of and competencies for emotional intelligence
* self awareness
* self-regulation
* self-motivation
* social awareness
* social skills

**Social and cultural norms*** influence of the media on social norms and health behaviour
 |  |
| 23–24 | **Health inquiry** * interpretation of information
* summary of information
* identification of trends and patterns in data
* development of general conclusions
* presentation of findings in appropriate format to suit audience
 | **Task 5:** Health promotion project(20%)**Task 6:** Development and implementation of a survey(10%) |
| 25 | **Interpersonal skills*** characteristics of introvert and extrovert personality styles
* characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles
 |  |
| 26–27 | **Consumer health*** ethical issues arising from contemporary health practices
* organ donation
* in-vitro fertilisation
* stem-cell therapy
* genetically modified foods
 | **Task 7:** Letter to the Minister for Health(5%) |
| 28–29 | **Principles, frameworks, models and theories*** relationship between participation and empowerment in community development
 |  |
| 30 | **Revision and catch-up** | **Task 8:** Complementary health care project(20%) |