SAMPLE COURSE OUTLINE

HEALTH STUDIES
GENERAL YEAR 12
Sample course outline
Health Studies – General Year 12
Unit 1 and Unit 2

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<th>Week</th>
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| 1–3  | **Interpersonal skills**  
• skills required for working effectively with individuals and groups  
  ▪ negotiation  
  ▪ conflict resolution  

**Holistic health**  
• determinants of health  
  ▪ social  
    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, neighbourhood  
    o housing  
    o access to services  
  ▪ biomedical  
    o birth weight  
    o 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 |
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| 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  
| 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  
| 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  
| 16   | **Self-management skills**  
|      | - coping skills and strategies  
|      |   ▪ stress management  
|      |   ▪ accessing support  
|      |   ▪ time management  

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| 17–18 | **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 |
| 19 | **Beliefs, attitudes and values**  
  • social marketing  
    ▪ definition  
    ▪ product, price, place, promotion  
    ▪ examples of social marketing campaigns |
| 20–21 | **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 |
| 22–24 | **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 |
| 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 |
| 28–29 | **Principles, frameworks, models and theories**  
  • relationship between participation and empowerment in community development  
  • identification of Australia’s National Health Priority Areas (NHPAs) |
| 30 | **Revision and catch-up** |