## Sample course outline
### Health Studies – General Year 11

#### Unit 1 and Unit 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1–2  | Holistic health  
- definitions of health and wellbeing  
- physical, social, mental, emotional and spiritual dimensions of health  
- measurement of personal health status for each dimension of health | Task 1: topic test – holistic health; Beliefs, attitudes and values (10%) |
| 3–4  | Beliefs, attitudes and values  
- definitions of beliefs, attitudes and values  
- influence of family, friends and the media on the formation of beliefs, attitudes and values  
- impact of beliefs, attitudes and values on health behaviour  
Social and cultural norms  
- definitions of social and cultural norms  
- influence of social and cultural norms on health behaviour | Task 2: research local health facilities and services – consumer health (25%) |
| 5–6  | Consumer health  
- range and types of health facilities and services  
- criteria for choosing a healthcare professional  
- role and features of Medicare and private health insurance  
- rights and responsibilities as a healthcare consumer | Task 2: research local health facilities and services – consumer health (25%) |
| 7–8  | Self-management skills  
- definition and identification of self-management skills that promote health and wellbeing  
- steps in the decision-making process  
  ▪ defining the situation  
  ▪ generating and weighing up alternatives  
  ▪ choosing, acting and reflecting  
Principles, frameworks, models and theories  
- definition and examples of health promotion in the community | Task 3: health promotion review – principles, frameworks, models and theories (10%) |
| 9    | Actions and strategies  
- importance of personal responsibility for health  
- lifestyle factors affecting health  
  ▪ exposure to tobacco smoke  
  ▪ alcohol use  
  ▪ diet and nutrition  
  ▪ physical activity  
  ▪ sun exposure  
- personal health risk assessment  
- action plans to personal health  
  ▪ setting SMART goals (specific, measurable, achievable, realistic, time-specific)  
  ▪ developing strategies  
  ▪ identifying and overcoming barriers | Task 3: health promotion review – principles, frameworks, models and theories (10%) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 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 reliable information sources  
  - identification and application of criteria for selecting information sources  
- interpretation of information  
  - summary of information  
  - development of general conclusions  
- presentation of findings in appropriate format to suit audience | Task 4: risk factor investigation – health inquiry (10%) |
| 16–17 | **Holistic health**  
- introduction to determinants of health  
  - social  
    - stress  
    - early life  
    - food  
    - transport  
    - social exclusion  
- environmental  
  - features of the natural and built environment | Task 5: Media review – holistic health (10%) |
| 18–19 | **Beliefs, attitudes and values**  
- the influence of cognitive dissonance on beliefs, actions and behaviour |  |
| 20–21 | **Social and cultural norms**  
- the role of communities in the construction and promotion of social and cultural norms |  |
| 22 | **Consumer health**  
- the importance of health care as prevention versus health care as treatment  
- complementary and orthodox health-care options | Task 6: health care research – consumer health (25%) |
| 22 | **Interpersonal skills**  
- skills and techniques for building cooperation  
  - active listening  
  - shared decision making  
  - empathy and respect for others  
- challenges to effective communication |  |
| 23–24 | **Actions and strategies**  
- preventive actions and skills to cope with influences on health behaviour and enhance health  
  - resilience  
  - social competence  
  - assertiveness  
- strategies to promote the health of communities |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 25–26 | **Principles, frameworks, models and theories**  
- features and components of the Health Promoting School Model  
- use of the Health Promoting School Model to promote the health of individuals, groups and communities  
**Self-management skills**  
- factors influencing decision making  
  - peers and family  
  - emotions  
  - media  
  - prior knowledge and experience |  |
| 27 | **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 reliable information sources  
  - identification and application of criteria for selecting information sources  
- interpretation of information  
  - summary of information  
  - development of general conclusions | Task 7: investigation into the use of the Health Promoting School Model – principles, frameworks, models and theories (10%) |
| 28–30 |  |  |