

### Variables:

- Body Image
- Teen Pregnancy
- Drug and Alcohol Use
- Binge Drinking
- Romantic Relationships
- Eating Behaviors
- Perceived Discrimination
- Risk-Taking Behaviors (choose a specific risk taking behavior)
- Participation in Extra-Curricular Activities
- Premarital Sex
- Sexual Orientation
- Technology Use
- Quality of Learning Environment
- Family Structure
- Exercise Behaviors
- Parent-Child Relationship
- Military Status
- Feeling of Belongingness
- Gender
- Age
- Participation in Religious Activities
- Political Views
- Consumer Preferences
- TV Watching
- Exposure to Violence
- Endorsement of Stereotypical Beliefs
- Socioeconomics
- Conformity
- Access to Health Care
- Vehicle Ownership
- Educational Attainment
- Self-Esteem
- Self-Handicapping
- Social Media
- Social Comparison
- Depression
- Anxiety
- Perceived Racism
- Leadership Characteristics
- Personality Traits
- Self-Awareness
- Obesity
- Employment Status
- Mental Disorders
- Coping Skills
- Rewards
- Barriers
- Communication
- Feelings of Acceptance
- Emotional Attachment
- Domestic Violence

### Mid-Range Theories:

1. **Social Cognitive Theory:** Explains the likelihood of a person participating in a behavior as a triadic relationship between the environment (aspects of the environment enabling the individual to complete a behavior), behavior (aspects of the behavior itself), and personal/cognitive factors (beliefs about the behavior/self potentially impacting outcomes). (Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall, Inc.)
2. **Use and Gratification Theory:** Explains the role of the media in fulfilling five categories of individual needs –cognitive, affective, personal integrative, social integrative, and tension free needs. (Blumler, J. G., & Katz, E. (1974). *The uses of mass communications: Current perspectives on gratifications research*. Beverly Hills, CA: Sage Publications, Inc.)
3. **Social Control Theory:** Provides an explanation for why individuals participate in criminal activity, arguing it's the result of weak/non-existent social connections and networks between the individual and society. (Wiatrowski, M. D., Griswold, D. B., & Roberts, M. K. (1981). Social control theory and delinquency. *American Sociological Review*, 46(5), 525-541. <http://www.jstore.org/stable/2094936>)
4. **Elaboration Likelihood Model:** Explains how individuals process and interpret stimuli that influence their attitude toward something; stimuli can be consciously processed (central route)

or unconsciously processed (peripheral route). (Petty, R. E., & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. *Advances in Experimental Social Psychology*, 19, 123-205. [http://dx.doi.org/10.1016/S0065-2601\(08\)60214-2](http://dx.doi.org/10.1016/S0065-2601(08)60214-2).)

5. **Social Identity Theory:** Explains the role of group membership in identity formation and the development and maintenance of self-image through social categorization, identification and comparison; argues group conflict and discrimination is the result of a desire to positively evaluate one's own social identity. (Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33-48). Pacific Grove, CA: Brooks/Cole.)
6. **Transactional Model of Stress and Coping:** Explains how people process and cope with stressful events. (Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer Publishing Company, Inc.)
7. **Labeling Theory:** Explains how the way people are labeled or classified by society influences their self-identity and behavior; specifically concerned with negative labels placed on minorities and the potential for self-fulfilling prophecy and participation in deviant behaviors if labels are internalized. (Becker, H. S. (1973). Labeling theory reconsidered. In H.S. Becker (Ed.), *Outsiders: Studies in the sociology of deviance* (pp. 177-212). New York, NY: The Free Press.)
8. **Piaget's Cognitive Development Theory:** Explains the way in which the physical and social environments influence the stages of cognitive development in children. (Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism*. White Plains, NY: Longman Publishing.)
9. **Theory of Multiple Intelligences:** There are eight types of intelligence and each must be fostered by the environment to provide the best learning experience possible for children. (Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.)
10. **Social Learning Theory:** Explains how individuals learn from the social environment, arguing learning occurs within a social context and is the result of observation (of behaviors and consequences) and modeling those behaviors. (Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall, Inc.)
11. **Motivation-Hygiene Theory (Two-Factor Theory):** Explains work satisfaction and dissatisfaction as independent phenomena –satisfaction is based on motivators (nature of the work itself) and dissatisfaction is based on hygiene factors (the job environment). (Herzberg, F. (1964). The motivation-hygiene concept and problems of manpower. *Personnel Administration*, 27(1), 3-7.)
12. **Social Exchange Theory:** Explains social behavior leading to social change or stability as a process resulting from social exchanges that maximize benefits and minimize costs. (Emerson, R. M. (1976). Social exchange theory. *Annual Review of Sociology*, 2, 335-362. <http://dx.doi.org/10.1146/annurev.soc.25.1.217>.)
13. **Integrated Theory of Health Behavior Change:** Presents a model showing health behavior change can be encouraged by increasing knowledge of the behavior, promoting health beliefs consistent with the behavior, increasing self-regulation skills (goal setting, reflection, etc.) and creating a social environment that encourages and supports the behavior change. (Ryan, P. (2010). Integrated theory of health behavior change: Background and intervention development. *Clinical Nurse Specialist*, 23(3), 161-172. <http://dx.doi.org/10.1097/NUR.0b013e3181a42373>.)
14. **Social Dominance Theory:** Explains how social hierarchies are created and maintained, specifically through discrimination and cultural ideologies. (Sidanius, J. & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. Cambridge, UK: Cambridge University Press.)

15. **Two Factor Theory of Emotion:** Argues emotion results from physiological arousal and cognitive labeling. (Schachter, S., & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399. <http://dx.doi.org/10.1037/h0046234>)
16. **Value Belief Norm Theory:** Predicts whether or not people participate in environmentally friendly behaviors based on their personal norms, beliefs about how their actions could affect things they value, and their personal values. (Stern, P. C. (2000). Towards a coherent theory of environmentally significant behavior. *Journal of Social Issues*, 56, 407-424. <http://dx.doi.org/10.1111/0022-4537.00175>)
17. **Spiral of Silence Theory:** Argues people do not speak out against the majority opinion in fear of social isolation or other negative consequences. (Moelle-Neumann, E. (1984). *The spiral of silence: Public opinion –our social skin*. Chicago: University of Chicago.)
18. **Learned Helplessness Theory:** Explains mental illnesses (depression, anxiety, etc.) as resulting from a perceived lack of control over negative outcomes –i.e. a feeling that they cannot do anything to change their situation. (Abramson, L Y., Seligman, M. E. P., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of Abnormal Psychology*, 87(1), 49-74. <http://dx.doi.org/10.1037/0021-8643X.87.1.49>)
19. **Social Disorganization Theory:** Explains crime and deviant behavior as a product of ecological factors such as neighborhood characteristics. (Kubrin, C. E. (2009). Social disorganization theory: Then, now, and in the future. In M. D. Krohn (Ed.), *Handbook on crime and deviance* (pp. 225-236). Dordrecht: Springer.)
20. **Theory of Planned Behavior:** Predicts whether or not someone will intend to participate in a behavior based on their attitudes towards the behavior, subjective norms, and perceived behavioral control. (Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. [http://dx.doi.org/10.1016/0749-5978\(91\)90020-T](http://dx.doi.org/10.1016/0749-5978(91)90020-T))
21. **Diffusion of Innovations:** Explains how/why innovations are adopted and the process by which innovations spread through a social system. (Rogers, E. M. (2003). *Diffusion of innovations* (5<sup>th</sup> ed.) New York, NY: Free Press.)
22. **System-Justification Theory:** Explains a psychological need individuals have to legitimize and justify systems (social, governmental, educational, etc.) as fair and just –even when they themselves are treated unfairly. (Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology*, 25(6), 881-919.