# Kalamunda SHS course outline
## Health Studies – General Year 12
### Unit 3 and Unit 4

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<tr>
<th>Week</th>
<th>Syllabus content</th>
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<tr>
<td>1–3</td>
<td><strong>Interpersonal skills</strong>&lt;br&gt;- skills required for working effectively with individuals and groups&lt;br&gt;- negotiation&lt;br&gt;- conflict resolution</td>
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<td><strong>Holistic health</strong>&lt;br&gt;- determinants of health&lt;br&gt;- social&lt;br&gt;- stress&lt;br&gt;- early life&lt;br&gt;- social exclusion&lt;br&gt;- work&lt;br&gt;- unemployment&lt;br&gt;- social support&lt;br&gt;- addiction&lt;br&gt;- food&lt;br&gt;- transport&lt;br&gt;- culture&lt;br&gt;- environmental&lt;br&gt;- features of the natural and built environment&lt;br&gt;- geographical location&lt;br&gt;- socioeconomic&lt;br&gt;- education&lt;br&gt;- employment&lt;br&gt;- income&lt;br&gt;- family, neighbourhood&lt;br&gt;- housing&lt;br&gt;- access to services&lt;br&gt;- biomedical&lt;br&gt;- birth weight&lt;br&gt;- body weight</td>
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<td>4–5</td>
<td><strong>Holistic health</strong>&lt;br&gt;- impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health</td>
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<td><strong>Actions and strategies</strong>&lt;br&gt;- measures of health status&lt;br&gt;- mortality&lt;br&gt;- life expectancy&lt;br&gt;- preventive strategies to maintain, avoid and manage risk for personal and community health&lt;br&gt;- screening&lt;br&gt;- immunisation&lt;br&gt;- health education&lt;br&gt;- primary, secondary and tertiary prevention</td>
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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 | Task 1: Inquiry presentation (10%) |
| 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  
       - 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 | Task 2: Health Belief Model (20%) |
| 12–13| **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 | Task 3: Externally set task (15%) |
| 14–15| **Self-management skills**  
       - coping skills and strategies  
         - stress management  
         - accessing support  
         - time management | Task 4: Community development (10%) |
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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 | Task 5: Health promotion project (20%)  
Task 6: Survey (10%) |
| 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 | Task 7: Letter to the Minister of Health (5%) |
| 28–29 | **Principles, frameworks, models and theories**  
- relationship between participation and empowerment in community development  
- identification of Australia’s National Health Priority Areas (NHPAs) | Task 8: Complementary health care project (20%) |
| 30 | **Revision and catch-up** |  |