SAMPLE COURSE OUTLINE

HEALTH STUDIES
ATAR YEAR 12
Sample course outline
Health Studies – ATAR Year 12
Unit 3 and Unit 4

<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
</tr>
</thead>
</table>
| 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 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
</tr>
</thead>
</table>
| 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)  
**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 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
</tr>
</thead>
</table>
| 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  
| |   o the social gradient  
| |   o stress  
| |   o early life  
| |   o social exclusion  
| |   o work  
| |   o unemployment  
| |   o social support  
| |   o addiction  
| |   o food  
| |   o transport  
| |   o culture  
| |   ▪ environmental  
| |   o features of the natural and built environment  
| |   o geographical location  
| |   ▪ socioeconomic  
| |   o education  
| |   o employment  
| |   o income  
| |   o family  
| |   o housing/neighbourhood  
| |   o access to services  
| |   o migration/refugee status  
| |   o food security  
| |   ▪ biomedical  
| |   o birth weight  
| |   o 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  
<p>| | • purpose of, and progress towards, the eight United Nations Millennium Development Goals |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
</tr>
</thead>
</table>
| 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) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
</tr>
</thead>
</table>
| 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** |