Note: Completed workbook is due the first lesson back in 2018
WONTHAGGI SECONDARY COLLEGE

Unit 3 & 4 Health and Human Development Head Start Program 2017

NAME_______________________ Home Group______

Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in national and global contexts.

Unit 3: Australia’s health in a globalised world
This unit explores health and wellbeing and illness as global, dynamic and subjective concepts. Benefits of optimal health and wellbeing and its importance as an individual and a collective resource are examined. The fundamental conditions required for health improvement are used as the basis to analysis and evaluate the variations in health status of Australians. Health promotion and improvements in population health over time are used to look at various public health approaches and the relationship between different models of health.

Unit 4: Global Health and Human Development
This unit examines health and wellbeing, and human development around the world and the factors that contribute to health inequalities between and within countries over time are analysed. The concepts of sustainability and human development are a focus and the implications of increased globalisation and worldwide trends are examined. This unit also looks at global action to improve health and wellbeing and human development, focusing on the work of the United Nations’ (specifically the Sustainable Development Goals (SDGs)), the World Health Organization (WHO), non-government organisations and the Australian Government. The effectiveness of health initiatives and programs in a global context and individuals’ capacity to take action are considered.

Assessment
The primary assessment tasks are the School Assessed Coursework tasks (SACs) and the examination.

SAC weighting:

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Outcome</th>
<th>Number of Tasks</th>
<th>Contribution</th>
<th>Unit 4</th>
<th>Outcome</th>
<th>Number of Tasks</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>2 x 25% = 50%</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2 x 25% = 50%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td></td>
<td>2</td>
<td>1</td>
<td>50%</td>
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<td>Total</td>
<td></td>
<td>100%</td>
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<td>Total</td>
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<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Contribution of SACs and Exam to Study Score:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 SACs</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4 SACs</td>
<td>25%</td>
</tr>
<tr>
<td>Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
How to Pass Unit 3 – Health and Human Development

In order to pass Health and Human Development (Unit 3), you must achieve the set outcomes:

Outcome 1 - Understanding health and wellbeing
While the major focus is on the health of Australians, this area of study also emphasises that Australia’s health is not isolated from the rest of the world. Students inquire into the WHO’s prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

Outcome 2 - Promoting health and wellbeing
This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

You must show that you have achieved these outcomes by passing the following:

Primary indicators:

• SAC 1 - Data Analysis (outcome 1) - 25 marks
• SAC 2 – Structured Questions (outcome 1) - 25 marks
• SAC 3 - Written Response (outcome 2) – 50 marks

Secondary Indicators:

• Classroom participation
• Homework completion
• Maintenance of class notes/handouts
• Attendance
For students who have studied Units 1 and 2

Similarities
- The measurements of health status, e.g. life expectancy, health adjusted life expectancy (HALE), disability adjusted life years (DALY), prevalence and incidence are widely used throughout Units 3 and 4.
- Physical, social and mental health and wellbeing are still a focus.

Differences
- ‘Health and wellbeing’ replaces the concept of ‘health’.
- There are two more dimensions of health and wellbeing in Unit 3 and 4 (emotional and spiritual).
- Infant and maternal mortality and self-assessed health status are added as health status indicators.
- ‘Human development’ takes on a different interpretation. In Units 1 and 2 ‘human development’ related to ‘individual human development’, i.e. of a person and through the various stages of their lifespan. In Unit 4, human development is at a societal and global level and is never about individual human development.

How to Succeed In This Study

VCE Health and Human Development – beware of old material

Health and Human Development are dynamic concepts, meaning that they are constantly changing and evolving. As a result, aspects of the course material covered changes on a yearly basis. To ensure you are studying the correct concepts, use the new Jacaranda textbook (5th Ed) and StudyOn as well as books that are recommended by your teacher only. If in doubt, ask your teacher if a book or resource is relevant to the course before using it.

Resources


General Tips

- Start out organised and stay organised – have a separate folder for each of the six SACs and use tabs.
- Complete separate revision notes for each SAC.
- Constantly compare your notes with the Key Knowledge and Key Skills Checklist – which are at the beginning of each section (see page 3) to make sure you have covered every dot point – they are all examinable.
- Keep up to date with your work.
- Separate and thorough Exam preparation is essential. Start this process early – that is from Day 1
### Key Knowledge and Key Skills Checklist - Unit 3

#### Unit 3 Outcome 1 – SAC 1

<table>
<thead>
<tr>
<th><strong>KEY KNOWLEDGE</strong></th>
<th>✓</th>
<th><strong>KEY SKILLS</strong></th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• concepts of health and wellbeing (including physical, social, emotional, mental and spiritual dimensions) and illness, and the dynamic and subjective nature of these concepts</td>
<td></td>
<td>• explain the dynamic and subjective nature of the concepts of health and wellbeing and illness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• describe interrelationships between dimensions of health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>• benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally</td>
<td></td>
<td>• explain the individual and collective importance of health and wellbeing as a resource</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• describe global benefits of the pursuit of optimal health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>• prerequisites for health as determined by the WHO including peace, shelter, education, food, income, a stable eco-system, sustainable resources, social justice and equity</td>
<td></td>
<td>• identify the WHO’s prerequisites for health and explain their links to improved health outcomes</td>
<td></td>
</tr>
<tr>
<td>• indicators used to measure and understand health status: incidence, prevalence, morbidity, burden of disease, disability-adjusted life year (DALY), life expectancy, health-adjusted life expectancy (HALE), mortality (including maternal, infant and under 5) and self-assessed health status</td>
<td></td>
<td>• describe and apply indicators used to measure health status</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use data to describe and evaluate the health status of Australians</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• analyse patterns in morbidity and mortality in Australia over time</td>
<td></td>
</tr>
</tbody>
</table>

#### Unit 3 Outcome 1 – SAC 2

<table>
<thead>
<tr>
<th><strong>KEY KNOWLEDGE</strong></th>
<th>✓</th>
<th><strong>KEY SKILLS</strong></th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:</td>
<td></td>
<td>• analyse health information to explain factors that contribute to variations in health status between population groups</td>
<td></td>
</tr>
<tr>
<td>– males and females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Indigenous and non-Indigenous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– high and low socioeconomic status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– those living within and outside of Australia’s major cities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• the contribution to Australia’s health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KEY KNOWLEDGE</strong></td>
<td>✓</td>
<td><strong>KEY SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• improvements in Australia’s health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:</td>
<td></td>
<td>• analyse data that show improvements in health over time and draw conclusions about reasons for improvements</td>
<td></td>
</tr>
<tr>
<td>– ‘old’ public health</td>
<td></td>
<td>• analyse the strengths and limitations of biomedical and social models of health in bringing about improvements in health status</td>
<td></td>
</tr>
<tr>
<td>– the biomedical approach to health and improvements in medical technology</td>
<td></td>
<td>• analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia’s health</td>
<td></td>
</tr>
<tr>
<td>– development of ‘new’ public health including the social model of health and Ottawa Charter for Health Promotion</td>
<td></td>
<td>• apply the action areas of the Ottawa Charter for Health Promotion to a range of data and case studies</td>
<td></td>
</tr>
<tr>
<td>– the relationship between biomedical and social models of health</td>
<td></td>
<td>• evaluate initiatives in terms of their capacity to improve Indigenous health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>• Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity</td>
<td></td>
<td>• draw conclusions as to why dietary improvements are difficult to achieve in Australia.</td>
<td></td>
</tr>
<tr>
<td>• the role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including:</td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>– why it was/is targeted</td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>– effectiveness of the health promotion in improving population health</td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>– how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion</td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia and how they reflect the action areas of the Ottawa Charter for Health Promotion</td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>• initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change.</td>
<td></td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
Using this Headstart Booklet:

- Instructions on each task you need to complete will appear beside the green arrow (►).
- Topics, tasks and page numbers will relate to those found in the textbook. You will have access to copies of the appropriate chapters of the text in your classes and on the HHD Libguide – see your teacher for the password.
- You should ensure that you have completed each task to the best of your ability.
- Check that you have read the instructions correctly and that you have completed each task.
- This Headstart Booklet is due to be completed for the first lesson back in 2018. If you don’t have access to the internet for the purposes of accessing the text via Libguide, you will need to speak with your teacher BEFORE finishing up.

TOPIC 1 - Concepts of health and wellbeing

► Read Overview and Key Terms – Item 1.1, pages 3 & 4

Take note of the key knowledge and skills that are required for the completion of Topic 1.

► Read Item 1.2 The concepts of health and wellbeing and illness – pages 4 – 8 and use this information to answer/complete the following 7 questions/activities

1.2 Key concept: Understanding the dynamic and subjective nature of the concepts of health and wellbeing and illness

1. Health and wellbeing relates to ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. What does it mean when health and wellbeing is said to be ‘dynamic’?________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
3. What does it mean when health and wellbeing is said to be ‘subjective’? 

4. Are disease and illness the same thing? Explain. 

5. List the range of factors that are particularly influential on overall health and wellbeing: 

6. Complete the case study (questions 1-3) relating to Indigenous perspectives of health and wellbeing on page 8. 

7. Write out all the Key Terms on page 4 into your glossary of terms book

► Into your workbook answer the 1.2 Activities on page 9 answer all 10 questions
8. Identify the five dimensions of health and wellbeing. Use the first letter of each one to come up with an acronym or silly sentence to assist in remembering these concepts. (this will be the first of many acronyms or silly sentences to help you remember key concepts in Year 12 Health and Human Development)

Silly sentence / Acronym:

9. Briefly explain each of the dimensions of health and wellbeing.

Physical health and wellbeing: __________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Social health and wellbeing: __________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Emotional health and wellbeing: ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Mental health and wellbeing: ________________________________

______________________________

______________________________

Spiritual health and wellbeing: ________________________________

______________________________

______________________________

Examples relating to physical health and wellbeing include:

Complete this diagram using figure 1.8 on page 10
Examples relating to social health and wellbeing include:

Examples relating to emotional health and wellbeing include:

Complete these diagrams using figures 1.9 & 1.11 on pages 11 & 12.
Examples relating to mental health and wellbeing include:

10. Briefly explain the difference between emotional and mental health and wellbeing.

__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
Examples relating to spiritual health and wellbeing include:

Into your workbook answer the 1.3 Activites on page 17 answer all 6 questions.
Read Item 1.4 Interrelationships between the five dimensions – pages 17-20 and use this information to answer/complete the following questions/activities

1.4 Key concept: Understanding the interrelationships between the dimensions of health and wellbeing.

11. The five dimensions of health and wellbeing are interrelated which means

Copy Figure 1.17 on page 18 here:
12. Fill in the following table, illustrating how each dimension in the top row could impact each dimension in the first column:

<table>
<thead>
<tr>
<th>P</th>
<th>So</th>
<th>E</th>
<th>M</th>
<th>Sp</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>So</td>
<td>Someone who is sick with the flu (physical) may not be able to attend social functions with their friends (social).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
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<td>M</td>
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<tr>
<td>Sp</td>
<td></td>
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</tbody>
</table>
13. Optimal health and wellbeing refers to ______________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

14. Match the following examples of health characteristics with the correct dimension of health (by placing a tick in the correct column).

<table>
<thead>
<tr>
<th>Example of health characteristic</th>
<th>Physical</th>
<th>Social</th>
<th>Emotional</th>
<th>Mental</th>
<th>Spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being free from disease</td>
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<tr>
<td>Feeling stress</td>
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<tr>
<td>A sense of belonging to a community group</td>
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<tr>
<td>Getting enough sleep</td>
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<tr>
<td>Communicating positively with others</td>
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<tr>
<td>Recognising the difference between embarrassment and anxiety</td>
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<td>Feeling positive about succeeding in year 12</td>
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<tr>
<td>Having an ideal body weight</td>
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<tr>
<td>Having a good level of fitness</td>
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<tr>
<td>Having productive relationships with family members</td>
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<tr>
<td>Getting along with work colleagues</td>
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<tr>
<td>Having a sense of purpose in life</td>
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<tr>
<td>Grieving the death of a close friend</td>
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<tr>
<td>Having positive self esteem</td>
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<td>Experiencing sadness at appropriate times</td>
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<tr>
<td>Having a strong immune system</td>
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<tr>
<td>Having a supportive family or network of friends</td>
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<tr>
<td>Having adequate energy levels</td>
<td></td>
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</tbody>
</table>

Complete the case study on page 20 ____________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

► Into your workbook answer the 1.4 Activites on page 20
16. Briefly outline four ways that optimal health and wellbeing acts as a resource nationally.

- __________________________________________________________________________
  __________________________________________________________________________
- __________________________________________________________________________
  __________________________________________________________________________
- __________________________________________________________________________
  __________________________________________________________________________
- __________________________________________________________________________
  __________________________________________________________________________
17. a. What is meant by ‘communicable diseases’?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

b. Explain why communicable diseases are of particular concern on a global scale.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

18. Briefly outline four ways that optimal health and wellbeing acts as a resource globally.

• ______________________________________________________________________________________
  ______________________________________________________________________________________

• ______________________________________________________________________________________
  ______________________________________________________________________________________

• ______________________________________________________________________________________
  ______________________________________________________________________________________

• ______________________________________________________________________________________
  ______________________________________________________________________________________

• ______________________________________________________________________________________
  ______________________________________________________________________________________

► Into your workbook answer the 1.5 Activities on page 25, questions 1-4
1.6 & 1.7 Key concept: Understanding the prerequisites for health – peace, education, food, income, a stable eco system, sustainable resources, social justice and equity.

19. a. What is meant by ‘peace’?

__________________________________________________________________________________________

__________________________________________________________________________________________
b. Explain how peace can promote health and wellbeing.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

19. What is meant by ‘shelter’?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

b. Explain three ways that shelter can promote health and wellbeing.

__________________________________________________________________________________________
__________________________________________________________________________________________

► Into your workbook answer the 1.6 Activities on page 29, questions 1-12

20. Explain how generating an income can assist governments in promoting health and wellbeing.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
21. Explain how having an adequate income can promote the health and wellbeing of individuals.

__________________________________________________________________________________________

__________________________________________________________________________________________

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22. Briefly explain the following terms:
   a. ecosystem________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

b. sustainability________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

c. social justice________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

d. equity______________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

23. Read the case study on page 34-35 and complete questions 1-3.

__________________________________________________________________________________________

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__________________________________________________________________________________________
24. Explain how a stable ecosystem may promote three dimensions of health and wellbeing.

Into your workbook answer the 1.7 Activities on page 35, questions 1-6

Read Item 1.8.1 Key skills – pages 36 – 40

Into your workbook answer the 1.8.1 Activities across pages 36-40, questions 1-14

Into your workbook answer the 1.8.3 Exam Preparation questions 1-4
**Practice SAC Questions**

**Question 1** (2 marks)

Health and wellbeing is a subjective concept.

Explain health and wellbeing as a subjective concept.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________


**Question 2** (3 marks)

Sarah has contracted the flu (influenza).

a. Briefly describe spiritual health and wellbeing. 1 mark

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

b. Use Sarah’s illness to show interrelationships between physical and spiritual health and wellbeing. 2 marks

__________________________________________________________________________________

__________________________________________________________________________________

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__________________________________________________________________________________


**Question 3** (9 marks)

a. Using two examples, explain what is meant by ‘sustainable resources’. 3 marks

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
b. Besides sustainable resources, identify two prerequisites for health as identified by the World Health Organization and explain how each can contribute to improved health and wellbeing. 6 marks

Question 4  (6 marks)

a. Explain why health and wellbeing is important for individuals. 3 marks

b. Explain why health and wellbeing is important from a national (or country) perspective. 3 marks
Read Item 1.8.2 Topic Summary – page 41-42 – take notes:

Pages 41-42 has an excellent topic summary of the entire Chapter 1. Read through this and take any notes as required into your workbook.
Measuring health status

The terms below are health status indicators. Health status indicators are standard statistics that are used to measure and compare health status.

You will need to be able to describe and apply these indicators, so having an understanding of what they mean is essential.

<table>
<thead>
<tr>
<th>Key term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidence</td>
<td>The number of new cases of a condition during a given period of time.</td>
</tr>
<tr>
<td>Prevalence</td>
<td>‘The number or proportion of cases of a particular disease or condition present in a population at a given time.’ (AIHW, 2008)</td>
</tr>
<tr>
<td>Morbidity</td>
<td>Refers to ill-health in an individual and the levels of ill-health in a population or group.</td>
</tr>
<tr>
<td>Burden of Disease</td>
<td>A measure of the impact of diseases and injuries, specifically it measures the gap between current health status and an ideal situation where everyone lives to an old age free of disease and disability. Burden of disease is measured in a unit called the DALY.</td>
</tr>
<tr>
<td>Disability Adjusted Life Years (DALYs)</td>
<td>A measure of burden of disease, one DALY equals one year of healthy life lost due to premature death and time lived with illness, disease or injury.</td>
</tr>
<tr>
<td>years of life lost (YLL)</td>
<td>a measure of how many years of expected life are lost due to premature death</td>
</tr>
<tr>
<td>years lost due to disability (YLD)</td>
<td>a measure of how many healthy years of life are lost due to illness, injury or disability</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>‘An indication of how long a person can expect live, it is the number of years of life remaining to a person at a particular age if death rates do not change.’</td>
</tr>
<tr>
<td>Health Adjusted Life Expectancy (HALE)</td>
<td>A measure of burden of disease based on life expectancy at birth, but including an adjustment for time spent in poor health. It is the number of years in full health that a person can expect to live, based on current rates of ill health and mortality.</td>
</tr>
<tr>
<td>Mortality</td>
<td>Refers to death, often at a population level.</td>
</tr>
<tr>
<td>Maternal mortality</td>
<td>death of a mother during pregnancy, childbirth or within six weeks of delivery.</td>
</tr>
<tr>
<td>Maternal mortality ratio</td>
<td>the number of mothers who die as a result of pregnancy or childbirth per 100 000 live births.</td>
</tr>
<tr>
<td>Infant mortality</td>
<td>the death of a child between birth and their first birthday.</td>
</tr>
<tr>
<td>Infant mortality rate</td>
<td>the rate of deaths of infants between birth and their first birthday, usually expressed per 1000 live births.</td>
</tr>
<tr>
<td>Under 5 mortality</td>
<td>The death of a child under 5 years of age</td>
</tr>
<tr>
<td>Under 5 mortality rate</td>
<td>The rate of deaths occurring in children under 5 years of age per 1000 live births.</td>
</tr>
</tbody>
</table>

► Into your glossary of terms book, write all of these definitions.