SAMPLE COURSE OUTLINE

HEALTH STUDIES
ATAR YEAR 11
# Sample course outline

**Health Studies – ATAR Year 11**

## Unit 1 and Unit 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assessment</th>
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</table>
| 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 |
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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>5–6</td>
<td><strong>Beliefs, attitudes and values</strong></td>
</tr>
<tr>
<td></td>
<td>- relationship between beliefs, attitudes, values and health behaviour</td>
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<td>- influence of media, social networking, advertising and marketing on beliefs, attitudes and values</td>
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<td></td>
<td>- purpose and elements of the Health Belief Model</td>
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<td></td>
<td>- perceived susceptibility</td>
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<td>- perceived severity</td>
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<td>- perceived barriers</td>
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<td>- perceived benefits</td>
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<td>- cues to action</td>
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<td>- self-efficacy</td>
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<td></td>
<td><strong>Social and cultural norms</strong></td>
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<tr>
<td></td>
<td>- definitions of social and cultural norms</td>
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<td>7–8</td>
<td><strong>Principles, frameworks, models and theories</strong></td>
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<tr>
<td></td>
<td>- definition of health promotion</td>
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<td></td>
<td>- purpose and elements of the Ottawa Charter for health promotion</td>
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<td></td>
<td>- framework for health promotion, including:</td>
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<td>- focus (individuals, groups, populations)</td>
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<td>- strategies (educational, motivational, operational, economic, regulatory, technological)</td>
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<td></td>
<td>- impact (behavioural and environmental adaptations)</td>
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<td>- outcomes (better health)</td>
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<td>9–10</td>
<td><strong>Actions and strategies</strong></td>
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<tr>
<td></td>
<td>- action areas of the Ottawa Charter</td>
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<td>- building healthy public policy</td>
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<td>- developing personal skills</td>
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<td>- creating supportive environments</td>
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<td>- strengthening community action</td>
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<td>- reorienting health services</td>
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<td><strong>Self-management skills</strong></td>
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<td>- coping strategies and skills</td>
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<td>- stress management</td>
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<td>- accessing support</td>
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<td>- time management</td>
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<td>11–12</td>
<td><strong>Interpersonal skills</strong></td>
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<td>- skills required for working effectively with individuals and groups</td>
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<td>- negotiation</td>
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<td>- conflict resolution</td>
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<td>- mediation</td>
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<td>- leadership</td>
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<td>- influence of introvert and extrovert personality styles on communication</td>
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<td>Week</td>
<td>Content</td>
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| 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  
Inquiry 1 |
| 16 | Holistic health  
- impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health | Task 3  
Semester 1 examination |
| 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 | Task 4  
Response 1  
Task 5  
Project 2 |
| 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 | |
| 21 | Principles, frameworks, models and theories  
- purpose of the Australian National Health Priority Areas (NHPAs) initiative | |
| 22 | Interpersonal skills  
- characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles | |
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<th>Week</th>
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| 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  
Response 2 |
| 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  
Inquiry 2  
Task 8  
Final examination |