



**University
of Victoria**

Graduate Studies

PROGRAMME

The Final Oral Examination
for the Degree of

DOCTOR OF PHILOSOPHY

(Department of Educational Psychology and Leadership
Studies)

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2000, University of Victoria, M.A. (Educational Psychology)

1988, University of Calgary, B.Ed.

1986, University of Calgary, B.A. (Psychology)

“I Kissed a Girl: Do Women Feel Pressured to Engage in
Public Same-Sex Sexual Behaviour?”

Wednesday, December 10, 2014

1:00 PM

David Turpin Building, room A144

Supervisory Committee:

Dr. Joan Martin, Department of Educational Psychology and
Leadership Studies, UVic (Supervisor)

Dr. Susan Tasker, Department of Educational Psychology and
Leadership Studies, UVic (Member)

Dr. Carmen Gress, Faculty of Graduate Studies, UVic (Outside
Member)

External Examiner:

Dr. Lisa Diamond, Department of Psychology, University of Utah

Chair of Oral Examination:

Dr. Rachel Cleves, Department of History, UVic

Abstract

“Girl-on-girl” behaviour is portrayed as sexy, liberating, and edgy in contemporary popular culture, mass media, and public settings such as bars and parties. This study looked at the relation of women’s participation in public same-sex sexual behaviour (PSSSB), age, and sexual orientation (heterosexual versus some degree of same-sex orientation) with the following dependent variables: perceptions of PSSSB pressure, reasons for and feelings after engaging in PSSSB, sexual depression, sexual assertiveness, sexual self-efficacy, sexual locus of control, sexual monitoring, and use of PSSSB to explore sexual orientation. Of the 451 women (ages 19-40) who completed the online questionnaire, 54% reported having engaged in PSSSB. Most participants agreed that young women feel pressured to engage in PSSSB and listed media, popular culture, male friends, and peers as sources of this pressure. Exclusively heterosexual women who had engaged in PSSSB (n=100) reported significantly higher perceived social pressure, more subsequent negative feelings, higher sexual depression, greater external sexual locus of control, lower sexual assertiveness than all other participants, and lower scores on sexual self-efficacy than PSSSB women with same-sex orientations. Emerging adult, but not older heterosexual PSSSB women, had significantly higher sexual compliance scores. Heterosexual and same-sex orientation PSSSB women had the highest rates of sexual monitoring, and although their reasons for engaging in PSSSB were significantly different, a majority of both listed alcohol and exploration as factors that contributed to their public girl-on-girl behaviour. Heterosexual women who had not engaged in PSSSB indicated the lowest rates of sexual exploration. Reasons for these differences are discussed.

Awards, Scholarships, Fellowships

2012 - Faculty of Education Teaching Excellence Award

2007 - Muriel Beverley Vaio Law Scholarship

2007 - Andy Farquharson Award for Excellence in Graduate Student Teaching

1996-2000 - University of Victoria Graduate Teaching and Research Fellowships, each academic year of MA program

Selected Presentations

1. Brown, L. *Managing students with attention difficulties: Teaching strategies*. Peace River North Teachers' Convention, Peace River, BC. Feb., 2005 (oral)
2. Brown, L. *Classroom management*. Peace River North Teachers' Convention, Peace River, BC. Feb., 2005 (oral)
3. Brown, L. *Managing students with attention difficulties*. Tri-District Tapestry Convention, Victoria, BC. Feb., 2006 (oral)
4. Brown, L. *Developing a prosocial learning environment*. Education Students' Workshop, University of Victoria, Cranbrook campus. College of the Rockies, Cranbrook, BC. March, 2006 (oral)
5. Martin, J. M., Gill, J. K., & Brown, L.L. *Correspondence between paper and pencil measures of competence and a cognitive interference task in depressed and nondepressed 8th grade students*. Fourth International Biennial SELF Research Conference. University of Michigan, Ann Arbor, Michigan. July, 2006 (oral)
6. Martin, J. M., Brown, L.L. & Gill, J. K. *Self-perceptions and depression in adolescents with disfigurement*. Fourth International Biennial SELF Research Conference. University of Michigan, Ann Arbor, Michigan. July, 2006 (poster)
7. Brown, L. *Attention difficulties: Self-management strategies*. Tri-District Tapestry Convention, Victoria, BC. Feb., 2007 (oral)
8. Milford, T., & Brown, L. *The use of self-assessment for increasing pre-service teacher engagement in the university*

classroom. CSSE Annual Conference, Montreal, QE. June, 2010 (oral)

9. Brown, L. *Managing student behaviour*. Workshops for Science Venture Camp Counsellors, University of Victoria, Victoria BC. June, 2011, 2012, 2013 & 2014 (oral)
10. Milford, T., & Brown, L. *Cooperative games and activities*. Workshops for International Teachers, Education Extension Programs, University of Victoria, Victoria, BC. July, 2011 & August, 2013 (oral)
11. Brown, L. *Cooperative Learning*. Workshops for International Teachers, Education Extension Programs, University of Victoria, Victoria, BC. July, 2012 & Feb., 2013 (oral)
12. Brown, L. *Applying Bandura's Social Cognitive Theory to nursing instruction*. Workshop for Nursing Instructors, Camosun College, Victoria, BC. Sept., 2014 (oral)
13. Brown, L. *Strategies to increase patient self-efficacy*. Workshop for Nursing Instructors, Camosun College, Victoria, BC. Nov., 2014 (oral)

Publications

1. Milford, T., & Brown, L. (2010). The role of self-assessment in the preparation of pre-service teachers. *Northwest Passage: Journal of Educational Practices*, 8, 47-57.
2. Brown, L. (May, 2005). *Reading Strategies for Middle and Secondary Teachers*. Victoria, BC: Etraffic Solutions, Inc.
3. Brown, L. (1999). Ericksonian hypnosis: A technique in avoiding false memory induction. *The B.C. Counsellor*, 20(2), 27-34.
4. Anderson, J., Stefan, F., & Brown, L. (1999). Teacher knowledge and the evaluation of student achievement. In S.L. Gibbons & W. W. Liedtke (Eds.), *Connections '99* (pp. 94-101). Victoria, BC: Faculty of Education, University of Victoria.