



**BABES-BOLYAI UNIVERSITY  
CLUJ-NAPOCA, ROMANIA**

**FACULTY OF SOCIOLOGY  
SOCIOLOGY DOCTORAL SCHOOL**

**Ph.D. THESIS ABSTRACT**

**The influence of psycho-social factors in  
beliefs, attitudes and sexual behaviors and  
preventive interventions to youth**

**SCIENTIFIC ADVISOR:  
PROFESSOR Ph.D. POPESCU LIVIA**

**AUTHOR:  
Ph.D. CANDIDATE BĂLĂNEAN RADU**

**CLUJ-NAPOCA  
2016**

## TABLE OF CONTENT

<b>INTRODUCTION IN THE RESEARCH'S THEME.....</b>	<b>5</b>
<b>CHAPTER I. THEORIES REGARDING SOCIAL FACTORS AND SEXUALITY.....</b>	<b>15</b>
<b>1.1 Inter-, pluri- and trans-disciplinarity in addressing the sexuality.....</b>	<b>15</b>
<b>1.2 Conceptual distinctions.....</b>	<b>18</b>
<b>1.3 Macro and mezosocial factors.....</b>	<b>38</b>
1.3.1 Social Structure.....	40
1.3.2 Cultural Influences.....	43
1.3.3 Religious influences.....	45
1.3.4 Education.....	48
1.3.5 Internet and Communication Technology.....	53
<b>1.4 Microsocial factors in sexuality.....</b>	<b>59</b>
1.4.1 Family and couple relations.....	59
1.4.2 Individual experience.....	64
<b>1.5 Sexual specificity on youth.....</b>	<b>67</b>
<b>CHAPTER II. RESEARCH METHODOLOGY.....</b>	<b>80</b>
<b>2.1 Purpose and research questions.....</b>	<b>80</b>
<b>2.2 General methodological considerations.....</b>	<b>82</b>
<b>2.3 Objectives and a hypotheses.....</b>	<b>94</b>
<b>2.4 Methodology of empirical studies: techniques of data collection, population, research stages and ethical aspects.....</b>	<b>100</b>
<b>CHAPTER III. EMPIRICAL STUDIES. ANALYSIS AND INTERPRETATION OF RESULTS.....</b>	<b>113</b>
<b>3.1 Social influence beliefs and other issues about sexuality.....</b>	<b>113</b>
3.1.1 General introductory aspects.....	113
3.1.2 General analysis of dysfunctional aspects about sexuality.....	116
3.1.2.1 Objectives and methodology.....	122
3.1.2.2 Results.....	127
3.1.2.3 Conclusions.....	143
3.1.3 Intergenerational changes of sexual beliefs.....	144
3.1.3.1 Intergenerational aspects of sexuality.....	145
3.1.3.2 Objectives and methodology.....	152
3.1.3.3 Results.....	155
3.1.3.4 Conclusions.....	166
3.1.4 Social influences on the sexual beliefs in young.....	168
3.1.4.1 Objectives and methodology.....	170
3.1.4.2 Results.....	171
3.1.4.3 Conclusions.....	178
<b>3.2 Preventive interventions and socio-sexual information-educational methods ...</b>	<b>179</b>
3.2.1 Analyses of contemporary paradigms in education for health.....	181
3.2.1.1 Preventive health education.....	183
3.2.1.2 Contemporary paradigms in education.....	187

3.2.1.3	Conclusions on education as effective preventive method .....	193
3.2.2	Introduction and analysis of video-clip-intervention in sexuality.....	196
3.2.2.1	Video-clip-motivation intervention .....	196
3.2.2.2	Objectives and methodology.....	206
3.2.2.3	Results.....	209
3.2.2.4	Conclusions of the initial testing video-clip-interventions .....	222
3.2.3	Innovative interventions in sexual dysfunctional beliefs in young.....	223
3.2.3.1	Objectives and methodology.....	228
3.2.3.2	Results.....	230
3.2.3.4	Conclusions.....	234
<b>CHAPTER IV. THE GENERAL INTERPRETATION OF THE RESULTS. THE LIMITS OF RESEARCH, CONCLUSIONS AND RECOMMENDATIONS .....</b>		<b>236</b>
4.1	Results concerning the beliefs, attitudes and sexual behaviors.....	236
4.2	Results regarding interventions on the dysfunctional beliefs.....	238
4.3	The limits of research .....	239
4.4	Conclusions on dysfunctional beliefs about sexuality .....	240
4.5	Conclusions regarding interventions .....	242
4.6	Recommendations and directions for future research.....	246
<b>BIBLIOGRAPHIC REFERENCES .....</b>		<b>251</b>
<b>ANNEXES .....</b>		<b>284</b>
Annexe1	– Ethical and confidentiality commitment.....	285
Annexe 2	– Questionnaires .....	287
Annexe3	– Results, statistical tables and figures .....	318
Annexe 4	– Published articles .....	399

**Keywords:** sexuality, youth, socio-psycho-sexology, sexual education, dysfunctional sexual beliefs, video-clip-online-intervention, inter-, pluri- and trans-disciplinarity, video-clip-intervention

## **Ph.D. THESIS ABSTRACT**

The fact that our society is going through a period of profound change has become a truism of the observations of today, and is becoming a subject in both scientific papers and popular studies. Ever since Romania became a member of the European Union, it has formed powerful and influential trans-Atlantic connections, developing socially, politically and economically, a context in which we remark a mix of Western models. At the same time, we are still facing the effects of the worldwide economic crisis which is not over, as well as the difficult situation in regards to cultural and moral values. A conservative socio-cultural model of sexuality and lack of a coherent educational approach still dominates the Romanian society. As a result, sexuality is still considered a taboo subject, barely touched upon in family or during the educational process in schools, even though since the beginning of the 21st century remarkable progress has been made through scientific study and dissemination of relevant information in academic disciplines. Within the contemporary European society, which is in continuous development, at least in theory, the quality of life is considered primary, and taking all of its aspects into consideration, we cannot ignore the need to study sexuality through an inter-, pluri- and trans-disciplinary perspective. This will also take into account the durable development of human personality, translated as a basic element of the social system. The multidisciplinary approach assumes a vision which involves health education, including sex education through the perspective of the public health policy. As a result, having the basis of sociological undertaking, health education has to take into account studies in many areas, such as: social psychology, health psychology, sexology, sexual psychology, gynecology, urology, endocrinology, etc. (Lupu & Zanc, 1999). The more complex and diverse the approaches are, looked at through the perspective of many fields of study, the better the results are in regards to the reality which we face. This is the only way we can talk about an actual measure, which is through the scientific point of view; an actualized and positive inter-, pluri- and trans-disciplinary of the human sexuality in

resonance with 21st century values. (Klein, 1990; Abbott, 1999; Mason & Goetz, 1978; Zaltman, 1965; Nicolescu, 1999; Lupu & Zanc, 1999)

In contemporary society, the major differences between diverse social groups are generated by multiple factors, such as the specific cultural model and the general one, the geographic area, the specificity of the rural environment in comparison with the urban one, the level of education, social status, religiousness, etc. have generated problems of understanding and adaptation, but have offered opportunities for new studies and research in regards to the phenomenon mentioned above. In the context of technological and information boom, of globalization and the effects of the new systems of communication, brought by new IT technology, the Internet and the telephone, as well as cheaper and faster travelling, new ways of storing information, transfer of both music and movies and online payment have made an obvious change to the social sphere. The expansion of multinational corporations on the globe, in search of new outlets and cheaper labor is a noticeable manifestation, which brings changes to the social and economic aspects. The development of tourism and the ever-growing migration bring new challenges. All aspects that modify the global context should be taken into consideration when analyzing these influences. The contemporary human life is gradually subjected to rapid change. In today's society, researchers have documented new behaviors, attitudes and sexual orientations manifested by the young people (Rotermann, 2008). The communication channels, ways and possibilities are taken through an exponential, fast and dramatic revolution. New technology (or even super-technology) is launched and developed at an exponential rate, radically changing the lives of hundreds of millions of individuals. Now, more than ever, people have easy access to vast amounts of information through the Internet, also through multiple means of modern communication. This trend has at least 2 aspects, on the one hand the access to large amounts of information, and on the other one, the figurative information bombardment which is overwhelming and very hard to process.

Despite the apparently infinite amount of information which youngsters can access on the Internet, they live in a society in which sexuality, even though partially approached, still remains a taboo subject, which is subjected to compulsion due to dysfunctional social and belief systems. This situation correlated with the technology and information boom can lead to harder handling of future trends. The conflict between the expectations of society and the free access to information regardless of age can lead to a "double personality" of the contemporary individual, who will display socially accepted norms in the public in general

and sexual in special, whilst in private, will adopt different beliefs, attitude, behaviors and values.

Teenagers' access to a large amount of information can make them believe they know more about sexuality than they did decades ago, but some researchers have shown most of it is a mix of myth, fiction and truth. (Bartle, 1998; Hockenberry-Eaton et al, 1996). The easy access to huge volumes of information can be either useful or not, depending on the capacity of each individual to selectively access, process and filter in an efficient and useful way to suit his own needs, facing the dangers of being confused by the number of sources and the quality of that information. Some analyses support the fact that the vocabulary of some teenagers can seem complex because of the modern ways of communication, but many more studies have shown that this knowledge is not necessarily qualitative (Crosby & Yarber, 2001; Padilla & Baird, 1991). The teenagers' vocabulary is very rich and different because of the major influences on language, thanks to new technology, the Internet and informational globalization. However, the influences are quite linked to the consistencies of the ties kept with the influence environment. In this complex context, it is very important for the relation between information sources and problems regarding sexuality to be understood. Sexuality is still a taboo domain, shyly discussed about in the educational process in both schools and family. In the European society, where the quality of life is put first, we cannot ignore the need to study sexuality from a scientific perspective, putting the durable development of human personality as a key element for the social system first (Merton, 1968; Giddens, 2010; Mills, 1970; David, 2006).

The motivation for writing this paper was sparked by the sexual principles, attitudes, behaviors, myths and tendencies in the Romanian society, compared to others, researched for the past 8 years; followed by studies made in sexology during the master's degree within the University of Medicine in Cluj-Napoca in regards to dysfunctional sexual principles and testing methods of intervention. On the other hand, our previous studies showed a lack of sociological studies of actual and educational-informative concrete steps on sexual beliefs on sexuality in Romanian. The main reason for writing the paper is that while most studies treat various sociological problems of the Romanian society, affecting part of the population, issues of sexuality concern and affect all individuals in a society.

This doctoral abstract is made up of two innovative study ways, which approach beliefs, attitudes and dysfunctional sexual attitudes and behaviours that concern all the individuals in a society. One of these ways concerns the knowledge of these sexual aspects,

identification and evaluation. The second way takes into account the sociological intervention through education and information through innovative and modern methods. This approach was meant to be innovative both in its efforts to study the issues of sexuality, as well as informative in the educational intervention approaches. As detailed in the paper, the study was not limited only to the sexual behaviours, but all the less visible aspects were considered as well; these being the subtle dimensions of sexuality, respectively, automated beliefs, beliefs, attitudes and sexual behaviours. Automatic beliefs, dysfunctional beliefs and attitudes, even if at the time they do not produce dysfunctional behaviours, they have an impact on the quality of life as perceived subjectively and individually. While in the absence of preventive and corrective informative, educational approaches can lead to dysfunctional behavior. The significant and meaningful impact of sexuality on the quality of life argues the social dimension for a very simple reason: it refers to all the individuals in society, and they cannot operate independently of social influences. The relationship and interdependence between social factors, aspects of social psychology and specificity of individual psychology and micro-social groups they form, was the main reason for formulating the title of the work: The influence of psycho-social factors in beliefs, attitudes and sexual behaviors and preventive interventions in the case of young people. The inclusion of innovative, educational-informative interventions in the case of young people intended to bring about a specific action in order to meet the problem of the sexual issues identified in the first part of the work, to go beyond finding a status quo, to serve the common good as a basic ethical principle of sociology.

In Chapter I, I shall present the main theories of the social and sexual concepts and approaches to the malfunction, anomie, deviance and social pathology. Starting from the malfunction theories, concepts and sociological definitions (Merton, 1957 Giddens, 2010, Berg 2001 & Clayton, 2007), definitions in dictionaries and definitions of Nobre (2003) and Nobre & Pinto-Gouveia (2006) of dysfunctional beliefs, we have defined in the context of the work its beliefs, attitudes, sexual behaviours and its dysfunctionality. Conceptualization started from the use of sociological approaches and Nobre (2003) and Nobre & Pinto-Gouveia (2006).

In Chapter II I shall present the purpose, objectives, research questions and working hypotheses. It also presents the methodology, data collection techniques, population, stages of research and ethical issues.

The general purpose of this paper is the thorough study and research of social influences towards principles, attitudes and sexual behaviors and the preventive intervention in the case of the young people, through the two ways, which are the dimensions and parts of the paper: sexual and preventive interventions on young people in regards to principles, as well as ways of preventing dysfunctional beliefs in the same category of people.

The objectives and hypotheses can be separated into two large categories, corresponding to the two directions of research of the paper: (A) the study and research of the social factors regarding beliefs, principles, attitudes and sexual behaviors which we will call “the complex of sexual principles” and (B) the study and testing of some modern and innovative methods of preventive intervention regarding sexuality for young people.

A. The objectives and hypotheses regarding the influence of social factors upon the complex of sexual principles.

The objectives of the first direction are the pre-evaluations of beliefs and sexual behaviors on the basis of secondary analysis of the collected data in the questionnaire given out by Gallup Romania in 2007, with a sample of 1999 Romanian adults as the predecessors of our own studies. The first step in the identification of the variables and significant relations in the Romanian social medium, we have analyzed the ascertained relations and the direction of the cause variable. The studies which have been presented within the theoretical part of the research, as well as the secondary analysis of data provided by the Gallup Romania survey (2007), contributed to stating the purpose and the hypothesis of our research.

Furthermore, the objectives of this paper are the measurement of complex dysfunctional sexual principles, the investigation of information sources regarding sexuality and the investigation of the level of trust in the case of problems related to sexuality, separated from both genders, on a minimum number of 500 people of both genders, of different ages, coming from both rural and urban environments.

1.1 Objective 1: The identification and measurement of the complex of dysfunctional sexual principles on the two genders and creating the profiles of principles regarding sexuality on the studied population through questionnaires.

1.1. Hypothesis:

1.1.1. Women have a significantly higher positive correlation on the scale of dysfunctional attitudes on at least 5 factors out of the 6 ones formulated in the SDBQ.



1.1.2. Males have a significantly higher correlation the scale of dysfunctional attitudes on at least 5 factors out of the 6 ones formulated in the SDBQ.

1.1.3. There are significant dysfunctional principles on the studied population.

1.2. Objective 2: The identification of the information sources and trust regarding knowledge, attitudes and sexual behaviors. Establishing the relation between the modern social sources of information and dysfunctional sexual beliefs. This objective is formulated on the basis of the specificity of Romanian reality, in regards to social and cultural models regarding sexuality, but also the absence of proper sex education inside the family, as well as in schools. On the basis of the research made through relevant literature, but also through our personal observations, the lack of credible scientific information for our young people, will lead them towards easier means of informing themselves, and most of the time, these have no scientific backing and are not written by specialists. Identifying the sources, but also the correlations between the sources and dysfunctional principles regarding sexuality are essential to understanding this trend and thinking of new methods of intervention.

1.2. Hypothesis:

1.2.1. The people who took part in this study have more confidence and inform themselves about sexuality mostly through general practitioners.

1.2.2. Dysfunctional principles regarding sexuality correlate with information and educational sources about sexuality.

Completing the previous step, in the next one in our research, the objectives are the identification and measurement of the convictions about intergenerational sexual principles, which have changed significantly in a relatively short period of 25-30 years, for today's young people (18-25 years old) vs. today's adults who were their age during the 80s and 90s. However, another objective is studying the factors which can influence these intergenerational aspects for a better understanding of social factors that influence perceptions, models, principles, attitudes and behaviors regarding sexuality, dealing with both genders separately, on a minimum number of 500 participants, of both genders, of both generations, coming from both rural and urban environments.

1.3. Objective 3: Identification and measurement principles of intergenerational sexuality, which have significantly changed for the young people of today, aged between 18-25 vs. adults who were between 15-25 in the 80s and 90s. A complementary objective is the study of factors which can influence these intergenerational aspects, and identifying the

social factors which influence perceptions, models, principles, attitudes and sexual behaviors.

### 1.3. Hypotheses:

1.3.1. Compared to the generations of young people in the 80s and 85s, young people nowadays have different models, profiles, principles, attitudes and behaviors regarding sexuality directly or indirectly, more different and more tolerant attitudes besides socio-sexual behaviors and attitudes considered deviant in the past.

1.3.2. Informed sources regarding sexuality have diminished inside schools and families and will be replaced by unscientific sources, for both generations.

1.3.3. Public unscientific information sources and the access to them is significantly more popular for today's generation in comparison with the 80's one

1.3.4. In the case of both generations, the perception regarding the influence of one's sexuality is closely linked to the social and religious model, rather than the educational one

Completing the two previous objectives, the objectives of the third stage of research exclusively target young people of both genders, aged between 18-25, on a number of at least 500 people coming from both rural and urban environments. The objectives centered on youths have at least a triple motivation as a further step to take in addition to the previous ones, firstly, the relevant literature studied by us attracts our attention regarding this segment of age, secondly, the lack of information and education regarding sex and its influence on the new generation and thirdly, the informative and educational interventions can have a preventive effect on the youths who are still forming themselves as individuals.

1.4. Objective 4: Identification and measurement principles about sexuality for young people, using the previous questionnaires, as well new ones adapted for the young Romanian generation. Another objective is the use and measurement of the information sources held by young people regarding sexuality.

### 1.4. Hypothesis:

1.4.1. The young population of Romanians has a significantly different score against the Portuguese population researched by Nobre.

1.4.2. Both genders used personal experiences, the Internet, magazines and friends instead of school, family or specialists as viable sources of information regarding sexual problems.

1.4.3. In the case of both genders, the highest level of education and the urban environment were variables that showed less dysfunctional principles about sexuality, and individuals that used the Internet or friends as sources of information regarding sexuality, had higher dysfunctional principles scores.

#### B. Objectives and hypotheses regarding innovative preventive interventions

In our first stage of research, the formulated objectives were about investigating and measuring dysfunctional principles about sexuality, the investigation of information sources about sexuality and the investigation of the level of trust when it comes to sexual problems. The second stage was about the study of the informational and educational interventions for preventing and influencing dysfunctional principles, attitudes and behaviors of the sexual nature of young people. But to test this hypothesis, the first stage of this study will be directed at young people and adults because it is only through video interventions that we can distinguish a higher influence on young people in relation to adults. The motivation for this intervention has many important elements, firstly, the identification of one problem or a whole set of problems which needs a measure of prevention or correction any way possible. Secondly, we presume that the youngsters on whom the interventions will be applied will be successful. The objectives are directed towards new and innovative methods through informational and educational video interventions for the young and they will be short, punctual, centered around the problem and capture their attention.

1.5. Objective 5: Pretesting, study and experimentation on PC and online video intervention which will be informative and educational for youths and adults of both genders and will follow many factors regarding the efficiency of this method, possible correlations and pretesting the efficiency of them in hope of reducing dysfunctional principles about sexuality. Before the actual study, a pre-objective and following objective is the analysis of a theoretical material to build the foundation regarding education on two directions: one which is about the general health education (since sexuality is a part of it) and the other one is about the contemporary paradigms in education, both having the goal of building the correct foundation for updated information and education through video interventions.

#### 1.5. Hypothesis:

1.5.1. Subjects familiar with using the PC as a comfort have significantly higher trust of online interventions.

1.5.2. Subjects familiar with using software such as Skype have a higher comfort and trust when it comes to online interventions

1.5.3. Youths between the ages of 18 and 25 are significantly more open to information and sex education through video intervention and more closed towards face to face or long documentary films

1.5.4. Adults aged 31-45 are significantly more open to information and sex education through documentary films and are less open to face to face or short video interventions.

1.5.5. Trust and comfort for online interventions correlates positively to younger subjects and negatively with older ones

1.5.6. Trust and comfort for online interventions record significant differences when it comes to the subject the interventions are about

1.5.7. The need for sex education significantly increases after specialists talk about its importance.

1.5.8. The reduction of dysfunctional principles regarding sexuality depends on the number of interventions

1.6. Objective 6: Application of one of the innovative interventions (videos combined with following focus groups) on Romanian young people, identified by their high score on dysfunctional principles, with the aim of reducing it. The measurement of dysfunctional sexual principles is made three times: before the intervention, one week after the intervention and 6 months later.

1.6. Hypothesis:

1.6.1. The scores of dysfunctional sexual principles on the four scales will be significantly smaller after the interventions.

1.6.2. The scores of general dysfunctional sexual principles DAS will be significantly smaller after the interventions.

1.6.3. The scores of dysfunctional beliefs about sexuality on the four scales will keep low after the 6 month period following the intervention.

1.6.4. In the control group the differences will not reach significant values on the DAS score of dysfunctional principles regarding sexuality .

After the pragmatic analysis of the possibilities of research on the necessary resources and complexity of the work, we chose the methodological mix to cover all aspects studied. To achieve the objectives of each stage of the study several questionnaires were used, such as those of Nobre, Weissman & Beck and Handbook of Sexuality Related Measures of Davis & Co., adapted and validated on the Romanian population, depending on the subject of study for each stage. In this regard, the following questionnaires were applied: SDQ, DAS, ESPIAS, MACS, PTOL and DOIBS presented in the Annexes. The first three samples of the study had a total of 1696 18 to 55 year-old participants, of both genders, from urban and rural areas, throughout Romania. The second part of the paper concerning interventions, had 335 participants, 18-50 years old of both sexes, from urban and rural areas, throughout Romania. All participants were selected on a volunteer basis, they have been informed about the theme, goals, objectives and their role in these research efforts. Each participant received an ethical and confidentiality commitment in writing and signed it as a guarantee for respecting the principles stated above, with the name: "Ethical and Confidentiality Commitment" presented in the Annexes. In the development of the present thesis the ethical and sociological aspects detailed in the thesis were taken into consideration. All the studies were made from 2009 up until 2012, and all the 7 studies were presented at the international congresses and published in scientific journals, two marked ISI, two more in a publishing house recognized by CNATDCU and the last three in a C.N.C.S.I.S. recognized journal.

Chapter III presents the research and studies that have followed the methodological model mix, to complement each other, complementary during the stages of research to study the areas assessed to finally be tested the intervention methods with sociological dimension.

The thesis has two innovative parts, with two ways of study: (1) the first way that studies and investigates beliefs, attitudes and sexual behaviors which has three stages: (a) the study of sexual beliefs, behaviors and the information sources on a group made out of 593 participants between the ages of 18 to 55; prior to this stage I have made a secondary analysis of the data in a social survey made by Gallup Romania in 2007 on a number of 1999 Romanians which included a set of items which evaluated sexual beliefs and behaviors, because I considered I could not rely on small samples; (b) study of the change of sexual models, beliefs and behaviors between generations, the young people vs. the adults, on a group made up of 500 subjects; (c) the study of sexual beliefs and behaviors, and the sources of information in regards to sexual education on a group made up of 599 young people, aged between 18 to 25.

The second part (2) is about the study and testing of the informative and educational interventions to reduce the amount of dysfunctional beliefs about sexuality and it is made up of 3 stages: (d) the theoretical study in regards to health and sex education and the contemporary paradigms updated regarding education, for the foundation of new theoretical principles; (e) studying the methods of informative and educational intervention and their impact on a group of 130 individuals aged between 18 and 50, and another one made up of 105 participants aged between 18 and 30, who had a high score in regards to dysfunctional beliefs about sexuality; (f) the studying of methods of informative and educational interventions for reducing dysfunctional beliefs about sexuality; through videos focused on the problem, on a group of 100 young males aged between 18 and 25, an intervention group and a control one, with measures taken before, after one week and six months following the interventions.

The results of the thesis are presented for each stage division of the two parts respectively on the two ways of study. Analyzing all the statistical data from within the barometer we can conclude a significant relation (Sig. < 0.05) in the majority of analysis regarding gender, age, religion and the residential environment. The least significant relations were in the case of education. The negative correlations are with religiousness. Not all predictable factors had the foresight effect, but, they illustrate the filtering of some important variables without wasting them. Following the analysis of the data, all the 13 hypotheses from the first direction of research were validated. We will present some of the most relevant results. Five factors correlated with the six ones in regards to both female and male participants: females: sexual conservatism, sexual desire and pleasure were sins, beliefs attached to age, body image, maternity; males: sexual conservatism, feminine sexual power, the "Macho" belief, restrictive attitudes towards sex, sex as an abuse of male power. 29,15% of females and 41,81% of males questioned presented very high, high and medium dysfunctional beliefs about sex. The lowest percentages were recorded in the cases of the ones who claimed they inform themselves in schools, books and magazines. In case of sexual issues, only 13% would resort to seeing a doctor and 12% a psychologist while 60% would rather talk to their best friends or their closest family member about the matter. 44% answered that they have accumulated the information from personal experience, 18% from family and friends, 23% on the Internet, 13% from books and magazines and only 2% in schools. The results of the intergenerational study showed a radical change in the investigated items between youngsters of today and the '80-'85 generation, because the

corporal care has changed, the “macho” model was declining in favor of a new modern model, new sexual attitudes and behaviors that were not present back then are emerging now, tolerance towards bisexuality and homosexuality increased. To both generations, school, family and books were a reduced source of information, merely between 0% - 15%, whilst personal experience and friends predominated. Both generations rated social model between 85% - 91% as being the greatest influence on sexuality. The third study of young people, established that dysfunctional sexual beliefs were rated the highest among those who used the Internet and friends as the main source of information regarding sexuality, and smaller on those who read books about sex education. Despite the fact that reading books on sex education can have a positive effect on sexual beliefs, youngsters count more on personal experience, the Internet or friends. The least used ways of information were parents and schools. A percentage of 67% had their own experience, friends and the Internet as an information resource and only 15% gained it in school or from family and books.

After processing and analyzing the data from the second study, all thirteen hypotheses were validated. We will present the most relevant results. From the first research regarding the interventions, it has resulted in higher confidence for the online interventions for people familiarized with IT technology, there being a negative correlation with age. Adults are significantly more open to information regarding sexuality derived from documentaries and books (70%), whereas young people prefer short videos which are on the point (70%). Both generations are not that open to informing themselves face to face in regards to sex education (5%-20%). The need for sex education greatly increases regardless of age once specialists reason with the subjects (85%-90%). Dysfunctional beliefs about sex reduce significantly after interventions and correlate negatively with the number of those. The second study of interventions came to the conclusion that youngsters from the targeted group had significantly smaller scores regarding dysfunctional sexual beliefs at all utilized scales. The scores were lower one week later, following the intervention, and after 6 months they stayed the same. The control group did not reach significant scores.

In chapter IV I shall present the general interpretation of the results, conclusions and limitations of studies and recommendations for future studies and approaches.

Dysfunctional beliefs about sexuality positively correlate with the lack of information and sex education, but correlate negatively with the level of education. We notice the lack of confidence and courage to consult a specialist when having a problem related to sex. 60% would seek advice from a friend or family member and only 27% would seek help from a

specialist. Another conclusion is that the people who took part in the study gained 85% of the knowledge regarding sexuality and STI's through personal experience, friends and the Internet and only 2% gained it in schools or from other forms of education. In only 25-30 years, new beliefs, attitudes and behaviors have emerged that are hard to understand and be accepted by adults.

The overall conclusions of the studies regarding innovative interventions are able to point out the efficiency of video-clip-interventions in correcting the dysfunctional beliefs regarding sexuality during the educational process. It is very likely that the efficiency of these video-clips are particularly related with the fact that they are indeed able to address properly the causes that generate such distorted beliefs, especially the lack of accurate information and of sexual education. (Phillips & Frederick, 1995). The latter study, using short and personalized video-clips focused on identity issues, highlights the excellent results of such an innovative process of education especially when young people are targeted; nevertheless, the impact on adult people is significant as well.

We conclude that the handling of these situations needs to be less rigid and less critical and has to lead towards knowledge, understanding and the acceptance of new trends, which will create more efficient and coherent ways to manage future challenges that society will have. Another conclusion is the evidence that sources of high quality information have a hard time against ones with no scientific backing because of the psychological comfort they provide and the easy access to them. It is necessary to invest more effort and resources to reduce this discrepancy. The overall conclusions regarding interventions are quite encouraging, motivating us to keep connected with the exponential progress of the research that is being done within this field, and with the technological advancement as well, by using combinations of different modern intervention technics which involve the IT&C technologies.

There are certain limits in our research which are related to the fact that there is a larger number of myths and dysfunctional beliefs regarding sexuality which need to be investigated and deconstructed. The research has been also limited to a geographical area and to a number of interviewed people which were able to be covered within the possibilities of an individual research. Professional partnerships among various organisations in this field of sexuality would allow for such a study to be consistently extended to more relevant categories of people and geographical areas. Another limit in this research is connected with the relatively small numbers of educational video-clips; there is a dire need to increase the



number of such video-clips of intervention and for sexual education textbooks in tune with the realities of the youth who are part of the Romanian society, in order to cover all relevant myths and dysfunctional beliefs on sexuality.

Recommendations and future directions of the study are focused on the development of the field of social-sexology, psycho-socio-sexology, sexology and psychosexology for training in in the field of, pluri- and cross-disciplinary education for health professionals in sexual education, awareness campaigns, prevention, counselling, therapy and intervention in the area of sexuality, sociosexuality and psychosexuality based on fundamentation and scientific research.

In the general path of future research studies in continuation of our work we propose several approaches:

- Evaluation through new studies of the attitudes, convictions and sexual behaviors among young people and adults alike, for having a constant supply of current and valid scientific data concerning the young people on one hand;

- On the other hand, the investigation among adults, namely educators and parents to identify their perception of reality upon the contemporaneous sexuality among young people to be involved in the preventive education process.

- Collection, processing and data reformulation of current scientific studies existing in the sexuality of the young people in contemporary society, with an accessible language, both to educators, whether teachers or parents and addressable and directly accessible to young people.

- Possible involvement of the research for the parents, teachers and educators in the underage sex education among youth programs, for the increasement of the understanding and acceptance of these actions, and the awareness and increasing responsibility of people. Without hiring in these efforts of parents, their resistance to the minors' sex education will be high and educational efforts, informative and preventive, will be increased by and often delayed.

- Promotion of the information, educational materials about sexuality on the online environment, with thematic video clips, short, straightforward and explicit and specialized internet pages which will meet the needs of the individuals belonging to the generations of today and of the future.

As future research ways and recommendations, which are addressed especially to us, as specialists, are the inclusion and inter-, pluri- and trans-disciplinary approach with a dynamic and adaptive perspective of high-tech IT&C (Information Tehnology and Communications), internet respectively, smartphone applications and other technologies which will appear in the future. We strongly believe that the contemporary educator, teacher and researcher should adopt a detached, professional position, which we call “politically correct“, free of prejudice, analysing the facts and reality with competence and openness and to make all the efforts to understand, without passing hasty or conservatory judgement. In reality, scientific research efforts are needed, which may apply to the nowadays challenges and requests from the actualized contemporary paradigms, augmented and proved in our thesis.

We plan to develop the great potential of the method and turn to developing online automatized applications. We propose an inter-, pluri- and trans-disciplinary approach in the method of training of the specialists from several fields such as: education, sociology, medicine, psychology, sexology, psychosexology etc. In the future, our aim is to train besides the specialists from many domains, professional associations in the field of sexuality, schools and youth organizations. Thus, with shared goals and projects, we should invite the mayors, local, regional and national authorities, Ministry of Health and the Ministry of National Education to promote sexual education, as well as innovative sexual education scientific fundamented on local, regional and/or national political level. We intend the exchange of best European and international practice to be part of our future efforts.

The adaptive dynamic scientific approaches based on contemporary paradigms from an inter-, pluri- and trans-disciplinary perspective, need to anticipate the progress and evolution to meet these transformations. Thus, we propose their involvement in the implementation of the measures required as a result of the findings of completed and future studies, to concretely serve the common good as a key ethical principle of sociology.

## Bibliographical references

1. Abbey, A., Jacques-Tiura, A. J., & LeBreton, J. M. (2011). Risk factors for sexual aggression in young men: An expansion of the confluence model. *Aggressive Behavior*, 37, 450–464.
2. Abbott, A. (1988). *The System of Professions: An Essay on the Division of Expert Labor*, Chicago: University of Chicago Press.
3. Abbott, A. (1999). *Department and Discipline*. Chicago: University of Chicago Press
4. Abramsky, T., Watts, C.H., Garcia-Moreno, C., Devries, K., Kiss, L., Ellsberg, M., Jansen, A.F.M. & Lori Heise. (2011). “*What Factors are Associated with Recent Intimate Partner Violence? Findings from the WHO Multi-Country Study on Women’s Health and Domestic Violence.*” *BMC Public Health* 11:109.
5. Adams, R. (2009). Being a critical practitioner. In Adams, R, Dominelli, L and Payne, M (eds). *Critical practice in social work* (2nd edition). Basingstoke: Palgrave Macmillan.
6. Adams, S.G., Dubbert, P.M., Chupurdia, K.M., Jones, A., Lofland, K.R. & Leermakers, E. (1996). *Assessment of sexual beliefs and information in aging couples with sexual dysfunction*, *Archives of Sexual Behavior*, 25
7. Alan Guttmacher Institute (AGI). (1994). *Sex and America's Teenagers*. New York: Alan G. Institute
8. Alleman, J.R. (2002). *Online counseling: The Internet and mental health treatment*. *Psychotherapy*, 39, 199–209.
9. Allen, N. A. (2004). "Social cognitive theory in diabetes exercise research: An integrative literature review". *The Diabetes Educator*. 30: 805–819.
10. Alexander, J. C. (1985). *Neofunctionalism*. London: Sage.
11. Antai, D. (2011). “*Controlling Behavior, Power Relations within Intimate Relationships and Intimate Partner Physical and Sexual Violence against Women in Nigeria.*” *BMC Public Health* 11(1):511.

12. Armitage, C. J. & Conner, M. (2000). "Social cognition models and health behaviour: A structured review". *Psychology and Health*. 15: 173–189.
13. Australian Communications and Media Authority (2013). Like, post, share: *Young Australians' experience of social media*, Australian Communications and Media Authority, Australia.
14. Averett, S.L., Rees D.I., Argys L. (2002). The Impact of Government Policies and Neighborhood Characteristics on Teenage Sexual Activity and Contraceptive Use. *American Journal of Public Health* 92.11: 1773-1778
15. Baker, L. M., Dalla, R. L. & Williamson, C. (2010). Exiting prostitution. An integrated model. *Violence Against Women*, 16(5), 579-600.
16. Baker, C. & De Silva, P. (1988). „The relationship between male sexual dysfunction and belief in Zilbergeld's myths: An empirical investigation.“ *Sexual and Marital Therapy*, 3, 229-238.
17. Baltazar, A., Helm, Jr. H. W., McBride, D., Hopkins, G. & Stevens, Jr. J. V. (2010). Internet pornography use in the context of external and internal religiosity. *Journal of Psychology & Theology*, 38, 32-40.
18. Barnes, B. (1995). *The Elements of Social Theory*. London: UCL Press.
19. Barrett, L.F., & Kensinger, E.A. (2010). Contextis routine lyencoded during emotion perception. *Psychological Science*, 21, 595–599.
20. Bartle, N. A. (1998). *Venus in Blue Jeans: Why Mothers and Daughters Need to Talk about Sex*. New York: Dell.
21. Baumeister R.F. & Vohs K.D. (2012). Sexual economics, culture, men, and modern sexual trends. *Society* 49: 520–524
22. Baumgartner, S. E., Sumter, S. R., Peter, J. & Valkenburg, P. M. (2012). Identifying teens at risk: developmental pathways of online and offline sexual risk behavior. *Pediatrics*, 130, e1489-1496.
23. Baumgartner, S. E., Valkenburg, P. M. & Peter, J. (2010). Assessing causality in the relationship between adolescents' risky sexual online behaviour and their perceptions of this behaviour. *Journal of Youth and Adolescence*, 39, 1226-1239.

24. Bay-Cheng L. Y., (2006). The social Construction of Sexuality: Religion, Medicine, Media, Schools and Families in Richard D. McAnulty, M. Michelle Burnette, *Sex and Sexuality, Volumes 1-3* (pp. 206-211), Westport, Connecticut, London: Praeger
25. Bay-Cheng, L. & Lewis, A. (2006). `Our "Ideal Girl": Prescriptions of Female Adolescent Sexuality in a Feminist Mentorship Program', *Affilia: Journal of Women and Social Work* 21(1): 71-83.
26. Băban, A. (2009). *Consiliere Educațională*, Ed. ASCR Cluj-Napoca.
27. Bălănean, R. & Coșa, L. (2011). *Studiu multiregional privind situația actuală a formării profesionale a adulților*. In M.Milcu (Ed.), *Tendențe actuale în cercetarea aplicativă* (pp. 33-37). București: Editura Universitară.
28. Bălănean, R. & Coșa, L. (2012). *Suport de curs „Formatori de formatori”*, Tîrgu Mureș, Ed. IEERH.
29. Bălănean, R. (2007). *Studiu privind distorsiunile de comunicare și implicațiile în mediul multietnic și multicultural*. În Ardelean, M. & Suci, D. (Coord.), *Comunicarea dintr-o perspectivă multidisciplinară – Distorsiuni cognitive ale comunicării în contextul social și multicultural*. Tîrgu Mureș, Editura University Press.
30. Bălănean, R. (2008). *Studiu privind distorsiunile de comunicare și implicații în percepția populației asupra psihologului și psihoterapiei, în mediul multietnic și multicultural, în Comunicarea dintr-o perspectivă multidisciplinară – Distorsiuni cognitive ale comunicării în contextual social și multicultural*, coord. Dr. Ardelean M., Ed. University Press Tg-Mureș.
31. Bălănean, R. (2008). *Percepția rolului sexologiei/psihosexologiei în managementul disfuncțiilor sexuale*, Conferința Națională de Medicina Sexualității “Psihosexualitatea și disfuncțiile sexuale”, 6-8 aprilie, Brașov.
32. Bălănean, R. (2009). *Credințe și opinii disfuncționale despre sex cu rol sugestiv în sexualitate*, Conferința Internațională a Asociației Române de Hipnoză Clinică, Relaxare și Terapie Eriksoniană, ediția a 3-a, 8-10 mai, Cluj-Napoca.
33. Bălănean, R. (2009). *The evaluation the therapy of sexual disorders*. M.A. Dissertation thesis. University of Medicine and Pharmacy, Cluj Napoca, Romania.

34. Bălănean, R. (2010). *Rolul factorilor psihosociali asupra convingerilor disfuncționale despre sexualitate*. Congresul Internațional de Psihologie „Cercetarea modernă în psihologie: Cercetări cantitative vs. Cercetări calitative”, Sibiu 21-23 mai 2010.
35. Bălănean, R. (2010). Rolul factorilor psihosociali asupra convingerilor disfuncționale despre sexualitate. In R. Sassu (Ed.), *Cercetarea moderna in psihologie: Studii psihologice actuale* (pp. 9-14). Bucuresti:Editura Universitară.
36. Bălănean, R. (2010). Rolul și nevoia de formare profesională din perspectiva organizațiilor vs. Angajaților în context european vs. criza. In M. Milcu (Ed.), *Cercetarea moderna în psihologie: Studii aplicative* (pp. 15-25). București: Editura Universitară
37. Bălănean, R. (2010). *Rolul și nevoia de formare profesională din perspectiva organizațiilor vs. angajaților în context european vs. criză*. In M. Milcu (Ed.), *Cercetarea moderna în psihologie: Studii aplicative* (pp. 15-25). București: Editura Universitară.
38. Bălănean, R. (2011). *Modele noi ale convingerilor, atitudinilor și comportamentelor sexuale la tineri în contextul transformării sociale postmoderne și a globalizării*. În M. Milcu (Ed.), *Tendențe actuale în cercetarea aplicativă* (pp. 33-37). București: Editura Universitară.
39. Bălănean, R. (2011). „*VITRIOLUM: Protocol de introspecție*” – *Alchimie vs. Psihologie?*”. Congresul Internațional de Psihologie: *Cercetarea modernă în psihologie: Direcții și perspective ?*”. Articol publicat în : “Cercetarea modernă în psihologie”. 2011, Ed. Universitară, București, C.N.C.S.I.S.
40. Bălănean, R. (2011). *Formarea formatorilor în context european. Analiza comparativă România-Italia*. Congresul Interantional de Psihologie: *Cercetarea moderna in psihologie: directii si perspective?*, Sibiu, 3—5 iunie, 2011.
41. Bălănean, R.; Juncu, A. (2005). *Terapii Complementare Ecologice Aplicate în Managementul Stresului. Profilaxie și Recuperare*, *Congres European de Medicină Militară*, București.
42. Beck, U. (1992). *Risk Society*. London: Sage.

43. Beck, A. T. (1996). Beyond belief: A theory of modes, personality, and psychopathology. In P. Salkovskis (Ed.). *Frontiers of cognitive therapy* (pp. 1-25). New York: Guilford Press.
44. Benveniste, S., Jouvelot, P. & Péquignot, R., (2010). *The MINWii Project : Renarcissization of Patients Suffering from Alzheimer's Disease Through Video Game-Based Music Therapy*. 9th International Conference on Entertainment Computing (ICEC 2010), Coex Séoul, Corée.
45. Berg, B. L. (2001). *Qualitative Research Methods for the Social Sciences*. Toronto, Ontario: Allyn and Bacon.
46. Berger, P. L. (1963). *Invitation to Sociology*. pp. 40-41. New York: Anchor Books.
47. Berkowitz, A. D. (2010). Fostering healthy norms to prevent violence and abuse: The social norms approach. In K. Kaufman (Ed.), *The prevention of sexual violence: A practitioner's sourcebook* (pp. 147-172). Fitchburg, MA: NEARI Press
48. Bertolini, R. & Nissim, S. (2002). *Video games and children's imagination*. *Journal of Child Psychotherapy*, 28, 305–325.
49. Beutel, M. (1999). *Psychosomatic aspects in the diagnosis and treatment of erectile dysfunction*, *Andrologia*, 31, Suppl. 1, 37-44
50. Bird, S.E. (2011). 'ARE WE ALL PRODUSERS NOW? Convergence and media audience practices', *Cultural Studies*, Vol. 24, No. 4-5, (pp. 502 -516).
51. Blanchard, M., Metcalf, A. & Burns, J. (2008). Young People's Perspectives on Taking Action: 'Bridging the Digital Divide'. *Inspire Foundation & ORYGEN Youth Health, University of Melbourne*.
52. Blau, P. (1975). *Approaches to the Study of Social Structure*. New York: Free Press.
53. Blau, P. (1956). *Birocracy in Modern World*. Chicago: University Press.
54. Boccadoro, L. & Carulli, S. (2009). *Il posto dell'amore negato. Sessualità e psicopatologie segrete* (The place of the denied love. Sexuality and secret psychopathologies). Tecnoprint Editrice, Ancona.
55. Bookchin, M. (2005). *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Oakland: AK Press.

56. Borzekowski, D. L., Robinson, T. N. & Killen, J. D. (2000). Does the camera add 10 pounds? Media use, perceived importance of appearance, and weight concerns among teenage girls. *Journal of Adolescent Health, 26*, 36-41.
57. Boswell, J. (1995): *The Marriage of Likeness: Same-sex Unions in Pre-modern Europe*. London: Fontana.
58. Boudon, R. (coord.) (1997). *Tratat de sociologie*. Ed. Humanitas, București.
59. Bourdieu, P. (1984). *Distinction: A Social Critique of the Judgement of Taste*. Harvard College and Routledge & Kegan Paul Ltd.
60. Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.
61. Boyar, R., Levine, D. & Zensius, N. (2011). *Youth Sexuality and Reproductive Health in the Digital Age*. N. TECHsex USA, Oakland, CA: ISIS, Inc.
62. Boyd, D. (2014). *It's complicated: the social lives of networked teens*, Yale University Press, New Haven.
63. Blalock, H. M. (1979). *Social Statistics*. New York: McGraw-Hill
64. Brânzei, P. (1976). *Alcoolismul - Implicații bio-psiho-sociale*, Iași, Editura Junimea.
65. Brânzei, P. (1974). *Itinerar psihiatric*, Iași, Editura Junimea.
66. Brinkerhoff, D. B., White, L. K., Ortega, S. T. & Weitz, R. (2004). *Essentials of Sociology (6th Edition)*. Indiana, USA: Wadsworth Publishing.
67. Brownson, J.V. (2013). *Bible, Gender, Sexuality - Reframing the Church's Debate on Same-Sex Relationships*. Grand Rapids: Eerdmans, Michigan/ Cambridge, UK.
68. Brown, R. & Gregg, M. (2012). 'The pedagogy of regret: Facebook, binge drinking and young women', *Continuum*, vol. 26. No. 3, (pp. 357-369).
69. Brown, A. L. & Messman-Moore, T. L. (2009). Personal and perceived peer attitudes supporting sexual aggression as predictors of male college students' willingness to intervene against sexual aggression. *Journal of Interpersonal Violence, 25*, 503-517.
70. Brown, J. D. & Bobkowski, P. S. (2011). Older and newer media: Patterns of use and effects on adolescents' health and well-being. *Journal of Research on Adolescence, 21*, 95-113.



71. Bruns, A. (2008). *Blogs, Wikipedia, Second Life and Beyond: From Production to Producers*, Peter Lang, New York.
72. Brusse, C., Gardner, K., McAullay, D. & Dowden, M. (2014). „Social Media and Mobile Apps for Health Promotion in Australian Indigenous Populations: Scoping Review“. *Journal of Medical Internet Research*. Vol. 16. No. 12, 280.
73. Butzer, B. & Campbell, L. (2008). Adult attachment, sexual satisfaction, and relationship satisfaction: A study of married couples. *Personal Relationships*, 15, 141-154.
74. Byrne, D. & Schulte, L. (1990). „Personality dispositions as mediators of sexual responses. In J. Bancroft (Ed.)“. *Annual review of sex research* (pp. 93-117). Philadelphia: Society for the Scientific Study of Sex.
75. Calomfirescu, N. (f.d) (2010). *Evidențe statistice în disfuncția erectilă*. Extras în 12 februarie 2010 din <http://www.amsr.ro/art5.htm>
76. Calomfirescu, N. (2009). *Disfuncția erectilă – marker de sănătate*. Articol publicat în Hipocrate, august 2009, p.39.
77. Cambozie, A. (2007). *Psihosexualitatea*. În MedSexInfo nr. 3/ septembrie-decembrie 2007 (p.3) Extras în 12 februarie 2010, din <http://www.amsr.ro/pdf/buletin-info-5.pdf>
78. Cappelleri, J. (2001). Relationship between patient Self-Assessment of Erectile Dysfunction and the Sexual Health Inventory of Man, *Clinical therapeutics*, vol. 23, No.10
79. Carroll, J. S., Padilla-Walker, L. M., Nelson, L. J., Olson, C. D., McNamara Barry, C. & Madsen, S. D. (2008). Generation XXX: Pornography acceptance and use among emerging adults. *Journal of Adolescent Research*, 23, 6-30.
80. Carson, C. & Wyllie, M. (2010). Improved ejaculatory latency, control and sexual satisfaction when PSD502 is applied topically in men with premature ejaculation: Results of a phase III, double-blind, placebo-controlled study. *Journal of Sexual Medicine*, 7, 3179-3189.
81. Cassell, C., Symon, G., Buehring, A. and Johnson, P. (2006). "Qualitative methods in Management Research: An Introduction to the Themed Issue", *Management Decision*, 44(2) 161-166.

82. Centers for Disease Control (CDC). (1991). *Premarital Sexual Experience Among Adolescent Women—United States, 1970–1988*. Morbidity and Mortality Weekly Report 39(51 & 52), 929–932.
83. Ceranoglu, T.A, (2010). *Video Games in Psychotherapy*. Review of General Psychology, Vol. 14, No. 2, 141-146.
84. Chelcea, S. (2004). *Metodologia cercetării sociologice*. București: Editura Economică.
85. Chelcea, S., Mărginean, I. & Cauc, I. (1998). *Cercetarea sociologică. Metode și tehnici*. Deva: Editura Destin.
86. Chettiparamb, A. (2007). *Interdisciplinarity: A Literature Review*, report, Interdisciplinary Teaching and Learning Group, University of Southampton.
87. Chiș, V., (2001). *Activitatea profesorului între curriculum și evaluare*. Ed. Presa Universitară Clujeană.
88. Clayton, S. (2007). Domesticated nature: Motivations for gardening and perceptions of environmental impact. *Journal of Environmental Psychology* 27: 215-224
89. Clellan, F. S. & Beach, F. A. (1951). *Patterns of Sexual Behaviour*. New York: Harper & Row.
90. Clymer, S. R., Ray, R. E, Trepper, T. S. & Pierce, K. A. (2006). The relationship among romantic attachment style, conflict resolution style and sexual satisfaction. *Journal of Couple and Relationship Therapy*, 5, 71-89.
91. Cooper, M. & Dzara, K. (2010). The Facebook revolution: LGBT identity and activism, in: Pullen, C., Cooper M. (Eds), *LGBT Identity and Online New Media*. Routledge, NY, (pp. 100-112).
92. Cornuțiu, G. (2000). *Bazele psihologice ale practicii medicale*, București: Ed. Medicală
93. Correll, J., Wittenbrink, B., Park, B., Judd, C. M. & Goyle, A. (2011). Dangerous enough: Moderating racial bias with contextual threat cues. *Journal of Experimental Social Psychology*, 47, 184–189.

94. Crosby, R. A., & Yarber, W. L. (2001). “*Perceived versus Actual Knowledge about Correct Condom Use among U.S. Adolescents: Results from a National Study.*” *Journal of Adolescent Health* 28: 415–420.
95. Crozier, M. (1964). *Le phénomène bureaucratique*. Presses Universitaires de France.
96. Cucuș, C. (1998). *Pedagogie*, Iași, Editura Polirom
97. Dafinoiu, I. (2002). *Personalitatea. Metode calitative de abordare*, , Polirom Iasi.
98. Dake, J. A., Price, J. H., Maziarz, L. & Ward, B. (2012). Prevalence and correlates of sexting behaviour in adolescents. *American Journal of Sexuality Education*, 7(1), 1-15.
99. Dalal, K. (2011). “Does economic Empowerment Protect Women from intimate Partner Violence?” *Journal of Injury and Violence Research* 3(1):35.
100. Daneback, K. & Månsson, S. A. (2009). Kärlek och sexualitet på Internet 2009. I Ungdomsstyrelsen 2009:9 (Ed.), *Se mig. Unga om sex och Internet* , [Love and sexuality on the Internet 2009. In The Swedish National Board for Youth affairs. 2009:9 (Ed.), *See Me. Young people on sex and the Internet*] (p.p. 182-237).
101. Danet, B. (1998). Text as mask: Gender and identity on the Internet, in: Jones, S.G. (Ed.), *Cybersociety 2.0*. Sage, Thousand Oaks, CA, pp. 129-158.
102. DPAPA - American Psychological Association. (2015). *APA Dictionary of Psychology - Second Edition*. Washington, DC: American Psychological Association.
103. David, D. (2006). *Psihologie clinica si psihoterapie. Fundamente*. Ed. Polirom, Iasi.
104. Davis, C.M., Yarber, W.L., Bauserman, R., Schreer, G.E. & Davis, S.L. (1998). *Handbook of Sexuality-Related Measures*. California, SAGE Publications, Inc.
105. de Gelder, B., Meeren, H. K., Righart, R., van den Stock, J., van de Riet, W. A. C. & Tamietto, M. (2006). Beyond the face: Exploring rapid influences of context on face processing. *Progress in Brain Research*, 155, 37–48.
106. De Graaf, P. M. (1989). Cultural reproduction and educational stratification, in B. F. M. Bakker, J. Dronkers & G. W. Meijnen (eds) *Educational Opportunities in the Welfare State* (39-57). Nijmegen: ITS.

107. De Ridder, S. & Van Bauwel, S. (2015). 'The discursive construction of gay teenagers in times of mediatization: youth's reflections on intimate storytelling, queer shame and realness in popular social media places,' *Journal of Youth Studies*.
108. de Saussure, F. (1974). *Course in General Linguistics*. London: Fontana.
109. de Single, F., Blanchet, A., Gotman, A. et al. (1998). *Ancheta și metodele ei*. Editura Polirom Iași.
110. Department of Family Services (2007). *Understanding the Sexual Behaviors of Young Children-A guide for Parents and Professionals Working with Young Children* (p. 2), Fairfax County Department of Family Services.
111. DeRogatis, L. R. & Burnett, A. L. (2008). The epidemiology of sexual dysfunctions. *Journal of Sexual Medicine* 5: 289-300
112. DiMaggio, P. (1982). „Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students.“ *American Sociological Review*, Vol. 47, No. 2 (Apr., 1982), pp. 189-201.
113. DiMaggio, P. & Usteem M. (1978). Social Class and Arts Consumption: The Origins and Consequences of Class Differences in Exposure to Arts in America, *Theory and Society* 5: 141-161.
114. DiMaggio, P. & Usteem M. (1980). The Arts in Education and Cultural Participation. The Social Role of Aesthetic Education and the Arts, *Journal of Aesthetic Education* 14: 55-72.
115. Dinsmore, W. W. & Wyllie, M. G. (2009). PSD502 improves ejaculatory latency, control and sexual satisfaction when applied topically 5 min before intercourse in men with premature ejaculation: *Results of a phase III, multicentre, double-blind, placebo-controlled study*. BJU International, 103, 940-949.
116. Donnelly, A.M. (2011). Read my profile: Internet profile culture, young women, and the communication of power, in: Ames, M., Burcon, S.H. (Eds.), *Women and Language: Essays on Gendered Communication Across Media*. McFarland & Co, Jefferson, NC, (pp. 167-183).
117. Döring, N. M. (2009). The Internet's impact on sexuality: A critical review of 15 years of research. *Computers in Human Behavior* 25, 1089-1101.

118. Drăgan, I. (1996). *Notiunea de comunicare de masă*. În I. Drăgan. *Paradigme ale comunicării de masă* (pp. 7-53). București, Editura Șansa.
119. Drucker, D. J. (2014). *The Classification of Sex: Alfred Kinsey and the Organization of Knowledge*. Pittsburgh: University of Pittsburgh Press.
120. Durkheim, E. (2005). *Sinuciderea - Studiu sociologic*. București, Editura Antet.
121. Durkheim, E. (1974). *Regulile metodei sociologice*. București, Ed. Științifică.
122. Edelman, B. (2009). Red light states: Who buys online adult entertainment? *The Journal of Economic Perspectives*, 23, 209-220.
123. Ellens, J. H. (2006). *Sex in the Bible: A New Consideration* (pp. 7-96), Westport, Connecticut, London: Praeger
124. Ellis, A. (1994). *Reason and Emotion in Psychotherapy*, Carol Publishing Group, New York.
125. Ellison, N.B., Steinfield, G. & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of ComputerMediated Communication*.
126. Enăchescu, C. (2000). *Psihosexologie*, București: Ed. Universal-Dalsi
127. Enăchescu, C. (2003). *Tratat de psihosexologie*, Iași: Ed. Polirom
128. Evers, C.W., Albury, K., Byron, P. & Crawford, K. (2013). 'Young People, Social Media, Social Network Sites and Sexual Health Communication in Australia: "This is Funny, You Should Watch It"', *International Journal of Communication*, Vol. 7, (pp. 263-280).
129. Fabiano, P. M., Perkins, H. W., Berkowitz, A. D., Linkenback, J. & Stark, C. (2003). Engaging men as social justice allies in ending violence against women: Evidence for a social norms approach. *Journal of American College Health*, 52, 105-112.
130. Fagan, P. J. (2004). *Sexual Disorders: Perspectives on Diagnosis and Treatment* (p. 70), Baltimore, London: The Johns Hopkins University Press

131. Farris, C. A., Treat, T. A. & Viken, R. J. (2010a). Alcohol alters men's perceptual and decisional processing of women's sexual interest. *Journal of Abnormal Psychology, 119*, 427–432.
132. Farris, C. A., Treat, T. A., Viken, R. J. & McFall, R. M. (2008a). Gender differences in perception of women's sexual intent. *Psychological Science, 19*, 348–354
133. Farris, C. A., Viken, R. J. & Treat, T. A. (2010b). Perceived association between diagnostic and non-diagnostic cues of women's sexual interest: General recognition theory predictors of risk for sexual coercion. *Journal of Mathematical Psychology, 54*, 137–149.
134. Farris, C. A., Viken, R. J., Treat, T. A. & McFall, R. M. (2006). Heterosocial perceptual organization: A choice mode application to sexual coercion. *Psychological Science, 17*, 869–875.
135. Farris, C.A., Treat, T.A., Viken, R.J. & McFall, R. M. (2008b). Sexual coercion and the misperception of sexual intent. *Clinical Psychology Review, 28*, 48–66.
136. Finkelhor, D. (2014). Commentary: Cause for alarm? Youth and Internet risk research- a commentary on Livingstone and Smith. *Journal of Child Psychology and Psychiatry 55(6)*, 655-658.
137. Foucault, M. (1979). *The History of Sexuality, Vol. 1. An Introduction*, trans. Robert Hurley, London: Allen Lane.
138. Freeman-Longo, R. (2000). Children, Teens, and Sex on the Internet. *Sexual Addiction & Compulsivity 7*: 75-90.
139. Gallup Romania. (2007). *Barometrul de Opinie Publică*. [Online] Disponibil pe: <http://www.fundatia.ro/baze-de-date>. [Accesat la data de 3.06.2010]
140. Gambescia, N. & Weeks, G. (2006). Treatment of erectile dysfunction, în J.E. Fisher & W.T.O. O'Donohue (Eds.), *Practitioner's guide to evidence-based psychotherapy*, New York: Springer
141. Ganzeboom, H.B.G. (1982). "Explaining differential participation in high-cultural activities: A confrontation of information-processing and status seeking theories." Pp. 186-205 in *Theoretical Models and Empirical Analyses*, edited by Werner, R. Utrecht: E.S. Publications.

142. Garcia-Moreno, C., Henrica A.F.M., Jansen, M., Ellsberg, L. H. & Charlotte H. Watts. (2006). "Prevalence of Intimate Partner Violence: Findings from the WHO Multi-country Study on Women's Health and Domestic Violence." *The Lancet* 368(9543):1260-1269.
143. Gavreliuc, A. (2001). *Curs de psihologie socială*, Timișoara
144. Gerber, A. S., Huber, G. A., Doherty, D., Dowling, C. M. & Ha, S. E. (2010). Personality and political attitudes: Relationships across issue domains and political contexts. *American Political Science Review*, 104, 111–133
145. Giddens, A. (2010). *Sociologie*. București, Ed All
146. Gidycz, C. A., Orchowski, L. M. & Berkowitz, A. D. (2011). Preventing sexual aggression among college men: An evaluation of a social norms and violence prevention program. *Violence Against Women*, 17, 720-742.
147. Girl Scout Research Institute of USA, (2011). *Girl Scout Study – Report 2011 - 3*. New York, USA.
148. Goffman, E. (1969). *The Presentation of Self in Everyday Life*. Harmondsworth: Penguin.
149. Goffman, E. (1971). *Relations in Public: Microstudies of the Public Order*. London: Allen Lane.
150. Grace, K. M. (2000). "Sex-Floggers." *News magazine* 27(16):43.
151. Green Lister, P. (2012). *Integrating social work theory and practice: A practical skills guide*. Abingdon: Routledge.
152. Green, L., Brady, D., Ólafsson, K., Hartley, J. & Lumby, C. (2011). Risks and safety for Australian children on the Internet: *Full findings from the AU Kids Online survey of 9- 16 year olds and their parents*, ARC Centre of Excellence for Creative Industries and Innovation, Kelvin Grove.
153. Griffiths, M.D. & Hunt, N. (1998). *Dependence on computer game playing by adolescents*. *Psychological Reports*, 82, 475–480.

154. Griffiths, M.D. (1996). *Computer game playing in children and adolescents: A review of the literature*. In *Electronic children: How children are responding to the information revolution* (ed. T. Gill), pp.41–58. London: National Children’s Bureau.
155. Griffiths, M.D. (2004). *Can videogames be good for your health?* *Journal of Health Psychology*, 9, 339–344.
156. Grossman, M. (2009). *eReview no. 77, September 9*. Ottawa: Institute of Marriage and Family Canada.
157. Grubbs, J. B., Exline, J. J., Pargament, K. I., Hook, J. N. & Carlisle, R. D. (2015). Transgression as addiction: Religiosity and moral disapproval as predictors of perceived addiction to pornography. *Archives of Sexual Behavior*, 44, 125-136.
158. Gruber, E. & Grube, J. W. (2000). Adolescent sexuality and the media: A review of current knowledge and implications. *Western Journal of Medicine*, 172, 210-214.
159. Gue’guen, N. (2013). Effects of a tattoo on men’s behavior and attitudes towards women: An experimental field study. *Archives of Sexual Behavior*, 42, 1517–1524.
160. Gue’guen, N. (2014). *High heels increase women’s attractiveness*. *Archives of Sexual Behavior*.
161. Guetin, S. et al. (2009). *Effect of Music Therapy on Anxiety and Depression in Patients with Alzheimer's Type Dementia: a Randomised, Controlled Study*. *Dement. Geriatr. Cogn. Disord.*, 28 (1), 36-46 (2009).
162. Habermas, J. (1989). *The Structural Transformation of the Public Sphere: An inquiry into a Category of Bourgeois Society*. Cambridge: Polity Press.
163. Häggström-Nordin, E., Hansson, U. & Tydén, T. (2002). Sex behavior among high school students in Sweden: improvement in contraceptive use over time. *Journal of Adolescent Health*, 30(4), 288-295.
164. Hakim, C. (2011). *Erotic Capital*. New York: Basic Books.
165. Hamm, B. (1992). *Progress in Social Ecology*. New Delhi, Mittal Publications
166. Hammersley, M. (ed.). (1993). *Social Research. Philosophy, Politics and Practice*. Londra: Sage Publication, Inc.



167. Hammersley, M. & Atkinson, P., (1983). *Ethnography: Principles in Practice*. London, Routledge.
168. Hammersley, M. (2003). „Analytics' are no substitute for methodology: a response to Speer and Hutchby“. *Sociology*, 37(2), pp. 339–51.
169. Hansen, C. H. & Hansen, R. D. (2000). Music and music videos. In D. Zillman & P. Vorderer (Eds.), *Media entertainment: The psychology of its appeal* (pp. 175-196). Hillsdale, NJ: Lawrence Erlbaum.
170. Hanushek, E. A. & Wößmann, L. (2007). „The Role of Education Quality in Economic Growth“. *Research Working Paper 4122*, World Bank Policy
171. Hanushek, E. A., Lavy, V. & Hitomi, K. (2006). "Do students care about school quality? Determinants of dropout behavior in developing countries." *Working Paper 12737*, National Bureau of Economic Research, Cambridge, MA, December.
172. Hanushek, E. A. & Zhang, L. (2006). "Quality Consistent Estimates of International Returns to Skill." *National Bureau of Economic Research, WP12664*, Cambridge, MA, NBER November.
173. Hanushek, E. A. & Luque, J.A. (2003). "Efficiency and equity in schools around the world." *Economics of Education Review* 22, no. 5 (August):481-502.
174. Hanushek, E. A. & Kimko, D.D. (2000). "Schooling, labor force quality, and the growth of nations." *American Economic Review* 90, no. 5 (December):1184-1208.
175. Hanushek, E. A., Steven G. Rivkin, S. G. & Taylor, L. (1996). "Aggregation and the estimated effects of school resources." *Review of Economics and Statistics* 78, no. 4 (November):611-627.
176. Hanushek, E. A. & Kim, D. (1995). "Schooling, labor force quality, and economic growth." *NBER, Working Paper 5399*, Cambridge, MA, National Bureau of Economic Research December.
177. Hardy, S. A., Steelman, M. A., Coyne, S. M., & Ridge, R. D. (2013). „Adolescent religiousness as a protective factor against pornography use.“ *Journal of Applied Developmental Psychology*, 34, 131-139.
178. Hartland, J. (1971). *Medical & Dental Hypnosis & Its Clinical Applications* (2nd. Edn.). Bailliere Tindall, Eastbourne, U.K.
179. Hartland, J. (1989). *Medical & Dental Hypnosis*. Bailliere Tindall, London, UK.

180. Hartley, H. & Tiefer, L. (2003). Taking a biological turn: The push for a „female viagra“ and the medicalization of women's sexual problems. *Women's Studies Quarterly* 31: 42-54.
181. Hawkins, P. J. (2009). *Hipnoza și stresul*. (trad. Ed. 2006, England). Ed. Polirom, Iași.
182. Hawton, K. (1985). *Sex therapy: A practical guide*, Northvale, NJ: Jason Aronson Inc.
183. Heiman, G., W., (2001). *Understanding Research Methods and Statistics: an integrated approach*. Houghton Mifflin Company, Boston
184. Hendren, R. L. & Strasburger, V. C. (1993). *Rock music and music videos*. In V. C. Strasburger & G. A. Comstock (Eds.), *Adolescent medicine: State of the art reviews*, Vol. 4, No. 3 (pp. 577–587). Philadelphia: Hanley & Belfus.
185. Herring, S.C. & Zelenkauskaitė, A. (2009). Symbolic capital in a virtual heterosexual market: Abbreviation and insertion in Italian iTV SMS. *Written Communication*. 26(1),5-31.
186. Higgins, J. A., Trussell, J., Moore, N. B. & Davidson, J. K. (2010). Virginity lost, satisfaction gained? Physiological and psychological sexual satisfaction at heterosexual debut. *Journal of Sex Research*, 47, 384-394
187. Hockenberry-Eaton, M., Richman, M.J., DiIorio, C., Rivero, T. & Maibach, E. (1996). ‘‘Mother and Adolescent Knowledge of Sexual Development: The Effects of Gender, Age, and Sexual Experience.’’ *Adolescence* 31: 35–47
188. Holdevici, I. (2009). *Hipnoza Clinică*. Ed. Trei, București.
189. Holloway, D. (2014). *Digital Play: The challenge of researching young children's Internet use*, paper submitted for publication in the proceedings of the Australian and New Zealand Communication Association Annual Conference, Swinburne University, Victoria, 9-11 July, 2014.
190. Houck, C. D., Barker, D., Rizzo, C., Hancock, E., Norton, A. & Brown, L. K. (2014). Sexting and sexual behavior in at-risk adolescents. *Pediatrics*, 133(2), e276-282.

191. Howitt, D. & Cramer, D. (2006). *Introducere în SPSS pentru psihologi*, Iași: Ed. Polirom
192. Humphry, J. (2014). *Homeless and Connected: Mobile phones and the Internet in the lives of homeless Australians*. Australian Communications Consumer Action Network, Sydney.
193. Idel, M. (2005). *Kabbalah and Eros*. New Haven, Yale University Press.
194. Iluț, P. (1997). *Abordarea calitativă a sociumanului*. Ed. Polirom Iași.
195. Jary, D. & Jary, J. (1991). „Social structure“, in *The Harper Collins Dictionary of Sociology*, New York: Harper Collins.
196. Jepperson, R. & Meyer, J. W. (2011). "Multiple Levels of Analysis and the Limitations of Methodological Individualisms." *Sociological Theory*, 29(1): 54–73.
197. Ji, J. & Norling, A. M. (2004). Sexual satisfaction of married urban Chinese. *Journal of Developing Societies*, 20, 21-38.
198. Johnson, G.M. & Oliver, R. (2013). Cognition, literacy and mobile technology: A conceptual model of the benefits of smartphones for Aboriginal students in remote communities, in proceedings of the Ed-Media 2013: *World Conference on Educational Media & Technology* (organised by the Association for the Advancement of Computing in Education), Victoria, Canada, 24-28 June, 2013.
199. Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
200. Johnson V.C., Walker L.G., Whiting P.H., Heys S.D. & Eremin O. (1996). *Can relaxation training and hypnotherapy modify the immune response to acute stress, and is hypnotisability relevant?* *Contemporary Hypnosis* 13: 100–108
201. Jones, L. M., Mitchell, K. J. & Finkelhor, D. (2012). Trends in youth Internet victimization: Findings from three youth Internet safety surveys 2000-2010. *Journal of Adolescent Health*, 50, 179-186.
202. Kapidzic, S. & Herring, S.C. (2011). Gender, communication, and self-presentation in teen chatrooms revisited: Have patterns changed? *Journal of Computer-Mediated Communication*. 17,39-59.

203. Kavolis, V. (1989). *A Universal Criterion of Pathology*. În Rubington, E., Weinberg, M. S., *The Study of social problems: six perspectives*, ed. a 4-a, (p. 37-41), SUA, Oxford University Press.
204. Kelle, U., (2001), „Sociological explanations between micro and macro and the integration of qualitative and quantitative methods“, *Forum Qualitative Sozialforschung*, vol. 2(1).
205. Kinsey, A. Ch. & Clyde, E. M. (1998) [1948]. *Sexual Behavior in the Human Male*. Indiana University Press. pp. 178–180.
206. Kirkwood, B. R. & Sterne, J.A.C. (2003). *Essential Medical Statistics*. Blackwell Science Ltd.
207. Kiss, J. (2013). *Teenagers migrate from Facebook as parents send them friend requests*. The Guardian, December 27
208. Klein, J. T. (1990). *Interdisciplinary: History, Theory and Practice*, Detroit: Wayne State University Press.
209. Klettke, B., Hallford, D. J. & Mellor, D. (2014). Sexting prevalence and correlates: A systematic literature review. *Clinical Psychology Review*, 34, 44-53.
210. Krantz, G. & Vung, N.D. (2009). “The Role of Controlling Behavior in Intimate Partner Violence and Its Health Effects: A Population Based Study from Rural Vietnam.” *BMC Public Health* 9(1):143.
211. Kret, M. E. & de Gelder, B. (2010). Social context influences recognition of bodily expressions. *Experimental Brain Research*, 203, 169–180.
212. Kret, M. E. & de Gelder, B. (2012). When a smile becomes a fist: The perception of facial and bodily expressions of emotion in violent offenders. *Experimental Brain Research*, 228, 399–410.
213. Kret, M. E., Roelofs, K., Stekelenburg, J. J. & de Gelder, B. (2013). Emotional signals from faces, bodies and scenes influence observers’ face expressions, fixations and pupil-size. *Frontiers in Human Neuroscience*, 7, 1–9.

214. Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D.S, Lin, N, Shablack, H., Jonides J. & Ybarra, O. (2013). 'Facebook Use Predicts Declines in Subjective Well-Being in Young Adults', *Public Library of Science One*, Vol. 8. No. 8.
215. Krueger, R. A. & Casey, M. A. (2005). *METODA FOCUS GRUP – Ghid practic pentru cercetarea aplicată*. Iași: Polirom
216. Kwagala, B., Stephen, O., Wandera, P. N. & Kabagenyi, A. (2013). “Empowerment, Partner’s Behaviors and Intimate Partner Physical Violence among Married Women in Uganda.” *BMC Public Health* 13(1):1112.
217. Larose, S., Gagnon, S., Ferland, C. & Pépin, M. (1989). *Psychology of computers: Cognitive rehabilitation through computer games*. Perceptual and Motor Skills, 69, 851–858.
218. Laumann, E. O., Paik, A. & Rosen, R. C. (1999). Sexual dysfunction in the United States: Prevalence and predictors. *JAMA* 281: 537-44
219. Lemaire, J.G. (2007). *The Unconscious in the family. Psychoanalytic approaches to family therapy*. Paris, Dunod.
220. Lenhart, A. & Maddem, M. (2007b). *Teens, privacy & online social networks*. Pew Internet and American Life Project.
221. Lenhart A. & Pew Research Center (2015). *Teens, Social Media & Technology Overview 2015*, PEW Research Center.
222. Lenhart, A., Purcell, K., Smith, A. & Zickuhr, K. (2010). Social media and mobile Internet use among teens and young adults. *Pew Internet and American Life Project*.
223. Lewontin, R. (1982). *Human Diversity*. London: W. H. Freeman
224. Lévi-Strauss, C. (1973). *Structural Anthropology*, Vol. II, trans. Monique Layton, 1976.
225. Lévi-Strauss, C. (1984). *Anthropology and Myth: Lectures, 1951–1982*, trans. Roy Willis, 1987.
226. Lindau, S. T., Laumann, E. O., Levinson, W. & Waite, L. J. (2003). Synthesis of scientific disciplines in pursuit of health: The interactive biopsychosocial model. *Perspectives in Biology and Medicine* 46: S74-S86

227. Liu, H. (2007). Social network profiles as taste performances. *Journal of Computer-Mediated Communication*, 3, 87-97.
228. Livingstone, S. & Smith, P. (2014). Annual Research Review: Harms experienced by child users of online and mobile technologies: the nature, prevalence and management of sexual and aggressive risks in the digital age. *Journal of Child Psychology and Psychiatry*, 55, 635-654.
229. Lorber, J. (1994). *Paradoxes of Gender*. New Haven: Yale University Press.
230. Löfgren-Mårtenson, L. & Månsson, S.-A. (2010). Lust, love, and life: A qualitative study of Swedish adolescents' perceptions and experiences with pornography. *Journal of Sex Research*, 47, 568-579.
231. Lopez, J. & Scott, J. (2000). *Social structure*. Philadelphia, PA: Open University Press.
232. LoPiccolo, J. & Friedman, J. (1988). Broad spectrum treatment of low sexual desire: Integration of cognitive, behavioral and systemic therapy. In S. LEIBLUM & R. ROSEN, (Eds), *Sexual desire disorders*, New York: Guilford Press.
233. Lupu, I. și Zanc, I. (1999). *Sociologie medicală*, Iași: Ed. Polirom
234. Ma, D.S. & Correll, J. (2011). Target prototypicality moderates racial bias in the decision to shoot. *Journal of Experimental Social Psychology*, 47, 391–396.
235. Macavei, B. (2002). A Romania adaptation of the Attitudes and Beliefs Scale 2. *Romanian Journal of Cognitive and Behavioral Psychotherapies*, 2, 105-122.
236. MacInnis, C. C. & Hodson, G. (2015). Do American states with more religious or conservative populations search more for sexual content on Google? *Archives of Sexual Behavior*, 44, 137-147.
237. Macrea, R. & Micluția, I. (2009). *Dicționar de sexologie*. Editura Polirom, Iași.
238. Mason, J. B. & Goetz, H. (1978). *The Problems, Pitfalls, and Opportunities in Interdisciplinary Applied Consumer Research*, in *Advances in Consumer Research*, Vol. 5, ed. Keith Hunt, Ann Arbor, MI: Association for Consumer Research, 734–37.
239. Malinowski, B. (1945). *The Dynamics of Culture Change*, Yale: University Press.

240. Martin, D.B. (2006). *Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation* Presbyterian Publishing Corp.
241. Martyniuk, U., Dekker, A., Sehner, S., Richter-Appelt, H. & Briken, P. (2015). Religiosity, sexual myths, sex taboos, and pornography use: A cross-national comparison of Polish and German university students. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 9(2), article 4.
242. Masters, W.; Johnson, V. (1970). *Human sexual inadequacy*, Boston: Little, Brown & Co.
243. Masters, W. H., Johnson, V. & Kolodny, R. (1982). *Human Sexuality*. Boston: Little, Brown.
244. Matthiesen, S., Martyniuk, U. & Dekker, A. (2011). "What do girls do with porn?" Ergebnisse einer Interviewstudie, Teil 1. [Results of an interview study, part 1] *Zeitschrift für Sexualforschung*, 24, 326- 352.
245. Mărgineanu, I. (2000). *Proiectarea cercetării sociologice*. Iași: Polirom.
246. McCarthy, B. & Thestrup, M. (2008). Couple therapy and the treatment of sexual dysfunction. In A. Gurman (Ed.). *Clinical handbook of couple therapy*. (4th ed., pp. 591-617). New York, NY: Guilford.
247. Mead, G. H. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press
248. Merton, R. K. (1938). *Social Structure and Anomie*. *American Sociological Review*, Volume 3, Issue 5 (Oct., 1938), 672-682.
249. Merton, R. K. (1947 rev. 1957, 1968). *Social Theory and Social Structure*. New York: The Free Press.
250. Merton, R. K. (1936). The unanticipated consequences of purposive social action in: *American Sociological Review*, 1, 894-904
251. Merton, R. K. (1979). "Social Conflict over Styles of Sociological Work," in *The Sociology of Science: Theoretical and Empirical Investigations*, ed. Robert K. Merton, Chicago: University of Chicago Press, 47–69. Originally presented in 1961 to the Fourth World Congress of Sociology.
252. Mesch, G. S. (2009). „Social bonds and Internet pornographic exposure among adolescents.“ *Journal of Adolescence*. 32, 601-618.

253. Meyer, M., M., Guillén, F. M., Collins, R. & England, P. (2002). *The New Economic Sociology: Developments in an Emerging Field*. Russell Sage Foundation. New York.
254. Micluția, I., Popescu, C. & Macrea, R. (2008). *Sexual dysfunctions of chronic schizophrenic female patients*, *Sexual and Relationship Therapy*, vol. 23, nr. 2, 119-129.
255. Miftode, V. (2004). *Metodologia cercetării sociologice*, Lumen, Iași, 2004.
256. Mills, C. W. (1970). *The Sociological Imagination*. Harmondsworth: Penguin
257. Mitchell, P. J. (2010). *Parents are the primary sex educators*, *eReview*, vol. 10, No. 8, May 5., 2010, Institute of Marriage and Family Canada
258. Mitchell, J., Finkelhor, D., Jones, L. M. & Wolak. J. (2012). Prevalence and characteristics of youth sexting: *A national study*. *Pediatrics*, 129, 13-20.
259. Mitrofan, I., Mitrofan, N. (1987). Interacțiuni disfuncționale maritale cu risc comportamental patologic, în vol. *Asistența psihiatrică a cazurilor cu risc comportamental patologic*, Iași.
260. Mitrofan, I. & Ciupercă, C. (2002). *Psihologia vieții de cuplu*, București: Ed. SPER
261. Mitrofan, N. (1984). *Dragostea și căsătoria*, București: Ed. Didactică și Pedagogică.
262. Mopsik, C. (2005). *Sex of the Soul: The Vicissitudes of Sexual Difference in Kabbalah* (“*The Secret of the Marriage of David and Batsheva*”). Los Angeles: Cherub Press.
263. Moser, C..A. (1972). *Sociological Analysis*. Sahay Arun, The Trinity Press, London.
264. Nakamura, L., (2002). *Cybertypes: Race, Ethnicity, and Identity on the Internet*. Routledge, New York.
265. Nelson, L. J., Padilla-Walker, L. M., & Carroll, J. S. (2010). “I believe it is wrong but I still do it”: A comparison of religious young men who do versus do not use pornography. *Psychology of Religion and Spirituality*, 2, 136-147.
266. Nicolescu, B (1999). *Transdisciplinaritatea*. Ed. Polirom, Iași.
267. Nissani, M. (1997). *Fruits, Salads and Smoothies: A Working Definition of Interdisciplinarity*. *Journal of Educational Thought*, 29 (2), 119–26.



268. Nobre, P. (2003). *Sexual Dysfunction: Contributions for the construction of a comprehensive model based on cognitive theory*, Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra, Coimbra, Portugal
269. Nobre, P. J. & Pinto-Gouveia, J. (2003). Sexual modes questionnaire: Measure to assess the interaction between cognitions, emotions and sexual response. *The Journal of Sex Research*, 40, 368-382.
270. Nobre, P. J. & Pinto-Gouveia, J. (2006). Dysfunctional sexual beliefs as vulnerability factors for sexual dysfunction. *The Journal of Sex Research*, 43, 68-75.
271. Nobre, P. J., Pinto-Gouveia, J. & Gomes, F. A. (2003). *Sexual dysfunctional beliefs questionnaire: An instrument to assess sexual dysfunctional beliefs as vulnerability factors to sexual problems*. *Sexual and Relationship Therapy*, 18, 171-204.
272. Nussbaum, M. & Dixon, R. (2012). Children's Rights and a Capabilities Approach: *The Question of Special Priority*, University of Chicago Public Law & Legal Theory Working Paper 384.
273. O'Connell, M.A. & Cherry, J.C. (2000). *The Health Hero® online service: A new internet-based communications platform for disease management, case management and performance easurement*. *Disease Management and Health Outcomes*, 7, 149–161.
274. Ogden, G. (2002). The taming of the screw: Reflections on "A New View of Women's Sexual Problems". *Women & Therapy* 24: 17-21.
275. Padilla, A. M. & Baird, T. L. (1991). "Mexican-American Adolescent Sexuality and Sexual Knowledge: An Exploratory Study." *Hispanic Journal of Behavioral Sciences* 13: 95–104.
276. Palfrey, J. & Gasser, U. (2008). Born digital: Understanding the first generation of digital natives. *New York: Basic Books*.
277. Patterson, R. & Price, J. (2012). Pornography, religion, and the happiness gap: Does pornography impact the actively religious differently? *Journal for the Scientific Study of Religion*, 51, 79-89.

278. Parish, W. L., Laumann, E. O., Pan, S. & Hao, Y. (2007). Sexual dysfunctions in urban China: A population-based national survey of men and women. *Journal of Sexual Medicine* 4: 1559-74.
279. Parsons, T. (1975). *Social Systems and The Evolution of Action Theory*. New York: The Free Press.
280. Parsons, T. (1966). *Societies: Evolutionary and Comparative Perspectives*. Englewood Cliffs, NJ: Prentice-Hall.
281. Parsons, T. (1952). *The Social System*. London: Tavistock.
282. Peluchette, J. & Karl, K. (2008). Social networking profiles: An examination of student attitudes regarding use and appropriateness of content. *Cyberpsychology & Behavior*. 11(1),95-97.
283. Perilloux, C., Easton, J. A. & Buss, D. M. (2012). The misperception of sexual interest. *Psychological Science*, 23, 146–151.
284. Peseschkian, N. (2007). *Psihoterapie pozitivă*, Ed. Trei, București. p. 109
285. Peter, J. & Valkenburg, P. M. (2006). Adolescents' exposure to sexually explicit material on the internet. *Communication Research*, 33, 178-204.
286. Peter, J. & Valkenburg, P. M. (2011). The use of sexually explicit internet material and its antecedents: A longitudinal comparison of adolescents and adults. *Archives of Sexual Behavior*, 40, 1015-1025.
287. Phillips, K. M. & Reay, B. (2002). *Sexualities in history*. New York: Routledge
288. Phillips, M. & Frederick, C. (1995). *Healing the divided self: Clinical & Ericksonian Hypnotherapy for Posttraumatic and Dissociative Conditions*. W.W. Norton & Company. New York/ London.
289. Popescu, V.G., Burdea, G.C., Bouzit, M. & Hentz, V.R. (2000). *A virtual-reality-based telerehabilitation system with force feedback*. *IEEE Transactions on Information Technology in Biomedicine*, 4, 45–51.
290. Popescu-Neveanu, P. (1984). *Dicționar de psihologie*, București: Ed. Albatros
291. Prensky, M., (2001). Digital natives, digital immigrants. *On the Horizon*. 9(5), 1-6.

292. Pujazon-Zazik, M.A., Manasse, S.M. & Orrell-Valente, J.K. (2012). Adolescents' selfpresentation on a teen dating web site: A risk-content analysis. *Journal of Adolescent Health*. 50(5),517–520.
293. Quinn, J. F. & Forsyth, C. J. (2005). „Describing Sexual Behavior in the Era of the Internet: A Typology for Empirical Research” in *Deviant Behavior*, 26: 191-207.
294. Radcliffe-Brown, A. R. (1952). „On Social Structure“, *Journal of the Royal Anthropological Institute*, Vol. LXX, pp. 1-12.
295. Radu, I., Miclea, M., Albu, M. et al. (1993). *Metodologie psihologică și analiza datelor*. Cluj-Napoca: Sincron. (pp. 12-43)
296. Rainer, H. & Smith, I. (2012). Education, communication and wellbeing: *An application to sexual satisfaction*. *Kyklos*, 65, 581- 598
297. Rathus, A.S., Nevid, J.S. & Fichner-Rathus, L. (2011). *Human Sexuality in a World of Diversity*. New York & London, Pearson.
298. Rehman, U. S., Rellini, A. H. & Fallis, E. (2011). The importance of sexual self-disclosure to sexual satisfaction and functioning in committed relationships. *Journal of Sexual Medicine*, 8, 3108-3115.
299. Reyna, V. F. & Farley, F. (2006). Risk and rationality in adolescent decision-making: Implication for theory, practice, and public policy. *Psychological Science in the Public Interest*, 7(1), 1-44.
300. Rice, E., Winetrobe, H., Rhoades, H., Plant, A., Montoya, J. & Kordics, T. (2014). Sexting and sexual behaviour among middle school students. *Pediatrics*, 134(1), e21-28.
301. Roberts, D. F. & Christenson, P. G. (2012). Popular music: The soundtrack of adolescence. In D. G. Singer & J. L. Singer (Eds.), *Handbook of children and the media* (2nd ed., pp. 479-500). Thousand Oaks, CA: SAGE.
302. Robinson, KH, Bansel, P, Denson, N, Ovenden, G & Davies, C. (2014b). *Growing Up Queer: Issues Facing Young Australians Who Are Gender Variant and Sexuality Diverse*, Young and Well Cooperative Research Centre, Melbourne.

303. Robinson, T. N., Chen, H. L. & Killen, J. D. (1998). Television and music video exposure and risk of adolescent alcohol use. *Pediatrics*, 102, 54-59.
304. Rochlen, A.B., Zack, J.S. & Speyer, C. (2004). Online therapy: Review of relevant definitions, debates, and current empirical support. *Journal of Clinical Psychology*, 60, 269-283.
305. Rogers Jr., E. F. (2002). *Theology and Sexuality: Classic and Contemporary Readings*. Oxford UK, Blackwell Publishers Ltd.
306. Rosen, R.C. (2002). *The International Index of Erectile Function (IIEF): a state-of-the-science review*, International Journal of Impotence Research, Nature Publishing Group.
307. Rosen, R. C. & Barsky, J. L. (2006). Normal sexual response in women. *Obstetrics and Gynecology Clinics of North America* 33: 515-26.
308. Rosenquist, C.M. (1989). *The Moral Premises of Social Pathology*. În Rubington, E., Weinberg, M. S., *The Study of social problems: six perspectives*, ed. a 4-a, (p. 48-53), SUA, Oxford University Press
309. Rotariu, T. & Iluț, P. (1997). *Ancheta sociologică și sondajul de opinie*. Iași: Polirom (pp 44-64).
310. Rotermann, M. (2008). *Trends in teen sexual behaviour and condom use*, Component of Statistics Canada Catalogue, no. 82-003-X, Health Reports
311. Rubington, E. & Weinberg, M. S. (1989). *The Study of Social Problems. Six Perspectives*, fourth ed., New York/ Oxford: Oxford University Press
312. Sabina, C., Wolak, J. & Finkelhor, D. (2008). The nature and dynamics of internet pornography exposure for youth. *CyberPsychology & Behavior*, 11, 691-693.
313. Slattery, M. (1993). *Key Ideas in Sociology*. Cheltenham: Nelson Thornes, Ltd.
314. Salimkhan, G., Manago, A. & Greenfield, P. (2010). „The construction of the virtual self on MySpace.“ *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*. 4(1), article 1.

315. Salonijs-Pasternak, D.E. & Gelfond, H.S. (2005). *The next level of research on electronic play: Potential benefits and contextual influences for children and adolescents*. *Human Technology*, 1, 5–22.
316. Santrock, J. W. (2007). *A Topical Approach to Human Life-span Development*, 3rd edn. St. Louis, MO: McGraw-Hill.
317. Scarborough, P., Bhatnagar, P, Wickramasinghe, K.K., Allender, S., Foster, F. & Rayner, M. (2011). *The economic burden of ill health due to diet, physical inactivity, smoking, alcohol and obesity in the UK: an update to 2006–07 NHS costs*. Oxford University Press on behalf of Faculty of Public Health.
318. Schaller, M. & Park, J. H. (2011). The behavioral immune system (and why it matters). *Current Directions in Psychological Science*, 20, 99–103
319. Scheidt, L.A, (2004). Buxom girls and boys in baseball hats: *Adolescent avatars in graphical chat spaces*. Paper presented at the 54th Annual Conference of the International Communication Association, New Orleans, LA.
320. Schmidt, G. & Matthiesen, S. (2011). “What do boys do with porn?” Ergebnisse einer Interviewstudie, Teil 2. [Results of an interview study, part 2] *Zeitschrift für Sexualforschung*, 24, 353-378.
321. Schrader, D. (2007). *Learning Sexuality*, in Mark D. Regnerus, *Forbidden Fruit, Sex and Religion in the Lives of American Teenagers*, (p. 57) Oxford University Press.
322. Seber, G.A.F. & Lee, A.J. (2012). *Linear Regression Analysis*. New York: Wiley
323. Short, M.B., Kasper, T. E. & Wetterneck, C.T. (2015). The relationship between religiosity and internet pornography use. *Journal of Religion and Health*, 54, 571-583.
324. Siibak, A. (2010). „Constructing masculinity on a social networking website.“ *Young: Nordic Journal of Youth Research*. 18(4),403-425.
325. Silverman, D. (1997). *Qualitative Research. Theory, Method and Practice*. Londra: Sage Publications, Inc.
326. Simon, W. & Gagnon, J. (1984, November–December). *Sexual scripts*. *Society*, 22, 53–60.

327. Simons, R. L. & Barr, A.B. (2012). “Shifting Perspectives: Cognitive Changes Mediate the Impact of Romantic Relationships on Desistance from Crime.” *Justice Quarterly* 1–29 iFirst article.
328. Slater, C. & Robinson, A. J. (2014). Sexual health in adolescents. *Clinical Dermatology*, 32(2), 189-195.
329. SNSPMS (2006). *PROMOVAREA SĂNĂTĂȚII ȘI EDUCAȚIE PENTRU SĂNĂTATE*. București, Editura Public H Press.
330. Sobel, M. E. (1981). *Lifestyle and Social Structure: Concepts and Definitions*. Academic Press, Inc. New York.
331. Stack, S., Wasserman, I., & Kern, R. (2004). „Adult social bonds and use of internet pornography.“ *Social Science Quarterly*. 85, 75-88.
332. Stanton, M. D. (1979). *Family Treatment Approaches to Drug Abuse Problems: A Review*, *Family Process*, 18: 251–280.
333. Stavish, M. (2002). *The Chamber of Reflection*. The Institute for Hermetic Studies, Wyoming, Pennsylvania, USA.
334. Stekel, W. (1997). *Psihologia eroticii feminine*, București: Ed. Trei
335. Stekel, W. (1999). *Psihologia eroticii masculine*, București: Ed. Trei
336. Stern, S. E. & Handel, A. D. (2001). “*Sexuality and Mass Media: The Historical Context of Psychology’s Reaction to Sexuality on the Internet.*” *Journal of Sex Research* 38(4):283\_91.
337. Stoica, T. (1993). *Sexologie și educație sexuală*, București: Ed. “R.,
338. Strouse, J. S., Buerkel-Rothfuss, N. & Long, E. C. J. (1995). Gender and family as moderators of the relationship between music video exposure and adolescent sexual permissiveness. *Adolescence*, 30, 505-521.
339. Suler, J. (2004). *The online disinhibition effect*. Retrieved September 29, 2011, from <http://users.rider.edu/~suler/psycyber/disinhibit.html>.
340. Suler, J. (2005). *The Basic Psychological Features of Cyberspace*. London: New York University Press

341. Sutton, M. J., Brown, J. D., Wilson, K. M. & Klein, J. D. (2002). *Shaking the Tree of Knowledge for Forbidden Fruit: Where Adolescents Learn About Sexuality and Contraception* (p. 26) in Jane D. Brown, Jeanne R. Steele, Kim Walsh-Childers, *Sexual Teens, Sexual Media-Investigating Media's Influence on Adolescent Sexuality*, Mahwah, London: Lawrence Erlbaum Associates, Publishers
342. Svedin, C. G. & Priebe, G. (2009). Unga, sex och Internet, i Ungdomsstyrelsen 2009:9 (Ed). Se mig. Unga om sex och Internet [Young persons, sex and the Internet. In The Swedish National Board for Youth affairs. 2009:9 (Ed.), See Me. *Young people on sex and the Internet* ] (p.p. 32-143)
343. Sveningsson, E. M. (2007). Doing and undoing gender in a Swedish Internet community. In: Sveningsson Elm, M., Sundén, J. (Eds). *Cyberfeminism in Northern lights. Gender and digital media in a Nordic context*. Cambridge University Press, Cambridge, UK.
344. Teater, B. (2010). *An introduction to applying social work theories and methods*. Maidenhead: Open University Press.
345. Teater, B. (2011). Maximising student learning: A case example of applying teaching and learning theory in social work education. *Social Work Education*, 30(5), 571–585.
346. TerBogt, T. F. M., Engels, R. C. M. E., Bogers, S. & Kloosterman, M. (2010). “Shake it baby, shake it”: Media preferences, sexual attitudes and gender stereotypes among adolescents. *Sex Roles*, 63, 844-859.
347. Third A, Bellerose D, Dawkins U, Keltie E. & Pihl K. (2014a). Children’s rights in the digital age: *A download from children around the world*, Young and Well Cooperative Research Centre, Melbourne.
348. Third, A. & Richardson, I. (2009). *Analysing the Impacts of Social Networking for Young People Living with Chronic Illness, a Serious Condition or a Disability: An Evaluation of the Livewire Online Community*, Murdoch University (Report prepared for the Starlight Children's Foundation), Perth.

349. Thomas, J. N. (2013). Outsourcing moral authority: The internal secularization of evangelicals' anti-pornography narratives. *Journal for the Scientific Study of Religion*, 52, 457–475.
350. Thornhill, R. & Fincher, C. L. (2014). The Parasite-Stress theory of values and sociality: *Infectious disease, history, and human values worldwide*. Springer.
351. Tiefer, L. (2002). Beyond the medical model of women's sexual problems: A campaign to resist the promotion of female sexual dysfunction. *Sexual and Relationship Therapy* 17.
352. Treat, T. A., Farris, C. A., Viken, R. J. & Smith, J. R. (2015a). Influence of sexually degrading music on men's perceptions of women's dating-relevant cues. *Applied Cognitive Psychology*, 29, 135–141.
353. Treat, T. A., Viken, R. M., Kruschke, J. K. & McFall, R. M. (2011). Men's memory for women's affective cues: Normative findings and links to rape-supportive attitudes. *Journal of Applied Cognitive Psychology*, 25, 802–810.
354. Nazarius, T. M., Grace B. Kyomuhendo, G.B., Greenfield, T.K & Wanyenze, R.K. (2012) "Problem Drinking and Physical Intimate Partner Violence against Women: Evidence from a National Survey in Uganda." *BMC Public Health* 12(1):399.
355. Tydén, T., Palmqvist, M. & Larsson, M. (2012). A repeated survey of sexual behavior among female university students in Sweden. *Acta obstetricia et gynecologica Scandinavica*, 91(2), 215-219.
356. Umanski, D., Kusters, W., Verbeek, F. & Schiller, N. (2008). *Integrating computer games in speech therapy for children who stutter*. Proceedings of the Workshop of Child, Computer and Interaction (WOCCI-2008), Chania, Crete, Greece, 23 October 2008.
357. Ungureanu, M. (1994). *Sex și sexualitate*, București: Ed. Viața Românească
358. Van den Stock, J. & de Gelder, B. (2012). Emotional information in body and background hampers recognition memory for faces. *Neurobiology of Learning and Memory*, 97, 321–325.



359. Velezmore, R., Negy, C. & Livia, J. (2012). Online sexual activity: Cross-national comparison between United States and Peruvian college students. *Archives of Sexual Behavior*, 41, 1015-1025.
360. Velter, A., Bouyssou-Michel, A. & Arnaud, A. (2009). *Do men who have sex with men use serosorting with casual partners in France? Results of a nationwide survey (Anrs-en17-Pressé Gray 2004)* Eurosurveillance, Volume 14, 47: 240- 48.
361. Veyne, P. (1992). *Bread and Circuses: Historical Sociology and Political Pluralism. Acta Sociologica*. Vol. 35, No. 3, pp. 255-258, Sage Publications, Ltd.
362. Veyne, P. (1999). *Cum se scrie istoria*. București: Editura Meridiane.
363. Visser, R. O., Smith, A. M. A., Richters, J., & Rissel, C. E. (2007). „Associations between religiosity and sexuality in a representative sample of Australian adults.“ *Archives of Sexual Behavior*. 36, 33-46.
364. Walter, J. L. & Peller, J. E. (Author) (1992). *Becoming Solution-Focused In Brief Therapy*. New York & London, Routledge Taylor & Francis Group.
365. Wandera, S. O., Kwagala, B., Ndugga, P. & Kabagenyi, A. (2015). “Partners’ Controlling Behaviors and Intimate Partner Sexual Violence among Married Women in Uganda.” *BMC Public Health* 15 (1):214.
366. Ward, L. M. (2002). Does television exposure affect emerging adults’ attitudes and assumptions about sexual relationships? Correlational and experimental confirmation. *Journal of Youth and Adolescence*, 31, 1-15.
367. Ward, L. M. & Friedman, K. (2006). Using TV as a guide: Associations between televisionviewing and adolescents` sexual attitudes and behavior. *Journal of Research onAdolescence*, 16, 133-156.
368. Ward, L. M., Hansbrough, E. & Walker, E. (2005). Contributions of music video exposure toblack adolescents’ gender and sexual schemas. *Journal of Adolescent Research*, 20, 143-166.
369. Weber, M. (2003). *Etica protestantă și spiritul capitalismului*. București, Editura Humanitas.
370. Weber, M. (1968). *Economy and Society*, 3 vol., NJ, Totowa: Bedminster Press.

371. Weber, M. (1947). *Theory of Social and Economic Organization* . Edited by Talcott Parsons, London: William Hodge and Co.
372. Weeden, J. & Kurzban, R. (2014). The hidden agenda of the political mind: *How self-interest shapes our opinions and why we won't admit it*. Princeton, NJ: Princeton University Press.
373. Weissman, A. N. & Beck, A. T. (1978). *Development and validation of the Dysfunctional Attitudes Scale: a preliminary investigation*. In: Proceedings of the meeting of the American Educational Research Association. Toronto, ON.
374. West, C. & Zimmerman, D. (1987). Doing gender. *Gender and Society, Vol. 1, No. 2. (Jun., 1987), pp. 125-151*, Sage Publications, Inc.
375. Wilkinson, N., Ang, R.P. & Goh, D.H. (2008). Online Video Game Therapy for Mental Health Concerns: A Review, *International Journal of Social Psychiatry*, Vol 54, 370-382.
376. Will, A. J., Self, P. A. & Datan, N. (1976). Maternal behaviour and perceived sex of infant. *American Journal of Orthopsychiatry, 46: 135–139*.
377. Wincze, J. P. & Barlow, D. H. (1997). *Enhancing sexuality: A problem solving approach. Client work-book*. San Antonio, TX: Graywind Publications.
378. Wingood, G. M., DiClemente, R. J., Bernhardt, J. M., Harrington, K., Davies, S. L., Robillard, A. & Hook, E. W., III. (2003). A prospective study of exposure to rap music videos and African American female adolescents' health. *American Journal of Public Health, 93, 437-439*.
379. Winpenny, E.M., Marteau, T.M. & Nolte, E. (2013). 'Exposure of Children and Adolescents to Alcohol Marketing on Social Media Websites', *Alcohol and Alcoholism, Vol. 49. No. 2, (pp. 154–159)*.
380. Wright, P. J. (2009). Sexual socialization messages in mainstream entertainment mass media: *A review and synthesis. Sexuality & Culture, 13, 181-200*
381. Wright, P. J. (2011). Mass media effects on youth sexual behavior. *Communication Yearbook, 35, 343-386*.

382. Wright, P. J. (2013). U.S. males and pornography, 1973–2010: Consumption, predictors, correlates. *Journal of Sex Research*, 50, 60-71.
383. Wright, P. J., Bae, S. & Funk, M. (2013). United States women and pornography through four decades: Exposure, attitudes, behaviors, individual differences. *Archives of Sexual Behavior*, 42, 1131-1144.
384. Wright, P. J., Malamuth, N. M. & Donnerstein, E. (2012). Research on sex in the media: What do we know about effects on children and adolescents? In D. G. Singer & J. L. Singer (Eds.). *Handbook of children and the media* (2nd ed., pp. 273-302). Thousand Oaks, CA: SAGE.
385. Ybarra, M. L. & Mitchell, K. J. (2005). Exposure to internet pornography among children and adolescents: A national survey. *CyberPsychology & Behavior*, 8, 473-486.
386. Young, E. J. (2012). „Alt-SHIFT:“ *Queer online discourses on coming out in Serbia*. Bloomington: Indiana University.
387. Zaltman, G. (1965). *Marketing: Contributions from the Behavioral Sciences*, New York: Harcourt, Brace.
388. Zelnick, L. (2005). *The computer as an object of play in child treatment*. *Journal of Infant, Child, and Adolescent Psychotherapy*, 4, 209–217.
389. Zilbergeld, B. (1999). *The new male sexuality*, New York: Bantam Books.

## Annex 4 – Published Articles

The following research and studies of the work were published as footnotes and are attached:

- Psychosocial factors in beliefs about sexuality <sup>1</sup>
- Models of intergenerational sexual beliefs <sup>2</sup>
- Psychosocial influences on youth sexual beliefs <sup>3</sup>
- Prevention through Education for Health<sup>4</sup>
- New actual paradigms in education <sup>5</sup>
- New models of video-clip-intervention <sup>6</sup>
- Innovative Interventions in sexual dysfunctional beliefs<sup>7</sup>

---

<sup>1</sup> **Published Article:** Bălănean, Radu (2010). „*Rolul factorilor psihosociali asupra convingerilor disfuncționale despre sexualitate*“. Congresul Internațional de Psihologie: „Cercetarea modernă în psihologie: Cercetări cantitative vs. Cercetări calitative ?“. Publicat în : *Cercetarea modernă în psihologie: individ, grup, organizație: studii aplicative*, (2011). Ed. Universitară, București, **C.N.C.S.I.S.**

<sup>2</sup> **Published Article:** Bălănean, Radu (2012). „*Modele noi ale convingerilor, atitudinilor și comportamentelor sexuale la tineri în contextul transformării sociale postmoderne și a globalizării*“. Congresul Internațional de Psihologie: „Cercetarea modernă în psihologie: Direcții și perspective ?“. Publicat în : *Cercetarea modernă în psihologie*, (2012), Ed. Universitară, București, **C.N.C.S.I.S.**

<sup>3</sup> **Published Article:** Bălănean, Radu (2012). En „*Psycho-social influences in postmodern society upon distorted information and dysfunctional beliefs of sexuality regarding young people*“. <sup>2</sup>ndWorld Conference on Learning, Teaching and Administration, Bahcesehir University Istanbul, Turkey. Publicat în: *Procedia - Social and Behavioral Sciences 31*, (2012) 714 – 718 (**indexat/cotat ISI**).  
<http://www.sciencedirect.com/science/article/pii/S1877042811030588>.

<sup>4</sup> **Published Article:** Bălănean, Radu (2012). „*Educația pentru sănătate și educația preventivă dintr-o perspectivă inter-, pluri- și transdisciplinară - o problemă de interes pentru formatori*“. Conferința Internațională „Formarea adulților – paradigme postmoderne în context european” 2012. Publicat în: *Tendențe actuale în formarea adulților paradigme postmoderne în context European*, (2013). Editura Pro Universitaria, București. (editură recunoscută **CNATDCU**).

<sup>5</sup> **Published Article:** Bălănean, Radu (2012). „*Formarea adulților - paradigme postmoderne în context european*“. Conferința Internațională „Formarea adulților – paradigme postmoderne în context european” 2012. Publicat în: *Tendențe actuale în formarea adulților paradigme postmoderne în context european*, (2013). Editura Pro Universitaria, București. (editura recunoscută **CNATDCU**).

<sup>6</sup> **Published Article:** Bălănean, Radu (2012). „*Modele noi de psihoterapie în contextul globalizării și exploziei tehnologiei comunicării și informației*“. Congresul Internațional de Psihologie: Cercetarea modernă în psihologie: Direcții și perspective ?”. Publicat în: *Cercetarea modernă în psihologie* (2012). Ed. Universitară, București, **C.N.C.S.I.S.**

<sup>7</sup> **Published Article:** Bălănean, Radu (2012). En „*Innovative psycho-social interventions aimed at reducing dysfunctional sexual beliefs*“. <sup>2</sup>nd World Conference on Learning, Teaching and Administration, Bahcesehir University Istanbul, Turkey. Publicat în: *Procedia - Social and Behavioral Sciences 31*, (2012) 719 – 723 (**indexat/cotat ISI**).  
<http://www.sciencedirect.com/science/article/pii/S187704281103059X>