



Health Care Levels 2-3

Overview and Key Features

Years 9 to 12 Learning 2020



The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Health Care Level 2-3*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing, likely content and number of work requirements. This feedback will be considered in writing the draft course.

Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (Nov/Dec 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Health Care Level 2-3*.

Course Rationale

The Health group of courses provide opportunities for learners to consider their impact on others, review their personal values and decisions, and their role and capacity to contribute to the wider community.

The healthcare industry depends on interdisciplinary teams of trained professionals and paraprofessionals to meet health needs of individuals and populations. It is one of the world's largest and fastest-growing industries consuming over 10 percent of gross domestic product for most developed nations. The healthcare industry is an aggregation and integration of sectors within a system that provides goods and services to treat patients with curative, preventive, rehabilitative, and palliative care.

A key aspect of *Health Care Level 2-3* will be to develop specialized knowledge, skills and competencies, build awareness and explore key topics and a range of opportunities and potential pathways to further study and or employment across a range of health care professions.

In Tasmania there has been an identified gap in explicit educational pathway provision to employment in the health care sector across the range of frontline and related support roles from entry level to those requiring tertiary training. The ageing workforce combined with an ageing and growing population will see growing demand and opportunities for employees in the health industry. Employment pathways that may emerge for learners undertaking study in Health Care Level 2 and 3 course pairing are considerable given that "Health Care and Social Assistance is the largest employer, generating 35,432 local jobs (14.2% of total) in 2017/18." (<https://economy.id.com.au/tasmania/employment-by-industry>)

This course at level 2 will address foundational knowledge and some specialist or technical knowledge. At level 3 it will address specialist knowledge including factual, theoretical and/or technical. It will consider an expanding focus from initially exploring personal and local contexts to examine broader state, national and global perspectives.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of the *Health Care Level 2-3* course and it fits within the Professional Studies focus area of the [Years 9 to 12 Curriculum Framework](#).





Pathways in

Health Care Level 2-3 builds on content and concepts from the [Australian Curriculum - 9/10 Health and Physical Education](#)

There is a logical progression from Health Care Level 2 to Health Care Level 3.

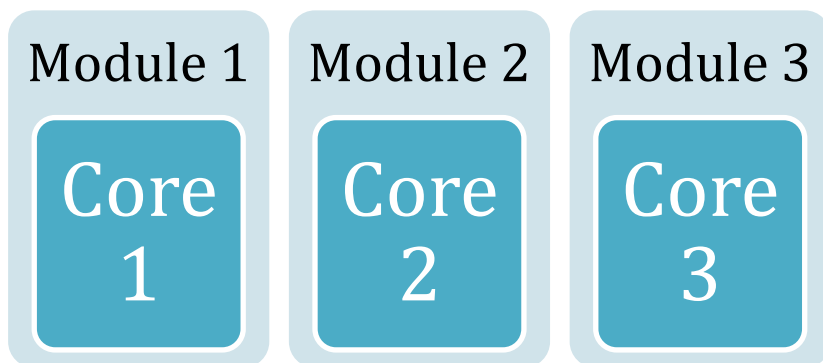
Level 2

Learning Outcomes

On successful completion of this course learners will be able to:

- explain and connect health literacy concepts
- research and apply health understanding
- analyse and compare health management approaches
- communicate effectively
- apply inquiry and reflection skills
- demonstrate personal and social capability

Course Structure



Module 1	Health and Lifestyle
Module 2	The Health Care Sector
Module 3	Community Health

Course Delivery

To be developed through consultation.

Module content

Module I: Health and Lifestyle

Physical Literacy, lifestyles and wellbeing

- developing health literacy



- health care implications of physical literacy
- personal health and wellbeing
 - personal identity
 - personal care
 - personal and community support
 - lifestyle choices and health
 - diet and nutrition
 - risk taking behavior
 - stress management

Introduction to Lifestyle Research

- Health based research sources and approaches
- Locating and interpreting health information
- Community access and support options
- Health Inquiry (options/negotiated topic)
 - alternative, complementary and integrated health practices
 - grief and loss
 - seasonal illnesses
 - allergies
 - asthma
 - epilepsy
 - sleep
 - physical activity
 - negotiated topic

Module 2: The Health Care Sector

Introduction to the Health Care industry

- Attributes for working in the Health Care industry
- Health related vocations

Introduction to Health Care sectors and roles in Tasmania

- Health Care sectors
 - Aged Care
 - Nursing
 - Child Care
 - Disability Care
- Other emerging opportunities
- Health industry qualifications and pathways
- Roles and organisations within the community
- Skills for the Health Care sector
- Using devices to measure body systems, (heart rate, blood pressure, etc.)
- Mental Health First Aid
- First Aid fundamentals



Module 3: Community Health

Introduction to Community Health Care systems

- National provision
- State provision
- Local provision

Introduction to Community Health Issues

- Holistic health considerations
- Preventative health measures
- Ethics and community expectations

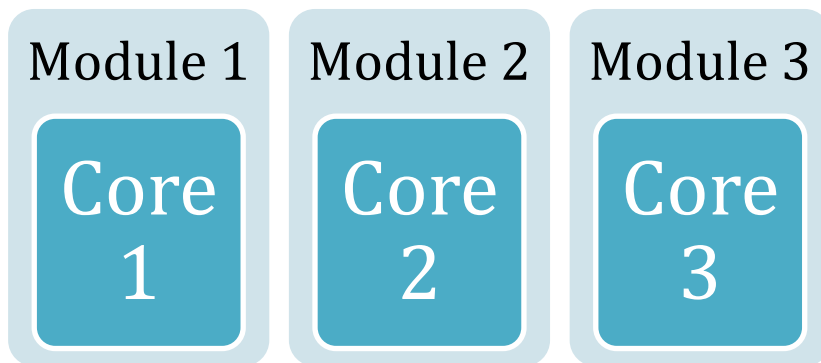
Level 3

Learning Outcomes

On successful completion of this course learners will be able to:

- explain and examine health literacy concepts
- research and discuss health understanding
- evaluate and compare health management approaches
- communicate effectively
- apply inquiry and reflection skills
- demonstrate personal and social capability

Course Structure



Module 1	Health and Lifestyle
Module 2	The Health Care Sector
Module 3	Community Health

Course Delivery

To be developed through consultation.



Module content

Module 1: Health and Lifestyle

Physical Literacy, lifestyles and wellbeing

- Health Literacy perspectives
- Health care implications of physical literacy
- Lifestyle choices and health
- Emotional intelligence, positive psychology and wellbeing
- Sustainable wellbeing behaviors

Lifestyle Research

- Health based research sources and approaches
- Community access and support options
- Planning, implementing and interpreting a Health inquiry
- Lifestyle related disease project
- Negotiated health care inquiry

Module 2: The Health Care Sector

The Health Care industry

- Attributes for working in the Health Care industry
- Health Care sectors
- Health care services and facilities
- Medical devices, equipment, and hospital supplies manufacturers
- Medical Insurance , medical services and managed care
- Pharmaceuticals and related segments
- Health related vocations

Health Care demands and opportunities in Tasmania

- Aged Care
- Nursing
- Child Care
- Disability Care
- Other emerging opportunities
- Health industry qualifications and pathways
- Roles and organisations within the community

Health Care practices

- Using devices to measure body systems, (heart rate, blood pressure, etc.)
- Mental Health first Aid
- First Aid fundamentals
- Interpersonal and client service skills
- Tour and review of multiple health care facilities
- Review and reflection of common and different professional practices

Module 3: Community Health






Community Health Care systems

- National provision
- State provision
- Local provision
- Health Care funding and policies
- Providing referrals and advice

Community Health Issues

- Holistic health considerations
- Preventative health measures
- Ethics and community expectations
- Review of contemporary practices and issues
- Role of social and other media in positive health promotion

Relationship to possible Future Provision

Focus Area	P	I	2	3	4
 DISCIPLINE-BASED		Sport Studies	Sport Science Sport Studies		Sport Science
 TRANSDISCIPLINARY					
 PROFESSIONAL STUDIES		Outdoor Education	Health Care Health and Nutrition Outdoor Education		
 WORK-BASED		Athlete Development	Recreation Studies Athlete Development		
 PERSONAL FUTURES	Health and Physical Education	Health Studies Personal Development Community Sport and Recreation	Health Studies Personal Development Community Sport and Recreation		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework