**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%) |