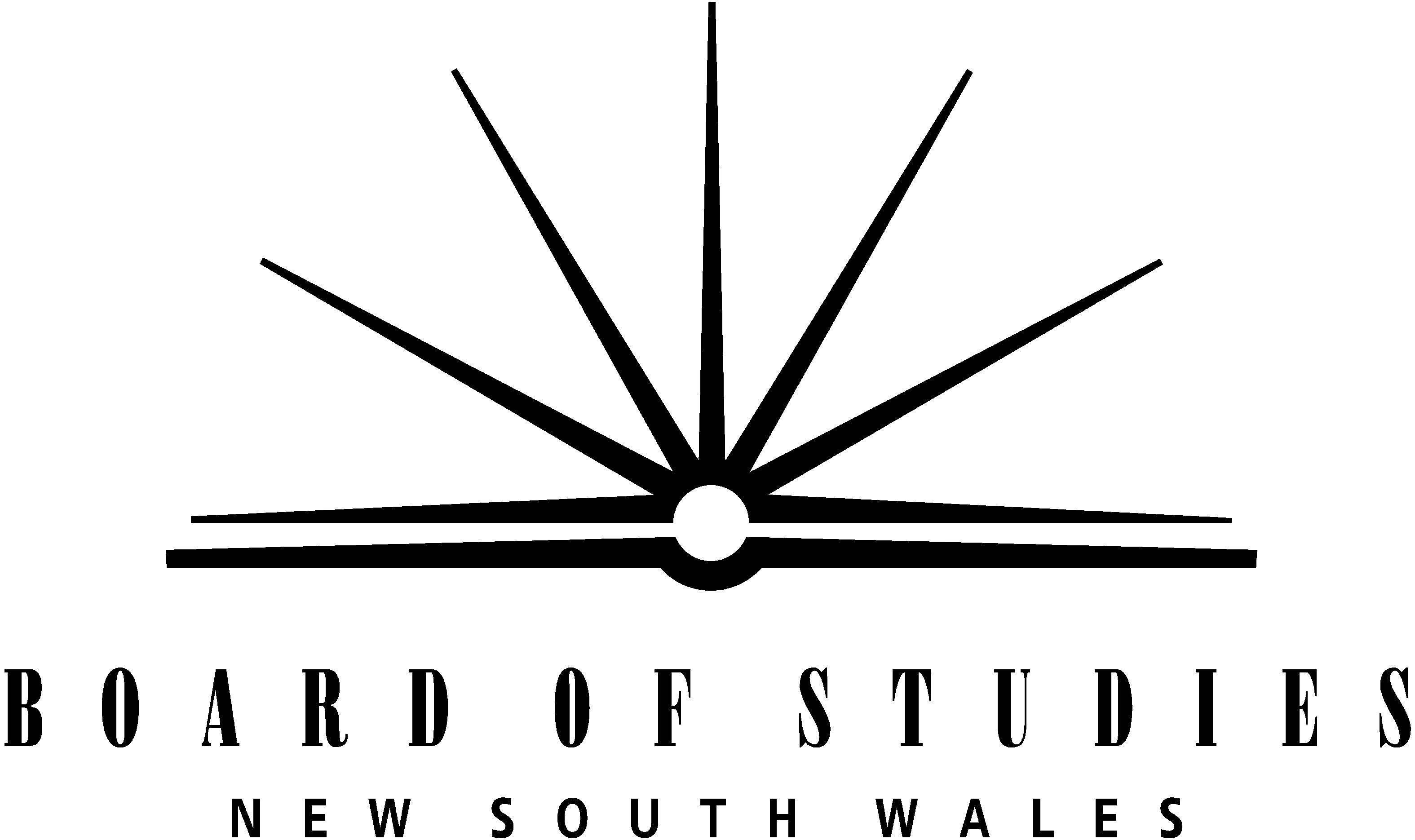
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**9 Content: PDHPE Stage 6 HSC Course**

### 9.1 HSC Core 1: Health Priorities in Australia

# *This module should occupy approximately 30% of total course time.*

### Module Description

This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.

In this module, students investigate the following critical questions:

* How are priority issues for Australia’s health identified?
* What are the priority issues for improving Australia’s health?
* What role do health care facilities and services play in achieving better health for all Australians?
* What actions are needed to address Australia’s health priorities?

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| **How are priority issues for Australia’s health identified?** | | | |
| Students learn about: | | Students learn to: | |
| * measuring health status | | * critique the use of epidemiology to describe health status by considering questions such as: * what can epidemiology tell us? * who uses these measures? * do they measure everything about health status? * use tables and graphs from health reports to analyse current trends in life expectancy and major causes of morbidity and mortality for the general population and comparing males and females | |
| * identifying priority health issues | | * argue the case for why decisions are made about health priorities by considering questions such as: * how do we identify priority issues for Australia’s health? * what role do the principles of social justice play? * why is it important to prioritise? | |
|  | **Teacher Note:** Students do not need to know the latest statistics on the rates of illness and death. It is only important that they understand trends such as whether the prevalence of leading causes is on the increase, decrease or stable. | |  |
| **What are the priority issues for improving Australia’s health?** | | | |
| Students learn about:   * groups experiencing health inequities | | Students learn to:   * research and analyse Aboriginal and Torres Strait Islander peoples and ONE other group experiencing health inequities by investigating: * the nature and extent of the health inequities * the sociocultural, socioeconomic and environmental determinants * the roles of individuals, communities and governments in addressing the health inequities | |

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| * high levels of preventable chronic disease, injury and mental health problems | * research and analyse CVD, cancer and ONE other condition listed by investigating: * the nature of the problem * extent of the problem (trends) * risk factors and protective factors * the sociocultural, socioeconomic and environmental determinants * groups at risk |
| * a growing and ageing population | * assess the impact of a growing and ageing population on: * the health system and services * health service workforce * carers of the elderly * volunteer organisations. |
| **What role do health care facilities and services play in achieving better health for all Australians?** | |
| Students learn about: | Students learn to: |
| * health care in Australia | * evaluate health care in Australia by investigating issues of access and adequacy in relation to social justice principles. Questions to explore include: * how equitable is the access and support for all sections of the community? * how much responsibility should the community assume for individual health problems? * describe the advantages and disadvantages of Medicare and private health insurance, eg costs, choice, ancillary benefits |
| * complementary and alternative health care approaches | * critically analyse complementary and alternative health care approaches by exploring questions such as: * how do you know who to believe? * what do you need to help you make informed decisions? |

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| **What actions are needed to address Australia’s health priorities?** | |
| Students learn about: | Students learn to: |
| * health promotion based on the five action areas of the Ottawa Charter | * argue the benefits of health promotion based on: * individuals, communities and governments working in partnership * the five action areas of the Ottawa Charter * investigate the principles of social justice and the responsibilities of individuals, communities and governments under the action areas of the Ottawa Charter * critically analyse the importance of the five action areas of the Ottawa Charter through a study of TWO health promotion initiatives related to Australia’s health priorities |

**Suggested teaching and learning strategies**

Construct and evaluate a profile of the health status of Australians by drawing on the results of epidemiology.

Present an argument to suggest that not all population groups in Australia enjoy equal health.

Select one priority health issue (eg increasing health inequities) and evaluate how this may impact on health care facilities and services.

Describe a health promotion initiative and evaluate how it exemplifies the action areas of the Ottawa Charter.