



Unit IV



Unit IV Introduction

Unit IV will discuss the factors that could influence certain health behaviors. You were introduced to these factors in Unit I, they are referred to as multilevel factors of behaviors and are listed in the socio-ecological model. They typically fall into the following five categories: 1) individual factors, 2) inter-personal factors, 3) organizational factors, 4) community factors, and 5) policy factors. The reading assignment will introduce multilevel theories such as Urie Bronfenbrenner's Ecological Systems Theory and Flay's Theory of Triadic Influence. This Unit will also discuss the three components of program planning and explain the role of the planning process as a method to help link theory to a specific health situation, community and population. You will also complete an article review in this unit. The article you choose should be about a concept tied to the unit outcomes found in your study guide. Be sure to follow the instructions regarding the article review.

Upon completion of this unit, students should be able to:

- Explain how different areas of health are interrelated.
- Explain the reasons for considering theories that address multiple ecological levels.
- Describe the key elements and considerations applicable to the Theory of Triadic Influence.
- Summarize the three basic components of any program planning process.

Reading Assignment

Chapter 7: Multilevel Theories

Chapter 8: Doing Something About It: The Ecological Perspective and the Move from Theory to Practice

Please Complete the **Discussion, Assessment and Article Review** below.

All the Best,

Dr. Hill



Unit IV Article Review Grading Rubric



Unit IV Study Guide

Click the link above to open the unit study guide, which contains this unit's lesson and reading assignment(s). This information is necessary in order to complete this course.



Unit IV Discussion Board



Unit IV Assessment



Unit IV Article Review

Criteria	Achievement Level				
	Level 1 - Unsatisfactory	Level 2 - Needs Improvement	Level 3 - Satisfactory	Level 4 - Good	Level 5 - Excellent
Topic (10 points)	0 - 5 The article is not related to course topics and is not conducive to engagement with course topics.	6 - 6 The article includes topics that may be tangentially related to some course topics. Has the potential to offer some engagement with course topics.	7 - 7 The article is somewhat related to course topics. Has the potential to offer substantial engagement with course topics.	8 - 8 The article is related to course topics. Has the potential to contribute some analysis and offer substantial engagement with course topics.	9 - 10 The article is clearly related to course topics. Has the potential to contribute significant analysis and substantial engagement with the course topics.
Identification of Premise and Supporting Points (Argument) (20 points)	0 - 11 More than one of the following are missing or insufficiently analytical: accurate identification of article premise, importance to the course, and significant points in support of the premise and/or field; those that are included need improvement.	12 - 13 One of the following is missing or is insufficiently analytical: accurate identification of article premise, importance to the course, and significant points in support of the premise and/or field.	14 - 15 Includes an identification of article premise, importance to the course, and significant points in support of the premise and/or field, but one or more of them need improvement.	16 - 17 Includes accurate identification of article premise, importance to the course, and significant points in support of the premise and/or field with minor errors.	18 - 20 Includes accurate identification of article premise, significant points in support of the premise, and the significance of these to the course and/or field.

Application of Analysis (20 points)	0 - 11 Includes general, opinionated statements that are unrelated to the course content and real life and/or are unsubstantiated.	12 - 13 Includes few analytical statements that relate the article to course content and real-life situations.	14 - 15 Includes some analyses that relate the article to course content and real-life situations.	16 - 17 Includes fairly accurate analyses that relate the article to course content and real-life situations.	18 - 20 Includes descriptive, accurate analyses that relate the article to course content and real-life situations.
Critical Evaluation of Premise and Supporting Points (Argument) (20 points)	0 - 11 Student's opinion of the article is not clear; critical thinking is not evident.	12 - 13 Student's opinion of the article is stated, along with critical evaluation of the article's premise and/or argument, but significant points are overlooked.	14 - 15 Shows evidence of some critical thinking in the statement of the student's opinion as well as some evaluation of the article's premise and/or arguments but may overlook some points.	16 - 17 Includes critical thinking that clearly states the student's opinion and provides some evaluation of the article's premise and/or arguments but may overlook one or two minor points.	18 - 20 Includes critical thinking that clearly states the student's informed and substantiated opinion, thorough evaluation of the article's premise, and supporting points.
APA Formatting (10 points)	0 - 5 Uses little to no correct APA formatting.	6 - 6 Reflects incomplete knowledge of APA formatting.	7 - 7 Documents most sources using APA formatting with minor violations.	8 - 8 Documents sources using APA formatting with minor violations.	9 - 10 Documents sources using APA formatting accurately and consistently.
Writing Mechanics (10 points)	0 - 5 Writing lacks clarity and conciseness. Serious problems with sentence structure and grammar. Numerous major and/or minor errors in punctuation and spelling.	6 - 6 0-5 points Writing lacks clarity and conciseness. Serious problems with sentence structure and grammar. Numerous major and/or minor errors in punctuation and spelling. 6 points Writing lacks clarity or conciseness. Problems with sentence structure and some grammatical errors. Several minor errors in punctuation and spelling.	7 - 7 Writing is mostly clear and concise. Some errors in sentence structure and grammar. Few minor errors in punctuation and/or spelling.	8 - 8 Writing is mostly clear and concise. Sentence structure and grammar are strong and mostly correct. There may be a few minor errors in punctuation and/or spelling.	9 - 10 Writing is clear and concise. Sentence structure and grammar are excellent. Correct use of punctuation. No spelling errors.
Organization (10 points)	0 - 5 Organization is haphazard and difficult to follow; paper strays substantially from topic.	6 - 6 Organization lacks logic and clarity, and paper contains digressions that may cause problems with comprehension.	7 - 7 The overall arrangement is fairly clear and somewhat logical, but some points may be difficult to follow.	8 - 8 The overall arrangement is mostly logical and clear, but there may be a slight lack of	9 - 10 The organization results in clarity and presents logically arranged points.

				clarity in one or two points.	
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