



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

Week	Syllabus content	Assessment
1–3	<p>Interpersonal skills</p> <ul style="list-style-type: none"> • skills required for working effectively with individuals and groups <ul style="list-style-type: none"> § negotiation § conflict resolution <p>Holistic health</p> <ul style="list-style-type: none"> • determinants of health <ul style="list-style-type: none"> § social <ul style="list-style-type: none"> ○ stress ○ early life ○ social exclusion ○ work ○ unemployment ○ social support ○ addiction ○ food ○ transport ○ culture § environmental <ul style="list-style-type: none"> ○ features of the natural and built environment ○ geographical location § socioeconomic <ul style="list-style-type: none"> ○ education ○ employment ○ income ○ family, neighbourhood ○ housing ○ access to services § biomedical <ul style="list-style-type: none"> ○ birth weight ○ body weight 	
4–5	<p>Holistic health</p> <ul style="list-style-type: none"> • impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health <p>Actions and strategies</p> <ul style="list-style-type: none"> • measures of health status <ul style="list-style-type: none"> § mortality § life expectancy • preventive strategies to maintain, avoid and manage risk for personal and community health <ul style="list-style-type: none"> § screening § immunisation § health education • primary, secondary and tertiary prevention 	

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6-7	<p>Consumer health</p> <ul style="list-style-type: none"> · definition of, and skills required for, health literacy <ul style="list-style-type: none"> § accessing, reading and comprehending health information § engaging in self-care and disease management · factors influencing use of health products and services <ul style="list-style-type: none"> § media § transport § cost § consumer confidence 	
8-9	<p>Health inquiry</p> <ul style="list-style-type: none"> · planning a health inquiry <ul style="list-style-type: none"> § 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 <ul style="list-style-type: none"> § 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	<p>Principles, frameworks, models and theories</p> <ul style="list-style-type: none"> · definition of health promotion · purpose and elements of the <i>Ottawa Charter</i> for health promotion · steps in the stages of change model <ul style="list-style-type: none"> § pre-contemplation § contemplation § preparation § action § maintenance § relapse 	Task 2: Health Belief Model (20%)
12-13	<p>Beliefs, attitudes and values</p> <ul style="list-style-type: none"> · purpose and elements of the health belief model <ul style="list-style-type: none"> § perceived susceptibility § perceived severity § perceived barriers § perceived benefits § cues to action § self-efficacy 	
14-15	<p>Actions and strategies</p> <ul style="list-style-type: none"> · action areas of the <i>Ottawa Charter</i> <ul style="list-style-type: none"> § 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%)
16	<p>Self-management skills</p> <ul style="list-style-type: none"> · coping skills and strategies <ul style="list-style-type: none"> § stress management § accessing support § time management 	Task 4: Community development (10%)

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17-18	<p>Principles, frameworks, models and theories</p> <ul style="list-style-type: none"> · definition and purpose of community development · community development principles <ul style="list-style-type: none"> § sustainability § diversity § social justice § human rights § addressing disadvantage · valuing local culture, knowledge, skills and resources 	
19	<p>Beliefs, attitudes and values</p> <ul style="list-style-type: none"> · social marketing <ul style="list-style-type: none"> § definition § product, price, place, promotion § examples of social marketing campaigns 	
20-21	<p>Self-management skills</p> <ul style="list-style-type: none"> · definition of and competencies for emotional intelligence <ul style="list-style-type: none"> § self-awareness § self-regulation § self-motivation § social awareness § social skills <p>Social and cultural norms</p> <ul style="list-style-type: none"> · influence of the media on social norms and health behaviour 	
22-24	<p>Health inquiry</p> <ul style="list-style-type: none"> · interpretation of information <ul style="list-style-type: none"> § summary of information § identification of trends and patterns in data § development of general conclusions · presentation of findings in appropriate format to suit audience 	<p>Task 5: Health promotion project (20%)</p> <p>Task 6: Survey (10%)</p>
25	<p>Interpersonal skills</p> <ul style="list-style-type: none"> · characteristics of introvert and extrovert personality styles · characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles 	
26-27	<p>Consumer health</p> <ul style="list-style-type: none"> · ethical issues arising from contemporary health practices <ul style="list-style-type: none"> § organ donation § in-vitro fertilisation § stem-cell therapy § genetically modified foods 	<p>Task 7: Letter to the Minister of Health (5%)</p>
28-29	<p>Principles, frameworks, models and theories</p> <ul style="list-style-type: none"> · relationship between participation and empowerment in community development · identification of Australia's National Health Priority Areas (NHPAs) 	<p>Task 8: Complementary health care project (20%)</p>
30	<p>Revision and catch-up</p>	