### 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.)


4. **Elaboration Likelihood Model:** Explains how individuals process and interpret stimuli that influence their attitude toward something; stimuli can be consciously processed (central route)


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. *Personal Administration, 27*(1), 3-7.)


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.)


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)


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.)