



Maribyrnong College

Unit 3 Health and Human Development

Course outline

Chapter 1: Measuring health status

- definitions of physical, social and mental dimensions of health and health status
- different measures of health status of Australians, including the meaning of burden of disease, health adjusted life expectancy and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality, morbidity, incidence and prevalence
- the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status

Learning activities in the textbook

- Read pages 4-5 "defining health and health status"
- Read pages 5-12 "defining the dimensions of health"
- Think/pair/share page 5
- Think/pair/share page 7
- Think/pair/share page 12
- Activity 1.1- page 10
- Activity 1.2 page 12
- Read pages 14- 18 "Measurements of health status"
- Activity 1.3 page 19
- Read pages 19-40 "the determinants of health"
- Think/pair/share page 28
- Activity 1.4 page 40
- Chapter summary questions page 43
- Extension question page 43
- Examination preparation question page 44



Chapter 2: The health of Australians

- health status of Australians compared with populations in other developed countries
- variations in the health status of population groups in Australia, including males and females, higher and lower socioeconomic status groups, rural and remote populations and Indigenous populations
- the role of determinants of health, including the physical environment, biological, behavioural and social, in explaining variations in health status

Learning activities in the textbook

- Read pages 48- 58 "Australia's health"
- Think/pair/share page 50
- Activity 2.1 page 52
- Activity 2.2 page 58
- Read pages 59-64 "comparing Australia's health to other developed countries"
- Activity 2.3 page 61
- Read page 65 The health status of population groups in Australia
- Read pages 65-74 "indigenous populations"
- Think/pair/share page 66
- Think/pair/share page 74
- Activity 2.4 page 74
- Read pages 76-82 "Australians in rural and remote areas"
- Activity 2.5 page 82
- Read pages 82-88 "Higher and lower socio-economic groups"
- Activity 2.6 page 87
- Read pages 88-93 "Males and Females"
- Think/pair/share page 91
- Chapter summary questions page 95
- Extension question page 96
- Examination preparation question page 97
- Extra exam questions



Chapter 3: The National Health Priority Area's

- the National Health Priority Areas (NHPAs) including:
 - key features and reasons for selection of each NHPA
 - determinants that act as risk factors
 - direct, indirect and intangible costs to individuals and communities of NHPAs
 - one health promotion program relevant to each NHPA

Learning activities in the textbook

- Read pages 101-106 "cardiovascular health"
- Think/pair/share page 104
- Activity 3.1 page 105
- Read pages 106-110 "Cancer control"
- Activity 3.2 page 107
- Read pages 110- 113 "injury prevention and control"
- Activity 3.3 page 113
- Read pages 113-116 "Mental health"
- Activity 3.4 page 116
- Read pages 116-120 "diabetes Mellitus"
- Activity 3.5 page 120
- Read pages 122-125 "Asthma"
- Think/pair/share page 125
- Read pages 125-126 "Arthritis and musculoskeletal conditions"
- Read pages 127-130 "obesity"
- Activity 3.6 page 131
- Read page 132-135 "Dementia"
- Activity 3.7 page 136
- Activity 3.8 page 136
- Activity 3.9 page 137
- Read pages 137-140 "the costs to individuals and communities"
- Activity 3.10 page 141
- Chapter summary questions page 146
- Extension question page 146
- Examination preparation question page 147



Chapter 4: Nutrition and the National Health Priority Area's

- the role of nutrition in addressing the following conditions recognised in the NHPAs: cardiovascular disease, diabetes mellitus, colorectal cancer, obesity and osteoporosis, taking into account, where relevant, the function (as a determinant of health) and major food sources of protein, carbohydrate (including fibre), fats (mono, poly, saturated and trans), water, calcium, phosphorus, sodium and vitamin D.

Learning activities in the textbook

- Read pages 150-151 "nutrients: their functions and food sources"
- Think/pair/share page 150
- Read pages 151-156 "carbohydrates"
- Think/pair/share page 155
- Read pages 156-158 "Fibre"
- Activity 4.1 page 158
- Read pages 159-160 "Proteins"
- Read pages 160- 164 "fats"
- Activity 4.2 page 164
- Read pages 166-168 "Vitamins and minerals"
- Activity 4.3 page 168
- Read page 169 "water"
- Read page 170 "the role of nutrition in addressing the NHPAs"
- Read pages 171- 173 "Obesity"
- Activity 4.4 page 171
- Read pages 173-178 "Cardiovascular disease"
- Activity 4.5 page 176
- Read pages 178-180 "colorectal cancer"
- Read pages 180-182 "Diabetes mellitus"
- Activity 4.6 page 180
- Activity 4.7 page 182
- Read pages 183-185 "Osteoporosis"
- Think/pair/share page 184
- Chapter summary questions page 189
- Extension question page 190



- Examination preparation question page 191

Chapter 5: Models of health and health promotion

- models of health and health promotion including:
 - biomedical model of health
 - social model of health
 - the Ottawa Charter for Health Promotion
- the role of VicHealth including:
 - the mission and strategic priorities of VicHealth
 - potential health outcomes of a VicHealth funded project and how it reflects the social model of health

Learning activities in the textbook

- Read page 194 "the history of the biomedical model of health"
- Read page 195-196 "the history of the preventative model of health"
- Read pages 196-199 "The social model of health"
- Read pages 199-203 "the Ottawa charter for health promotion"
- Activity 5.1 page 202
- Activity 5.2 page 205
- Read pages 205-208 "the role of VicHealth in promoting health"
- Activity 5.3 page 206
- Think/pair/share page 209
- Read pages 209-212 "VicHealth and the social model of health"
- Activity 5.4 page 214
- Chapter summary questions page 216
- Extension question page 216
- Examination preparation question page 217

Chapter 6: Australia's Health care system

- Australia's health system including:
 - local, state and federal governments' responsibilities for health and health funding
 - the values that underpin the Australian health system
 - Medicare, Pharmaceutical Benefits Scheme (PBS) and private health insurance



Learning activities in the textbook

- Read pages 220-228 "Responsibilities within the Australian healthcare system"
- Think/pair/share page 224
- Activity 6.1 page 229
- Read page 230 "Values of the healthcare system"
- Read pages 231-233 "Medicare"
- Think/pair/share page 231
- Think/pair/share page 232
- Read pages 234-235 "the pharmaceutical benefits scheme"
- Activity 6.2 page 234
- Read pages 235 –237 "Private health insurance"
- Activity 6.3 page 238
- Chapter summary questions page 240
- Extension question page 240
- Examination preparation question page 241

Chapter 7: Promoting healthy eating

- the role of Australia's governments in promoting healthy eating through:
 - the information provided by nutrition surveys and how it is used
 - the Australian Guide to Healthy Eating and Dietary Guidelines for Australian Adults
- the role of Australia's non-government agencies, including Nutrition Australia, in providing dietary advice to promote healthy eating.

Learning activities in the textbook

- Read pages 244-245 "The Australian government's role in promoting healthy eating"
- Read pages 244-250 "nutrition surveys"
- Activity 7.1 page 251
- Read pages 252- 258 "Australian Dietary Guidelines and the Australian guide to Healthy Eating"
- Activity 7.2 page 259
- Read pages 259 – 261 "Australian guide to healthy eating"
- Activity 7.3 page 262
- Read pages 263 – 265 " the role of non-government agencies in promoting healthy eating"
- Think/pair/share page 265



- Activity 7.4 page 265
- Activity 7.5 page 265
- Chapter summary questions page 266
- Extension question page 267
- Examination preparation question page 267