



**COURSE OUTLINE**  
**HEALTH STUDIES – GENERAL 12: 2022**  
**UNIT 3 AND UNIT 4**



Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1-3	<b>Holistic health</b> (chapter 1)	<b>Holistic health</b> Determinates of health: <ul style="list-style-type: none"> <li>• Social: stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport and culture</li> <li>• Environmental: features of the natural and built environment and geographical location</li> <li>• Socio-economic: education, employment, income, family, neighbourhood, housing and access to services</li> <li>• Biomedical/Biological: birth weight and body weight</li> </ul> Impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health	<b>Task 1: Response</b> 10% Holistic health topic test (Term 1 Week 3)
1	4-5	<b>Self-management skills</b> (Chapter 6)	Coping skills and strategies <ul style="list-style-type: none"> <li>• Stress management</li> <li>• Accessing support</li> <li>• Time management</li> </ul> Definition of and competencies for emotional intelligence <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-regulation</li> <li>• Self-motivation</li> <li>• Social awareness</li> <li>• Social skills</li> </ul>	
1	6-7	<b>Interpersonal skills</b> (Chapter 7)	<b>Skills required for working effectively with individuals and groups</b> <ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Conflict resolution</li> </ul> <b>Characteristics of introvert &amp; extrovert personality styles</b> Characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles	



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1	8	<b>Principles, frameworks, models and theories</b> (Chapter 3)	Definition of health promotion Purpose and elements of the <i>Ottawa Charter</i> for health promotion	
1-2	8-2	<b>Actions and strategies</b> (chapter 2)	<b>Action areas of the Ottawa Charter</b> <ul style="list-style-type: none"> <li>• building healthy public policy</li> <li>• developing personal skills</li> <li>• creating supportive environments</li> <li>• strengthening community action</li> <li>• reorienting health services</li> </ul>	<b>Task 2: Response 10%</b> Public health policy – Ottawa charter (Due: Term 2 Week 2)
2	3-5	<b>Externally Set Task</b>	<b>Revision &amp; preparation for EST</b>	<b>Task 3: EST 15%</b> (Term 2 Date TBC)
2	6-8	<b>Principles, frameworks, models and theories</b> (Chapter 9)	Definition and purpose of community development Community development principles <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• diversity</li> <li>• Social justice</li> <li>• human rights</li> <li>• Addressing disadvantage</li> <li>• Valuing local culture, knowledge, skills and resources</li> </ul> Relationship between participation and empowerment in community development Definition of chronic conditions <ul style="list-style-type: none"> <li>• Have complex and multiple causes</li> <li>• May affect individuals either alone or as comorbidities</li> </ul>	<b>Task 4: Response 5%</b> Letter to Minister of Health regarding community health issue (Due: Term 2 week 8)



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			<ul style="list-style-type: none"> <li>• Usually have a gradual onset, although they can have sudden onset and acute stages</li> <li>• Occur across the life cycle, although they become more prevalent with older age</li> <li>• Can compromise quality of life and create limitations and disability</li> <li>• Are long-term and persistent, and often lead to a gradual deterioration of health and loss of independence</li> <li>• While not usually immediately life threatening, are the most common and leading cause of premature mortality</li> </ul>	
2	8-10	<b>Health Inquiry</b> (chapter 8)	Planning a health inquiry <ul style="list-style-type: none"> <li>• Identification and description of a health issue</li> <li>• Development of focus questions to research a health issue</li> </ul> Use of a range of information to explore a health issue <ul style="list-style-type: none"> <li>• Identification and use a range of reliable information sources</li> <li>• Identification and application of criteria for selecting information sources</li> </ul> Interpretation of information <ul style="list-style-type: none"> <li>• Summary of information</li> <li>• Identification of trends and patterns in data</li> <li>• Development of general conclusions</li> </ul> Presentation of findings in appropriate format to suit audience	<b>Task 5: Health Inquiry</b> 10% Community health investigation (Due: Term 2 Week 10)
3	1	<b>Beliefs, attitudes and values</b> (Chapter 5)	Purpose and elements of the health belief model <ul style="list-style-type: none"> <li>○ perceived susceptibility</li> <li>○ perceived severity</li> <li>○ perceived barriers</li> <li>○ perceived benefits</li> <li>○ cues to action</li> <li>○ self-efficacy</li> </ul>	



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3	2-3	<b>Actions and strategies</b> (chapter 3)	Measures of health status: <ul style="list-style-type: none"> <li>• Mortality</li> <li>• life expectancy</li> </ul> Preventative strategies to maintain, avoid or manage risk for personal and community health: <ul style="list-style-type: none"> <li>• Screening</li> <li>• Immunisation</li> <li>• Health education</li> </ul> Categories of prevention: <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> </ul> Definition and importance of extrinsic and intrinsic motivation for behaviour change	<b>Task 6: Health Inquiry 10%</b> Lifestyle related health issue evident in Australian community <i>(Due: Term 3 Week 4)</i>
3	4	<b>Principles, frameworks, models and theories</b> (Chapter 3)	Steps in the stages of change model: <ul style="list-style-type: none"> <li>• Pre-contemplation</li> <li>• Contemplation</li> <li>• Preparation</li> <li>• Action</li> <li>• Maintenance</li> <li>• Relapse</li> </ul>	
3	5	<b>Beliefs, attitudes and values</b> (Chapter 3)	Social Marketing <ul style="list-style-type: none"> <li>• Definition</li> <li>• Product, price, place, promotion</li> <li>• Examples of social marketing campaigns</li> </ul>	<b>Task 7: Project 20%</b> (Follows from Health Inquiry task) Health Promotion Project <i>(Due: Term 3 week 6)</i>
3	6	<b>Social and cultural norms</b> (Chapter 5)	Influence of the media on social norms and health behaviour	



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3	6-7	<b>Consumer Health</b> (Chapter 4)	Definition of, and skills required for, health literacy <ul style="list-style-type: none"><li>• accessing, reading and comprehending health information</li><li>• engaging in self-care and disease management</li></ul> factors influencing use of health products and services <ul style="list-style-type: none"><li>• media</li><li>• transport</li><li>• cost</li><li>• consumer confidence</li></ul>	
3	8-10	<b>Consumer Health</b> (Chapter 11)	Ethical issues arising from contemporary health practices <ul style="list-style-type: none"><li>• Organ donation</li><li>• In-vitro fertilisation</li><li>• Stem-cell therapy</li><li>• Genetically modified foods</li></ul>	<b>Task 8:</b> <i>Project 20% Complimentary Health or Ethical issue (Due: Term 3 week 10)</i>