

An Intersectional & Community Engaged Approach to Address Intimate Partner Violence among Sexual Minority Women

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BACKGROUND

Problem Statement

Female Same-Sex IPV Prevalence & Rates

“Nearly 1 in 3 lesbian women, 1 in 2 bisexual women, and 1 in 4 heterosexual women has experienced at least one form of severe physical violence by an intimate partner in her lifetime”¹

¹ (Walters, Chen, & Breiding, 2013, p. 22)

43% of lesbian women & 61% of bisexual women experience rape, stalking, and/or physical abuse by an intimate partner at least once in their lifetime

67.4% of lesbian victims reported only female perpetrators

Heterosexism and Female Same-Sex IPV Research

“The dominant voice that has formed the epistemic understanding of violence against women has been most clearly articulated within a heterosexual paradigm.”²

² (Davis & Glass, 2011, p. 13)

1. Homophobia within education and research
2. Lack of funding for FSSIPV research and services
3. Reliance on hetero-normative research frameworks

Contextual Review

The Current State of Estimating the Prevalence of FSSIPV

“Research on violence against women has exploded in the past 20 years, particularly in the areas of intimate partner violence and sexual assault. Despite this outpouring of research, many gaps exist in our understanding of violence against women. For instance, reliable information on minority women’s experiences with violence is still lacking.”³

³ (Tjaden & Thoennes, 2000, p. iii)

National Violence Against Women Survey (NVAWS)

First-ever CDC-sponsored national telephone survey assessing IPV prevalence in the US.

Two Initial questions for female respondents:

1. “Has a man or boy ever . . .”
2. “Has anyone, male or female, ever. . . Just so there is no mistake . . . we mean that a man or boy . . . or someone, male or female. . .”⁴

⁴ (Tjaden & Thoennes, 2000, p. 4)

Tjaden, Thoennes, & Allison (1999) report rates and prevalence of IPV distinguished by sexual orientation using these NVAWS data

National Intimate Partner and Sexual Violence Survey⁵

⁵ (NISVS; Black et al., 2011; Walters et al., 2013)

Second CDC-sponsored national survey assessing IPV prevalence in the US

First-ever national investigation into the prevalence, characteristics, and impacts of IPV among LGB people. Still, no analyses were conducted to discern rates among trans* groups and individuals.

Conceptual Review for A working intersectional model predicting FSSIPV

Intersectional Model Background

R. M. Smith, Parrott, Swartout, & Tharp (2015)'s *deconstructive model* (see Figure 1) predicting heterosexual men's perpetration of sexual coercion IPV provides a theoretical lens for understanding the influence of gender role adherence and gender role stress on IPV perpetration. **Like other past IPV-specific research, however, the deconstructive model is incomplete in terms of its ability to speak to the specific contextual factors surrounding female same-sex IPV perpetration.**

Minority Stress and FSSIPV

Balsam & Szymanski (2005) provide one of the first and only systematic empirical examinations of the role of minority stress in FSSIPV (see Figure 2). Their findings indicate that internalized homophobia, a form of sexual minority stress in which sexual minority individuals endorse negative beliefs and attitudes toward themselves and other sexual minority groups and individuals.

Hegemonic Masculinity & Gender Role Stress

Both the adherence to hegemonic masculinity & experiences of MGRS have been consistently linked to men's perpetration of IPV toward women⁶. Because violence is a central component to the prescribed roles and behaviors associated with hegemonic masculinity, perpetrating violence toward an intimate partner is an immediate and tangible way to re-establish a dominant and masculine status⁷.

However, *adherence to hegemonic masculinity is not necessarily restricted to a person's biological sex or gender identity*. Members of systematically marginalized groups may internalize and adhere to the same cultural norms that function as tools for oppression⁸.

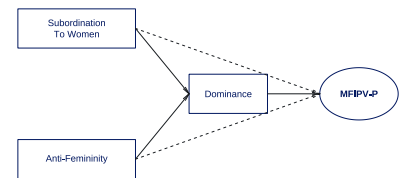


Figure 1: Smith et al (2015)'s Deconstructive Model Predicting Heterosexual Men's IPV Perpetration.

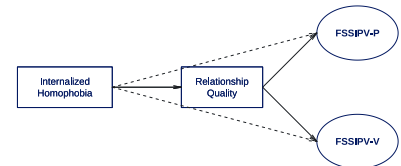
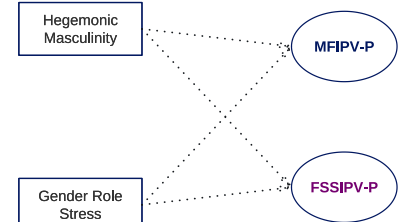


Figure 2: Balsam and Szymanski (2005)'s Mediation Model Predicting Female Same-Sex IPV Perpetration (FSSIPV-P) and Victimization (FSSIPV-V).

⁶ (Moore & Stuart, 2005; Murnen, Wright, & Kaluzny, 2002; R. M. Smith et al., 2015)

⁷ (see Figure 1; Eisler, Franchina, Moore, Honeycutt, & Rhatigan, 2000; R. M. Smith et al., 2015)



⁸ (Halberstam, 1998; Moane, 2003)

THE PRESENT STUDY

Although we listened to battered, non-lesbian women to understand women abuse, we are not anxious to listen to battered lesbians to understand lesbian violence.⁹

⁹ (Hart, 1986, p. 15)

This study constitutes the first phase of inquiry situated within a larger program of research aimed at informing intervention and prevention strategies for female same-sex IPV through a multilevel and intersectional approach to social change.

Fourteen sexual minority women recruited from the greater Portland area participated in interviews to identify dimensions of their experiences related to minority stress, gender identity, gender expression, hegemonic gender role adherence and gender role stress that may be relevant to understanding women's use of violence toward their same-gender intimate partners.

Goals:

A. Inform the constructs and implied relations currently within the intersectional model.

B. Evaluate the construct validity and construct domain coverage of a subset of currently available gender, minority stress, and IPV-relevant survey measures to determine their efficacy at assessing sexual minority women's experiences.

Research Questions (RQs)

RQ-1: CONSTRUCT-FOCUSED. *To what extent are sexual minority women's experiences and identities accurately captured by the constructs present in the intersectional model adapted from R. M. Smith et al. (2015)?*

RQ-2: MEASUREMENT-FOCUSED. *To what extent are sexual minority women's experiences and identities adequately captured in survey measures developed to assess the constructs in the intersectional model?*

RQ-1A. Are sexual minority women's experiences and identities sufficiently represented in the model constructs?

RQ-1B. Do the relations among the constructs in the intersectional model accurately represent sexual minority women's experiences and identities?

RQ-2A. Are the constructs in the intersectional model sufficiently covered by the survey measures?

RQ-2B. Are the operational definitions of the constructs in the survey measures for the intersectional model accurately representative of sexual minority women's experiences and identities?

Design & Methods

This study followed an emergent design approach in which the final design decisions for interviews conducted later in the study will be based directly off of experiential (such as which interview questions yielded rich discussions and which yielded little-to-no responses) and content-based knowledge (such as insights gained that specifically address a particular research question for the study or raise further questions for the study) gained from interviews conducted earlier.

Table 1: Study Design Overview

Emergent Mixed-Methods Design Approach
COMMUNITY-BASED PURPOSIVE SAMPLING via a network of local community partners
OPEN-ENDED QUALITATIVE DATA COLLECTION: 10 One-on-One interviews, 1 focus group
CODEBOOK DEVELOPMENT through grounded-theory inductive thematic analysis
MEASUREMENT EVALUATION using inductively-derived codebook

Sampling & Recruitment

The overall target population for this study consisted of women who identify as lesbian, gay, bisexual, transgender, and/or queer (i.e., sexual minority women, or “SMW”). The sub-populations of interest for this study included (1) SMW with histories of intimate partner violence perpetration and victimization, specifically in their same-gender relationships, and (2) SMW with no history of intimate partner violence (regardless of perpetrator and victim gender). The sampling frame for this study was defined in two parts corresponding to each of these sub-populations of interest. The overarching sampling frame was defined as adult sexual minority women (described above), aged 18 and over, currently residing in the greater Portland, OR area. A more specific sampling frame was also defined to include SMW who are currently receiving services from IPV-specific community-based service providers (e.g., survivor/victim advocacy and batterer intervention program services, violence prevention and education organizations, etc.). In addition to these IPV-specific groups, participants were also recruited on the basis of their current relationship status in an effort to explore potential differences in experiences among currently single SMW and women who are currently in same-gender romantic relationships. Thus, all participants were recruited according to six-dimensions related to relationship status and IPV experiences defined under this study’s complete sampling frame: (1) single with no IPV history; (2) single with IPV

victimization experiences; (3) single with IPV perpetration experiences; (4) in a relationship with no IPV history; (5) in a relationship with IPV victimization experiences; and (6) in a relationship with IPV perpetration experiences. The commonality across each of these six dimensions is that all individuals included in the sampling frame identified as lesbian, bisexual, transgender, and/or queer women.

PARTICIPANT RECRUITMENT AND COMMUNITY PARTNERS. Participant recruitment and data collection occurred over the course of 14 months, during which I employed multiple strategies to obtain a sample of participants that both fit the above-described sampling frame and provided a diverse breadth of perspectives to address this study's research questions. The figure below provides a visual representation of the study's participant recruitment and data collection timeline. The top half of the timeline displays participation dates, while the bottom half displays the community-engaged recruitment efforts, represented by the community partners assisting with participant recruitment, over the course of the fourteen months of active participant recruitment and data collection.

LGBTQ-specific purposive sampling. As a volunteer for Pride Northwest (Pride NW), a Portland-based LGBTQ-specific non-profit organization, I was able to distribute flyers advertising the study and inviting one-on-one interviews by hand throughout the three-day (June 13-15) 2015 Northwest LGBTQ Pride Festival in Portland, OR and at volunteer-only events hosted by Pride NW and Q-Center¹⁰. While distributing flyers at these events, I encouraged individuals I spoke with to spread the word about the study in hopes of gaining access to additional potential participants via word of mouth. Printed flyers were also posted at Q-Center in North Portland and at Portland State University's Queer Resource Center (PSU-QRC). I also provided information about the study and stacks of wallet-sized flyers and my business cards to the staff and volunteers at each of these three LGBTQ-specific organizations (i.e., Pride Northwest, Q-Center, and PSU-QRC).

IPV-specific purposive sampling. IPV-specific community partners included sexual violence and IPV-specific victims' services organizations (e.g., Portland Women's Crisis Line, Bradley Angle, Clackamas Women's Services, Portland State University's Women's Resource Center), batterers intervention programs (e.g., Allies in Change), and IPV-specific organizations and coalitions not providing direct services to survivors or offenders (e.g., the Oregon Coalition Against Domestic and Sexual Violence, the Oregon Attorney General's Sexual Assault Task Force, Men Engaging Now, and the Tri-County Batterers Intervention Providers Network). Direct-service community part-

¹⁰ Q-Center (<http://www.pdxqcenter.org>) is another Portland-based LGBTQ-specific non-profit organization

ners (e.g., Bradley Angle’s LGBTQ IPV survivor response program, Clackamas Women’s Services, Portland Women’s Crisis Line, etc.) provided information about the study to clients as they deemed appropriate based on their knowledge of their programs’ participants’ current situations and backgrounds. In addition, all IPV-specific community partners helped with recruitment efforts by distributing electronic flyers over various relevant listservs and at their organizations.

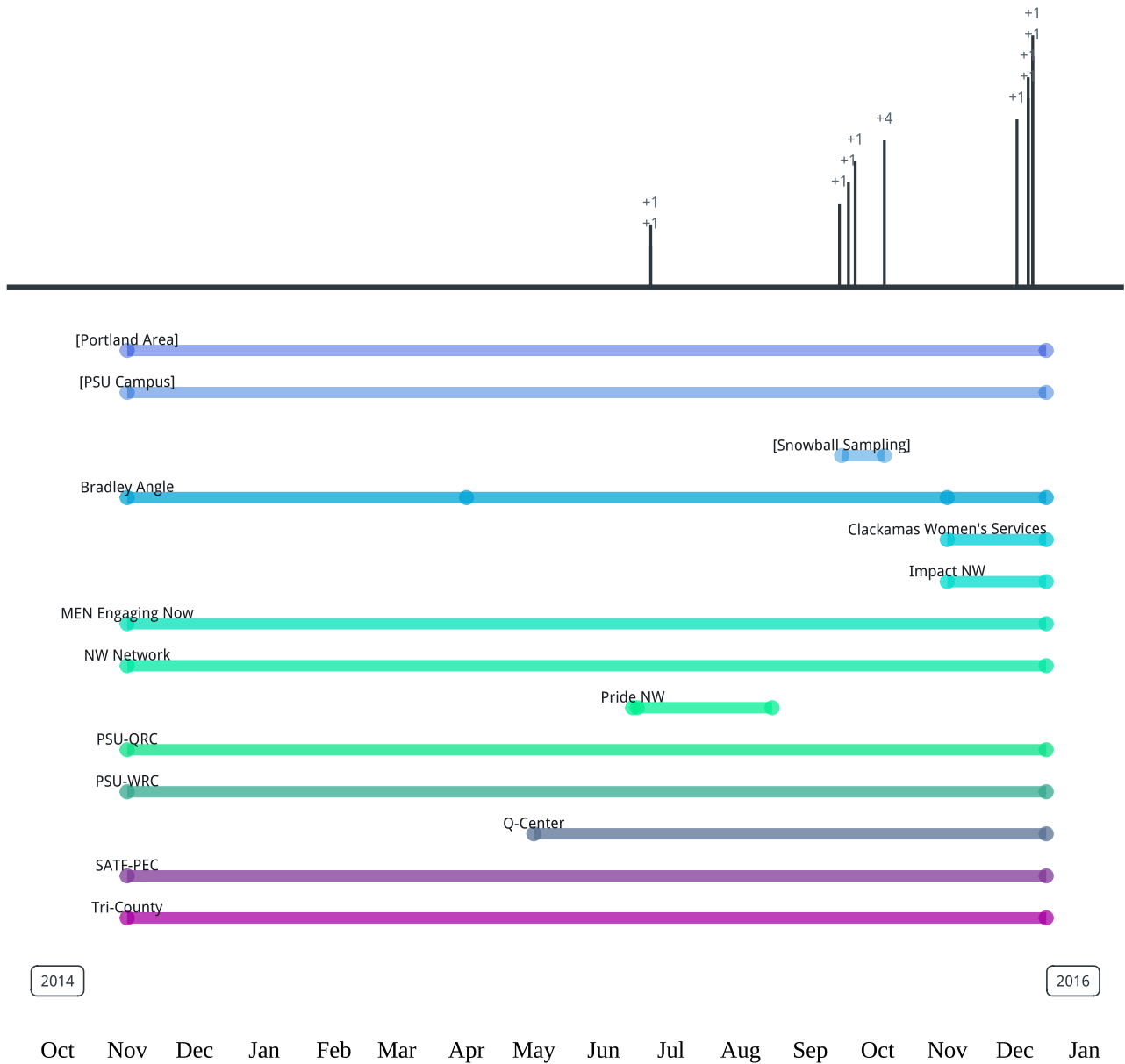


Figure 3: Timeline of Participant Recruitment Efforts

Purposive Sampling Categories

Table 2: Participant Eligibility Criteria from Initial Focus Groups Design

Participant Category	Eligible Participant Characteristics
All	Identifies as female and/or goes by her/hers/she pronouns on a regular basis.
1	SMW ^a – Currently single
2	SMW – In romantic relationship
3	SMW – In romantic relationship – and FSSIPV-P ^b
4	SMW – In romantic relationship – and FSSIPV-V ^c

Note:

^a SMW = Sexual minority women ^b FSSIPV-P = Female same-sex intimate partner violence – perpetration ^c FSSIPV-V = Female same-sex intimate partner violence – victimization.

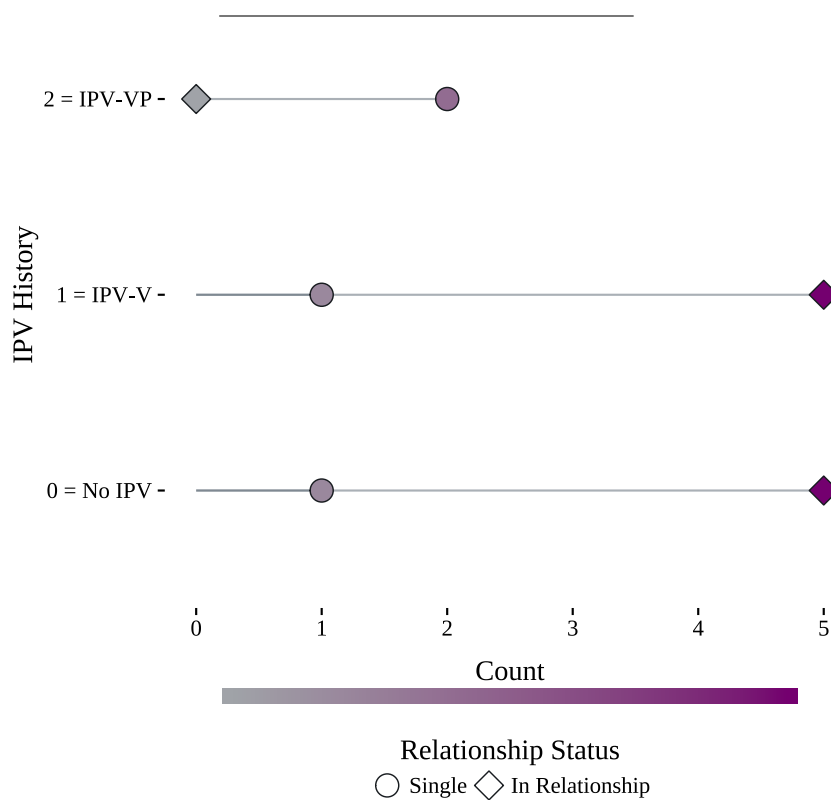


Figure 4: Participant Categories

¹ 'IPV-V' = Intimate Partner Violence (IPV) Victimization.

² 'IPV-VP' = IPV-Victimization & IPV-Perpetration.

Participant Descriptives

Table 3: Sample Characteristics

Descriptive Variable	N_{group}	%*
Participation Type		
Focus Group	4	29%
One on One	10	71%
Participant Category		
In Relationship/IPV-V ¹	1	7%
In Relationship/IPV-VP ²	2	14%
In Relationship/No IPV	6	43%
Single/IPV-V	1	7%
Single/IPV-VP ¹	3	21%
Single/No IPV ²	1	7%
Race		
Multiracial	6	43%
White	8	57%
Race - Multiracial Identity		
Black/Indigenous/Hullah	1	7%
Black/Multiracial	1	7%
Mestiza	1	7%
Mixed	1	7%
Non-White/Native American/Middle-Eastern	1	7%
White/Alaska-Native	1	7%
Preferred Pronouns		
Her/Hers/She	11	79%
She or They	2	14%
They/Them/Theirs	1	7%
Sexual Orientation		
Bisexual	4	29%
Gay	1	7%
Lesbian	5	36%
Queer	3	21%
Other	1	7%

* $N_{total} = 14$

Interview & Focus Group Protocols

SETTINGS AND LOGISTICS: ONE-ON-ONE INTERVIEWS. All one-on-one interviews were conducted in a small meeting space located in the Psychology Department at Portland State University. This meeting space, the Edith Sullivan Memorial Library, is semi-private with the only entrance consisting of two glass doors facing the Psychology Department lobby, which were closed to respect participants' privacy and to reduce the amount of sound coming into the room from the outside, and a single stained-glass window facing the outside. I chose this setting for both its convenient location, as well as the relatively less sterilized, more welcoming atmosphere of the room relative to the typical meeting space available in a university setting. I provided each one-on-one participant with information about the interview location and made sure this location was convenient and accessible to them for the chosen interview time at least 24 hours prior to each interview. One-on-one interview participants were also informed that the interview was expected to last approximately one hour and that they would be compensated for their time with \$15 gift-cards to their choosing of either Powell's Books or Fred Meyer, as well as \$5 in cash to help with transportation costs. One-on-one interviews lasted an average of $M = 0.76$ hours (i.e., approximately 45 minutes) each ($SD = 0.16$ hours, or 9 minutes).

SETTINGS AND LOGISTICS: FOCUS GROUP. The first two participants recruited for the focus group offered to provide their home as a space to hold the focus group, which I agreed to as this setting seemed would be the most comfortable for all of the individuals recruited for the focus group. We also decided to organize the focus group meeting as a Sunday brunch to further facilitate a comfortable setting for the group. Thus, the full focus group meeting lasted approximately three hours; however, approximately half of that time was spent in conversation about food and everyone getting acquainted with each other or catching up after having not seen one another for some time. The actual focus group began about an hour into the brunch meeting and lasted approximately 1.5 hours. At the end of each interview, I asked each participant to complete a brief 8-item questionnaire primarily assessing demographic information, with two questions at the end of the survey asking participants (a) why they participated in the study and (b) if they would be interested in participating in a second interview or focus group. While each participant completed the post-interview/post-focus group survey, I placed the gift-card and \$5 cash compensation in a card, along with a wallet-sized contact card

containing the names of IPV-specific organizations in the Portland area (e.g., Bradley Angle’s LGBTQ Program, Portland Women’s Crisis Line, etc.), a couple of wallet-sized flyers, and one of my business cards. I also hand-wrote a short “Thank you” note on each card containing these materials and explained each item to each participant once she was finished with the post-interview /focus group survey.

INTERVIEW AND FOCUS GROUP CONTENT. This study was designed as primarily exploratory in its intent, with specific attention given to participants’ perspectives regarding the influence of gender role adherence, gender role stress, and minority stress on the lives of sexual minority women. The moderating guides (see Appendices A and B) were both designed to allow for an exploration of how gender stereotypes typically ascribed to sexual minority women impact their day-to-day experiences of minority stress, their same-sex romantic relationships, and their potential experiences of FSSIPV victimization and perpetration. In order to do this, the one-on-one interviews and the focus group conducted for this study were intentionally semi-structured in design with questions that guided participants to consider their experiences with gender-relevant topics while allowing the conversations to flow according to the participants’ perspectives on the topics, rather than being led step-by-step through each of the constructs of interest for this study.

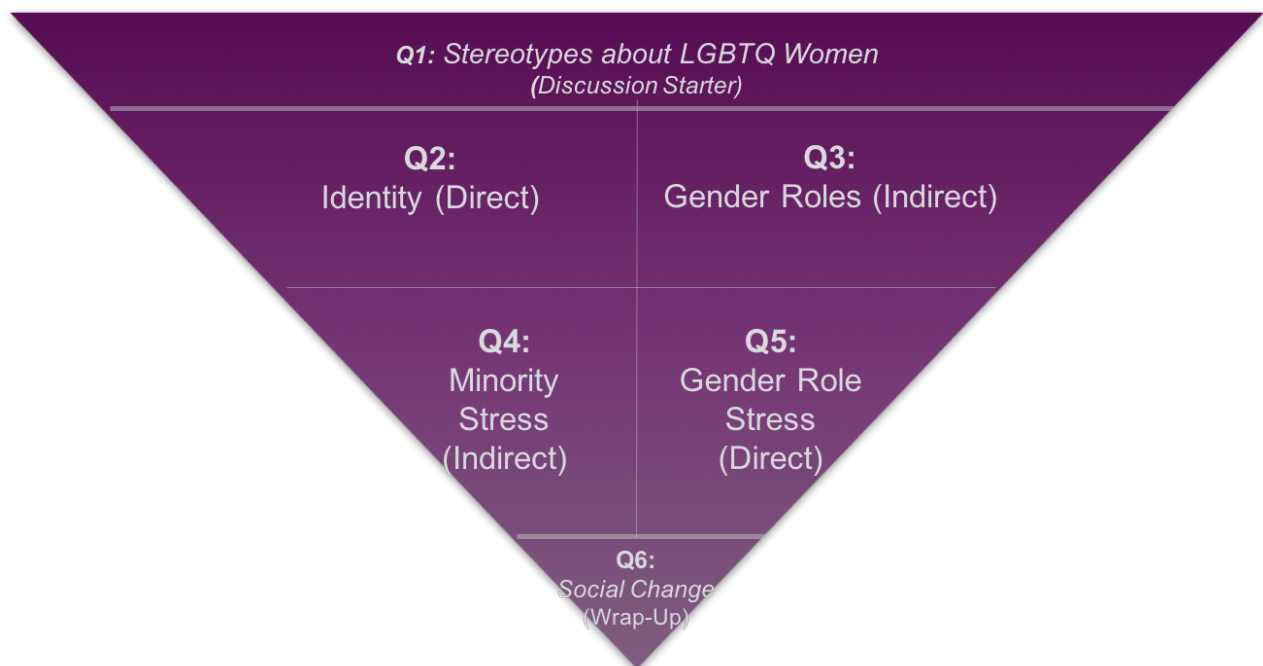


Figure 5: Reverse-Funnel Design (Morgan, 1996b) for Interview and Focus Group Guides.

Focus Group Guide

Q1 - GETTING ACQUAINTED & INTRODUCTORY ACTIVITY

Why don't we start by having everyone introduce themselves with their names, how they found out about today's group [e.g., a flyer at the QRC], and one-to-two words that best describe your gender identity.

Now that we have gotten a little more acquainted with each other, I am interested in hearing about your experiences with stereotypes related to your sexual and gender identities. So first, I'd like for you to think about some of the stereotypes you have heard of related to lesbian, bisexual, and queer women.

To *START*, take one of the note cards from the stack on the table and write down as many of these stereotypes you can think of. Try using only one or two words for each of the stereotypes, because we are going to list what you write down on the easel pad. Keep in mind that these are stereotypes you have heard of and we are not assuming anything about whether or not you endorse these stereotypes as truths.

AFTER 2-3 MINUTES, tell participants to wrap-up their writing and to start listing, out loud, the stereotypes they came up with, in popcorn style, and record their responses on the easel pad using as many pages as necessary.

Q2 - CUED DISCUSSION STARTER

What do you all think about these stereotypes and their influence on your lives and identities?

Q3 - CUED DISCUSSION STARTER

Now that we have this list, what are your thoughts about some of these stereotypes? Which ones seem to be pretty accurate or inaccurate and why?

PROMPT for details and specific stories when applicable.

Q4 - INDIRECT GENDER ROLE CUES

(if not brought up organically via Questions 1 & 2): What are some ways you feel your gender identity and gender expression(s) have influenced your day-to-day life?

Q5 - INDIRECT GENDER ROLE CUES

What are some of the ways this influence has been a positive aspect of your life?

How about less positive or negative ways this has influenced your life?

Q6 - SEMI-DIRECT GENDER ROLE CUES

How has your sexual orientation influenced your gender identity?

What are some ways that these influences have been difficult or caused problems in your life?

PROMPT for terms like 'stress' and 'strain' if they have not come up yet.

Q7 - WRAP-UP

Why don't we try to think of ways that those difficulties could be eliminated: could each of you think of, and share, one or two things that could reduce those difficulties?

One-on-One Interview Guide

INTRODUCTORY ACTIVITY

I am interested in hearing about your experiences with stereotypes related to your sexual and gender identity. So first, I'd like for you to think about some of the stereotypes you have heard of related to lesbian, bisexual, and queer women.

To start, take one of the note cards from the stack on the table and write down as many of these stereotypes you can think of.

In the interest of time, try using only one or two words for each of the stereotypes.
Keep in mind that these are stereotypes you have heard of and I am not assuming anything about whether or not you endorse these stereotypes as truths.

AFTER 2-3 MINUTES, ask participant to wrap-up her writing and continue with the interview:

Q1 - STEREOTYPES

What do you think about these stereotypes?

Which ones seem to be pretty accurate?

Why?

Which ones seem to be pretty inaccurate?

Why?

How have these stereotypes influenced, or not influenced, your life?

PROMPT for details and specific stories when applicable.

Q2 - IDENTITY

How have the stereotypes you wrote down influenced, or not influenced, your identity?

What comes to mind when I say your identity?

If you had to choose 5 words that best describe your identity, what would those be?

HELPER CUE, IF NECESSARY: *For example, the five words I might choose to describe my own identity are woman, queer, lesbian, white, and researcher.*

ONCE RESPONDENT LISTS HER 5 WORDS, ASK:

Are there any words that you did not include that also describe your identity?

(IF YES) What are they?

How did you choose which words to include in your list of 5 and which words not to include?

What criteria, if any, did you use to determine which words to keep and which to exclude?

Did you feel that deciding which words to include was difficult?

(IF YES) How was it difficult?

(IF NO) How was it not difficult?

How would you describe your gender identity?

What do you think of when I say gender identity?

How would you describe your gender expression?

What do you think of when I say gender expression?

Q3 - GENDER ROLES

What are some ways you feel your *gender identity* and *gender expression(s)* have influenced your day-to-day life?

What are some of the ways this influence has been a positive aspect of your life?

How about less positive, or negative, ways this has influenced your life?

PROMPT *for terms like role(s), and perform, performance if they do not come up.*

Q4 GENDER ROLE STRESS & MINORITY STRESS

How has your sexual orientation influenced your *gender identity* and *gender expression(s)*, or the other way around'?

What are some of the ways, if any, this influence has been positive for you?

What are some ways, if any, that these influences have been difficult or caused problems in your life?

PROMPT *for terms like stress, anxiety, and strain if they do not come up.*

Q5 - WRAP-UP

Could you think of, and share with me, some ways that these difficulties and problems could be reduced or avoided?

If participant did not name any difficulties or problems, ask:

In your experience, what do you think has helped lessen or prevent any negative experiences or issues stemming from the influence of your sexual orientation on your gender identity and gender expression(s)?

Data Analysis

GROUNDING THEORY APPROACH: SYSTEMATIC QUALITATIVE DATA ANALYSIS (QDA). An inductive thematic analysis was conducted to address the first research question (RQ-1). The analysis process consisted of three phases based in *Grounded Theory (GT) methods*¹¹:

¹¹ (Charmaz, 2014)

1. Open-Coding
2. Focused-Coding
3. Axial-Coding

1st-phase QDA: Open-coding

All interview transcripts for this study, including the focus group, were instead initially segmented according to the four overarching constructs reflected in the focus group and one-on-one interview questions.

CONSTRUCT CATEGORIES ('CCs'):

1. *The influence of stereotypes related to LGBTQ women*
2. *Identity, gender identity, and gender expression*
3. *Gender roles and gender role adherence*
4. *Gender role stress and sexual minority stress*

This initial segmenting process was done using a *computer assisted qualitative data analysis (CAQDAS)* process using the *RQDA* (Huang, 2014) package developed for use with *R* statistical computing software [(R Core Team, 2016)]. Two of the most common and useful features among the various available CAQDAS software programs, including *RQDA*, are

1. Streamlined data organization functions and processes, and
2. The ability to retrieve and combine segments of data that have been marked with a given code while maintaining linkages between coded segments and the documents from which they originated¹².

¹² (Lewins & Silver, 2009)

Taking advantage of the combination of both of these features in *RQDA*, I was able to combine all responses to each of the interview/focus group questions within each category while maintaining each response's connection with the participant to whom it belonged.

2nd-Phase QDA: Focused-Coding

Guided by GT¹³, I used the indexes developed through my initial analysis to determine those themes. In other words, my second-phase of analysis was more along the lines of what I like to call “code-coding”, and involved me assigning labels, typically theorydriven, to each the open-coding indexes. This “code-coding” process yielded a list of 103 codes occurring within each of the four previously listed construct categories of interest for this study.

¹³ (Charmaz, 2014)

I cross-examined the four code lists to determine were unique to a given construct category’s code list and which codes were common among two, three, and four code lists. Based on this focused hierarchical analysis, the code list was reorganized into the following higherlevel construct categories:

1. *Identity*
2. *Gender*
3. *Minority Stress*
4. *Intersectionality*

Codes that occurred within the original first construct category (i.e., *The influence of stereotypes related to LGBTQ women*) were folded into the Minority Stress category, and codes within the fourth category are those that did not distinctly occur within one of the first three construct categories. Specifically, codes categorized under “Intersectionality” occurred in one of the following construct category combinations representing the three sub-categories under *Intersectionality*:

1. *Minority Stress and Identity*
2. *Minority Stress and Gender*
3. *Minority Stress, Identity, and Gender*

The codes contained within the final codebook were then examined according to their relations among one another, both within and between each code’s respective category or categories.

Final Codebook Categorizations

Table 4: GENDER (G). *Relating to or reflecting either the general concept of gender or the influence of gender or an individuals gender identity on an individuals overall identity an individuals gender identity components of an individuals identity other than gender etc. (e.g. I feel most comfortable hanging out with other women I feel like I am one of the guys I do not really think about my gender or others gender etc.).*

Code ID	Codename
7.	Androgyny
15.	Butch
25.	Cis-gender
39.	Consistency
44.	Culture
46.	Dominant Culture
48.	Equitable Roles
49.	Expression
55.	Female
59.	Fluidity
72.	Gender Role Stress
77.	Gendered Language
93.	Independence
117.	Media-online Forums
127.	Nature over Nurture
145.	Presentation
156.	Roles
183.	Two-spirit
186.	Woman

Table 5: IDENTITY (ID). *An individual's self - defined identity or identity components or characteristics or facets.*

Code ID	Codename
6.	age
13.	Authenticity
33.	Community
50.	External Influence
58.	Feminism
94.	Intellect
108.	LGBTQ History
118.	Media Influence
128.	Others Confusion

Code ID	Codename
135.	Parenting
148.	Priority Identity
150.	Race
162.	Self-perception
163.	Self-presentation
168.	Sexuality
174.	Social Media
182.	Title

Table 6: MINORITY STRESS (MS). *Relating to or reflecting the loss or diminishing of choice regarding how an individual self - defines and expresses their identity or facets of their identity due to having one or multiple marginalized identities.*

Code ID	Codename
1.	Acceptance
2.	Adulthood
34.	Compliance
45.	Day-to-day
47.	Educating Others
73.	Gender Roles
76.	Gendered Clothing
78.	Heteronormativity
81.	Hypersexualized
89.	Identity Work
92.	Inclusion
103.	ipv
133.	Others Reactions
149.	Privilege
160.	Safety
161.	School Experiences
175.	Social Support
177.	Space
181.	Survival
184.	Within Group Oppression
185.	Within Group Stereotyping

Table 7: IDENTITY x GENDER (ID x G). *Relating to or reflecting the notion that individuals identities are comprised of multiple components or dimensions that are neither mutually exclusive nor necessarily distinct from one another but that intersect with one another in various ways.*

Code ID	Codename
16.	Change
37.	Confusion
71.	Gender Role Enforcement
79.	History
88.	Identity Policing
104.	Labels
139.	Personality

Table 8: MINORITY STRESS x GENDER (MS x G). *Intersections among an individuals overall identity or components of an individuals identity and gender.*

Code ID	Codename
11.	Appearance-clothing
14.	Binary
56.	Femininity
106.	LGBTQ Community
111.	Masculinity
125.	Misgendering
157.	Romantic Life
169.	Social Change

Table 9: MINORITY STRESS x IDENTITY (MS x ID). *Intersections among minority stressors and an individuals overall identity or components of an individuals identity.*

Code ID	Codename
35.	Confidence
62.	Gender Expression
109.	Looking the Part
119.	Mental Health
146.	Pressure
152.	Race Identity
153.	Religion
171.	Social Life

Code ID	Codename
179.	Stereotyping

Table 10: MINORITY STRESS x IDENTITY x GENDER (MS x ID x G). *Intersections among minority stressors identity and gender.*

Code ID	Codename
3.	Affect
8.	Appearance
18.	Childhood
22.	Choice
26.	Comfort
29.	Coming out
40.	Context Dependent
51.	Family
66.	Gender Identity
69.	Gender Role Adherence
86.	Identity fit
99.	Intersectionalityx
113.	Media
129.	Others Expectations
136.	Performance
141.	Place
164.	Sexual Orientation
187.	Work

3rd-Phase Inductive Thematic Analysis: Axial Coding

As a third and final analytic phase I conducted an axial coding analysis of the code-list by examining an uncategorized version of the code list resulting from my focused and open coding analyses.

CODE-TO-CODE & CODE-TO-CATEGORY INTERSECTIONS. The table below displays the frequencies of observed code intersections (intersecting codes are separated by “|”) from the axial coding analysis phase (i.e., QDA Phase-3), and the network graphs to the right are visual representations of the code intersections.

Table 11: Axial Coding: Code Intersection Frequencies Greater Than 1

Code Intersection	Frequency
GENDER IDENTITY -x- WOMAN	36
PRIORITY IDENTITY -x- SEXUAL ORIENTATION	25
INTERSECTIONALITY-X -x- WITHIN GROUP OPPRESSION	14
GENDER IDENTITY -x- FEMALE	13
IDENTITY -x- PERSONALITY	12
GENDER EXPRESSION -x- GENDER ROLE STRESS -x- WORK	11
GENDER EXPRESSION -x- WORK	9
IDENTITY -x- IDENTITY	9
GENDER EXPRESSION -x- GENDER IDENTITY	8
INTERSECTIONALITY-X -x- WITHIN GROUP STEREOTYPING	8
ACCEPTANCE -x- BELONGING	6
COMING OUT -x- SOCIAL SUPPORT	6
GENDER IDENTITY -x- FLUIDITY	6
GENDER ROLE STRESS -x- MINORITY STRESS	6
GENDER ROLE STRESS -x- MINORITY STRESS -x- WORK	6

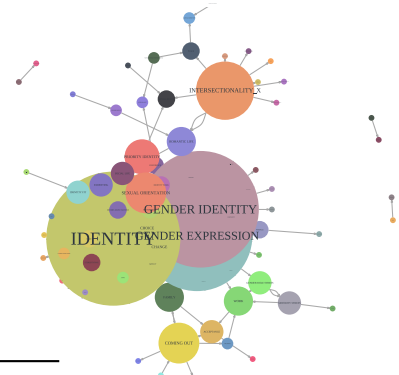


Figure 6: Code to Code Relations

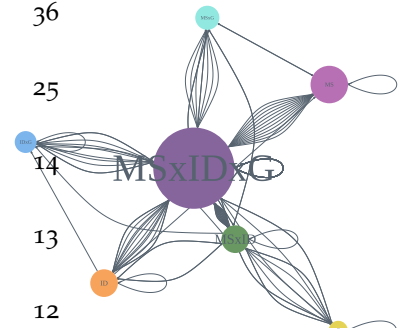


Figure 7: Category to Category Relations

Code Intersection	Frequency
COMING OUT -x- ACCEPTANCE	5
FAMILY -x- COMING OUT	5
GENDER EXPRESSION -x- FEMININITY	5
GENDER EXPRESSION -x- FLUIDITY	5
GENDER EXPRESSION -x- ROMANTIC LIFE	5
IDENTITY -x- TITLE	5
GENDER EXPRESSION -x- ANDROGyny	4
GENDER EXPRESSION -x- PERSONALITY	4
GENDER IDENTITY -x- CIS-GENDER	4
GENDER IDENTITY -x- GENDER EXPRESSION	4
GENDER IDENTITY -x- MASCULINITY	4
IDENTITY -x- GENDER IDENTITY	4
IDENTITY -x- INTELLECT	4
IDENTITY -x- OTHERS EXPECTATIONS	4
IDENTITY -x- RACE	4
INTERSECTIONALITY-X -x- INTERSECTIONAL OPPRESSIONS	4
INTERSECTIONALITY-X -x- INTERSECTIONALITY	4
MEDIA -x- COMMUNITY	4
SOCIAL CHANGE -x- EDUCATING OTHERS	4
TWO-SPIRIT -x- IDENTITY FIT	4
CHILDHOOD -x- GENDER ROLES	3

Code Intersection	Frequency
COMING OUT -x- FAMILY	3
COMING OUT -x- RELIGION -x- WORK	3
CONFIDENCE -x- GENDER EXPRESSION	3
GENDER EXPRESSION -x- CHANGE	3
GENDER EXPRESSION -x- COMFORT	3
GENDER IDENTITY -x- CHOICE	3
GENDER IDENTITY -x- FEMININITY	3
GENDER ROLE ENFORCEMENT -x- PLACE	3
IDENTITY -x- IDENTITY -x- IDENTITY FIT -x- PARENTING	3
IDENTITY -x- OTHERS CONFUSION -x- RACE	3
IDENTITY -x- SEXUAL ORIENTATION	3
IDENTITY -x- SOCIAL LIFE -x- PARENTING	3
INTERSECTIONALITY-X -x- MENTAL HEALTH	3
INTERSECTIONALITY-X -x- PLACE -x- LGBTQ COMMUNITY	3
MISGENDERING -x- MENTAL HEALTH	3
OTHERS EXPECTATIONS -x- IDENTITY WORK	3
PRIORITY IDENTITY -x- PERSONALITY	3
PRIORITY IDENTITY -x- SEXUAL ORIENTATION -x- IDENTITY FIT	3
SURVIVAL -x- COMPLIANCE	3
WORK -x- ACCEPTANCE	3

RQ-1 Findings: Intersectional Model Construct Definitions

Minority stress as a construct within the modified intersectional model is defined as the loss or diminishing of choice regarding how an individual self-defines and expresses their identity, or facets of their identity, due to having one or multiple marginalized identities. Minority stress is further conceptualized as a construct existing within the higher-level category of intersectionality.

Gender role adherence is defined in the intersectional model as an individual's adherence to gender-specific expectations defined according to both the external influence of others' expectations of the individual, as well as the individual's internally-derived gender identity and expression(s).

Gender role stress is defined in the intersectional model as experiences of stress, strain, or internal conflict/confusion in response to situations in which one's internally-derived gender expression(s) deviates from what is externally expected of the individual.

Measures Evaluation Analysis (RQ-2)

Table 12: Gender-Relevant and Violence Assessment Measures

Target Construct	Measure [note]	N_{items}
Gender Identity & Expression	Bem Sex Role Inventory (BSRI)	60
	Gender Expression Measure among Sexual Minority Women (GEMSMW)	15
Gender role adherence	Femininity Ideology Scale (FIS)	45
	Male Role Norms Inventory – Revised (MRNIR)	39
	Social Dominance Orientation Scale (SDO)	16
Gender role stress	Feminine Gender Role Stress Scale (FGRS)	39
	Masculine Gender Role Stress Scale (MGRS)	40
Minority Stress	Lesbian Internalized Homophobia Scale (LIHS)	52
	Outness Inventory (OI)	27
	Stigma Consciousness Questionnaire (SCQ)	20

RQ-2 Findings: Observed Codebook Coverage across Evaluated Measures

Gender Expression (GREX) Measures

1. Bem Sex Role Inventory (BSRI; Bem, 1981)
2. Gender Expression Measure among Sexual Minority Women (GEMSMW; Lehavot, King, & Simoni, 2011)

Table 13: Codebook Coverage per Gender Expression Measure

Measure	N_{items}	Σ_{codes}	$\%_{codebook}$
BSRI	60	17	17%
GEMSMW	15	10	9.7%

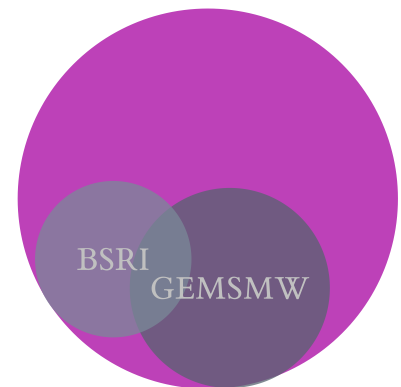


Figure 8: Individual Gender Expression Measures' Codebook Coverage

Table 14: Combined Codebook Coverage for Gender Expression Measures Category

$N_{CodesCovered}$	$\%_{CodebookCovered}$
25	24%



Figure 9: Gender Expression Measures' Combined Codebook Coverage

Gender Role Adherence (GRA) Measures

1. Femininity Ideology Scale (FIS; Levant, Richmond, Cook, House, & Aupont, 2007)
2. Male Role Norms Inventory - Revised (Levant, Hall, & Rankin, 2013; MRNIR; Levant, Rankin, Williams, Hasan, & Smalley, 2010; Levant et al., 2007)
3. Social Dominance Orientation Scale (SDO; Ho et al., 2015)

Table 15: Codebook Coverage per Gender Role Adherence Measure

Measure	N_{items}	Σ_{codes}	$\%_{codebook}$
FIS	44	22	21%
MRNIR	39	13	13%
SDO	16	3	2.9%

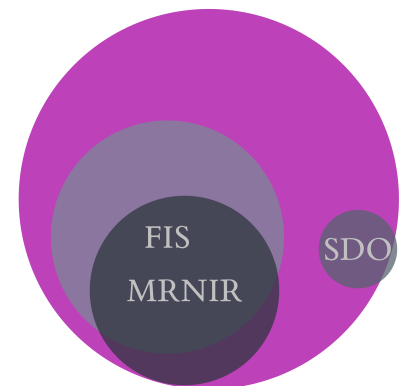


Figure 10: Individual Gender Role Adherence Measures' Codebook Coverage

Table 16: Combined Codebook Coverage for Gender Role Adherence Measures Category

$N_{CodesCovered}$	$\%CodebookCovered$
29	28%



Figure 11: Gender Role Adherence Measures' Combined Codebook Coverage

Gender Role Stress (GRS) Measures

1. Feminine Gender Role Stress Scale (FGRS; Gillespie & Eisler, 1992)
2. Masculine Gender Role Stress Scale (MGRS; Eisler & Skidmore, 1987)

Table 17: Codebook Coverage per Gender Role Stress Measure

Measure	N_{items}	Σ_{codes}	$\%codebook$
FGRS	39	15	15%
MGRS	40	17	17%

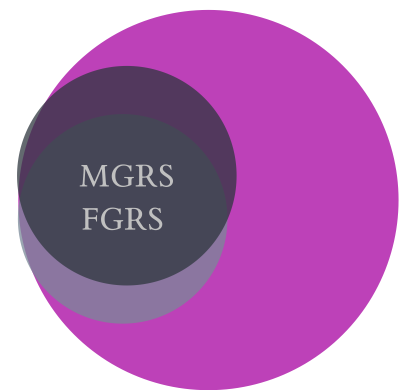


Figure 12: Individual Gender Role Stress Measures' Codebook Coverage

Table 18: Combined Codebook Coverage for Gender Role Stress Measures Category

$N_{CodesCovered}$	$\%CodebookCovered$
21	20%

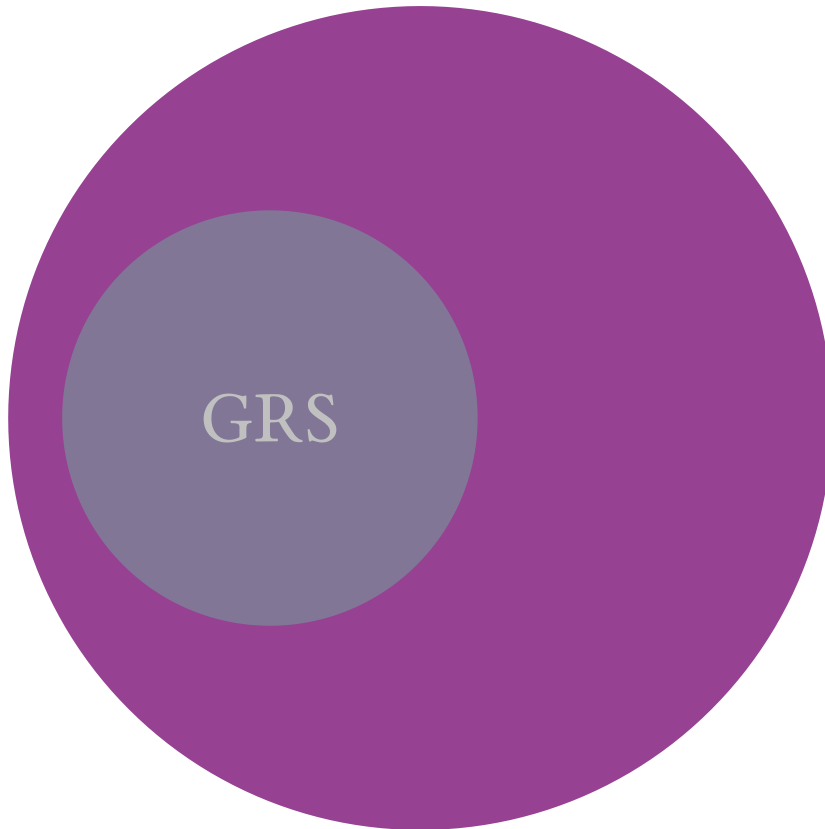


Figure 13: Gender Role Stress Measures' Combined Codebook Coverage

Minority Stress (MS) Measures

1. Lesbian Internalized Homophobia Scale (LIHS; Szymanski & Chung, 2008)
2. Outness Inventory (OI; Mohr & Fassinger, 2000)
3. Stigma Consciousness Questionnaire (SCQ; Pinel, 1999)

Table 19: Codebook Coverage per Minority Stress Measure

Measure	N_{items}	Σ_{codes}	$\%codebook$
LIHS	52	32	31%

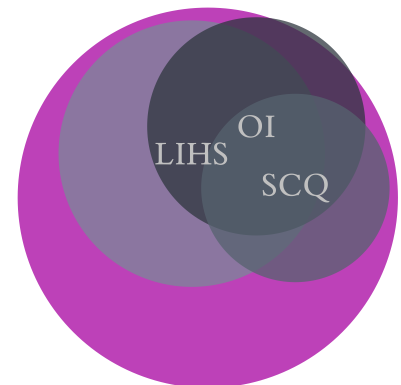


Figure 14: Individual Minority Stress Measures' Codebook Coverage

Measure	N_{items}	Σ_{codes}	$\%_{codebook}$
OI	27	18	17%
SCQ	20	14	14%

Table 20: Combined Codebook Coverage for Minority Stress Category

$N_{CodesCovered}$	$\%_{CodebookCovered}$
44	43%

Table 21: Combined Codebook Coverage for ALL MEASURES

$N_{CodesCovered}$	$\%_{CodebookCovered}$
46	45%

Table 22: Codes not Covered by Any of the Evaluated Measures
 ($n_{notcododed} = 42$)

CID	CodeName
2	extsc{Adulthood}
7	extsc{Androgyny}
14	extsc{Binary}
25	extsc{Cisgender}
39	extsc{Consistency}
40	extsc{Context-Dependent}
44	extsc{Culture}
45	extsc{Day-to-Day}
47	extsc{Educating Others}
50	extsc{External Influence}
59	extsc{Fluidity}
66	extsc{Gender Identity}
77	extsc{Gendered Language}
79	extsc{History}
81	extsc{Hypersexualized}
89	extsc{Identity Work}

CID	CodeName
95	extsc{Intersectionality}
99	extsc{Intersectionality-X}
103	extsc{IPV}
104	extsc{Labels}
117	extsc{Media Online Forums}
118	extsc{Media Influence}
119	extsc{Mental Health}
125	extsc{Misgendering}
128	extsc{Others Confusion}
136	extsc{Performance}
141	extsc{Place}
145	extsc{Presentation}
146	extsc{Pressure}
148	extsc{Priority Identity}
149	extsc{Privilege}
150	extsc{Race}
152	extsc{Race Identity}
161	extsc{School Experiences}
163	extsc{Self-Presentation}
169	extsc{Social Change}
174	extsc{Social Media}
177	extsc{Space}
181	extsc{Survival}
182	extsc{Title}
183	extsc{Two-Spirit}
184	extsc{Within-Group Oppression}

Table 23: Inter-Rater Reliability: Kappa Statistic Calculated for each Measure’s Codebook Application

Category	Measure	Kappa
Gender Expression	1. BSRI	0.49
	2. GEMSMW	0.42
Gender Role Adherence	3. FIS	0.67
	4. MRNIR	0.41
	5. SDO	0.39
Gender Role Stress	6. FGRS	0.69
	7. MGRS	0.46
Minority Stress	8. LIHS	0.48
	9. OI	0.48

Category	Measure	Kappa
	10. SCQ	0.50

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¹⁴ **Note:** This document was created using *R-v3.3.1* (R Core Team, 2016), and the following *R-packages*: *base-v3.3*. (R Core Team, 2016), *bibtex-v0.4*. (Francois, 2014), *car-v2.1*. (Fox & Weisberg, 2011), *dplyr-v0.5*. (Wickham & Francois, 2015), *DT-v0.2*. (Xie, 2015a), *extrafont-v0.17*. (Chang, 2014), *ggplot2-v2.1*. (Wickham, 2009), *igraph-v1.0*. (Csardi & Nepusz, 2006), *knitcitations-v1.0*. (Boettiger, 2015), *knitr-v1.14*. (Xie, 2015b), *pander-v0.6*. (Daroczi & Tsegelskyi, 2015), *papaja-v0.1*. (Aust & Barth, 2015), *plyr-v1.8*. (Wickham, 2011), *psych-v1.6*. (Revelle, 2015), *rmarkdown-v1.1*. (J. Allaire et al., 2016), *scales-v0.4*. (Wickham, 2016b), *tidyr-v0.6*. (Wickham, 2016c), *ggthemes-v3.2*. (Arnold, 2016), *gtable-v0.2*. (Wickham, 2016a), *kableExtra-v0.0*. (Zhu, 2016), *pathdiagram-v0.1*. (Sanchez, 2013), *shape-v1.4*. (Soetaert, 2014), *tufte-v0.2*. (Xie & Allaire, 2016), *gdata-v2.17*. (Warnes et al., 2015), *descr-v1.1*. (Aquino, 2016), *Formula-v1.2*. (Zeileis & Croissant, 2010), *Hmisc-v3.17*. (Harrell Jr, Charles Dupont, & others., 2016), *irr-v0.84*. (Gamer, Lemon, & Singh, 2012), *lattice-v0.20*. (Sarkar, 2008), *lpSolve-v5.6*. (Berkelaar & others, 2015), *rJava-v0.9*. (Urbanek, 2016), *devtools-v1.12*. (Wickham & Chang, 2016), *futile.logger-v1.4*. (Rowe, 2015), *VennDiagram-v1.6*. (H. Chen, 2016), *venneuler-v1.1*. (Wilkinson, 2011), *bookdown-v0.1*. (Xie, 2016), *highlight-v0.4*. (Francois, 2015), *sysfonts-v0.5*. (Qiu & others, 2015), and *showtext-v0.4*. (Qiu, 2015)

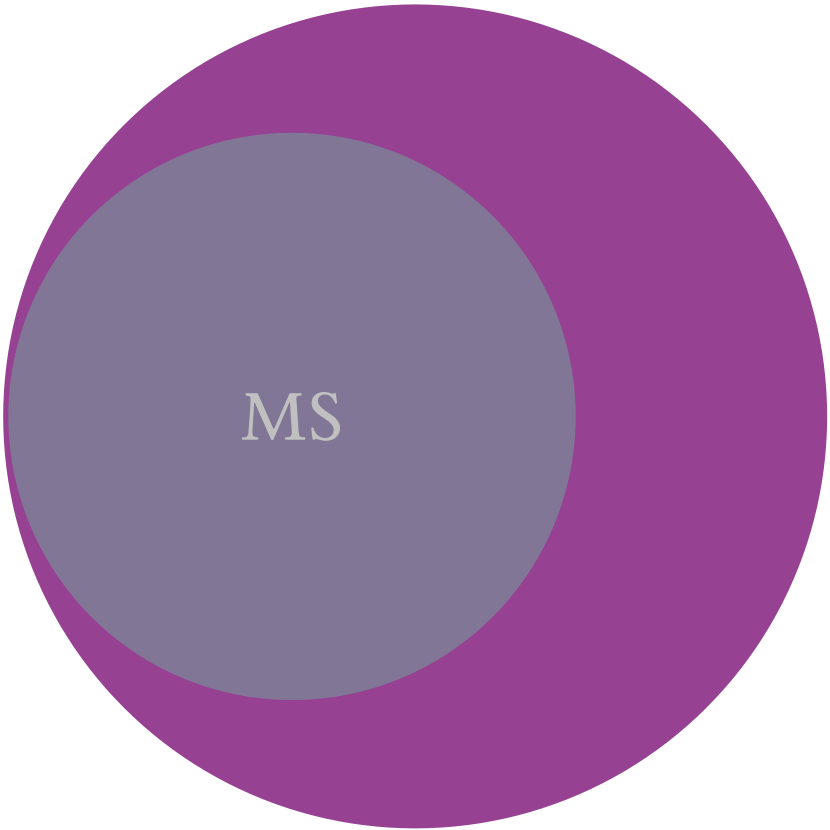


Figure 15: Minority Stress Measures' Combined Codebook Coverage

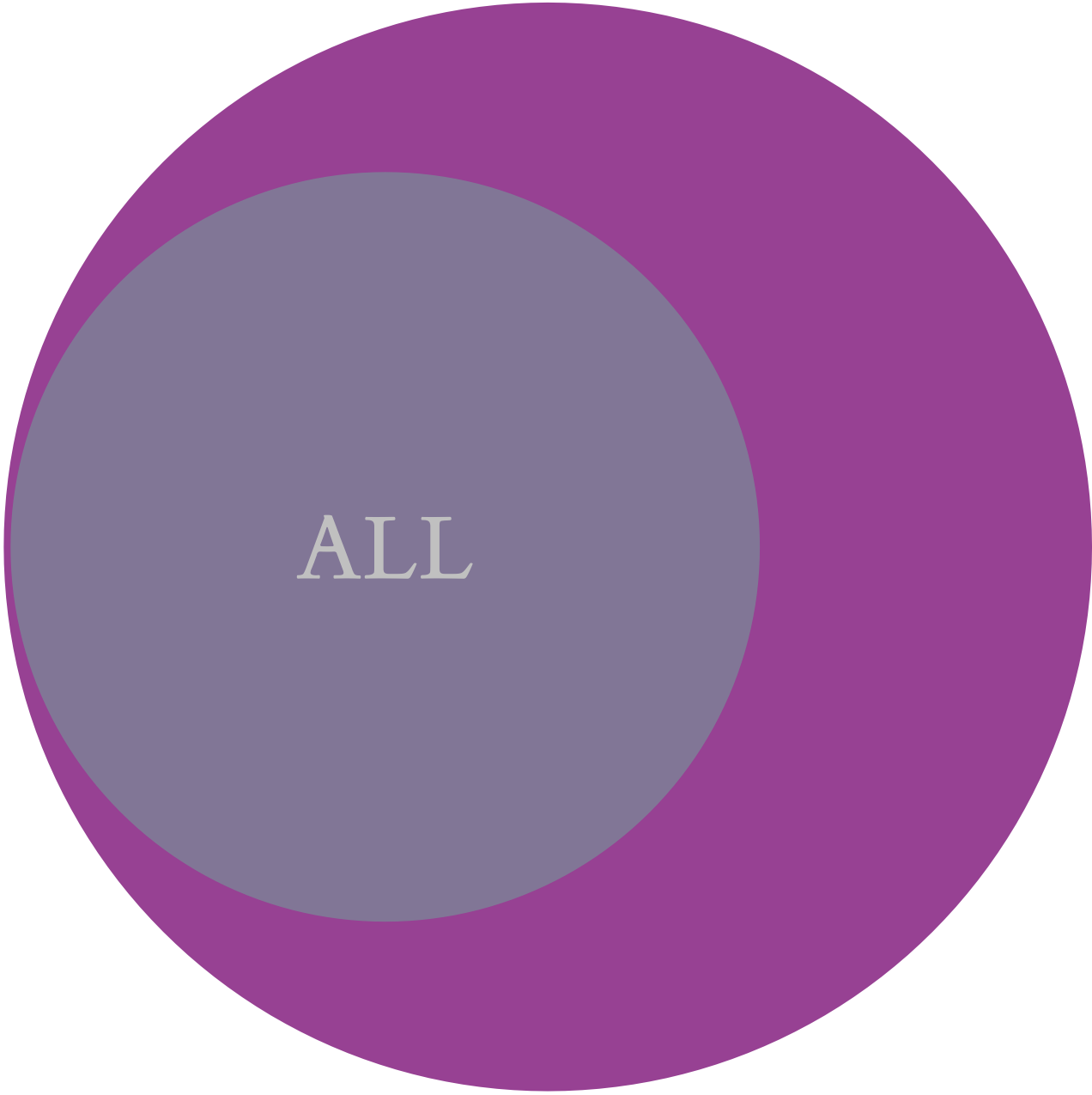


Figure 16: Combined Codebook Coverage for All Measures

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