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THE INTERPERSONAL LIVES OF YOUNG ADULT WOMEN:

A STUDY OF PASSIONATE FRIENDSHIP

by

Jenna Ann Glover

A dissertation submitted in partial fulfillment  
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Psychology

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Logan, Utah

2009

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## ABSTRACT

The Interpersonal Lives of Women: A Study of  
Passionate Friendship Among Women

by

Jenna Ann Glover, Doctor of Philosophy

Utah State University, 2009

Major Professor: Dr. Renee V. Galliher  
Department of Psychology

This study was designed to further understand passionate friendships in a sample of heterosexual and lesbian, bisexual, and questioning (LBQ) women. Previous research has established that LBQ women engage in same-sex passionate friendships (unusually intense friendships that are similar to romantic relationships but devoid of sexual intimacy), but no systematic classification system has been established to identify these relationships in a general sample of women. A new quantitative measure, the Passionate Friendship Survey, was developed to measure passionate friendship experiences in women across adolescence and young adulthood. Qualitative interviews were also conducted to understand the subjective experience of passionate friendships in heterosexual and LBQ women.

Passionate friendships are present in both heterosexual and LBQ women during adolescence and young adulthood, but are developmentally more likely to occur during adolescence and are correlated to more positive outcomes during adolescence compared

to young adulthood. Passionate friendships also appear to serve different functions related to exploration and integration of sexual orientation for LBQ compared to heterosexual women. Characteristics, correlates, and functions of passionate friendship are presented as well as recommendations for future research in this area.

(171 pages)

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All I can do is laugh and say thank you as I think of my friends and colleagues who have traveled on this journey with me. You helped me find my perspective and humanistic orientation throughout this process! Also, thank you to my amazing friends outside of school for caring and listening to me talk about my work, and for always being excited and supportive during this process. It has meant more than each of you could know.

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Jenna Ann Glover





APPENDICES . . . . .	135
Appendix A: Recruitment Letter and Consent Form for Quantitative Study . . . . .	136
Appendix B: Measures . . . . .	140
Appendix C: Consent Form for Qualitative Study . . . . .	148
Appendix D: Semistructured Interview . . . . .	151
CURRICULUM VITAE . . . . .	153

## LIST OF TABLES

Table		Page
1	Principal Axis Factoring of Passionate Friendship Survey Adolescent Friendships . . . . .	45
2	Principal Axis Factoring Three-Factor Solution of Passionate Friendship Survey Adolescent Friendships . . . . .	47
3	Principal Axis Factoring of Passionate Friendship Survey Current Friendships . . . . .	49
4	Principal Axis Factoring Three-Factor Solution of Passionate Friendships Survey Current Friendships . . . . .	51
5	Means, Standard Deviations, and Alphas for Passionate and Nonpassionate Friends on the Passionate Friendship Survey Subscale, Jealousy Items, and Total Score ( $N = 229$ ) . . . . .	53
6	Dependent-Samples $t$ Tests Comparing Adolescent and Current Friends on the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( $N = 226$ ) . . . . .	55
7	Means and Standard Deviations for Passionate and Nonpassionate Friends on the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( $N = 229$ ) . . . . .	56
8	Two-Way Contingency Tables Statistical Results for Characteristics With Passionate and Nonpassionate Friendship for Adolescent Friendship ( $N = 230$ ) . . . . .	57
9	Independent-Sample $t$ Tests Comparing Sexual Orientation Groups on Adolescent Scores of the Passionate Friendship Subscales, Jealousy Items, and Total Score ( $N = 223$ ) . . . . .	59
10	Independent-Samples $t$ Tests Comparing LDS Versus non-LDS Individuals on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( $N = 234$ ) . . . . .	60
11	Independent-Sample $t$ Tests Comparing Infrequent and Frequent Daters on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( $N = 230$ ) . . . . .	62

Table	Page
12	Independent-Samples <i>t</i> Tests Comparing Those in Infrequent and Frequent Romantic Relationships on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( <i>N</i> = 230) . . . . . 62
13	Correlations Among Adolescent Friendship Scores and Relational Equity and Age of Participant and Friend at Onset of Friendship ( <i>N</i> = 231) . . . . . 63
14	Means and Standard Deviations for Friendship Status Categories on Passionate Friendship Characteristics for Adolescent Friend ( <i>N</i> = 230) .. . . . 64
15	Two-Way Contingency Tables Statistical Results for Characteristics With Passionate and Nonpassionate Friendship for Current Friendships ( <i>N</i> = 226) . . . . . 66
16	Independent-Samples <i>t</i> Tests Comparing Sexual Orientation Groups on Current Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( <i>N</i> = 221) . . . . . 68
17	Independent-Samples <i>t</i> Tests Comparing LDS Versus non-LDS Individuals on Current Status of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( <i>N</i> = 222) . . . . . 68
18	Independent-Samples <i>t</i> Tests Comparing Infrequent and Frequent Daters on Current Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( <i>N</i> = 226) . . . . . 70
19	Independent-Samples <i>t</i> Tests Comparing Infrequent and Frequent Romantic Relationships on Current Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score ( <i>N</i> = 225) . . . . . 70
20	Correlations for Current Friendship Scores and Relational Equity and Age of Participants and Friend at Onset of Friendship ( <i>N</i> = 225) . . . 72
21	Means and Standard Deviations for Current Relationship Status on Relational and Self-Esteem Outcomes ( <i>N</i> = 215) .. . . . 72
22	Independent-Samples <i>t</i> Tests Comparing Passionate and Nonpassionate Friends on Relational and Self-Esteem Outcomes ( <i>N</i> = 220) . . . . . 75

Table		Page
23	Correlations for Adolescent Reports on the Passionate Friendship Surveys and Self-Esteem and Relational Outcomes ( $N = 223$ ) . . . . .	75
24	Correlations for Current Reports on the Passionate Friendship Surveys and Self-Esteem and Relational Outcomes ( $N = 226$ ) . . . . .	76
25	Participant Profiles ( $N = 6$ ) . . . . .	77

## CHAPTER I

### INTRODUCTION

Women engage in a variety of interpersonal relationships throughout their lifetimes. Among the types of relationships most commonly addressed in psychological research and theory are friendships and romantic relationships, both of which serve as meaningful interpersonal connections vital to development (e.g., Fehr, 2000; Sternberg, 1986). Friendship theories posit that friendship is a voluntary relationship engaged in for reward, benefit, balance, and support (Fehr). Gender differences exist in friendship development, making friendship experiences different for women and men. For example women are more intimate and communal in their same-sex friendships than men (Roseneil, 2006). Thus, friendship for women offers a secure and intimate support system. In addition to friendships, romantic relationships are also important in women's interpersonal lives. Romantic relationships are similar to friendships in many ways but are commonly set apart by sexual desire and behavior (Regan & Berscheid, 1999). Because women are inclined to seek more intimate interpersonal relationships, romantic relationships are a vehicle by which many of these intimacy needs can be fulfilled, and research demonstrates that emotional, interpersonal, and physical intimacy are often rated as more important to women than men (Hendrick & Hendrick, 2006). As such, women are more likely than men to emphasize affection, passion, and interpersonal development (Hendrick & Hendrick, 1995). These characteristics are not only important features of female romantic relationship development but also provide positive outcomes, including

physical and mental health benefits, for women engaged in these types of supportive romantic relationships (Hendrick & Hendrick, 2006).

Overall, both friendships and romantic relationships have rich theoretical histories and documented positive outcomes. These theoretical and empirical literatures provide detail about the purpose, function, and development of friendships and romantic relationships; as well as identifying important gender differences in both friendship and romantic relationships, with women often seeking more intimate connections. However, beyond the information these provide about women's interpersonal lives, an important third type of relationship has gone unnoticed. Despite the reasonable conceptual separation between friendship and romantic relationships, women's relationships often do not fall so neatly within these different categories (Diamond, 2002).

Relationships that do not easily fit within the categories of friendship or romantic relationship are those that appear as friendships on the surface and are devoid of sexual intimacy, yet mimic several aspects of romantic relationships. These relationships fall in the ambiguous gap between friendship and romantic relationships, and have come to be acknowledged as passionate friendship. These relationships enjoy a long documented history illustrated by several literary examples and historical studies, but until recent years have been rarely attended to by social scientists. Most recently, recognition of these passionate friendships has emerged in research with lesbian, bisexual, and women questioning their sexual orientation (LBQ), and this literature has relied predominantly on qualitative methodology to enhance understanding of this type of relationship (Diamond, 2000a). The initial findings demonstrate some of the characteristics and prevalence of these relationships. These characteristics include relatively intense

affectional behaviors (e.g., hand holding, eye gazing), relational preoccupation and possessiveness, and relational intensity (e.g., inseparability). This has provided a basis for further examination; however, the generalizability of these relationships to women's interpersonal development in general remains limited based on the specific sample of LBQ women and use of only qualitative methodology.

The purpose of the current study was to address this gap in the research by examining passionate friendships in a sample of both heterosexual and LBQ women. The literature review provides a brief overview of friendship and romantic relationship theory and formation. Additionally, although the literature examining important psychosocial correlates of romantic relationship and friendship involvement is extraordinarily broad, the current literature review specifically focused on the correlates of self-esteem and relational satisfaction/competence in friendships and romantic relationships. One goal of the current study was to examine differences between passionate and nonpassionate friendships with regard to these important psychosocial variables. This study also enhances the current body of literature by using both quantitative and qualitative methodology. While quantitative research provides more objective, generalizable outcomes, qualitative research provides a unique insight into social phenomena from the perspectives of those involved by seeking a more in-depth understanding of how these women understand their friendships (Glesne, 2006). The purpose and rationale for such an approach comes from the benefits of convergence between different types of data gathering that measure similar but different facets of a phenomenon to enhance overall understanding of the construct (Sydenstricker-Neto, 2006). As there is limited previous research regarding passionate friendship, it is suggested that both qualitative interviews

and quantitative questionnaires are warranted to further understanding in this area.

The current study employed both methodologies described above to identify characteristics, prevalence, and contexts of passionate friendships among a mixed sample of women recruited from both a general college student population and gay, lesbian, bisexual, transgender (GLBT) community organizations. A young adult population was selected because it has been theorized that passionate friendships are most likely to occur between early adolescence and early adulthood (Diamond, 2000a). Past research in this area has only utilized LBQ populations in this age range, therefore to gain a more complete picture the current study expanded the sample to both LBQ and heterosexual women. Further, to gain more knowledge about the function and influence of passionate friendship, psychosocial measurements of self-esteem and relational functioning were assessed both through quantitative surveys and qualitative interviews. Taken together, this approach helped construct a picture of the current status and function of passionate friendship in women.



## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature is divided into three sections addressing the interpersonal development of women: (a) an overview of theories and research on friendship, (b) a review of theories and research on romantic relationships, and (c) an examination of the history of passionate friendship and the current climate of these relationships through the lenses of popular culture and scientific research.

#### Friendship

There are varying definitions of friendship, and no universally accepted characterization seems to exist among either laypersons or experts. Friendship is perhaps the most unique, fluid, and ubiquitous type of relationship in which we engage throughout the lifespan (Tesch, 1983). Despite the difficulty of arriving at a conceptually consistent definition of friendship, social scientists have most specifically emphasized the notion that friendships are voluntary and without social or contractual regulation (Fehr, 1996; Hays, 1988; Rawlines, 1992). Other common characteristics included as being important to friendship are support, trust, intimacy, loyalty, and affection (Fehr, 2000; La Gaipa, 1977). For the past several decades the importance of friendship as a meaningful and necessary relationship in people's lives has been recognized, and from that body of literature different theories of friendship development and formation have emerged, as well as studies identifying the correlates and benefits of friendship.

### *Theories of Friendship*

A great deal of research has attempted to describe the development, characteristics, maintenance, and outcomes of friendship, but far less attention has been focused on the formation of friendship theories. Because of the lack of theory specific to friendship development, social scientists have depended on existing theories from developmental and social psychology and applied these to friendship, resulting in three primary theoretical perspectives.

*Reinforcement theory.* Byrne and Clore (1970) and Lott and Lott (1974) were among the first to apply reinforcement learning theories to friendship. The basic tenants of this approach suggest that we are attracted to and develop friendships with those who provide rewards. Early support for this theory was provided by a classic study showing that people are attracted to others on the basis of perceiving an associated reward. Lott and Lott (1961) grouped children into three-person groups to play a game. The experimental groups received candy while playing, while the control groups did not. At the conclusion of these group sessions, children were asked to identify a friend they would like to select to accompany them on a family vacation. Children who had been in the group receiving a spontaneous reward were more likely to name a fellow group member than children in the control group.

In reinforcement theory, the reward can also be intrinsic in nature, such as the perception of being agreed with or sharing common beliefs or attitudes. It is important to note that *perception* of these commonalities is the key component in terms of a reinforcing experience and is not dependant on actual alignment. In a study of 90 undergraduates, participants whose self-ratings indicated that they had similar beliefs as a

friend rated their friendship satisfaction higher than those who did not; however, these ratings did not necessarily match friends' self-ratings and were rather a *perceived* belief in a friend's similarity to the self (Morry, 2003).

*Cognitive consistency theories.* Newcomb (1961) posited that people need balance and consistency in their lives and friendships will develop as they provide this balance. Balance is achieved through consistent positive or consistent negative appraisals between friends. Thus, if one person likes a particular sports team or dislikes a specific professor they will find balance in friendship where the other person likes the same team or dislikes the same professor. Much like reinforcement theories underscore the importance of similar beliefs, cognitive consistency theorists do the same but emphasize that it is balance, rather than reward, that binds friendship. Also, according to this theory friendship is sustained when a person's needs are met at a rate equivalent to what they give (Rusbult, 1980). To illustrate this point, a seminal study was conducted by Newcomb with University of Michigan students living in shared housing. During a 2-year period, two groups (17 participants per group) remained in close contact with each other. Findings indicated that during this time students were most likely to develop friendships with those whose attitudes were similar to theirs and who liked the same people they did. Another example is provided in a study by Veniegas and Peplau (1997). Fifty-six undergraduate men and 60 undergraduate women were asked to rate their friendships in terms of emotional closeness, satisfaction, disclosure, rewards, and satisfaction. For both sexes, friendships rated equal in level of investment in the friendship were rated as significantly more satisfying than unequal friendships. Further, a study of 185 undergraduates found that participants who reported feeling either deprived

or advantaged in a relationship with their best friend reported much more loneliness and dissatisfaction with the relationship than those who reported balance in the relationship (Buunk & Prins, 1998).

*Developmental theories.* Developmental theories of friendship seek to understand friendship from a longitudinal perspective. This theoretical approach provides a stage related framework beginning with an *acquaintanceship* stage, moving to *buildup* stage marked by self-disclosure, and finally into *continuation* marked by commitment to the friendship (Fehr, 2000). Friends that engage in and navigate this entire process seem to possess a mutual understanding of the importance of reciprocated disclosure and intimacy (Karbo, 2006). While no research exists that examines the total progression through the stages, individual empirical work has been done validating the existence and importance of the individual stages themselves (Fehr, 1996). Friendship also evolves as friends engage in different developmental activities throughout the lifespan (e.g., moving, marriage, occupational changes; Hartup & Stevens, 1999). Thus, developmental theories not only account for development within friendship, but also recognize the salient aspects and evolving nature of friendship from childhood through adulthood (Tesch, 1983).

### *Friendship Formation*

Beyond theories of friendship, considerable research has been conducted on the process of friendship formation. Within this research three sets of factors work together as predictors of friendship: proximity, consistency, and self-disclosure.

*Proximity.* One of the most prominent predictors of relationship status for friends is proximity (Fehr, 1996, 2000). The greater the proximity, the more likely a dyad is to develop a relationship. A classic study by Festinger, Schachter, and Back (1950) asked college students to identify the people with whom they primarily socialized. Students living in resident halls were most likely to name their immediate neighbors (one to two doors away) or those living on the same floor. People living on different floors were significantly less likely to become friends than those living on the same floor. Despite the longstanding prominent role that proximity has played in predicting friendship status, advances in technology may serve to disrupt this finding. In recent research on internet friendships, 452 participants rated *proximity* as the least contributing factor to computer mediated *friendship* formation (Haidar-Yassine, 2002).

*Consistency.* One of the most important situational factors in determining friendship formation is the probability of future interaction. People report greater liking for those they expect to see on a consistent basis (Fehr, 2000). Therefore, we are most likely to form friendships with those we see most frequently. To demonstrate this, Oswald and Clark (2003) examined the transition of high school best friendships during the first year of college. Results revealed that individuals who continued their best friendship reported engaging in more frequent maintenance behaviors (e.g., supportiveness, self-disclosure, and interaction with each other) than individuals who reported a change in their relationship to a casual friendship. In this study, the intensity of maintenance behaviors, such as increased frequency of interaction, was reported as a mediator in sustaining best friendship.

*Self-disclosure.* Social penetration theory predicts that as relationships develop they penetrate deeper into private and personal matters; thus, self-disclosure is a catalyst for relationship development (Altman & Taylor, 1973). Self-disclosure is the process by which we come to know others, and in friendship it generally begins at a superficial level and increases as friendship becomes closer and more meaningful (Hays, 1985). Two key aspects of self-disclosure are necessary for friendship development. First, quantity of disclosure is important. For the most stable friendship development, disclosure should be gradual, as revealing too much can create discomfort and result in deterioration of the friendship rather than increased closeness. Second, reciprocity in disclosure is necessary, when both parties share in disclosure, a trusting and equitable friendship is more likely to develop (Karbo, 2006).

### *Friendship Correlates*

The above sections provided a broad preview of the important foundational elements of friendship theory and formation. Friendship is understood as a voluntary relationship consisting of affectional bonds and differing levels of connectedness depending on the convergence of the factors outlined above. Yet all friendships are often classed together based on surface similarities despite important structural and functional differences. Examination of correlates and gender differences in friendship experiences may reveal some of these unique aspects. It is important to understand associations between friendship quality and different psychosocial variables relevant to individual as well as relational functioning. Further, female friendship styles and correlates differ in significant ways from those of males and have been observed to be important in many

ways, ranging from increased relatedness between women to large scale political movements (Roseneil, 2006).

*Psychosocial correlates.* Because there are a variety of psychosocial variables that have been examined in regard to friendship the current review will focus this body of research to a few important individual and relational variables. One such individual area of outcome research that has received considerable attention in the friendship literature is how friendship relationships are correlated to self-esteem. Cramer (2003) surveyed 54 female and 32 male undergraduate students regarding their closest friendship. Levels of acceptance were assessed in the study and results indicated that self-esteem was not significantly correlated with the level of acceptance in closest friendships. In contrast, Tarrant, MacKenzie, and Hewitt (2006) surveyed 114 adolescents on their friendship group, as well as their self-esteem and self-concept. Results indicated significantly higher self-esteem among participants who identified highly with a friendship group. Additionally, Jorm (2005) reported that friendship networks were related to psychological benefits including fewer depressive symptoms and higher self-esteem. Finally, a survey of 97 females and 67 males in the 11<sup>th</sup> and 12<sup>th</sup> grades indicated that girls' self-esteem was positively correlated with the quality of their cross-gender best friendship; however, it was not correlated with the quality of their best same-gender friendship (Thomas & Daubman, 2001). Taken together these studies suggest that individual levels of acceptance in a specific friendship are complicated by different variables including gender and may not be related to self-esteem in the same way as affiliation with a friendship group.

Relational functioning has also been examined in the friendship literature and research indicates that high-quality friendships may serve important purposes in social development, such as discouraging socially withdrawn behaviors and improving relational satisfaction (Berndt, 2002). A study was conducted with 51 same-sex close friend dyads (51% female, mean age 20 years) using surveys and observational assessments to investigate how friendship quality was associated with relational adjustment patterns. Results indicated that changes in friendship were associated with adjustment difficulties at a 1-year follow-up for those friendship dyads that had high levels of interpersonal sensitivity, thus perceiving changes in friendship as a negative development. These results indicated that friendship characteristics influence adjustment and may be associated with overall relational satisfaction and functioning (Bagwell et al., 2005). To give greater insight into how friendship is related to relational development, Giordano, Cernkovich, Groat, Pugh, and Swinford (1998) conducted a 10-year longitudinal study to track the influence of friendship on later social development. Nine-hundred forty-two adolescents (12-19 years) were interviewed about their friendship relationships at multiple points across 10 years. Results indicated that adolescents who reported high levels of intimacy with friends did not report better relationships with parents or increased marital satisfaction as adults. Taken together friendship is a complicated construct that is influenced by many confounding variables. Research indicates some relationship to social development; however, long-term results of close friendship on relational outcomes are less clear and may not be significant.

*Female friendship correlates.* From a feminist perspective, female friendship has been necessary for personal, public, and political power. Without powerful bonds of



affection with other women, women may feel limited in their potential for growth and may experience isolation (Roseneil, 2006). These bonds are described as ranging from casual support to intimate “sisterhood” (Simmonds, 1997). Gender differences that have been observed in friendship styles include females being far more supportive, physically affectionate, and more likely to have a closer network of same-sex friends than males (Diamond & Dube, 2002). Women are also more communal in their same-sex friendships compared to men, but less communal in romantic relationships with opposite sex partners underscoring a unique intimacy in same-sex friendships for women (Suh, Moskowitz, Fournier, & Zuroff, 2004). Examination of outcomes of friendship specific to women also indicate that women perceive their friendships to be more positive relationships in their lives and more interpersonally rewarding relative to men (Thomas & Daubman, 2001; Veniegas & Peplau, 1997). Friendships have also been conceptualized as important foundational contexts for the development of more intimate relationships and have been described as precursors to romantic relationships (Furman, Simon, Shaffer, & Bouchey, 2002). Thus, understanding the theories and research related to the formation of romantic relationships and the role they play in women’s lives is a bridge to a more comprehensive understanding of women’s interpersonal lives

### Romantic Relationships

Much like friendship, achieving consensus in defining romantic relationships is very difficult. Romantic relationships share in common with friendship the voluntary and affectional components; however, romantic relationships typically differ from friendships in terms of sexual involvement and emotional intensity (Hendrick & Hendrick, 2006).

Although there is not complete agreement among researchers, many concur that primary markers of romantic love are intensity and sexual desire (Regan, 1998; Regan & Berscheid, 1999). Because of this, the initial phases of romantic love are marked by preoccupation and intense emotional and physical feelings, and these feelings can be engendered in research participants who are asked to think about their partner (Fischer, 2000). Romantic relationships offer a greater intimacy through sexual desire or behavior as well as greater affectional intensity and frequency compared to friendship (Watts & Stenner, 2005). Understanding specifically how romantic relationships develop and how they differ in formation and intensity from friendship can be accomplished by a brief review of theories and outcome research on romantic relationships. Currently there are numerous theories of romantic love but for the purpose of this paper the focus will be on two dominant theories: triangular theory of love and love styles.

### *Theories of Romantic Relationships*

*Triangular theory of love.* One of the most important theories of love was developed by Sternberg (1986), who presented a model of love based on the three components of intimacy, passion, and commitment. From these core characteristics Sternberg classified different types of love relationships based on different combinations of these components. Romantic love was described as emphasizing intimacy and passion and consummate love is comprised of all three. Sternberg posited that relationships can transition and either emphasize or deemphasize these different components over time, but all three were necessary for the most healthy relationship style. Thus, from this theory we

understand intimacy, commitment, and passion to be necessary components for a relationship to qualify as romantic in nature.

*Love styles.* Another theoretical approach to love and romantic relationships was developed by Lee (1988), and expanded by Hendrick and Hendrick (2006). The six love styles outlined in the theory are Eros (passionate love), Ludus (game-playing love), Storge (friendship love), Pragma (practical love), Mania (possessive/dependent love), and Agape (altruistic love). In terms of romantic relationships, those most satisfied with their relationships reported higher levels of endorsement of Storge and Agape, noting the importance of the foundation of friendship in healthy relationship development. Those who described themselves as being “in love” were most likely to report high scores on Eros and Mania, again underscoring the marked intensity differentiating romantic love from friendship. Also, interesting gender differences emerged for the love styles, with women describing themselves as more endorsing of Storge, Pragma, and Eros, and men more likely to endorse Agape. Thus, generally women seem to emphasize passionate love to a greater extent across relationships, and men may be more likely to endorse altruistic love in romantic relationships (Hendrick & Hendrick, 1995).

Both these theories describe the important components of romantic relationships and underscore the greater intensity in affection, thought, and sexual desire for romantic relationships, as well as highlighting female inclination for more intimate interpersonal development (Sedikides, Oliver, & Campbell, 1994). Beyond the theories of romantic relationships there are also important psychosocial correlates for people engaged in these relationships. As with the review on friendship correlates it is important to understand links between romantic relationship quality and different psychosocial outcomes relative

to individual (i.e., self-esteem) as well as relational functioning variables. Additionally, as with female friendship, women's romantic relationship styles and outcomes differ in important ways from those of males and must be noted to understand the distinctive role of these relationships in women's lives.

### *Romantic Relationship Correlates*

The characteristics associated with romantic love noted above have been demonstrated to link closely with many psychosocial variables. Although individual partner and relational characteristics can influence results, some general outcomes associated with romantic involvement have been established. Regarding self-esteem, individuals who experienced greater passion in their romantic relationships also reported higher levels of self-esteem, whereas those who experienced possessive-dependant aspects of romantic relationships reported lower self-esteem (Hendrick & Hendrick, 2006). To further examine what factors may contribute to this trend, Cramer and Donachie (1999) had 104 participants (52 males, 52 females, 16-23years) complete the Rosenberg Self-Esteem Scale, as well as a brief survey measuring the level of closeness in their romantic relationship. Findings indicated that being the initiator of change in the relationship (e.g., withdrawing from your partner) was related to lower self-esteem, thus suggesting that positive romantic relationships with consistent levels of closeness may be correlated with higher self-esteem. It is interesting to note the differences in the associations between self-esteem and the qualities of friendship and romantic relationships. Revisiting Cramer (2003), relationship quality and satisfaction was not correlated to self-esteem in close friendships; however, there was a significant positive

correlation between self-esteem and relationship quality and satisfaction in romantic relationships. Taken together, this indicates that a close and satisfying romantic relationship may be related to self-esteem in a way that a close and satisfying friendship is not.

Beyond individual psychological health, romantic relationships have also been assessed for association with variables related to satisfaction and functioning. An assessment of 57 college students engaged in romantic relationships found that passionate love was predictive of high relationship satisfaction (Hendrick, Hendrick, & Adler, 1988). Compared with friendship, romantic relationships also seem to offer greater satisfaction to those involved. In a large scale meta-analysis of 33 studies in which “erotic love” was associated with sexual desire for a partner and “companionate love” was associated with friendship-like platonic relationships, results indicated that across studies erotic love was strongly correlated with high relationship satisfaction whereas companionate love was not (Masuda, 2003). Further, Cramer (2004) found in a sample of 76 female and 24 male college students that relationship satisfaction was positively associated with perceived supportive behavior by romantic partners. Thus, it appears that individuals engaged in supportive romantic relationships are more likely to experience greater relational satisfaction and psychosocial advantages compared to others engaged in friendships or less supportive romantic relationships, and that the results are more consistent and clear regarding self-esteem and relational outcomes for romantic partners compared to friendship dyads.

*Females' romantic relationship outcomes.* Taken together, theory and research on romantic relationship experiences and behaviors identify consistent and important

differences in how women and men develop their most intimate relationships. Seventy heterosexual females and 59 males who were involved in a romantic relationship and who had a history of at least two previous romantic relationships were assessed on several relational outcomes. Findings indicated that participants reported companionship, happiness, and feeling loved as the most important benefits that accompany romantic relationships; the most serious costs were stress and worry about the relationship, and increased dependence on their partner. When gender differences were examined, females were significantly higher than males on ratings of intimacy, self-growth, self-understanding, and positive self-esteem as important benefits, and rated loss of identity as a more important cost. Males tended to regard sexual gratification as a more important benefit and monetary loss as a more important cost (Sedikides et al., 1994). Thus, women are more likely to engage in foundational friendship aspects, to emphasize intimacy, and to find greater benefit in companionship and the subjective experience of feeling loved. Men typically seem to more heavily emphasize sexual desire and physical intimacy, and to serve as a caretaker within the context of romantic relationships. One major drawback of this literature is the exclusion of nonheterosexual romantic relationships; however, research does suggest that LBQ women are more similar to heterosexual women in their relationship development than to sexual minority men (Diamond, 2000b; Glover, Galliher, & Lamere, in press). It does appear that across sexual orientation women may love and engage in intimate relationships differently than men, thus underscoring the value of evaluating the spectrum of women's interpersonal lives through the perspective of important gender differences (Hendrick & Hendrick, 2006). Also, acknowledgment of this perspective opens up the lens through which researchers understand women's

relational development and provides exploration for relationships that do not easily fit within the two categories of friendship and romantic relationships described above.

### Passionate Friendship

As presented in the previous sections, theory and research regarding women's interpersonal lives has addressed many aspects of the development and features of friendships and romantic relationships. Compared with men, women appear to find more positive benefits in their same-sex friendships and experience greater relationship satisfaction, self-esteem, and desire for intimacy in their romantic relationships (Hendrick & Hendrick, 2006; Suh et al., 2004). These outcomes underscore the importance of understanding the different relationship styles and functions of women's interpersonal lives; however, a gap exists in the research on women's interpersonal associations, neglecting the existence of relationships that do not easily fit within these two broadly defined categories. These relationships disrupt the conceptually easy notion of a distinction between the interpersonal styles, behaviors, and attachments of friendship and romantic love (Diamond, 2002). From an outside perspective, these relationships appear to develop and operate under a typical friendship script; however, in the context of the relationship both participants experience and engage in emotional and physical intimacy that is reminiscent of interpersonal processes in romantic relationships. This intimacy is characterized by emotional intensity such as unqualified self-disclosure, possessiveness, and preoccupation, as well as affectionate behaviors such as cuddling, hand-holding, and eye gazing (Diamond, 2000a). These intense relationships have been identified among adolescent girls and adult women, and such a description has led some

to consider their existence to be a precursor to a developing lesbian relationship; however, what makes these relationships so unique is they are often devoid of the sexual desire and behavior characteristic of romantic relationships (Munsey, 2007). Thus, concisely stated, these undefined relationships are those that exceed regular friendship scripts in intensity and closeness, but are often absent of the sexual intimacy inherent in romantic relationships, suggesting a unique interpersonal style.

A recent recognition of these relationships has emerged in the psychological literature. However, the population for this research has been limited to LBQ women, providing an incomplete picture of the nature of these relationships. Further inquiries that extend this research to a broader population are vital in addressing this gap in understanding the different aspects and variations in women's interpersonal lives.

Diamond (2002) appropriately underscored the need for continued research in this area.

Because both popular and scientific conceptions of interpersonal relationships assume consistent boundaries between friendship and romance, they offer only two possible characterizations of unusually intimate bonds between women: unacknowledged and unconsummated same-sex romances or "just friends." Neither, however, effectively captures the distinctive nature of [women's] most intimate adolescent friendships. While the former mistakenly conflates passion with explicit sexual arousal, the latter fails to communicate the unique importance of these relationships...the label friend is conventionally applied to any individual with whom one is not sexually involved, thereby placing soul mates and casual acquaintances in the same category. (p. 14)

Despite the limited attention afforded these unique relationships, psychological researchers have the advantage of drawing from historical examples that have been described in other fields of study.

### *Historical Context*

Though the uniquely intense relationships described above are only recently



gaining more prominent attention in popular culture and scientific research (Diamond, 2005a; Diamond & Savin-Williams, 2003) evidence of their existence can be found in the literature from other disciplines over the past several centuries. Specific examples of extraordinarily close and emotionally intense same-sex friendships among women have been described by anthropologists, historians, and creative writers beginning in the 19th century into the early 20th century. Although different labels have emerged, these relationships carry the same characteristics of emotional and interpersonal intensity described above and for the purpose of this review are denoted as “passionate friendships.” In reviewing these historical examples, many authors are left speculating about the purpose and nature of these relationships and questioning the possibility of such emotionally intense relationships as precursors to a lesbian identity or alternative relationships in the context of a closeted or unacknowledged same-sex attraction. However, from a historical perspective, such a supposition is difficult to support as cultural norms of the 18th to 19th century had inured women to consider sexuality as a realm connected more to familial duty than personal satisfaction (Curran, 2001). In fact, such intimate and intense relationships were more normative than exceptional. The best illustration of these relationship patterns can be established by a brief review of anthropological studies examining the relationships of adolescent girls and young adult women in all-female educational institutions.

As an example, Sahli (1979) uncovered a network of intimate supportive relationships among American women during the 19th century. Sahli provided an abridged compellation of a report from the Association of Collegiate Alumnae that produced a report on Health Statistics of Women College Graduates (1885). Part of the

preliminary focus of the committee report was on emotional, rather than physical conditions of women undergraduates, specifically an evaluation of what was known as “smashing.” Explanations from the report identify:

The term in question is “smashing.” When a Vassar girl takes a shine to another, she straightway enters upon a regular course of bouquet sendings, interspersed with tinted notes, mysterious packages...locks of hair perhaps, and many other tender tokens, until at last the object of her attractions is captured, the two become inseparable, and the aggressor is considered by her circle of acquaintances as smashed...if the “smash is mutual they monopolize each other & “spoon” continually, & sleep together & lie awake all night talking instead of going to sleep. (pp. 21-22)

This description appears consistent with the idea that neither friend nor romantic partner identifies the nature of these relationships. In response to these reports, those critical of “smashes” during this time period indicated that these relationships were merely an artifact of limited options in an all-female setting and were resultant from having “no other outlet,” thus undermining the possibility of a unique relationship style. However, this rationale does not seem to consistently hold when evaluating other anthropological studies of similar relationships in qualitatively different settings.

Wilk (2004) identified a similar cluster of friendships between women at Barnard College during the period of 1900-1920. The same qualitative descriptions persist in describing the crushes at Barnard and the infatuation that one girl would have for another. Although Barnard College was an all-female institution, Wilk underscored its location across the street from the all-male college at Columbia University, thus challenging the view that these relationships were resulting from a lack of options. Rather, taken together these reviews indicated a long-standing history of the unique status of passionate friendship.

In addition to these snap shots of passionate friendships in women's colleges, historical research studies give insight into the cultural developmental of these relationships. Such a review shows a historical path that begins with wide-scale societal acknowledgment and acceptance of these unique friendships, moving to rejection and prohibition of intimacy between women. This transition may explain the lack of current research on and attention directed toward passionate friendships between women as a distinctive and meaningful interpersonal style (Faderman, 1981).

Davis (1929) studied 220 married and unmarried women who were all assumed to be heterosexual, yet in her study 50.4% of the sample indicated that they had experienced "intense emotional relations with other women," and 26% noted that those relations were accompanied by sex or were "recognized as sexual in character." Hamilton (1929) also explored similar relationships among 100 married women. In his sample, 43% of the participants gave positive responses to having had "crushes" on other females (specified as nonsexual in nature), and 27% of these married women admitted that at the time of the study women were attractive to them "in a sexual way." These results underscore a wide spread occurrence and acceptance of intimate feelings and relations with other women.

Despite the openness of these women to fluidness in their attraction to other women, these patterns began to drastically change over the next several decades. Kinsey, Pomeroy, Martin, and Gebhard (1953) found that only 28% of their sample endorsed having "psychological arousal" by another female compared to the 50.4% in the Davis sample (1929). From a methodological standpoint, different questions were soliciting these responses; however, it does not seem unreasonable to infer that "psychological arousal" in Kinsey's sample could capture the conceptual idea of a more intense and

emotional relationship with another woman. If so, it seems that after the 1920s women were less likely to admit, and perhaps engage in intense, affectional relationships with other women. This also marks the timing of the American Psychological Association introducing homosexuality as a disorder, as well as the beginning of American culture recognizing lesbian labels (American Psychological Association, 1952; Faderman, 1981). Both these divisions polarized female attraction and engendered a conspicuous undertone throughout the culture suggesting that relationships with heterosexual males were the only appropriate option for female attraction and intimacy. It has not been until recent years that researchers and the popular culture have begun to revisit these previous patterns and to move away from conceptualizing female sexuality as strictly heterosexual or homosexual. This has started through recognition of the fluidity that exists in female attraction and relationships and has thus called attention to this historically documented phenomenon of passionate friendship.

### *Between Romance and Friendship*

Since the Kinsey and colleagues (1953) study, minimal research has been conducted regarding the fluidity of women's relationships. However, a change in this trend has recently emerged. Through different channels, both popular media and academic research have revived the historical conversation, revisiting the existence and importance of these unique relationships between women. Currently, these are now being labeled and discussed by the popular media as a "girl crush," while the scientific research employs the passionate friendship label used in this review. Although both definitions

share similar features, their recent emergence makes it difficult to determine if we are discussing separate entities or different sides of the same coin.

*Girl crush.* In regards to popular media, the “Today Show” aired a segment and the *New York Times* ran a piece introducing the concept of a “girl crush” defined as a “fervent infatuation that one heterosexual woman develops for another woman” (Rosenbloom, 2005). As an extension of what is being perceived as a culturally chic awareness, women are informally positively responding and identifying with this “girl crush” concept (Michon, 2006). A strong response to what has been popularly identified as “girl-love” has ensued with women echoing their own experiences through Internet postings.

Girl crushes are delicious! I just want to be near her, and look at her perfect face and feel her next to me. I want to be close to her, but not like I want to be close to my man. It’s different, but it is so entirely consumptive. (Anais Redux, 2005)

I’m married, 22, and have a crush on my neighbor, I am longing to be her friend...it sure feels good to just dream of her all day. (Charlene, 2005)

My past is completely hetero, however no one interests me nearly as much or as intensely as this woman in my office. She consumes my thoughts both at work and home...I am not so much sexually attracted to her as a strong desire to be intimate with her. More emotional than physical. (Csfd, 2005)

These internet excerpts illustrate the intense, emotionally laden, concept conveyed in the informal definition of a girl crush. These relationships have triggered excitement, and are very similar to those feelings that accompany the initiation of a new romantic love (Fischer, 2000). While the definition of a “girl crush” implies that these relationships are not sexual in nature, other postings call this into question and perhaps represent the difficulty of identifying specific categories of women’s relationships.

I loved her laugh, her voice, she was just great. All I wanted to do was hang out with her, all day, and it was different than I felt with my other friends...I could never imagine doing anything sexual with a woman...but I often wondered what it would feel like to kiss her, and I felt that we had strong emotional connection...Now, I have another close friend at school and she is the same way...The other day I got butterflies when she looked at me! Does this mean I'm bisexual??? (Mary, 2006)

I just broke up with my boyfriend of a year and found myself enchanted by a girl I work with...I find myself thinking about what it would be like to kiss her soft lips, or touch her hair. I don't really want anything sexual...it's so emotional. Like I just want to experience that level of closeness with her and I'm not sure why...we tell each other things sometimes that only people in love would say...but it never really crosses that line. She has no idea I feel this way. I'm not even sure I understand it myself. (Jarlana, 2006)

It seems that the term “girl crushes” is providing a language for some women to describe their more intimate and emotionally intense friendships though questions remain about the nature, prevalence, and basis of this phenomenon. Such knowledge seems important in gaining greater depth into how women develop and mature through attraction, emotion, and relationships. Over the past decade an emerging psychological literature in female LBQ development has begun to answer these questions within this specific group and identified the nature and importance of passionate friendships.

*Passionate friendship.* Researchers have begun to systematically research these alternative relationships that fall between the ambiguous definitions of friendship and romantic relationships; however, the primary population of research in this area has been LBQ women. These women appear to be engaging in these relationships for a variety of reasons ranging from substitution for the absence or unavailability of a same-sex romantic relationship to a normative developmental process in their emotional and social identity (Diamond & Dube, 2002; Glover et al., in press).

Diamond (2000a) was the first researcher to isolate and examine passionate

friendships. With her sample of 80 lesbian, bisexual, and unlabeled women, phone interviews were conducted to assess the characteristics of these women's closest friendships. Passionate friendships were characterized in the study as similar to romantic relationships and determined through a series of qualitative questions and responses. Each participant was asked to describe three individuals who they recalled being most attracted to in their lifetime, even if the attraction had been exclusively emotional. One third of the sample listed a same-sex high school friend as one of their strongest nonsexual attractions. Other questions determining "passionate friendship" status assessed proximity seeking, the use of the friend as a safe haven and secure base, separation distress, inseparability, preoccupation and obsessiveness, fascination, and several affectionate behaviors (e.g., cuddling, eye gazing, hand holding). Many women noted that no sexual feelings accompanied these friendships, and when they did, most described them as emerging from the relationship and not a precursor to engaging in the relationship. In these cases it seems that passionate friendships are a catalyst for transforming emotional intimacy into sexual attraction. A K-means cluster analysis (number of clusters set to two) was used to differentiate friendships containing many of the characteristics versus those containing few on the items listed above. Overall, 63% of the same-sex friendships were classified as meeting criteria for passionate friendships. Diamond indicated the mean age of initiation for the target friendships was 16.6 and that passionate friendships were initiated at younger ages than nonpassionate friendships. This was interpreted as a unique developmental component of these types of relationships with the researcher noting that older adolescents typically develop primary attachments with romantic partners and not friends, thus underscoring that these

relationships are most likely to develop at an early age. However, this developmental finding must be viewed in light of participants being specifically asked to report on an adolescent friendship and does not adequately address the possibility for the initiation of a passionate friendship during early adulthood.

The most significant indicators of passionate friendships compared to conventional friendships were separation distress, inseparability, secure base, cuddling, and handholding. Forty-nine percent of women reported sexual attractions to the target friend (including momentary or fleeting attraction) and 18% reported sexual involvement, but Diamond emphasized that the majority of women did not report sexual attraction in these friendships. Interestingly, 48% of women in passionate friendships reported being involved in a serious romantic relationship with someone else during this same time. Again these findings seem to underscore the unique and complex nature of these relationships and the necessity for them to remain in their own category for exploration. Overall, Diamond's qualitative findings provide empirical evidence for the existence and characteristics of these relationships. Also, other important research has recently emerged demonstrating some of the psychosocial correlates of these relationships.

Glover and colleagues (in press) surveyed 82 adolescents recruited from GLBT community organizations to examine associations among relationship experiences, self-esteem, and relational competence. In this study, those who reported engaging in emotionally intimate same-sex friendships experienced significantly less relational depression compared to the participants in the study who reported that they typically did not engage in any close romantic or intimate relationships. Further research is needed to



identify a greater spectrum of psychosocial correlates of passionate friendships; however, these initial findings are encouraging in that they suggest that passionate friendships may provide important protective outcomes for those who engage in them.

Although there are only a few studies that have begun to specifically target passionate friendships, the work that has been done thus far, combined with the long standing historical record, provides a substantial rationale for further exploration of these relationships. A limitation of the above studies is that each study relied only on one method (either qualitative or quantitative), thus limiting the data sources that could be gained by using an approach that utilized both methodologies. Another area for growth stems from the use of samples drawn only from a LBQ populations reporting exclusively on adolescent experiences. Because female sexuality, attraction, behavior, and identity have been demonstrated to often be fluid, it seems necessary that researchers study this phenomenon among women in general, as well as extend the developmental spectrum to understand how age is linked to these relationship processes (Diamond, 2005b; Glover et al., in press). Such research will help provide better external validity in terms of generalizing the existence, prevalence, and function of these relationships in the general population.

### Purpose and Objectives

The long-standing documentation of passionate friendships marks the importance and durability of these relationships regardless of social or cultural acceptability. Although research has identified the styles and psychosocial correlates of friendships and romantic relationships, little is known in these areas about passionate friendships. The

possibility of generating a theory of passionate friendship is premature at this point, as limited evidence exists documenting their prevalence in general population samples or the developmental context within which they occur. Limited work done with LBQ populations has begun to systematically identify the characteristics and prevalence of these relationships within these samples during adolescence, and has provided a limited preview of possible psychosocial correlates of these relationships. However, this research has served to begin to identify the construct but is limited in providing information about the function, importance, and characteristics of these relationships. Further research with a sample that draws from both heterosexual and LBQ populations and includes both adolescent and young adult reports of friendship would facilitate a better understanding of both the characteristics and functions of these relationships. Such research has a solid basis from the friendship and romantic relationship literature. The current literature review identified that, compared to friendship, romantic relationships were more consistently and significantly related to self-esteem and relational variables (e.g., satisfaction), thus leaving a significant question to be answered regarding how passionate friendships will be correlated to these variables. Also, important gender differences in both friendship and romantic relationships identify the intimate and emotionally guided relational development of women in addition to the positive benefits and outcomes associated with supportive interpersonal relationships (Cramer, 2004; Masuda, 2003).

It is evident from the current literature review that certain aspects of women's interpersonal relationships, specifically regarding passionate friendships, require further attention from researchers. The purpose of the study was to define and identify same-sex friendships among a general sample of women that were most characteristic of passionate

friendships using a quantitative approach. Further, qualitative interviews were used to examine the purpose and importance of these friendships and address the limitations outlined above. The following research questions are outlined:

1. Passionate Friendship Characteristics

- a. What percentage of women report engaging in passionate friendships during adolescence and young adulthood?

- b. What are the main characteristics that distinguish passionate from nonpassionate friendships among young adult women?

- c. How do variables such as age of onset of the relationship, sexual orientation, competing dating and romantic relationships, and other demographic variables relate to the development and participation in passionate friendships?

2. Passionate Friendship Correlates

- a. Are there differences on measures of self-esteem and relational outcomes measures among those who have engaged in passionate friendships versus those who have not?

3. Passionate Friendship Functions

- a. What are the individual functions and importance of passionate friendships as subjectively experienced by both heterosexual and LBQ women?

- b. Will different qualitative themes emerge between heterosexual and LBQ women's reports of their passionate friendship experiences?

## CHAPTER III

## METHODS

## Quantitative Data Collection

*Design*

A correlational design was used for the study, examining the associations among self-report measures of friendship experiences, self-esteem, and relationship competence.

*Participants*

Participants were between 18 and 24 years of age ( $M = 19.3$ ,  $SD = 1.6$ ) with 119 freshmen, 68 sophomores, 24 juniors, 10 seniors, and 3 graduate students. Two hundred thirty-two women began the survey, but several women provided incomplete data. Thus, sample sizes for analyses range from 224 to 231. Two hundred nine participants identified their sexual orientation as straight, while 16 women identified as a sexual minority (i.e., 6 lesbian, 6 bisexual, 2 questioning, 2 “other”). The racial background of participants was self-identified as 87% White, 3% Asian, 4% Latino/Hispanic, 1% African American, and 5% identified race as other. Thirteen percent of participants’ were married or in a committed partnership, 1% were separated or divorced, 22% were single and not dating, 62% were single and dating, and the remaining 2% were unspecified. The religious affiliation was 77.6% Mormon (Latter-day Saints), 3.4% Catholic, .9% Protestant, 1.3% Baptist, .4% Jewish, 10.4% other, and 6% identified no religious affiliation. Because the majority of the sample identified as Mormon, religion was added as a variable for analysis. Participants were categorized as LDS or non-LDS, and

comparisons between these two groups were made on all friendship quality variables to address issues of generalizability to the broader population of women. It is important to acknowledge that women classified as non-LDS represent a broad spectrum of different religions as well as those not affiliated with a religion, therefore these categories represent considerable individual variability. Although this type of dichotomization produces a great deal of heterogeneity within groups that makes generalization difficult, it may provide insight into how the variable of religious affiliation is important within this sample.

### *Procedures*

Participants were recruited from Utah State University undergraduate psychology classes and GLBTQ campus and community groups. Verbal announcements explaining the study and handouts with the instructions for participation were given in large size psychology classes. Recruitment letters were handed out in class or at campus GLBTQ group meetings or through e-mails distributed by professors and listserv managers for various GLBTQ groups. Interested individuals were directed to a secure online survey website (PsychData) where they were presented with an online letter of information and the survey. See Appendix A for the online letter of information and recruitment letter.

The questionnaire included a series of items assessing demographic information, friendship experiences, self-esteem, and relational competence. Participation took approximately 20 to 30 minutes. Participants from undergraduate psychology classes were compensated for participation with a lab credit. All other participants received a \$10 compensation for their participation. After completing the survey, participants were

routed to a second survey page where they entered their names and instructor's names (for course credit) or their names and addresses (for cash incentive). Participants were also asked to indicate if they would be interested in receiving a summary of the results or being contacted to participate in a follow up interview. Names, instructor's names, and contact information were kept in a separate electronic file, and were not connected to respondent's answers. After incentives for participation were dispersed and the summary of results distributed, all identifying information was destroyed.

### *Questionnaire Measures*

(See Appendix B for copies of all finalized measures).

*Passionate Friendship Survey - Measure development.* The Passionate Friendship Survey, a 50-item measure, was created for the current study to obtain information on friendship experiences. No established quantitative measures exist that capture the range of behaviors, emotions, and cognitions that represent passionate friendships. However, recent work done by Diamond (2000a) through the use of qualitative interviews provided operational criteria to use in classifying passionate friendships. The current survey was generated by adapting Diamond's qualitative questions into a quantitative measure of friendship that captures behaviors, attitudes, and emotions identified in the above section that represent passionate friendship. The survey includes questions that measure affectional behaviors, possessiveness, preoccupation, fascination, proximity seeking, and attachment (i.e., secure base, separation distress, and inseparability). Because this topic has received limited attention in the current psychological literature, these criteria were

chosen and replicated from Diamond's 2000a study in an attempt to generate a consistent standard of passionate friendship across studies.

The initial survey consisted of two sections that contained similar questions about the respondents' most important female friendships during two developmental stages. The first half of the survey included questions dedicated to the respondents' most important female friendship during adolescence. Diamond (2000a) posited that most women are likely to engage in "passionate friendships" during early to middle adolescence, thus this age range was selected for retrospective responding. The second section was completed for the respondents' most important current female friendship and contained the same questions as above changed only to reflect the present tense. Although suppositions have been made that these relationships exist in early to middle adolescence, no research has systematically sought to identify the developmental nature of these relationships and if they develop and exist among young adult women.

The first seven questions of each section assessed basic information regarding the respondents' most important female friendship during the two time periods outlined above (i.e., teenage, current). These questions are designed to provide basic contextual information about the friendship, including both friends' ages, frequency of interaction, competing dating and romantic relationships, and duration of friendship.

The next four questions in each section were designed to capture affectional behaviors. These behaviors ranged from hand holding to eye gazing and represent a collection of behaviors that are more consistently engaged in with romantic partners than friends (Diamond, 2000a). Respondents in the original scale were asked to report whether they had ever engaged in the affectionate behaviors with their friends (yes/no). The next

four questions target preoccupation, as well as the respondents' cognitive processes and how much of their resources are expended in thinking about their friendship. The last ten questions in both sections include a series of items that respondents are asked to answer using a 4-point Likert scale with 1 = *strongly disagree* and 4 = *strongly agree*. A Likert scale was chosen in an attempt to provide a range of responses that help best capture these behaviors. The targeted constructs in these items include attachment ("*This was the most important relationship at this time*"); inseparability ("*I felt lonely when I was apart from this friend*" "*I was inseparable from this friend*"); safe haven ("*I always turned to this friend when I had a problem*"); secure base ("*This friend was always there for me*"); proximity seeking ("*I enjoyed being with this friend more than others*"), possessiveness ("*Sometimes I was jealous when she dated other people,*" "*Sometimes I was jealous when she was with other friends*"); and intensity ("*I had romantic feelings for this friend,*" "*I had sexual feelings for this friend*"). The purpose of these questions was to assess a series of constructs that measured passionate friendship characteristics.

Basic questions regarding sexual orientation were also included. These questions were included for possible analysis to determine if there are differences in passionate friendships for women who identify as heterosexual versus those who identify as LBQ. The final item provided two separate scales whereby respondents could rate their level of attraction using continuous measures. The first scale measures same sex attraction with 1 = *not at all attracted to the same sex*, and 10 = *highly attracted to the same sex*. The second scale measured opposite sex attraction with 1 = *not at all attracted to the opposite sex* and 10 = *highly attracted to the opposite sex*. The purpose of using two continuous measures was to represent the fluid and continuous nature of sexual orientation as



variable rather than a fixed endpoint. This question provides more information about levels of attraction and was intended to examine if any differences exist in the nature, purpose, and function of passionate friendships among women with varying patterns of attraction to the same and opposite sex.

*Passionate Friendship Survey - Measure modification.* The Passionate Friendship Survey was initially evaluated during a brief pilot study involving 31 undergraduate students. Students signed a consent form explaining the nature of the pilot study and then completed a paper version of the measure. They were asked to write comments throughout the measure and complete brief follow-up questions inquiring about their overall experience and comfort with the measure. Students who participated were given either extra credit or a lab credit in their psychology courses.

Open-ended responses from participants revealed two consistent themes regarding the measure. First, many participants indicated perceiving that the measure was trying to assess if they were gay and this caused them discomfort. Because the primary purpose of the measure is to assess levels of friendship and not sexual orientation, items with the perception of homosexual themes were omitted (i.e., have you ever been sexually attracted to your friend, have you ever been romantically attracted, continuum rating of same- and opposite-sex attraction). The directions to rate the closest “same sex friend” were replaced with directions to rate the closest “female friend” for the final measure. Additionally, to ensure greater comfort, items were reordered so that more benign or nonthreatening items were presented first, with items assessing intense affectionate behaviors and relational preoccupation presented later.

The second theme in participant’s feedback indicated difficulty responding to

questions with “all or nothing” response choices (e.g., *I always turned to this friend when I have a problem*), and questions regarding affectional behaviors with dichotomous (yes/no) response choices. To address this concern items were reworded to omit superlatives (e.g., *I turned to this friend when I had a problem*). Finally, all items that only included yes or no responses were changed to a 4-point Likert scale to provide more flexibility in response choices (e.g., *I cuddle side by side with this friend*; 1 = *Never*, 2 = *Occasionally*, 3 = *Often*, 4 = *Always*). After the measure was revised based on the pilot study feedback it was reviewed by Diamond, an expert in the field of passionate friendships, who approved the finalized measure (personal communication, November 15, 2007).

*Demographic information.* The demographic section included questions about race, age, sexual orientation, educational status, educational goals, relational status, and religious affiliation.

*Rosenberg Self-Esteem Scale.* The Rosenberg Self-Esteem Scale [RSES] (Rosenberg, 1989) includes 10 items assessing global self-esteem. The items are answered on a 4-point Likert-type scale (1 = *strongly agree*, *agree*, *disagree*, 4 = *strongly disagree*) and are averaged to create a global score of self-esteem. Example questions include: “I feel that I am a person of worth, at least on equal plane with others” and “At times I think I am no good at all.” Positively worded items are reverse scored so that higher scores indicate higher self-esteem. Psychometric properties (Hagborg, 1993; Rosenberg) are generally acceptable. Rosenberg demonstrated the RSES concurrent validity comparing the measure to depressive affect, psychosomatic symptoms, nurses’ ratings, peer ratings, and a number of other constructs. Additionally, Hagborg compared

the RSES to nine separate self-esteem domains to determine the unidimensional nature of the RSES. Hagborg found that the RSES was highly correlated with other measures of self-esteem. Cronbach's alpha for the Rosenberge Self-Esteem Scale was .89 for participants in this study.

*Relational Assessment Questionnaire.* The Relational Assessment Questionnaire [RAQ] is a 30-item self-report questionnaire that assesses different areas of relationship functioning (Snell & Finney, 1993). The items are answered on a 5-point Likert type scale (A = *Not at all characteristic of me*, B = *Slightly characteristic of me*, C = *Somewhat characteristic of me*, D = *Moderately characteristic of me*, E = *Very characteristic of me*). Three different components of relationship functioning are assessed: relational self-esteem, relational depression, and relational-preoccupation. Relational-esteem is defined as the tendency to positively evaluate one's capacity to relate intimately to another person (e.g., "I am a good partner for an intimate relationship"). Relational-depression is the tendency to feel depressed about the status of one's intimate relationships (e.g., "I am disappointed about the quality of my close relationship"). Finally, relational-preoccupation is the tendency to be highly obsessed with thoughts about intimate relationships (e.g., "I think about intimate relationships all the time"). Assessment of convergent and discriminant validity of the RAQ suggests that the three relational indices were related in predictable ways to relationship involvement and attraction. Snell and Finney observed Cronbach's alphas for relational esteem, depression, and preoccupation of .81, .88, and .85, respectively, with 8-week test-retest reliabilities of .71, .73, and .70. Cronbach's alpha for the three subscales were .85, .89, and .89, respectively, for participants in this study.

## Qualitative Data Collection

### *Participants*

After participants completed the online survey they were given the choice to be contacted for a follow-up interview. Eight women who agreed to be contacted for the follow up interview and who met preliminary criteria for engaging in a passionate friendship (i.e., scores of 3 or 4 on most of the Likert scale items) were contacted via e-mail with an invitation to participate in a private face-to-face interview. Six of the women contacted agreed to be interviewed. Each woman was compensated with an additional lab credit or \$10 for their participation

### *Procedures*

Semistructured interviews lasting 40 minutes to 1 hour were conducted in a private room on campus with the researcher and participant. Upon arrival, each participant was given an informed consent that was explained by the researcher and signed by the participant (see Appendix C for consent form). Interview responses were recorded through audio taping. Interviews were transcribed and coded into categories based on consistent themes that emerged during each interview.

### *Semistructured Interview*

*Question development.* An initial set of eight interview questions were drafted that assessed friendship development, characteristics, importance, problem areas, and benefits. Three women who were personal contacts of the student researcher and self-identified as engaging in a passionate friendships agreed to participate in mock

interviews. Mock interviews lasted 45 minutes and each woman was asked to select her most important friendship when responding to each question. After each mock interview, the participants gave verbal feedback on each question, were asked for suggestions about additional questions they would have liked to have been asked, and described their overall interview experience (e.g., comfort level). All participants noted that they felt comfortable during the interview, but each indicated they would have liked more questions to guide their comments about their friendships. Additionally, two of the three women indicated that they would have liked the opportunity to answer these questions about a past and current friendship that they found important to them rather than try to select their most important friendship of all time.

*Final interview questions.* After the mock interviews were completed an expert on qualitative research, Sherry Marx, reviewed the questions and provided feedback (personal communication, December 3, 2007). Feedback from this researcher indicated that the core questions were good, but recommended generating more open-ended items and rewording items to more conversational language in order to provide a more personal rather than clinical interview format.

Revisions from the mock interviews and expert feedback were incorporated and resulted in the semistructured interview consisting of 12 principal questions with several follow-up questions. Participants were asked each set of questions twice, once regarding their most important adolescent female friendship, and once regarding their most important current female friendship. Principle questions inquired about a variety of friendship constructs including overall friendship description and experience,

importance/influence, uniqueness, closeness, problem areas, benefits/quality, and relational equity. See Appendix D for a copy of the final interview.

## CHAPTER IV

### RESULTS

#### Quantitative Analyses

The results section is divided into four primary sections that include an evaluation of the passionate friendship survey, a summary of passionate friendship characteristics, examination of passionate friendship correlates, and passionate friendship functions. Analyses for each section are presented separately, with the final three sections addressing specific questions in the order outlined in the objective and purposes section.

#### Passionate Friendship Survey

##### *Item Analysis*

*Adolescent closest friend.* The Passionate Friendship Survey was developed for this study based on theoretical constructs and empirical findings that identify important items in assessing passionate friendships (Diamond, 2000a). To assess the degree to which items captured these constructs a principal axis factoring with Varimax rotation was completed. For the adolescent friendship portion of the passionate friendship survey 22 total items were included for analysis. In the initial analysis, “I prefer to hang out alone with this friend” did not load above .4 on any factor and was removed from the measure. Also, “At times I wish we weren’t friends” was the only reverse-coded item on the measure, and because it loaded inconsistently and would introduce additional scoring complexity, this item was also eliminated. The principle axis factor analysis was rerun with the remaining 20 items and yielded four factors with Eigen values greater than 1.0.

The four factors accounted for 58% of the variance in item responses. Table 1 presents factor loadings for each item for each factor. To determine the optimal number of factors to be retained, a parallel analysis using a Monte Carlo stimulation (100 simulated random data sets generated from real data) was conducted (Watkins, 2008). According to the results of the parallel analyses, the first three factors' Eigen values were sufficient for retention while the fourth factor was not likely to replicate.

The two jealousy items did not load above .3 on any of the three retained factors and were therefore excluded from further factor analysis. Another principle axis factor analysis, constrained to a three factor solution, was conducted with the remaining 18 items and yielded three distinct factors. Table 2 presents factor loadings for each item for each factor. The eight items that load most heavily on the first factor reflect the individual's perception of the friend as supportive, available, and consistent, as well as the level of satisfaction with the friendship. This factor was labeled attachment/secure base. The six items that load most heavily on the second factor capture a range of affectional behaviors (e.g., handholding, cuddling, eye gazing), as well as preoccupation or fascination with the friend. The second factor was labeled affection/preoccupation. The four items loading heavily on the third factor capture the level of importance and intensity experienced in the friendship and was labeled intensity/exclusivity. The two remaining jealousy items, "Sometimes I was jealous when she dated" and "Sometimes I was jealous when she was with other friends," were not retained as a factor. However, jealousy has been identified as an important construct within passionate friendships, and despite the exclusion of this factor from the parallel analysis, these items were retained because of theoretical importance (Diamond, 2000a). These items were significantly



Table 1

*Principal Axis Factoring of Passionate Friendship Survey Adolescent Friendships*

Survey questions	Factors			
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy
I turned to this friend when I had a problem.	.535	.127	.508	-.097
This friend was there for me.	.784	.024	.167	-.099
My friend met my needs.	.736	.095	.063	-.025
I was satisfied with this friendship.	.784	-.031	.135	-.144
Our friendship was better than most others.	.654	.035	.246	-.013
My friend met my expectations.	.729	-.048	.168	-.075
I had long heart to heart talks with this friend.	.404	.230	.370	-.269
I hugged this friend.	.415	.417	.244	-.274
I thought about this friend or wonder where she was.	.191	.567	.351	.104
I cuddle side by side.	.097	.777	.091	.075
I was fascinated with details about this friend.	.088	.601	.206	.130
I held hands with this friend.	-.039	.670	-.021	.183
I was possessive of this friend's time or attention.	.044	.513	.311	.454
I looked into this friend's eyes without speaking.	.025	.643	.150	.055

*(table continues)*

Survey questions	Factors			
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy
This was my most important relationship.	.268	.015	.479	.129
I enjoyed being with this friend more than others.	.283	-.026	.668	.110
I felt lonely when I was apart from this friend.	.040	.275	.588	.158
I was inseparable from this friend.	.227	.214	.614	-.005
Sometimes I was jealous when she dated.	-.113	.264	.134	.555
Sometimes I was jealous when she was with other friends.	-.183	.228	.136	.618
Eigen values	5.98	3.98	1.70	1.14
% of variance	27.1%	18.1%	7.75%	5.19%

positively correlated (.509,  $p > .001$ ) and were summed and labeled as “jealousy” for inclusion as a variable in subsequent analyses.

*Current closest friend.* Principal axis factoring with Varimax rotation was completed for the current friendship portion of the passionate friendship survey including 22 total items. As with the past friendship portion “I prefer hang out alone with this friend” did not load above .4 on any factor and was, therefore, dropped as well as the reverse coded item, “At times I wish we weren’t friends.” The principle axis factor analysis was rerun with the remaining 20 items. Although there was some variability between past and current friendship loadings (with more cross loading on past items) the

Table 2

*Principal Axis Factoring Three-Factor Solution of Passionate Friendship Survey**Adolescent Friendships*

Survey questions	Factors		
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity
I turned to this friend when I had a problem.	.601	.118	.446
This friend was there for me.	.807	-.011	.139
My friend met my needs.	.697	.077	.090
I was satisfied with this friendship.	.792	-.074	.123
Our friendship was better than most others.	.654	.019	.234
My friend met my expectations.	.727	-.070	.150
I had long heart to heart talks with this friend.	.522	.167	.246
I hugged this friend.	.508	.337	.134
I thought about this friend or wonder where she was.	.238	.592	.254
I cuddle side by side.	.126	.780	.048
I was fascinated with details about this friend.	.064	.635	.078
I held hands with this friend.	-.051	.676	-.012
I was possessive of this friends time or attention.	-.138	.623	.191

*(table continues)*

Survey questions	Factors		
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity
I enjoyed being with this friend more than others.	.058	.330	.557
I felt lonely when I was apart from this friend.	.058	.330	.557
I was inseparable from this friend.	.269	.232	.588
Eigen values	5.67	3.21	1.48
% of variance	31.4%	17.8%	8.23%

analysis yielded the same four factors reported in the past friendship portion described above. The four factors accounted for 62% of the cumulative percentage of variance. Table 3 presents factor loadings for all items on each factor for the current friendship. To determine the optimal number of factors to be retained, a parallel analysis using a Monte Carlo stimulation (100 simulated random data sets generated from real data) was conducted (Watkins, 2008). According to results of the parallel analyses, the first three Eigen values were sufficient for retention while the fourth factor was not likely to replicate. As with the adolescent factors, the two jealousy items did not load above .2 on any of the retained factors and were excluded from further factor analysis. Another principal axis factor analysis, constrained to a three-factor solution, was rerun with the remaining 18 items and yielded three distinct factors. Table 4 presents factor loadings for each item for each factor. The seven items loading most heavily on the attachment/secure base factor constituted the first scale. The seven items loading most heavily on the affection/preoccupation factor contributed to the second scale. The four items loading

Table 3

*Principal Axis Factoring of Passionate Friendship Survey Current Friendships*

Survey questions	Factors			
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy
I turn to this friend when I have a problem.	.639	.078	.271	.131
This friend is there for me.	.833	.077	.081	.030
My friend meets my needs.	.800	.082	.127	.035
I am satisfied with this friendship.	.813	.058	.147	.004
Our friendship is better than most others.	.595	.123	.487	.027
My friend meets my expectations.	.844	.096	.125	-.013
I have long heart to heart talks with this friend.	.651	.207	.195	.046
I hug this friend.	.432	.523	-.026	.040
I think about this friend or wonder where they are.	.225	.605	.323	.287
I cuddle side by side.	.156	.799	.147	.062
I am fascinated with details about this friend.	.088	.601	.206	.130
I hold hands with this friend.	.061	.711	.056	.096
I am possessive of this friend's time or attention.	.044	.513	.311	.454
I look into this friend's eyes without speaking.	.082	.684	.221	.090
This is my most important relationship.	.318	.150	.636	.082

*(table continues)*

Survey questions	Factors			
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy
I enjoy being with this friend more than others.	.313	.191	.641	.040
I feel lonely when I am apart from this friend.	.124	.356	.439	.332
I am inseparable from this friend.	.266	.215	.541	.268
Sometimes I am jealous when she dates.	.072	.171	.087	.732
Sometimes I am jealous when she is with other friends.	-.137	.162	.197	.760
Eigen values	7.53	3.32	1.64	1.15
% of variance	34.2%	15.1%	7.46%	5.25%

most heavily on the third factor were used to calculate an intensity/exclusivity scale.

Although the jealousy items were not retained as a factor, they were significantly positively correlated ( $.600 p > .01$ ) and were summed and labeled as “jealousy” for inclusion as a variable in analyses.

Overall, factor loadings on the current friendship portion of the survey loaded more cleanly than past friendship factors which may be a result of inconsistencies related to retrospective reporting. Additionally, the three-factor solution structure for closest current friendship was most similar to the first three factors of the original four-factor principle axis analysis for both adolescent and current friendship. Because of this it was determined that current friendship scores would be used to create criteria for scale scores and for classifying passionate friendships. Three scale scores were created for the

Table 4

*Principal Axis Factoring Three-Factor Solution of Passionate Friendship Survey**Current Friendships*

Survey questions	Factors		
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity
I turn to this friend when I have a problem.	.619	.102	.339
This friend is there for me.	.829	.085	.119
My friend meets my needs.	.773	.090	.192
I am satisfied with this friendship.	.801	.061	.176
Our friendship is better than most others.	.578	.127	.489
My friend meets my expectations.	.811	.101	.106
I have long heart-to-heart talks with this friend.	.649	.218	.195
I hug this friend.	.426	.524	-.006
I think about this friend or wonder where they are.	.200	.650	.368
I cuddle side by side.	.160	.792	.120
I am fascinated with details about this friend.	.078	.609	.194
I hold hands with this friend.	.053	.714	.071
I am possessive of this friends time or attention.	.013	.572	.382

*(table continues)*

Survey questions	Factors		
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity
I look into this friend's eyes without speaking.	.071	.694	.210
This is my most important relationship.	.294	.163	.635
I enjoy being with this friend more than others.	.308	.199	.585
I feel lonely when I was apart from this friend.	.081	.408	.529
I am inseparable from this friend.	.215	.252	.648
Eigen values	7.03	2.84	1.39
% of variance	39.0%	15.8%	7.76%

Passionate Friendship Survey by summing scores on the items that loaded most heavily on each factor of the three-factor solution for the current closest friendship. In addition, a total score was created by summing all 20 items, including the two jealousy items due to their theoretical importance. Table 5 lists means, standard deviations, and alphas for the Passionate Friendship Survey subscales and total score as well as summed scores for the jealousy items for past friendship and current friendship.

### *Cluster Analysis*

The 20-items from the present friendship survey were entered into a two-step cluster analysis in order to examine patterns of friendship experiences. The measure of proximity selected was the log-likelihood distance. The analysis yielded two distinct clusters, with higher scores reported for all items in cluster one and no overlap between



Table 5

*Means, Standard Deviations, and Alphas for Passionate and Nonpassionate Friends on the Passionate Friendship Survey Subscale, Jealousy Items, and Total Score (N = 229)*

Subscales/items	Past friendship		Current friendship	
	<i>M</i> ( <i>SD</i> )	Cronbach's alphas	<i>M</i> ( <i>SD</i> )	Cronbach's alphas
Attachment/ secure base	23.8 (3.6)	.87	23.8 (3.9)	.90
Affection/ preoccupation	13.9 (4.1)	.81	13.1 (4.6)	.85
Intensity/ exclusivity	11.9 (2.32)	.74	10.5 (2.6)	.77
Jealousy	4.25 (1.6)	.67	3.74 (1.6)	.75
Total score	54 (8.0)	.85	51.2 (9.8)	.90

the two clusters in confidence intervals for any item. Because of this pattern of higher scoring in cluster 1, it was designated as representing passionate friendship and cluster 2 was designated as representing nonpassionate friendships. Thirty-three percent of women were classified in the first cluster representing passionate friends, 67% were classified in the second cluster representing nonpassionate friends.

Two separate distributions were created for the total score of the passionate friendship scale. The 25<sup>th</sup> percentile score for cluster 1 (passionate friends) was 51. The 75<sup>th</sup> percentile score of cluster 2 was 57. A total score between these two scores was conceptualized as a marker to differentiate the two distributions. Thus, total scores equal to or greater than 54 were classified as passionate friendships, while those lower than 54 were classified as nonpassionate friendships. When compared to the classifications based

on the cluster analysis, the sample was categorized the same way with 74 (33%) women meeting criteria for passionate friendships, and 152 (67%) for nonpassionate friendships. The scoring system based on the total score cut-off values was used as the basis for subsequent analyses. The same cut-off score of 54 was used for both the closest friendship in adolescence and the closest current friendship.

### Passionate Friendship Characteristics

1a. What percentage of women report engaging in passionate friendships during adolescence and young adulthood?

A frequency distribution table for closest adolescent friendship indicated that 118 women (53%) engaged in passionate friendships, and 108 women (47%) were classified as engaging in nonpassionate friendships. For current friendship reports 83 women (37%) are engaged in a passionate friendship, and 143 women (63% are engaged in a nonpassionate friendship).

1b. What are the main characteristics that distinguish passionate friendships among women?

Dependent-samples *t* tests were conducted to evaluate differences in scores on the three subscales, jealousy items, and the total score for adolescent and current reports on the Passionate Friendship Survey. All results were significant except for the attachment/secure base subscale, with mean scores for the adolescent closest friendship higher on each scale. Table 6 provides a summary of the dependent-samples *t*-test results.

Means and standard deviations were calculated on the Passionate Friendship Survey to evaluate differences in friendship characteristics between women engaging in

Table 6

*Dependent-Samples t Tests Comparing Adolescent and Current Friends on the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 226)*

Survey scales	<i>t</i>	<i>df</i>	<i>p</i>
Attachment/secure base	0.01	225	1.00
Affection/preoccupation	-3.92	225	<.001
Intensity/exclusivity	-7.73	225	<.001
Jealousy	-4.56	225	<.001
Total score	-4.91	225	<.001

passionate friendships and those in nonpassionate friendships. As expected, means were higher for women in passionate friendships on all three subscales, jealousy items, as well as the total score on the passionate friendship survey for both adolescent and current relationships. Table 7 provides a summary of means and standard deviations.

*Ic.* How do variables such as age of onset of the relationship, sexual orientation, dating and romantic relationships, and other demographic variables relate to the development and participation in passionate friendships?

*Factors Associated With Adolescent Passionate Friendship Status*

Independent-samples *t* tests were conducted to evaluate differences between individuals whose adolescent friendship was classified as a passionate friendship and those who were classified as nonpassionate friends for age of friendship onset. The *t* test comparing passionate and nonpassionate friendship was not significant for age of the

Table 7

*Means and Standard Deviations for Passionate and Nonpassionate Friends on the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 229)*

	Past friendship		Current friendship	
	Passionate <i>M (SD)</i>	Nonpassionate <i>M (SD)</i>	Passionate <i>M (SD)</i>	Nonpassionate <i>M (SD)</i>
Attachment/ secure base	25.7 (2.49)	21.7 (3.58)	26.6 (1.73)	22.2 (3.99)
Affection/ preoccupation	16.2 (4.04)	11.3 (2.37)	17.2 (4.77)	10.8 (2.55)
Intensity/ exclusivity	13.2 (1.75)	10.3 (1.92)	12.9 (1.92)	9.10 (1.97)
Jealousy	4.60 (1.68)	3.87 (1.39)	4.55 (1.70)	3.27 (1.34)
Total score	59.8 (5.34)	47.3 (4.94)	61.3 (6.44)	45.4 (5.86)

*Note.* Higher scores on subscales correspond to greater attachment, affection, intensity, and jealousy.

participant when the friendship began,  $t(227) = -1.13, p = .258, d = -.151$ , or for age of the participants' friend,  $t(227) = -1.08, p = .279, d = -.144$

Nine two-way contingency tables were analyzed to evaluate differences between passionate and nonpassionate friendships for sexual orientation, religious affiliation, frequency of contact with friend, relational equity (as assessed through level of investment in the friendship), dating status during friendship, and romantic relationship status during the friendship, and the current status of the friendship (i.e., ended negatively, ended neutrally, ongoing). Table 8 provides a summary of frequencies of passionate and non-passionate friends for the above categories as well as chi square results for each two-way contingency table. Among these variables, four of the analyses

Table 8

*Two-Way Contingency Tables Statistical Results for Characteristics With Passionate and Nonpassionate Friendship for Adolescent Friendship (N = 230)*

Past friendship	Passionate N (%)	Nonpassionate N (%)	$\chi^2$	df	p	Cram V
Sexual orientation			12.0	1	.001	.232
Heterosexual	101 (49)	106 (51)				
LBQ	15 (94)	1 (6)				
Religion			6.97	1	.008	.176
LDS	85 (48)	92 (52)				
Non-LDS	32 (70)	14 (30)				
Cared equally for each other			11.3	1	.001	.222
Agree	115 (58)	85 (42)				
Disagree	7 (24)	22 (76)				
I cared more for her			.353	1	.553	.039
Agree	19 (49)	20 (51)				
Disagree	103 (54)	88 (46)				
She cared more for me			.528	1	.467	.048
Agree	11 (46)	13 (54)				
Disagree	110 (54)	95 (46)				
Contact frequency			6.34	2	.042	.167
Many times a day	90 (58)	66 (42)				
Once a day	12 (34)	23 (66)				
Less than once a day	19 (51)	17 (49)				
Dating Status			2.72	3	.437	.109
Never	7 (37)	12 (63)				
Occasionally	37 (52)	34 (48)				
Often	52 (54)	44 (46)				
Always	26 (59)	18 (41)				
Romantic Relationship Status			9.77	3	.021	.206
Never	31 (54)	26 (46)				
Occasionally	31 (48)	34 (52)				
Often	34 (46)	40 (54)				
Always	26 (76)	8 (24)				
Friendship Status			.630	2	.730	.052
Ended negatively	9 (56)	7 (44)				
Ended neutrally	10 (46)	12 (54)				
Ongoing	103 (54)	88 (46)				

were not significant (i.e., I cared more for her, she cared more for me, dating status, friendship status). Overall effect size results demonstrate moderate effect sizes for sexual orientation with more nonheterosexual women and less heterosexual women engaging in passionate friendships than expected by chance, relational equity (e.g., we cared equally for each other) with women engaging in passionate friendships agreeing with this statement more frequently than those who were in nonpassionate friendships, and romantic relationship involvement with women engaging in passionate friendships more likely to report that they were “always” engaged in a romantic relationship during the course of the friendship. There was a small effect size for contact frequency and religion with more non-LDS women engaging in passionate friendships than expected.

#### *Factors Associated With Adolescent Passionate Friendship Characteristics*

The following section summarizes a series of analyses examining respondents’ reports of the closest adolescent friend on the three subscales, jealousy items, and total score of the passionate friendship survey. Differences on the scale scores were assessed across sexual orientation, religious affiliation, engagement in romantic relationships, relational equity related to the friendship, and age at onset of friendship, and status of target friendship (e.g., terminated or ongoing).

*Sexual orientation.* Independent-samples *t* tests were conducted to evaluate differences between heterosexual and LBQ women on the three subscales, jealousy items, and total score on the Passionate Friendship Survey related to the closest adolescent friend. Table 9 provides a summary of the independent-samples *t* tests, Cohen’s *d*, as well as means and standard deviations. Attachment/secure base was not

Table 9

*Independent-Sample t Tests Comparing Sexual Orientation Groups on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 223)*

Dating status	Heterosexual <i>M (SD)</i>	LBQ <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.8 (3.70)	24.1 (2.39)	-0.29	222	.774	-.096
Affection/ preoccupation	13.4 (3.67)	19.3 (5.16)	-5.98	222	<.001	-1.31
Intensity/ exclusivity	11.7 (2.32)	13.3 (1.82)	-2.67	222	.008	-.767
Jealousy	4.11 (1.52)	5.56 (1.67)	-3.62	222	<.001	-.908
Total score	53.1 (7.67)	62.4 (7.69)	-4.64	222	<.001	-1.21

found to be significant. The remaining two subscales, jealousy items, and the total score were significant, with women who identified as LBQ reporting higher scores than heterosexual women on each of these scales. Effect sizes for all statistically significant comparisons were moderate to large.

*Religious affiliation.* Independent-samples *t* tests were conducted to evaluate differences on the Passionate Friendship Survey scales and jealousy items between women whose adolescent friendships qualified as passionate friendships and those who did not for religious affiliation. Table 10 provides a summary of the independent-samples *t* tests, Cohen's *d*, as well as means and standard deviations. Differences for affection/preoccupation, intensity/exclusivity, and total score demonstrated moderate effect sizes with non-LDS women scoring higher on each of these scales.

Table 10

*Independent-Samples t Tests Comparing LDS Versus non-LDS Individuals on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 234)*

Dating status	LDS M (SD)	non-LDS M (SD)	t	df	p	Cohen's d
Attachment/ secure base	23.7 (3.64)	24.4 (3.55)	-1.17	223	.243	-.194
Affection/ preoccupation	13.3 (3.76)	15.8 (4.81)	-3.69	223	<.001	-.579
Intensity/ exclusivity	11.7 (2.37)	12.5 (2.01)	-2.25	223	.025	-.364
Jealousy	4.20 (1.52)	4.30 (1.79)	-.373	223	.709	-.060
Total score	5.30 (7.91)	57.1 (7.95)	-3.13	223	.002	-.517

*Engagement in romantic activities.* Independent samples *t* tests were conducted to evaluate differences on the three Passionate Friendship Survey scales, jealousy items, and total score between women who were romantically involved and those who were not during the course of the friendship. Dating and romantic relationship status were assessed on two 4-point Likert scales with participants rating how frequently they engaged in dating activities and romantic relationships during the target friendship (i.e., *always*, *often*, *occasionally*, *never*). For the purpose of this analysis, these groups were collapsed into a dichotomous variable with those rating *always* and *often* categorized as engaging frequently in a dating or romantic relationship and those rating *occasionally* and *never* categorized as engaging infrequently in these different relationships.



Table 11 provides a summary of the independent-sample *t* tests, Cohen's *d*, as well as means and standard deviations for frequency of dating during the course of the friendship. Attachment/secure base was the only significant scale with a small effect size. Those who date frequently scored higher on this scale. Table 12 provides a summary of the independent-sample *t* tests, Cohen's *d*, as well as means and standard deviations comparing women who were frequently involved in romantic relationships during the course of the friendship to those who were infrequently (or never) involved in romantic relationships. The jealousy items were significantly related to romantic relationship style with a moderate effect size. Those who frequently engaged in romantic relationships during the course of the friendship reported lower jealousy scores than those who did not. No other scales demonstrated significant differences between those in frequent romantic relationships and those not in romantic relationships.

*Relational equity and age of onset.* Table 13 contains bivariate correlations between scores on the three Passionate Friendship subscales and jealousy items for the closest adolescent friend and relational equity and age of participant and the participant's friend at the onset of their friendship. Correlations were strongest for *cared equally* and *she cared more* and jealousy with those agreeing with these statements scoring higher on the jealousy subscale. Additionally, *I cared more* was significantly correlated with higher scores on attachment/secure base, as well as higher total score on adolescent friendship scale scores. Higher scores on the affection/ preoccupation scale and lower scores on the attachment/secure base were correlated with reports that agreed with the statement *she cared more*. Although statistically significant, each of these correlations was small in

Table 11

*Independent-Sample t Tests Comparing Infrequent and Frequent Daters on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 230)*

Dating status	Infrequent <i>M (SD)</i>	Frequent <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.1 (4.25)	24.3 (3.11)	-2.24	152	.028	-.322
Affection/ preoccupation	13.3 (4.77)	14.3 (3.64)	-1.59	157	.113	-.235
Intensity/ exclusivity	12.2 (2.29)	11.6 (2.31)	1.73	229	.085	.260
Jealousy	4.49 (1.65)	4.10 (1.55)	1.83	229	.067	.243
Total score	53.3 (9.66)	54.4 (6.84)	-.991	148	.323	-.131

Table 12

*Independent-Samples t Tests Comparing Those in Infrequent and Frequent Romantic Relationships on Adolescent Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 230)*

Romantic relationships	Infrequent <i>M (SD)</i>	Frequent <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.5 (3.96)	24.2 (3.21)	-1.61	229	.108	-.194
Affection/ preoccupation	13.7 (4.51)	14.1 (3.68)	-.790	229	.431	-.097
Intensity/ exclusivity	11.9 (2.33)	11.8 (2.31)	.613	229	.540	.043
Jealousy	4.53 (1.60)	3.94 (1.55)	2.82	229	.005	.374
Total score	53.8 (9.02)	54.1 (6.90)	-.344	224	.735	-.037

Table 13

*Correlations Among Adolescent Friendship Scores and Relational Equity and Age of Participant and Friend at Onset of Friendship (N = 231)*

Survey questions	Factors				Total
	Attachment/ secure base	affection/ preoccupation	Intensity/ exclusivity	Jealousy	
Cared equally	-.065	.127	.103	.275**	.118
She cared more	-.137*	.081	-.024	.184**	.008
I cared more	-.180*	.169*	.070	-.054	.178**
Age of the participant when the friendship began	-.029	.108	-.038	.048	.041
Age of friend when the friendship began	-.049	.107	-.034	.073	.038

\*  $p < .05$ . \*\* $p < .01$ .

size. There were no significant correlations for age of friendship onset and the three subscales, jealousy items, or total score.

*Friendship status.* The relationships among current status of the adolescent friendship and scores on the Passionate Friendship Survey were assessed. Table 14 presents means and standard deviations for the three friendship status categories (i.e., ended negatively, ended neutrally, ongoing) for the three subscales, jealousy items, and total score on past reports of the Passionate Friendship Survey.

Five one-way analyses of variance (ANOVAs) were conducted to evaluate differences between friendship status groups on the three subscales, jealousy items, and total score for past reports on the Passionate Friendship Survey. The ANOVAs for affection/preoccupation,  $F(5, 229) = 2.12, p = .12, \eta^2 = .018$ ; intensity/exclusivity,

Table 14

*Means and Standard Deviations for Friendship Status Categories on Passionate Friendship Characteristics for Adolescent Friend (N = 230)*

Survey questions	Scales				Total
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy	
Ended negatively (N = 16)	20.8 (5.2)	15.8 (5.9)	12.6 (2.4)	5.0 (1.9)	54.3 (11.8)
Ended neutrally (N = 22)	21.8 (4.6)	13.1 (5.9)	12.0 (2.5)	4.3 (1.7)	51.5 (10.1)
Ongoing (N = 192)	24.3 (3.1)	13.9 (3.9)	11.8 (2.2)	4.1 (1.5)	54.2 (7.4)

*Note.* Higher scores on the subscales correspond to greater attachment, affection, intensity, and jealousy.

$F(5, 229) = 1.11, p = .33, \eta^2 = .010$ ; jealousy,  $F(5, 229) = 1.95, p = .14, \eta^2 = .017$ ; and total score,  $F(5, 229) = 1.17, p = .31, \eta^2 = .010$ , were not found to be significant. The ANOVA was significant for attachment/secure base,  $F(5, 229) = 11.5, p < .001, \eta^2 = .092$ . Sheffe post hoc tests were used to evaluate differences among means. A significant difference was found, with those whose friendship was ongoing scoring higher on attachment/secure base compared to those whose friendship ended in a negative or neutral way.

#### *Factors Associated With Current Passionate Friendship Status*

Independent-samples  $t$  tests were conducted to evaluate differences between individuals whose current friendship was classified as a passionate friendship and those who were classified as nonpassionate friends for age of friendship onset. The  $t$  test

comparing passionate and nonpassionate friendship was not significant for age of the participant when the friendship began,  $t(223) = .081, p = .935, d = .010$ , or for age of the participants friend,  $t(223) = .607, p = .545, d = .081$ .

Nine two-way contingency tables were analyzed to evaluate differences between passionate and nonpassionate friendships for sexual orientation, religious affiliation, frequency of contact with friend, relational equity, dating status during friendship, romantic relationship status during friendship, and current dating/marital status. Table 15 provides a summary of frequencies of passionate and nonpassionate friends for the above categories, as well as chi square results for each two-way contingency table. Among these variables, seven of the analyses were not significant (i.e., religion, I cared more, she cared more, contact frequency, dating status, romantic relationship status, current dating/marital status). Both sexual orientation and *cared equally for each other* were significant. Overall, effect sizes demonstrate moderate effect sizes for sexual orientation with more LBQ women and fewer heterosexual women engaging in passionate friendships than expected, and relational equity (e.g., we cared equally for each other) with women engaging in passionate friendships agreeing with this statement more than expected.

#### *Factors Associated With Current Passionate Friendship Characteristics*

The following section summarizes a series of analyses examining respondents' reports of the closest current friend on the three subscales, jealousy items, and total score of the Passionate Friendship Survey. Differences on the scale scores were assessed across

Table 15

*Two-Way Contingency Tables Statistical Results for Characteristics With Passionate and Nonpassionate Friendship for Current Friendship (N = 226)*

Current friendship	Passionate N (%)	Nonpassionate N (%)	$\chi^2$	df	P	Cram V
Sexual orientation			11.2	1	.001	.226
Heterosexual	68 (33)	137 (67)				
LBQ	12 (75)	4 (25)				
Religion			1.90	1	.168	.093
LDS	61 (34)	117 (66)				
Non-LDS	20 (45)	24(55)				
Cared equally for each other			4.45	1	.035	.140
Agree	80 (39)	126 (61)				
Disagree	3 (15)	17 (85)				
I cared more for her			.032	1	.859	.012
Agree	11 (38)	18 (62)				
Disagree	71 (36)	125 (64)				
She cared more for me			.157	1	.692	.026
Agree	7 (41)	10 (59)				
Disagree	76 (36)	133 (64)				
Contact frequency			3.34	2	.188	.122
Many times a day	38 (39)	59 (61)				
Once a day	9 (24)	29 (76)				
Less than once a day	36 (40)	55 (60)				
Dating Status			5.72	3	.126	.159
Never	3 (27)	8 (73)				
Occasionally	29 (46)	34 (54)				
Often	31 (39)	48 (61)				
Always	20 (27)	53 (73)				
Romantic relationship status			1.27	3	.736	.075
Never	16 (35)	30 (65)				
Occasionally	13 (34)	25 (66)				
Often	30 (42)	42 (58)				
Always	23 (33)	46 (67)				
Current relationship status			.776	2	.678	.060
Single not dating	9 (30)	21 (70)				
Single dating	18 (38)	29 (62)				
Married	53 (38)	85 (62)				

sexual orientation, religious affiliation, engagement in romantic relationships, relational equity related to the friendship, age at onset of friendship, and current relationship status.

*Sexual orientation.* Independent-samples *t* tests were conducted to evaluate differences between heterosexual and LBQ women on the three subscales, jealousy items, and total score on the Passionate Friendship Survey related to the closest current friend. Table 16 provides a summary of the independent-samples *t* tests, Cohen's *d*, as well as means and standard deviations. All tests for the three subscales, jealousy items, and the total score were significant with LBQ women scoring higher on each scale. Effect sizes for attachment/secure base, intensity/exclusivity, jealousy were moderate. There was a large effect size for affection/preoccupation and the total score.

*Religious affiliation.* Independent-samples *t* tests were conducted to evaluate differences between LDS and non-LDS women on the Passionate Friendship Survey scales, jealousy items, and total scores. Table 17 provides a summary of the independent-samples *t*-tests, Cohen's *d*, as well as means and standard deviations. Attachment/secure base, intensity/exclusivity, and jealousy were not found to be significant. Both affection/preoccupation and total score were found significant, with those who were not LDS scoring higher on each scale. The effect size for affection/ preoccupation was moderate and for total score was small.

*Engagement in romantic activities.* Independent-samples *t* tests were conducted to evaluate differences on the three Passionate Friendship Survey scales and jealousy items between women who were romantically involved during the current friendship and those who were not during the course of the friendship. As with adolescent friendships, reports of dating and romantic relationship status were assessed on two 4-point Likert scales,

Table 16

*Independent-Samples t Tests Comparing Sexual Orientation Groups on Current Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 221)*

Dating status	Heterosexual <i>M (SD)</i>	LBQ <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.6 (4.02)	25.8 (2.96)	-2.158	219	.032	-.623
Affection/ preoccupation	12.4 (3.83)	20.2 (5.97)	-7.47	219	<.001	-1.55
Intensity/ exclusivity	10.3 (2.63)	12.3 (2.82)	-2.96	219	.003	-.733
Jealousy	3.68 (1.54)	4.50 (2.12)	-1.97	219	.050	-.442
Total score	50.1 (8.90)	63.0 (11.1)	-5.45	219	<.001	-1.28

Table 17

*Independent-Samples t Tests Comparing LDS Versus Non-LDS Individuals on Current Status of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 222)*

Dating status	LDS <i>M (SD)</i>	Not LDS <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.7 (3.96)	24.3 (4.10)	-.858	220	.392	-.148
Affection/ preoccupation	12.5 (4.09)	54.0 (5.68)	-3.28	220	.001	-.505
Intensity/ exclusivity	10.3 (2.67)	11.0 (2.75)	-1.45	220	.148	-.258
Jealousy	3.80 (1.25)	3.47 (1.87)	1.21	220	.226	.207
Total score	50.4 (9.26)	53.8 (10.9)	-2.06	220	.040	-.336



with participants rating how frequently they engaged in these types of relationships during the target friendship (i.e., *always*, *often*, *occasionally*, *never*). For the purpose of this analysis, these groups were collapsed into a dichotomous variable with those rating *always* and *often* categorized as engaging frequently in a dating or romantic relationship and those rating *occasionally* and *never* categorized as engaging infrequently in these different relationships. Table 18 provides a summary of the independent-samples *t* tests, Cohen's *d*, as well as means and standard deviations for frequency of dating during the course of the friendship. The jealousy items were significantly related to dating frequency with a moderate effect size. Those who frequently engaged in dating activities during the course of the friendship reported lower jealousy scores than those who did not. No other scales demonstrated significant differences between frequent daters and those who dated infrequently. Table 19 provides a summary of the independent-samples *t* tests, Cohen's *d*, as well as means and standard deviations comparing women who were frequently involved in romantic relationships during the course of the current friendship to those who were infrequently (or never) involved in romantic relationships. The jealousy items were significantly related to romantic relationship style with a moderate effect size. Those who frequently engaged in romantic relationships during the course of the friendship reported lower jealousy scores than those who did not. No other scales demonstrated significant differences between those in frequent romantic relationships and those not in romantic relationships.

Table 18

*Independent-Samples t Tests Comparing Infrequent and Frequent Daters on Current Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 226)*

Dating status	Infrequent <i>M (SD)</i>	Frequent <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.7 (3.70)	23.9 (4.10)	-.251	224	.802	-.051
Affection/ preoccupation	12.9 (4.79)	13.3 (4.65)	-.596	224	.552	-.084
Intensity/ exclusivity	10.9 (2.47)	10.2 (2.76)	1.73	224	.085	.267
Jealousy	4.09 (1.56)	3.57 (1.60)	2.28	224	.023	.329
Total score	51.6 (9.94)	51.0 (9.76)	.448	224	.654	.060

Table 19

*Independent-Samples t Tests Comparing Infrequent and Frequent Romantic Relationships on Current Scores of the Passionate Friendship Survey Subscales, Jealousy Items, and Total Score (N = 225)*

Romantic relationships	Infrequent <i>M (SD)</i>	Frequent <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Attachment/ secure base	23.7 (3.72)	23.8 (4.12)	-.166	223	.868	-.025
Affection/ preoccupation	12.6 (4.64)	13.5 (4.71)	-.134	223	.180	-.192
Intensity/ exclusivity	10.7 (2.57)	10.3 (2.74)	0.92	223	.348	.150
Jealousy	4.16 (1.55)	3.48 (1.58)	3.15	223	.002	.434
Total score	51.3 (9.73)	51.2 (9.91)	0.05	223	.962	.010

*Relational equity and age of onset.* Table 20 contains bivariate correlations between scores on the three Passionate Friendship subscales and jealousy items for the closest current friend and relational equity and age of participant and the participant's friend at the onset of their friendship. The correlation was strongest for *cared equally* and attachment/secure base, demonstrating a moderate correlation with women scoring higher on attachment/secure base who agreed with this statement. *Cared equally* was also positively correlated with total score. Additionally, *I cared more* and *she cared more* were significantly negatively correlated with attachment/secure base scores, although the size of the correlations was small. There were no significant correlations for age of friendship onset and the three subscales, jealousy items, or total score.

*Current relationship status.* The relationships among current relationship status and scores on the Passionate Friendship Survey were assessed. Table 21 presents means and standard deviations for the three types of current relationship status (i.e., married, single and dating, single and not dating) for the three subscales, jealousy items, and total score on current reports of the Passionate Friendship Survey.

Five one-way ANOVAs were conducted to evaluate associations between current relationship status and the three subscales, jealousy items, and total score for current reports on the Passionate Friendship Survey. The ANOVAs for attachment/secure base,  $F(5, 214) = .566, p = .568, \eta^2 = .005$ ; affection/preoccupation,  $F(5, 214) = .346, p = .708, \eta^2 = .003$ ; intensity/exclusivity,  $F(5, 214) = .749, p = .474, \eta^2 = .007$ ; and total score,  $F(5, 214) = .787, p = .456, \eta^2 = .007$ , were not found to be significant. The ANOVA was significant for jealousy,  $F(5, 214) = 4.00, p = .020, \eta^2 = .036$ . Sheffe post hoc test was used to evaluate differences among means. A significant difference was found between

Table 20

*Correlations for Current Friendship Scores and Relational Equity and Age of Participant and Friend at Onset of Friendship (N = 225)*

Survey questions	Scales				Total
	Attachment/ secure base	affection/ preoccupation	Intensity/ exclusivity	Jealousy	
Cared equally	.329**	-.027	.091	-.017	.143*
She cared more	-.149*	.017	.005	.118	-.032
I cared more	-.156*	.097	.106	.098	.027
Age of the participant when the friendship began	-.018	.100	.083	.059	.072
Age of friend when the friendship began	-.020	.106	.072	.079	.074

\*  $p < .05$ . \*\* $p < .01$ .

Table 21

*Means and Standard Deviations for Current Relationship Status on Relational and Self-Esteem Outcomes (N = 215)*

Survey questions	Scales				Total
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy	
Married/committed (N = 30)	23.1 (4.5)	12.9 (4.9)	10.0 (2.9)	3.10 (1.4)	49.2 (10.9)
Single and dating (N = 138)	23.9 (3.9)	13.3 (4.5)	10.5 (2.6)	3.77 (1.5)	51.6 (9.77)
Single and not dating (N = 47)	23.8 (3.9)	12.7 (4.4)	10.7 (2.6)	4.14 (1.7)	51.5 (9.29)

*Note.* Higher scores on the subscales correspond to greater attachment, affection, intensity, and jealousy.

those who were married compared to those who were single and not dating, with those who were single and not dating reporting higher levels of jealousy.

### Passionate Friendship Correlates

2a. Are there differences on measures of self-esteem and relational competence measures among those who have engaged in passionate friendships versus those who have not?

The relationships among different friendship styles and self-esteem and relationship competence were assessed. Independent-samples *t* tests were conducted to evaluate if differences existed in relational esteem, relational depression, relational preoccupation, and self-esteem between women engaging in passionate friendships and those in nonpassionate friendships. The test comparing passionate and nonpassionate friends was significant for relational esteem on the passionate friendship survey for adolescent friendships, indicating those who engaged in past passionate friendships had significantly higher relational esteem than those in nonpassionate adolescent friendships. There was a small to medium effect size for the relational esteem scale. All other subscales were not significant for adolescent friendships. The tests comparing passionate and nonpassionate friends for the current friendship was significant for relational preoccupation, indicating that those who are currently engaged in a passionate friendship report more relational preoccupation than those who are currently engaging in a nonpassionate friendship. There was a medium effect size for the current relational preoccupation scale. All other subscales were not significant for current friendships.

Table 22 provides a summary of the independent-samples *t* tests, Cohen's *d*, as well as means and standard deviations for both past and current friendships.

Associations between scores on the Passionate Friendship Survey and self-esteem and relational outcomes were assessed. Table 23 contains bivariate correlations between scores on the three Passionate Friendship subscales, jealousy items, and total score for the closest adolescent friend and self-esteem and relational outcomes. Although all correlations were small in size, 7 of the 20 correlations were statistically significant. Self-esteem was positively correlated with attachment/secure base. Relational esteem was positively correlated with attachment/secure base, affection/preoccupation, and total score. Relational depression was correlated with attachment/secure base and jealousy. Relational preoccupation was positively correlated with jealousy.

Table 24 contains bivariate correlations between scores on the three Passionate Friendship subscales and jealousy items for the closest current friend and self-esteem and relational outcomes. All correlations were small in size; however, 8 of the 20 correlations were statistically significant. Self-esteem was positively correlated with attachment/secure base. Relational esteem was positively correlated with affection/preoccupation. Relational depression was positively correlated with intensity/exclusivity and jealousy. Relational preoccupation was positively correlated with affection/preoccupation, jealousy, intensity/exclusivity and total score.

### Qualitative Analyses

Interviews were transcribed and coded for analyses. Codes were based on important characteristics and functions identified from friendship and romantic

Table 22

*Independent-Samples t Tests Comparing Passionate and Nonpassionate Friends on Relational and Self-Esteem Outcomes (N = 220)*

	Passionate <i>M (SD)</i>	Nonpassionate <i>M (SD)</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Past friendship						
Relational esteem	24.7 (5.4)	23.0 (6.0)	2.10	218	.037	.297
Relational depression	22.5 (7.5)	21.6 (8.3)	.888	218	.375	.113
Relational preoccupation	30.4 (7.6)	29.6 (8.2)	.786	218	.433	.101
Self-esteem	3.09 (.57)	3.08 (.50)	0.19	219	.843	.018
Current friendship						
Relational esteem	24.7 (5.9)	23.5 (5.6)	1.52	218	.130	.208
Relational depression	22.9 (7.8)	21.6 (8.0)	1.19	218	.235	.164
Relational preoccupation	31.5 (8.2)	29.1 (7.6)	2.13	218	.034	.303
Self-esteem	3.11 (.55)	3.08 (.53)	0.43	219	.667	.055

Table 23

*Correlations for Adolescent Reports on the Passionate Friendship Surveys and Self-Esteem and Relational Outcomes (N = 223)*

Psychosocial outcomes	Scales				Total
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy	
Self-esteem	.220**	.035	.021	-.130	.097
Relational esteem	.208**	.248**	.110	-.033	.243**
Relational depression	-.148*	-.053	.048	.209**	-.038
Relational preoccupation	-.016	.122	.065	.203**	.109

\* $p < .05$ , \*\* $p < .01$ .

Table 24

*Correlations for Current Reports on the Passionate Friendship Surveys and Self-Esteem and Relational Outcomes (N =226)*

Psychosocial outcomes	Scales				Total
	Attachment/ secure base	Affection/ preoccupation	Intensity/ exclusivity	Jealousy	
Self-esteem	.202*8	.006	.042	-.044	.119
Relational esteem	.050	.195**	.017	-.044	.109
Relational depression	.034	.004	.184**	.162*	.096
Relational preoccupation	.087	.254**	.172*	.233**	.243**

\* $p < .05$ , \*\* $p < .01$ .

relationship theory. Different friendship theories posit that friendships develop based on benefits obtained, and grow through means of consistency, proximity, and self-disclosure (Fehr, 2000; Karbo, 2006; Oswald & Clark 2003). In contrast, romantic relationship theories identify that romantic love is characterized and developed through increased levels of intimacy and passion (Hendrick & Hendrick, 2006; Sternberg, 1986). Interview responses were coded into categories based on these constructs to identify how these women's closest friendships develop in comparison to conventional friendships and romantic relationships. Responses were coded according to five themes generated from the interview questions: (a) friendship characteristics, (b) relationship importance, (c) intimacy, (d) problem areas, and (e) friendship status. Each principle area was then analyzed for themes or patterns in responses. Table 25 provides an overview of the six



Table 25

*Participant Profiles (N = 6)*

Informant	Age	Sexual orientation	Background
Jamie	19	Bisexual	Sophomore majoring in Nursing. Currently in a romantic relationship with a man.
Lindsay	18	Heterosexual	Freshman majoring in Sociology. Is not in a romantic or dating relationship.
Megan	18	Heterosexual	Freshman majoring in Psychology. Is not in a romantic or dating relationship.
Alice	19	Heterosexual	Sophomore undeclared major. Currently in dating relationships with different men.
Becky	21	Lesbian	Senior majoring in Psychology. Currently in a romantic relationship with a woman.
Anna	20	Lesbian	Junior majoring in English. Currently in a romantic relationship with a woman.

participants whose responses are reflected in this study. All names have been changed to maintain confidentiality. The following section will explore each theme separately.

*Friendship Characteristics*

The three themes that emerged from the responses to the principle question regarding friendship characteristics include friendship development, positive descriptions of friend, and negative descriptions of friend. The participants shared descriptions and experiences regarding characteristics from reports of their closest past and/or current friendship. For friendship development and positive characteristics the majority of themes that emerged were similar across friendships, regardless of age, and these qualitative reports are integrated. Negative descriptions were observed only among the

past reports of friendship and will be discussed from those reports. Each category will be explored in depth.

*Friendship development.* Having similar interests and being able to share collective experiences were most commonly reported by the six women in terms of how their friendships developed. Most of the participants indicated having similar friendship networks or similar hobbies. When describing how her current closest friendship began Jamie indicated:

We have similar interest, we like to do the same things and we kind of like the same people. As a whole like she knew other people that I knew too but we didn't know that we knew other people so we kind of have really similar personalities and tastes.

Similarly, Jamie's past friendship shares the same characteristics in development:

We loved to do the same things, we loved to go to the sand dunes, my family liked her, we would go riding horses and we would just, we had similar interest and we hung out with the same people.

Megan's report underscores similarities as the precursor to the development of her closest high school friendship:

We had mutual friends and we just got along really well and we became close. We had like classes together in school and we both did orchestra and we had extra curricular things together

Alice's friendship development descriptions were more limited but still marked similar shared experiences. Her report described the development of her friendship with her closest friend who has remained the same since childhood. Alice said:

We've been friends since probably around late elementary school and were in the same classes...[our friendship] has gotten better over the years too and like now we're roommates.

Anna's reports of her closest high school friendship echo the similarities in interest and hobbies reported by the majority of women.

It started in middle school and we were both in like upper level classes so there was a group of us who all went around...so it was just spending time together that started our friendship and we were both interested in band and we both played the clarinet in band and we were the only ones who stuck throughout it and that kind of like bonded our relationship because we would skip class to go practice.

Lindsay's current closest friendship shares the same pathway and reveals that both her and her friend's membership in an identified out-group as being a part of their friendship development and support.

We have like a lot of common interest. Like we we're both really interested in psychology and that's both of our majors so that's kind of fun...And I don't know like religious things, neither of us are LDS and like being in an area like this is kind of hard sometimes. So it's nice to like have someone to hang out with on Sundays when everybody else is gone.

Becky described the similarities shared in her current friendship as related more too similar experiences in problem areas rather than friendship networks or hobbies.

Similar to Lindsay, one of the main difficulty areas centered on out-group status; however, in contrast this was related to developing an identity that was inconsistent with LDS religious beliefs:

We had similar problems and we bonded over those things...we both have same sex attraction and it was a bonding thing for us and we really through that first year of college talked quite a bit...we grew really close that year. It was really good for me to have someone who was also LDS and was going through that so we kind of supported each other...she was there for me when I lost my first girlfriend and would spend hours on the phone listening to me cry and I was broken hearted and I couldn't act broken hearted in front of my family because they didn't know about that relationship.

*Positive characteristics.* Each woman was asked what words they would use to describe their friend as well as telling about the person and friendship in general.

Descriptions varied but the majority of woman used positive adjectives that captured the foundational characteristics of humor, caring, and support when describing their closest friendships. A few of the women highlighted their friendship using familial terms indicating that their friendship had developed into a relationship that corresponded to kinship.

Jamie offered a story to illustrate the best characteristics of her closest friends which underscored support and loyalty as an important characteristic her friend has:

She was arrested for driving under the influence of marijuana and I was with her at the time that she got arrested. We were all smoking but she is the one who got in trouble for everything, and even though not necessarily all the stuff was hers, and it's just like she took the rap for everybody and its like that is kind of really saying something about somebody...from my point of view that is really amazing that someone would do that.

Jamie indicated that she felt like her friend “really put it out there” for her and that was uncommon loyalty to have in a friend.

Megan described both her past and current closest friend in a similar manner.

When describing her past friendship Megan indicated:

She makes me laugh a lot, she's crazy, and she's easy to talk to about little things, like little funny things and she's very light hearted and optimistic and a fun person.

For her current friendship she reported:

She's hilarious, she makes me laugh a lot and she is compassionate and sympathetic and I think she's wise and gives really good advice.

Alice shared the following characteristics as indicative of her closest friend:

I just like being with her because she's easy to talk to and we have a lot in common and she's so funny.

Lindsay discussed both caring characteristics and used familial terms in describing her closest current friend:

We joke around like we're sisters...and she has like a motherly instinct and is like really caring so I think it is nice to have that because like it's my first years away from home and not having my mom its nice having someone that's like going to take care of me and that type of thing.

Similarly, for her closest past friendship Anna identified important characteristics but also used familial terms in her description of her friend:

She is very funny and fun to hang out with...she is silly, energetic, very diligent, motivated, sensitive to other people around her, kind,...very motherly...her family is my second family...I think of her as a sister almost like even extended family more than a friend I'd say.

Becky provided descriptions that were more intense and intimate of her closest current friendship compared to the other women's:

She's beautiful, perfect, passionate, sensitive, emotional, umm really sensitive. If I were to think of one negative thing she can be overly sensitive but predominately mostly positive things for the most part.

For her current friendship Anna's descriptions were more in-depth and shared similarities to Becky's reports:

She's perfect, beautiful, very compassionate, very thoughtful, very smart, organized, open to new experiences, she's very stubborn initially, umm she is wonderful.

*Negative characteristics.* Three of the women described negative characteristics when describing their friends, which were primarily focused on their closest past friendship. Negative characteristics represented selfishness and self-interest as well as themes of dependence. One unique theme that emerged among the women who reported negative friendship characteristics involved the relationship status. Two of the three women terminated their friendships, while only one still maintains their friendship. The other three women who used only positive characterizations of their past friendships still

maintain their friendship with their past closest friend. Negative descriptions of the friend are provided below, as well as a discussion of the transition in current status.

Jamie currently maintains her friendship with her past closest friend. She described her friend and relationship in the following way:

A relationship with her is a very demanding relationship. It is a very hard relationship to keep...she was very self-centered and very demanding in a lot of things so it was hard to keep a relationship like that. But somehow we ended up staying friends for this long, and we did a lot together.

Jamie indicated difficulties resulting from selfishness, which is in contrast to the example she provided above of her current closest friend, which focused on her perception of her current closest friend's selflessness.

Lindsay's past friendship report reflected a spectrum of different characteristics but echo some similar characteristics described by Jamie:

She is like really confident and kind of crazy and it like seems like she wouldn't care what other people think but like she really did, but she was like always really hyper and like going crazy. I don't know it did annoy a lot of people but it really attracted me to her...but she would like basically boss me around and like always take my homework and stuff like that. I've always been like follow those kind of rules and like those kind of ethical things but for some reason I let her do that and after that we grew further and further apart.

Lindsay's statement above underscores how the negative characteristics led to a change in the relationship and she then went on to describe how her friendship ended:

I decided like that summer that I was going to like try not to pretty much hang out with her as much and I pretty much stopped...and I'm not as close with her anymore because college has really changed her or maybe just like brought things out that would have been brought out at some point so like I'm just glad that I like was able to become my own person...I have some negative feelings...I'm so glad I was able to get out of it.

Becky offered many dependent characteristics when asked to describe her closest past friendship.

She was probably needy and clingy...like she was very kind to me, but in return she really needed me as someone that she could always go to with everything so she was very open with me...so that's probably a big part of why she was that way with me but it was a very needy and clingy type of relationship.

Becky also indicated an increasing level of demands made by her friend in terms of her time and attention that she could not give while maintaining other friendships. Becky noted that these characteristics put a strain on the relationship; however, Becky reported that the friendship was finally terminated when she disclosed her nonheterosexual orientation to her friend. She describes the process and how the termination was similar to breaking up:

I got my first girlfriend right before I left for college and that was the relationship [my friend] was jealous of and we had some issues there and I left for school and we didn't get as much of a chance to talk...finally I told her online about this other girl and she absolutely freaked out. She was like I don't know if I can talk to you for a little while and then she would call me and umm just be angry and upset and really hurt and then she would you know hang up on me so she had a lot of unresolved and hurt feelings about it. We just stopped talking because partially because I couldn't take the abuse that it inflicted on me and partially because I just think it was too hard for her to just try so we stopped talking probably two or three weeks after I told...It felt very much like a break up like the end, just felt like it was a break up really badly.

### *Intimacy*

The participants were each asked about the ways in which they felt close or connected to their friends. There were a variety of responses, but the majority revealed connectedness through either emotional or physical intimacy. Again, reports were qualitatively similar for closest past and current friendship so reports will be integrated together as they are examined in detail.

*Emotional.* The most common responses from each woman regarding emotional intimacy were focused on the relationship providing a safe context for unqualified self-

disclosure and trust. Jamie described the closeness she felt with her past closest friend in this manner:

I would share really deep emotional things that I have never shared with anybody. That I wouldn't want anyone, because it's not something that people need to know, you know what I mean? With her I would tell because it was like I knew that when I would actually tell her she would listen to me and she would be there for me...and it just felt like she needed me so much in so many ways that I felt really close.

Lindsay provided contrasting reports with her past friendship being marked by the absence of trust, whereas, the current friendship is built on that trust. The first quote is Lindsay speaking of her past friendship (which was later terminated as described in the previous section), whereas the second is distinctively different when speaking of her current closest friend:

I was almost like attached to her in some ways just because it was a friend that was a girl....but I really feel like I never did trust her, like I don't know it's just like I don't feel like we had a very good relationship like basically we just would, like it was just fun.

I feel like I can trust her and that's like, I think it's a big thing for anyone to trust someone, but I feel like it's especially big for me...so it's nice to have someone I can trust and she trusts me.

Megan describes her emotional connection with her past friend in terms of long established memories

We have been so close for so long, I think that's very unique...We share so many memories...we have so many inside things that it's probably really annoying to like listen to us talk.

Her description of her current friendship reveals both the closeness and importance of her friend in her life:

We're very similar like we can basically finish each other's sentences, and like I'm completely myself around her, completely comfortable....I just really like to be around her, like things aren't really complete until I can share them with her.



Alice's reports of her closest friend revisit the unique foundation of self-disclosure that the two women share:

We've always been a lot closer than with other people, we can do anything together and have a good time. We talk a lot, we and tell each other everything... like she can tell me anything...and she is just always around to talk to, she is always willing to listen to me and help me out when I have a problem...I tell her things that I wouldn't tell other people.

Becky's reports focused on an emotional connectedness between the women that exceeded what she experienced in other friendships and that she felt exceeded friendship-type behaviors in general.

A lot of our relationship was done in letters and looking at those now they're very love letter-like you know? Any notes that I wrote to other friends were kind of fluffy, what you doing in class, but these were like deep into I you know, I love you and you're a good person and were very romantic. They really were unique to that relationship especially at that time period because that was when I was still straight so any friends that I had at school and that I interacted with weren't that way at all it was definitely that relationship specific. It was the closest I have ever been to having a female romantic partnership up to that point, and it was very close to being like that if we had just one step further and kissed. Basically that was all that was missing other than that it was really a relationship.

Reports of the closeness in her current closest friendship revisit the importance of disclosure between the two women found in several of the other women's reports:

I feel like we know each other in a lot, a lot deeper than I've ever been in a friendship before. And a lot of that again is the whole self-disclosure thing...I felt comfortable telling her anything, I was more open with her so I think that was a big thing like I told her a lot about myself that I had never told anybody else before.

Anna also repeated the importance of being able to self-disclose and discuss a variety of topics with her past closest friend.

We could talk about everything. We could talk about stupid things like school but also really deep subjects. We could talk about the bible we both had a really good knowledge of it and we could share really personal experiences too...she was amazing.

For her current closest friendship Anna provided a description that reveals an important dependence on her friend in providing her emotional support and intimacy.

She is my complete support she would do anything for me and she's very, very willing to always be there for me either like physically or emotionally provide for me, and so she is my support, my constant support.

In general, with the exception of Lindsay's report of her past friendship, each woman discussed the importance of disclosure and trust. Yet, the women's reports reflected different levels of intimacy within this framework with Megan, Becky, and Anna reporting a deeper level of dependence on their current friends in this area.

*Physical.* With regard to intimacy, every woman except for Alice reported some level of intimacy involving physical affection with their past and current closest friend. There were mixed responses regarding the levels of intimacy that ranged from hugging to hand holding to kissing. Jamie reported more intimate behaviors making a general statement about the role of physical affection in her friendships:

I am very affectionate with my friends. I don't have a problem kissing girls. So I was very affectionate with all my friends. It's just something I do, you know?

Jamie further explained why physical intimacy was so important to her in terms of her closest past friendship:

I think it is important in a relationship just because it's like some people there are different ways of showing that you care about somebody and I think being physically close to someone, you know hugging them or kissing them on the cheek, shows that you are close enough with them that you're comfortable with being physically attached to them, not necessarily sexually, but you know I think it's important because I think it's a way of showing that you care about somebody.

Lindsay reaffirmed Jamie's position of physical affection communicating something that is different than sexual or romantic messages.

Like we'll hug each other and stuff. Like growing up with all boys and mostly having guy friends at home, which is like weird coming here and having roommates who are girls. So like it's weird like, it's not like I'm against hugging, but sometimes it's weird like oh we're going to like hug now...and like we will hold hands and stuff but like I don't really think it's in a romantic way but just like funny girly thing or something.

Anna's reports regarding her closest past friendship were consistent with the women who identified engaging in a variety of physically affectionate behaviors with their friend.

Also, like Jamie and Lindsay, she emphasized the nature of her physical affection:

We would hug all the time and we'd like cuddle while we watched movies and we just like sitting close with my head on her shoulder or something. We'd like sleepover all the time and just sleep in her bed, but that was just when it was the two of us we didn't really extend that to when other people were around because it was very much like I do with my sisters...like sisterly affection going on with the extension of my family. We definitely do those kinds of things.

When describing her past friendship Lindsay reported on behaviors that were physically affectionate; however, the purpose and function of these behaviors was unclear to her:

We were kind of huggy but like not really, like I feel just like her silliness like sometimes she'd be like silly and like she would like, because people always joked that we liked each other, and that doesn't really bother me because I knew I didn't feel that way...but she would reinforce it by like always saying things to like make people think...and we'd be walking down the hall and she would like just grab my hand or like hug me or something if she saw someone who would like say that so it didn't bother me...I didn't really think about it at the time but I'm not sure.

Anna's reports of physical affection with her current closest friend share similar behaviors; however, she indicated the nature of these behaviors as more ambiguous than stated above:

I think our physical interactions were very purposeful like flirting kind of, like you know we'd be sitting next to each other on the couch and I would just like touch her leg you know those flirty taps and pats, but she would put her hand on my leg and patted and touched me. I was extremely in tune to all those things you

know and I think that just kind of progressed and increased after that point, even our hugs took on new meaning...one of her friends she was extremely close with you know said that we were flirty and said stop flirting with her so I think it got to the point where other people noticed.

Becky reported more physically intimate behaviors that she perceived to be more romantic in nature compared to the nonromantic/sexual context emphasized in the other reports:

We would hug each other every time we saw each other at least once and she usually pushed for more than I could...if we ever got to spend the night together it was always cuddling when we were sleeping, we have some pictures people took of us you know at a young women's sleepover and fun things like that where we were just like all wrapped up in each other you know its romantic. Even things like you know she would steal a sweatshirt of mine and you know give it back to me when the smell had gone away. It was more intense than my first boyfriend.

When discussing her current closest friend Becky reported on a slower development and less physical affection than her past friendship:

I like to be affection and in the beginning when we were first friends she didn't respond to it very well...as our friendship grew that changed and we hugged quite a bit but it was almost always my initiation.

Both Megan and Alice noted that physical affection is not a primary source of intimacy within their friendships. When discussing if she was physically affectionate with her current closest friendship Megan reported:

Umm, not really I mean like, I would kiss her on the cheek and stuff we do that all the time but yea.

Megan then compared her closeness with her past friend to her current closest friend:

She's probably not as [affectionate] with me as my other friend...but when I see her I'm like, I'll give her a big hug and am really excited to see her, it's very apparent.

Alice was the only woman to report no physical affection in her friendship:

We're not physical at all we just, we just have a good time being with each other and talking and laughing.

Overall, it seems that physical intimacy was important in the friendship for a majority of the women. Common behaviors included hugging, cuddling, hand holding, and kissing; however, the nature and purpose of these interactions demonstrated more variability. Some women acknowledged them as markedly different from romantic/sexual affection whereas the two women who self-identified as lesbians explicitly indicated how their affection was similar to romantic or sexual behaviors.

### *Importance of Relationship*

The three themes that emerged from the responses to the principle questions regarding why this friendship is unique or important include expenditure of resources, growth from friendship, and relational equity. The participants shared descriptions and experiences regarding characteristics from reports of their closest past and/or current friendship. For each of the themes that emerged there were similarities in reports regardless of age and, as in previous sections, the qualitative reports from past and current are integrated. Each category will be explored in depth.

*Expenditure of resources.* When discussing the importance of friendship the majority of women discussed the amount of resources they devoted to their friend. Alice was the only woman who did not provide an extended explanation of the resources she gave in her friendship, but did note that she and her friend spend a “couple of hours everyday” together. Although variability in labeling resources exists in the reports, the most commonly identified resource was time commitment to the relationship. Jamie’s reports of her past closest friendship illustrate the variety of resources given:

She has been through so much and I have been there to support her anyway I can. I have let her live at my house. I have loaned her money and stuff like that, you know. That is probably what makes it so unique. I have never given so much to somebody.

Lindsay's report of her past closest friendship uncovers a cost associated with the time commitment she gave to her closest past friendship:

We definitely spent a lot more time together because we're like in school all day we had a couple of classes together and we'd eat lunch together and then we'd spend time on the weekends...I feel like, like I had a great high school experience...but I feel like I could have met like a lot more like better people and like spent a lot more time with the people that were more positive than me and like she was taking up all my time, well not necessarily her it was like my choice to hang with her

For her current closest friendship Lindsay identified time as a resource she gives to this friendship and also qualified the report of a deliberate effort to have some of that time be exclusively shared without others present:

We probably spend like three to five hours together a day...when we're together usually it's in like the group like we have like, I don't want to call it a clique, but it's just like the girls I live with and like her, like she comes over too and so we all hang out together. But sometimes we'll go off and do things alone... she's like friends with all of us but like I think everybody kind of knows that we're definitely the closest.

Megan's reports also underscore a significant time commitment with her past closest friend:

We would walk home together every day from school, we could have ridden the bus but we liked to walk together and it would take us like two hours every day to walk home because we walk so slow and we would just like talk... and I remember one time her mom asked her why don't you come home anymore because we would spend like everyday together.

Megan's current closest friend attends school at another university and she is unable to physically spend time with her anymore. She provides a report of her time commitment to this friend before they were physically separated as well as how they

have transitioned their relationship and still maintain a significant time commitment with each other:

I would see her everyday and I think that on the weekends we probably spent like Friday and Saturday together...[now] we call each other every day, she doesn't go to school here, but like I'll call her and tell her...everything basically.

Becky's reports of her closest past friendship reveal that physical presence is not a prerequisite for significant time expenditure, as well as echoing Lindsay's reports of the cost of such time expenditure to other relationships:

We didn't spend a whole lot of physical time together but we were on the phone a lot, like pretty much every day she would call me and some nights we would spend upwards of three hours on the phone every night so we spent a lot of time talking, and a lot of our friendship was kind of done through letters and notes and that kind of thing as well so we didn't spend as much time together physically but a lot in other ways ...I mean her friendship with me took up so much time that a lot of other things just kind of faded out even if it wasn't that significant to begin with it just fizzled out.

In describing the beginning of her current closest friendship Becky described purposeful transitions made so more time could be spent with her friend:

We really hung out as much as we possibly could...we spent a lot of time on the phone again you know upwards of three or four hours every night and I would make the trip up here to see her as much as I possibly could...we did a lot of stuff to see each other as much as we could but it was hard and then finally midway through my second semester of that year I left [my school] and I came up here and moved to Logan and we got an apartment.

Finally, Anna reported similar levels of time commitment for both her past friendship in the first quote and her current friendship in the second:

We spent the entire school day together like attached at the hip-type and so that's at least eight hours...and we did a lot of outside activities too and hung out on the weekends so like even if we were in a big group of people we were together so, I don't know, a lot of time.

We live together so obviously we spend a lot of time together.

Taken as a whole, each woman identified some level of significant time commitment. Jamie provided the most robust description in terms of what she gave. Both Lindsay and Becky identified a cost that accompanied the time given to their past friendship; however, both are currently engaged in significant time expenditure with their current closest friend and did not report any negative cost for such a commitment.

*Growth.* One consistent theme that emerged among the women's reports of their friendships importance was individual growth. Frequently, the women stressed importance in growth either through the friend providing social development or making important contributions to identity development. For socialization, women characterized their friends as having great importance for growth, ranging from providing their first meaningful friendship to being a consistent support to introducing them into a social network. Jamie spoke of her past friendship becoming her first lasting relationship that provided her meaningful support:

I had a hard time keeping friends when I was younger. It's the same thing with everybody like a lot of friends I picked weren't really good friends, and so she was important to me...because she listened to me. I think that was probably the best thing I liked about her because at that age most people don't really listen to you and she did and so I think that is what I liked about her.

Her current report reflects that consistency is an essential piece of importance in her current friendship:

She does a lot for me, she is really helpful and we have been through a lot together. I know if I like needed something she is there and that is really important in a friendship I think.

Lindsay's reports of both past and current friendship underscore the novelty of these friendships in providing some of her first meaningful social and interpersonal



relationships. When speaking of her past friendship Lindsay described how her friend provided individual and social outlets she had not had previous to that friendship:

I think part of it was just probably like the weirdest feeling, whoa like someone wants to be my friend...I'm just like a shy kid. I'm like not going to talk to people. I'm just going to do my work, but I guess I was excited about that and then like it seemed like she was pretty nice in the beginning, like she was always introducing me to people and like kind of helping me out to like get into a circle of friends...She was just really important because it was pretty much her that like associated me becoming comfortable enough to be in social situation and like I'm so grateful for that.

In addition, Lindsay's current closest friendship continues to provide important lasting social benefits:

I was really reserved and shy in junior high and I don't think it's much of an exaggeration to say that I had like no friends...So, I don't know it's like it's new to have a really close friend I guess...I just feel like we're friends for like forever pretty much like the friend that follows you for a long time and I think it's like a really positive thing.

In contrast to the above reports, Megan describes both her past and current friendship as essential in influencing her individual development. Megan reports on her past friendship and attributes the longevity of that relationship as being instrumental in shaping who she currently has become:

She was like the only stable and steady friend I ever had because she was always there since Kindergarten she was always there and she was like a rock...I think she actually like helped shape me into who I am because I've known her for so long. She made me happy like all through those years...I guess that is how she influenced me to be different.

Megan also extended her report and recognized the importance of her current friend in identity development, providing a description of how her closest current friend has helped her improve her own self-perception as well as influence how she interacts with others:

I think it's made me more compassionate towards other people, like I think she's made me feel a lot better about myself, like she is so nice to me and so sincere when she gives compliments that I, that she's helped me a lot that way...like with my self esteem she makes me feel good about myself. I think it's helped me to be a better friend with other people too because she's kind of taught like how to be a good friend so it helped me a lot.

Alice's reports of her closest friend were consistent with growth in identity

development which conversely has impacted her social network:

She has helped me become more outgoing, like I'm pretty shy and she's not, she is like a complete social person so when we hang out I have to go and be social with her so that has helped me...She like made me feel more comfortable around other people and so I started developing friendships with them as well.

Becky's reports of her past friend underscore her influence on Becky's identity

development, especially related to the integration sexual orientation as part of that

identity:

She made me feel really good about myself in a time when I was not feeling very good about myself...and I was doing a lot of that identity formation type of stuff so she was someone who I had I felt a very positive relationship with at the time and that was very helpful to me...I just needed someone to be close and I had a really good relationship with my family but there were a lot of things that they didn't understand and she understood me...I think a big part of that relationship was formative in helping realize I was interested in women. Looking back on it that was a big part of it so I think if I hadn't had her particular relationship I wanted to be in something at least similar to that to make me realize and help me form my identity so I would not be even really the same person if I hadn't had the that experience.

Becky's report of how her current closest friend has impacted her also reflects identity

growth but identifies her friend's influence on a more general level of who she has

become:

I feel like at this point in time it's the first adult relationship I've been in probably friendship-wise just because the majority of those other friendships I've had have been, were very immature and oh you're jealous of me doing this and I didn't feel like those were very adult in a lot of things...I feel like [ours] is a mature

relationship I haven't had before...It's been something that's really beneficial to me because it's really helped form me and who I am.

Similar to Becky's reports, Anna's reports of her past friendship reflect the importance of her friend in terms of identity development and providing support and a lasting influence, while Anna experienced conflict as she navigated this development:

She was a lifesaver, I mean during adolescence you're always like struggling to find our identity and struggling with your family and trying to develop yourself and she was really there to like bounce, bounce off of you know to kind of throw some ideas out and she was a really good sounding board...her and her family were extremely accepting of me...I was struggling in my family and my religion and they didn't accept who I was and some decisions I was making and different things...she was also very religious and extremely accepting and that gave me an outlet...she helped me to be okay with myself, to develop confidence in who I was no matter what other people said because I could be myself with her...and I think I still carry that with me now.

In reports of her current friendship Anna reflected many of the women's reports of her friend influencing her identity development and extends this by identifying her friend as a model in this development:

She was kind of who I wanted to be like you know, I had this idea in my mind of, of my potential and who I wanted to be when I grew up and she was kind of the model for that...I always looked up to her and still continue to now.

*Relational equity.* Relational equity was assessed by questions that gave the women opportunities to discuss the balance of effort and care demonstrated by each party in their friendships. There were a variety of responses but every woman identified equity in effort and care for their current relationships. More variability in one friend caring more and expending more effort was reported for past friendships and will be examined throughout the following section.

Jamie reported an imbalance in her past friendship with her giving more:

I feel like I gave a lot more to her than she ever did to me but I don't hold it against her in anyway. I don't use that at all, I never really think about it...I want to say emotionally I gave a lot more to her than she did to me and that's okay.

Lindsay also noted an imbalance in the same direction during her past friendship:

I cared for her a lot more just like the whole past thing I mentioned earlier just like having to get my first like friend slash relationship that was with someone that was a girl that's not like my mom or family. So I feel like I really, really cared for her and wanted to help her...I was always giving and she was always taking.

Yet with her current closest friendship she reported equality that is distinctive of their friendship for her:

It's a really positive friendship, I feel like we like we give and take equally... I feel that it's different from some of the other ones, in that like the give and take thing. Like sometimes it's weird because I'm not used to it...I feel like we care about each other equally.

Megan reported equality for both her past and current friendship. She described caring in her past friendship the following way:

I think it's pretty mutually, I think it's pretty like we've been friends for so long now that I think it's pretty mutual.

Although she again reports equality in her current friendship, Megan added an emphasis on a conscious effort to keep this balance maintained underscoring the importance of this equal power in sustaining their friendship:

We respect each other and like are kind to each other and genuinely, genuinely care and love each other a lot....I think this is the first friendship where like, like where, it's completely mutual where it's like I want to keep this forever like we know that it's going to kind of be tough, we've already had to be separated and it's put a strain on things but at the same time it's like it's completely mutual like how we feel and it's like we want to keep it going so we are both willing to work on things so we can have that in the future which is really cool because I've never really had that before.

When discussing levels of investment in her closest friendship, Alice also reported equality, although she noted that her friend has more relationships to balance in order to keep that equity than she does:

I think we care for each other the same but I'm just a lot more shy, so I don't like talk to as many people, so she's got friends over and so it's not like, she doesn't care for me less she just knows more people...[I prefer] just one-on-one with her

Becky was the only woman to report that her past friend cared more and put more effort into their relationship:

She treated me much better than I treated her...she was really wonderful to me and I think I was something that she needed at the time so we were mutually good to each other I think...she was just really doting I guess on me.

For her current friendship Becky described an evolution of equity changes but identified that currently investment is equal in her friendship:

In the very beginning I felt like I cared more about her. In the later part, I think I had got burned and I was afraid so I wasn't as invested as maybe she was...then we were just really good friends and I don't feel like either one of us was putting more into it than the other.

Anna reported that both her past and current friendship were equal in care. When discussing her past friendship she reported:

Very positive, very supportive all the time... I think we cared for each other pretty equally.

She described her current friendship in much the same manner:

I thought I cared more about her than she did me, but now I know that's not true...now we care very deeply from both ends for each other so I don't think there are any differences there.

Overall, with the exception of Lindsay every woman that maintains her past friendship reported equal balance, while the two women who have terminated their past relationships, Lindsay and Becky, reported unequal investment in the relationship.

Although Lindsay reported an imbalance and maintains her past friendship, she was the only woman to explicitly state that she did not mind that there was an imbalance with her giving more.

### *Problem Areas*

Each woman was asked to consider what things they argued or fought about most frequently with their closest friend. Both Lindsay and Becky reported that they engaged in limited fighting and did not have any noteworthy areas of conflict with their current closest friends. Among the other reports the most common problem area was related to competing relationships. Some of these relationships caused resentment, with the perception that their friend treated them differently when engaging in these alternative relationships. Further, for some women jealousy was a common accompanying response to these competing relationships. More details of how competing relationships caused problems and how jealousy manifested are provided. The two women who reported limited and superficial fighting in their relationship are presented here:

*Reports of limited fighting.* Lindsay reported that her current friendship is not free of conflict but did not report any significant areas of disagreement:

I wouldn't say that we like really argue but I think we healthfully disagree...I think we both like really respect each other in that way.

Becky reported growth in the friendship identifying early areas of minor conflict, but noted that their current friendship is mostly devoid of argument:

We don't fight really not very much...in the beginning of our friendship...I felt like I was disclosing more and she wasn't disclosing back so I was like tell me something about you and like I, I think I got kind of frustrated with her about that.

Anna reported that she could not recall a fight with her closest past friend:

I can't think of a single fight ever. I'm sure we had our disagreements but it was nothing that got in the way, nothing that I can even remember.

*Competing relationships and jealousy.* Jamie's reports for both past and current friendship revealed that the most common source of arguments focused on competing relationships:

Definitely her boyfriends, I thought they were all stupid and they just, they were never, none of them were ever really nice to her...When she broke up with her boyfriends I would go with her everyday so I could spend time with her so she could talk about what was going on and all of her problems, to the next week back with her boyfriend and she wouldn't speak to me at all and it was like, oh hey you want to hang out?, and she wouldn't hang out with me until she needed something...There might be a little bit of jealousy or resentment towards the attention that they get, whereas the attention that I don't get because I never had a boyfriend before now.

Jamie acknowledged jealousy of her closest past friend's romantic relationships with boys; however, it is somewhat unclear if her jealousy stems from not having a boyfriend or from not having her friend's attention. Jamie also reported similar frustrations with her current friend's boyfriend:

The only thing that really hurts our friendship is her boyfriend...because he takes advantage of me and advantage of her...he is so mean to her. So that is the only thing where we have problems in our relationship is because of him.

Lindsay's reports of her past friend are similar to Jamie's past friendship reports with their primary friendship problems being related to jealousy engendered from loss of attention. Also, Lindsay expanded her report to other areas of jealousy she felt:

I was probably jealous like I think at first I don't think I had extreme jealousy but like just always a hint. I think at first it was just the way she was like princess of the circle like her social things and nothing ever effected her...and like I was at the age where I was like boys are cool but I just felt like she was really successful with them...I think sometimes I was a little bit jealous of her intelligence.

Megan's reports also describe a problem area related to the time and resources other competing demands and relationships take away from her friendships. For her past friendship, Megan acknowledged a problem area that she recognizes as "silly" at this time, but was a source of trouble in the past:

In ninth grade she was on the basketball team and I got mad at her because she like couldn't spend as much time with me...like we can't you know see each other as much because you're always busy with basketball and that was not a reason to be mad at her at all, we laugh about it now because it's like what was my problem?

For her current friendship, Megan provided a more complex look at balancing other relationships in an attempt to manage potential problem areas:

I have like this weird sense of loyalty to her where like I kind of feel bad if I make friends with other people and so I feel like I don't want to replace her or anything so I'm kind of wary about making friends.

Megan also discussed how jealousy of other relationships, specifically dating, takes away from her time and importance with her friend. Additionally, Megan is no longer living near her closest friend and she discussed how this has introduced new obstacles in their relationship:

I felt that way before when she was supposed to call me and she was like, oh I'm sorry I was with so and so, and it was like uh like I'm supposed to be your priority like why didn't you call me?...Like dating and stuff kind of has been like fights about it...like you're seeing this person and you don't care about me anymore...We never really fought very much until I moved up here just like recently about the dating thing and then umm, just like there, because we usually talk on the phone and it's harder to communicate on the phone because you can't see facial expressions and stuff so it's just like stupid little things like you said something and it offended me, but we don't usually fight very much.

Alice described the majority of her frustrations with her friend being related to her friend ignoring her when her boyfriend was present; however, she reported that this was an unspoken area of conflict:



I generally don't like it when her boyfriends are over like because she won't ever talk to me she'll just be like, closes me out and just like oh I'm tired...I don't mind when she's with them but when she is just like completely tuning me out...so I don't ever say anything to her but I think she knows.

Becky reported difficulties caused by competing relationships that were exacerbated when she left for college. Becky reported that she had no feelings of jealousy, but did report that competing relationships caused her friend to be jealous of her relationship with others:

I was quite good friends with both her and her sister and I think she had a hard time with that so the other sister ended up kind of fading out in my friendship scope because she was taking up too much time...[then leaving for college] I got my first girlfriend and that was the relationship she ended up being the most jealous of.

Anna did acknowledge feelings of jealousy related to competing relationships, but during the interview identified that these were mostly unspoken:

I think there might have been a little bit of jealousy...like I'm so jealous of your other friends, your friends are more important than me and you know that's just teasing but I think there was some significant jealousy on both sides at times.

Anna also identified feelings of conflict in her current closest friendship related to jealousy stemming from a competing relationship. Anna reported that these feelings came at the initial formation of this friendship and that her feelings of jealousy were focused on her friend's closest past friendship:

I was so jealous of that girl--that one girl in particular...I don't know it's kind of embarrassing but it's true I was really jealous...I was trying to compete for her attention but not very effectively.

While there were many similarities in reports related to problem areas, there were important differences in their responses as well as varying levels and functions of jealousy. These reports reveal that competing relationships can be identified as a primary

source of conflict, but there remains great variability in what relationships pose potential threats as well as what specific kind of threats they impose.

Overall, the reports of these six women provided coherent themes that reflected common experiences among passionate friends. Additionally, the variety in their narratives provides rich detail and insight into how these women perceive the development, maintenance, and effects of their individual friendships and how personal and relational characteristics make each dyad unique even within the common themes.

## CHAPTER V

## DISCUSSION

This study was designed to provide an empirical analysis of passionate friendships in women. There is an established body of literature that describes both friendship and romantic relationship theory and outcomes. Differences such as intensity and sexual intimacy differentiate friendship from romantic relationships (Hendrick & Hendrick, 2006). Additionally, both styles of relationships provide individual and relational psychosocial benefits, yet correlations in self-esteem and relational satisfaction seem to be better defined in supportive romantic relationships compared to supportive friendships (Cramer, 2003). Further, previous research also presents gender aspects within these findings that reflect women as more intimate and emotionally motivated in their friendships and romantic relationships (Cramer, 2004; Masuda, 2003).

Taken together these bodies of research reflect distinctive differences between development and outcomes for friendship and romantic relationships, as well as a unique experience for women in these relationships. Despite these established relational and gender disparities only a small emergent body of work exists that has begun to explore female relationships that are not easily characterized as friendship or a romantic relationship. Such relationships have been identified as passionate friendships and are described as more consistent with the intensity of romantic relationships, while remaining devoid of sexual intimacy (Diamond, 2000a).

Recent research has begun to identify and investigate the unique relational style of passionate friendships, but this research has been limited primarily to women who

identify their sexual orientation as lesbian, bisexual, or questioning. The current study targeted a general sample of women that included both heterosexual and LBQ women to address this gap in the literature. The study emphasized examination of passionate friendships in a general sample of women, looking at possible differences across sexual orientation and age by investigating the areas of passionate friendship measurement development, passionate friendship characteristics, passionate friendship correlates, and passionate friendship functions.

### Measure Development

Although there has been a well-documented history of passionate friendships among women, there is only limited structure available for identifying these relationships. Diamond (2000a) created a list of variables that differentiated romantic relationships from friendships (e.g., using the partner as a secure base, proximity seeking, affectional behaviors, etc.), and used these as a guide to identify passionate friendships through qualitative interviews. In order to create a systematic approach to identifying passionate friendships, the current study developed a survey measure to assess items similar to the constructs Diamond identified as important in distinguishing romantic attachment from friendship.

#### *Passionate Friendship Survey*

The initial results of the factor analyses for the Passionate Friendship Survey yielded four unique subscales identified as attachment/secure base, affection/preoccupation, intensity/exclusivity, and jealousy. These four subscales are similar to

what Diamond (2000a) found as the features most common among passionate friendships (e.g., secure base, cuddling/handholding, separation distress, and inseparability). Each of the subscales was found to be reliable with adequate to good Cronbach's alpha levels for both past and current reports. The results of the parallel analysis indicate that the jealousy items are not likely to replicate as a consistent factor in future studies; however, significant and theoretically relevant relationships between jealousy items and friendship constructs were consistently demonstrated, which suggests that jealousy is an important construct to assess in passionate friendships. Future research should supplement the measure with additional items assessing jealousy to further develop this construct and understand how it relates to friendship experiences.

The cluster analysis revealed two distinct clusters for the sample, with women in the cluster defined as passionate friendship scoring higher on every item. The development of a cutoff score for the total friendship scale to distinguish passionate friends from nonpassionate friends was consistent with cluster classifications. These results revealed that the new measure could discriminate passionate friendships from nonpassionate friendships among women. Such results are encouraging and suggest that the Passionate Friendship Survey has strong potential as a measurement device for systematic classification of passionate friendships. In addition, the identification of reliable subscales that capture theoretically consistent aspects of friendship experience will facilitate a more sophisticated exploration of friendship development and contexts in future research.

## Passionate Friendship Characteristics

### *Prevalence and Developmental Aspects*

The results of the classification procedures suggest that the majority of women (53%) in this sample engaged in a passionate friendship during adolescence, whereas fewer women (36%) reported engaging in a passionate friendship currently. Also, comparisons between ratings of the closest adolescent friend and the closest current friend on the three Passionate Friendship Survey subscales, jealousy items, and total score showed that scores for past relationships were significantly higher on all subscales except attachment/secure base. Thus, developmentally, women are more likely to describe intense, emotional, exclusive friendships during adolescence than young adulthood. This finding may be interpreted as consistent with previous research that identified younger adolescent girls (i.e., 12-14 years) in passionate friendships at a higher rate than older adolescent girls (i.e., 15-18 years; Diamond, 2000a). This may result from a greater likelihood that younger adolescent girls' attachment is targeted as a friend rather than romantic partner. Overall, these trends suggested that passionate friendships have an important developmental component; however, there are still women engaging in these relationships in young adulthood and possibly much later in life. With these trends, future research should examine the pathways of women who only experience passionate friendships in adolescence versus the trajectories of those who continue to engage in these relationships throughout the lifespan. Such research should seek to identify if possible differences exist between a transitory adolescent developmental process versus a more fixed relational style.

Issues related to friendship development were also identified by the interview participants. The underlying theme for friendship development emergent in each interview was related to similarities shared between the women and their closest friends. For Jamie, Megan, and Alice these similarities were based on shared hobbies, interest, and social networks. Lindsay, Becky, and Anna identified friendship development through shared experiences as members of an out-group (i.e., non-LDS or LDS and nonconforming). These reports are consistent with general friendship theory that posits friendships are most likely cultivated and sustained by those who hold similar views and beliefs (Rusbult, 1980). Thus, passionate friendships share a similar developmental beginning to conventional friendship, which is focused on shared experiences and similarities in preferences between two people.

#### *Distinguishing Characteristics*

The results of the analyses examining differences in friendship characteristics between women engaging in passionate friendships and those in nonpassionate friendships were significant for both past and current scores on the Passionate Friendship Survey. Thus, passionate friendships are characterized by greater attachment, increased affectional behaviors and preoccupation, more intensity and exclusiveness in their friendship, and higher levels of jealousy compared to nonpassionate friendships. This suggests that women in passionate friendships are engaging in a more intensive relational style that is markedly different from women in nonpassionate friendships regardless of age. Consequently, these findings identify a need to develop a language that acknowledges this distinct relationship style for women whose closest female

relationships cannot be fully captured by the use of the term “friendship,” nor classified as romantic (Diamond, 2002).

Interviews with the six women also revealed more details related to characteristics of passionate friendships. The majority of women identified themes that were consistent with characteristics used to describe and classify friendship in general, such as humor, caring, and support (Fehr, 2000; La Gaipa, 1977). Yet Lindsay and Anna both characterized their closest friendships using familial terms (e.g., sister). This labeling demonstrated a more intimate perception that exceeds conventional friendship, bringing to light the inadequacies of a one-size-fits-all friendship label (Simmonds, 1997).

In addition to the above positive characteristics, negative descriptions of closest friendships emerged as well, but were restricted to reports of past friendship. Negative reports from Jamie, Lindsay, and Becky all characterize their past friendships as containing aspects of selfishness and dependence, which led to friendship termination for Lindsay and Becky. Although Jamie maintained her friendship, she noted that her current friendship with this woman has changed dramatically and that her contact with this friend is diminished. The negative characteristics reported above may result in power imbalance, which causes dissatisfaction and often termination in friendships (Simmonds, 1997). Thus, in terms of passionate friendship development and trajectory, it is likely that in passionate friendships where perceptions of negative characteristics exist between one or both friends the friendship will not persist. Understanding the effects of inequity, related to level of investment in the friendship, within the context of passionate



friendships may provide more insight into the impact of negative characteristics within these relationships.

### *Inequity*

The results of the analyses for differences between passionate and nonpassionate friendship in regard to relational equality or inequality (i.e., I cared more, she cared more, we cared equally) were significant for responses to the statement “we cared equally” for both past and current friendships, with women in passionate friendships agreeing with this statement more than women in nonpassionate friendships. This suggested that perceptions of equality in investment in the relationship, as demonstrated through levels of caring, may be an important feature of passionate friendships. Further, qualitative reports give insight into the establishment and importance of equal care within passionate friendships. During interviews each woman reported equal investment (i.e., caring) for their current friendships. For past relationships, the same three women who reported negative characteristics (i.e., Jamie, Lindsay, Becky) also reported power imbalance for the same friendships. Further, both Lindsay and Becky’s interviews related that the termination of their friendship was a difficult event with Becky comparing it to “breaking up.”

Overall, negative characteristics appear to be related to inequity within the friendship, which in turn results in changes to the friendship or termination. Previous research from the friendship literature identifies how power imbalance can cause problems, but it is unclear if power imbalance impacts passionate friendships in different ways than conventional friendship. Because passionate friendships mimic romantic

relationships in so many ways, it seems logical to hypothesize those behaviors and attitudes leading to termination may be unique from conventional friendship. Becky's reports of her termination being analogous to "breaking up" suggested that this pathway may prove to be more emotionally and relationally turbulent for those in passionate friendships. Future research should seek to identify if these trends are consistent in other passionate friendships and if there is a significant difference between the friendship trajectories of women in passionate friendships and nonpassionate friendships who report their closest friendship to be characterized by inequity or other negative characteristics.

To further understand how inequity relates to different friendship constructs, analysis of the three subscales, jealousy items, and total scores on the Passionate Friendship Survey revealed a complex series of results. Although several statistically significant correlations emerged from the analyses, all were relatively small in size. Therefore, interpretation of the patterns of association should be cautious. Closest adolescent friendship reports of equal care *and* that the friend cared more were significantly related to higher reports of jealousy. Reports that the friend cared more were also related to lower reports of attachment. Interestingly, reports that the participant cared more than the friend were related to higher attachment, affection, and total scores. For current reports, the attachment scale was positively related to equal care and negatively related to both types of inequity (i.e., "I cared more" and "she cared more"). Further, equal caring was related to higher total scores. Thus, for friendships in early adulthood a clearer pattern of positive associations with relationship equity is observed.

A developmental framework may be helpful in terms of describing these results. For reports of the closest adolescent relationship, the direction of the power balance gives

insight into the friendship dynamic. Levels of attachment seem to follow the direction of investment levels. Friends who are highly invested have greater attachment to the friend, whereas friends who are not invested show low attachment that is consistent with both reinforcement and cognitive consistency theories of friendship (Lott & Lott, 1974; Newcomb, 1961). Further, both power imbalance and equal power correlate with jealousy, but perhaps in different ways. When the participant perceives that her friend cares more, it is possible that jealousy may be more easily provoked if this friend engages in outside relationships. This may result in a discrepancy with the friend who holds the power being accustomed to more attention and control, and thus the friend's engagement in other relationships may be perceived as a loss of power (Buunk & Prins, 1998). Also, higher jealousy scores were related to equal investment, which may be associated with a perception that competing relationships pose a potential risk to disrupting balance. Results of current friendship scores did not reflect the same complexity as past reports and identified that high scores on attachment and total score were related to equal care. More balanced relationships, characterized by equal care are reminiscent of the descriptions of friends in the qualitative interviews, which suggest that power imbalance in close friendships leads to friendship termination (Oswald & Clark, 2003).

#### *Age of Onset*

The results of the analyses for differences between passionate and non-passionate friendships in regards to participants' and friends' age at the onset of the friendship were not found to be significant for past or current reports. Additionally, individual subscales,

jealousy items, and total score of the Passionate Friendship Survey were not significantly correlated with participants' and friends' age at the onset of the friendship for past or current reports. Although there are significant differences in prevalence rates between past and current friendship, specific age of onset does not seem developmentally relevant. These results are inconsistent with previous research that identified age as significantly correlated with passionate friendship status (Diamond, 2000a). However, past research has only utilized nonheterosexual samples, and more research needs to be done with heterosexual women to understand if sexual orientation may be a confounding variable in age of onset for passionate friendships.

### *Sexual Orientation*

There were significant results for the analyses examining differences between passionate and nonpassionate friends, as well as the three subscales, jealousy items, and total score reports on the Passionate Friendship Survey in regards to sexual orientation for both past and current reports. Women who identified as lesbian, bisexual, or questioning their sexual orientation were more frequently engaged in passionate friendships and scored higher on the survey than heterosexual women. There are numerous social and individual influences that may contribute to a link between sexual orientation and passionate friendship behaviors or status. For nonheterosexual women, passionate friendships may serve a variety of functions. Past research has indicated that emotionally intense same-sex friendships often provide the foundation for women's first same-sex attractions (Weinberg, Williams, & Pryor, 2006). Thus, for these women passionate friendships may be part of normative exploration in identity development.

Further, passionate friendships may serve as a relationship that satisfies emotional needs when romantic relationship alternatives are not available (Glover et al., in press). Future research should seek to understand if passionate friendships play a contributing or expressive role in sexual orientation exploration and identification for women who do not identify as heterosexual.

Although the results of the current study identified that heterosexual women engage in passionate friendships, there may be competing factors that influence why their rates of engagement are significantly lower compared to LBQ women. It is possible that young heterosexual women who have regular contact with male peers may be more likely to develop cross-sex, rather than same-sex passionate friendships or romantic relationships, especially as cross-sex friendships tend to become more frequent and important during adolescence (Furman et al., 2002). These competing cross-sex relationships may impact the frequency and energy invested in same-sex friendships in a more profound way among heterosexual women compared to LBQ women. Unusually intense cross-sex friendships may progress into romantic involvement, which would potentially complicate identifying the isolated impact of passionate friendships. Future research should explore possible differences in same-sex versus cross-sex passionate friendships for women identifying diverse sexual orientations and examine how these relationships progress and impact alternative relationships.

In addition to rates of engagement in passionate friendships, qualitative reports revealed important similarities, as well as differences between heterosexual and LBQ women that were specifically related to intimacy. For intimacy, both heterosexual and LBQ women reported that the most important emotional benefit in their friendships was

comfort with complete self-disclosure with their friend, which provided a context of safety and reciprocity between the women. Self-disclosure is an essential foundational piece of friendship formation, as well as a key factor in friendship growth; however, the unqualified nature of the disclosure described by most women in the interviews may be a unique feature that distinguishes passionate from nonpassionate friendships (Altman & Taylor, 1973; Hays, 1985). It is important to note that Becky's reports of emotional disclosure specifically identified the nature of emotional intimacy as romantic, which was different from all other women's responses. However, this awareness of romantic intention and blurred relationship boundaries became a distinguishing feature between the heterosexual and LBQ women in regards to physical intimacy.

Five of the six women identified that physical intimacy was important and present in their passionate friendships; however, differences in explaining the nature and function of the physical affection were distinctly different based on sexual orientation. Alice, heterosexual, reported no physical affection and Megan, heterosexual, reported limited physical affection similar to typical friendship (e.g., hugging). Both Jamie, bisexual and currently dating a man, and Lindsay, heterosexual, reported engaging in more intense affectional behaviors (e.g., hand holding, kissing), but both explicitly qualified their statements that the contact was not "sexual" or "romantic." In comparison, both Becky and Anna, lesbians, reported engaging in more intimate affectional behaviors similar to Jamie and Lindsay, but in contrast both qualified their statements noting that they perceive the behaviors as "romantic" and "flirt[atious]." These interpretations of similar behaviors within the same context suggest that passionate friendship experiences may serve a different function for heterosexual women compared to LBQ women. For women

who are exploring a nonheterosexual sexual orientation, passionate friendships may serve numerous functions. It is difficult to distinguish if passionate friendships help women to identify alternative pathways from heterosexuality or if same-sex attractions drive engagement in passionate friendships (Diamond, 2000a). Future research should examine how passionate friendships influence identity development in terms of sexual orientation, as well as levels of attraction and affectional/sexual behaviors for both heterosexual and LBQ women. Such examination may provide a better understanding of the differences in passionate friendships between and possibly within these groups.

### *Religious Affiliation*

The results of the analysis for differences between passionate and nonpassionate friendships, with regard to religious affiliation were significant for past, but not current friendships. For descriptions of the closest adolescent friend, non-LDS women engaged in passionate friendships more frequently than LDS women. Also, results for three subscales, jealousy items, and total scores on the Passionate friendship Survey found non-LDS women scoring significantly higher on affection/preoccupation, intensity/exclusiveness, and total score for past friendship reports. Non-LDS women also scored significantly higher on affection/preoccupation and total score for current friendship reports. With regard to religion, ideological beliefs as well as cultural standards may explain why different patterns exist between LDS and non-LDS women for past reports. The LDS religion places a strong emphasis on the importance of dating and marriage, which in the context of LDS faith must be between a man and woman. Adolescent members of the LDS church are strongly encouraged to date members of the

opposite sex and plan for marriage. In addition to this, LDS doctrine identifies homosexuality as sinful and qualifies for disciplinary action if an individual engages in sexual behavior with individuals of the same sex (The Church of Jesus Christ of Latter-day Saints, 2008). These ideological positions may discourage women from engaging in intense emotional relationships with other women or openly reporting on them if they do. Additionally, this may underscore why, in past and current reports, non-LDS women scored higher on the affection/preoccupation subscale, which captures a range of intimate same-sex behaviors that exceed the physical affection in a typical friendship and may be more commonly identified as a behavior engaged in with opposite-sex dating and romantic partners (e.g., hand holding, cuddling, eye gazing). It is important to note that women in the non-LDS category represent women from a variety of belief systems. It is difficult to generalize results from this heterogeneous group to other specific religious affiliations or to women who do not report a religious affiliation. To address these findings and this sample limitation, future research may be benefited by measuring women's attitudes, beliefs, and openness to differing types and levels of same-sex intimacy to better understand the influence of belief systems and religious affiliation on passionate friendship experiences.

#### *Frequency of Contact*

There were significant differences between passionate and nonpassionate friends with regard to how often they saw their target friend for reports of past friendship, with passionate friends being more likely to see their friend many times a day compared to nonpassionate friends, although the effect size was small. Results for frequency of



contact were not significant for current friendship reports. For past reports, adolescents engaging in passionate friendships may make a more deliberate attempt to spend time with their friend, whereas nonpassionate friends may balance time in different social situations and networks. This was also reinforced in the qualitative interviews where most women reported dedicating a significant amount of time to engaging with their closest friend, and both Lindsay and Becky acknowledged the time commitment came at a cost in developing and maintaining other relationships.

Differences in past and current reports may be more reflective of situational context than developmental differences, as well as the manner in which it was assessed. Frequency of contact was solicited by participants responding to “on average during our friendship I saw her \_\_\_\_\_ times a day/week/month,” thereby limiting alternative modes of engagement beyond physical contact. Qualitative reports revealed that those women who were unable to see their friend still continued to engage in a variety of activities to maintain contact, which included spending several hours on the phone. Further, Megan indicated increased effort by herself and her friend to maintain contact now that they were no longer living by each other, and Becky reported moving so she could be closer to her friend. These reports underscore the importance of frequent contact within passionate friendships. Additionally, in terms of developmental differences most adolescents’ closest friendships are based on proximity and it is possible that frequent contact is an artifact of attending school together, rather than resultant of purposeful initiation (Fehr, 1996). In comparison, young adults have more diversity in their time demands and with the exception of living together, do not engage in activities where frequent contact is situationally determined, as demonstrated by several women within

the qualitative interviews (e.g., Megan, Becky, Anna). Further, as young adults develop through life transitions, increased geographic distance between friends becomes more likely, making it unclear how important frequency of contact is across situations that may limit or make impossible physical contact between friends. Recent research suggests that with advances in technology and cultural shifts, friendship development and maintenance are not necessarily dependent on proximity and frequent physical contact (Haidar-Yassine, 2002). In general, researchers investigating friendship quality should continue to understand the importance of frequency of contact, but broaden the scope by investigating the role of alternative mediums of communication such as phone calls, text or instant messaging, and e-mail.

#### *Engagement in Competing Relationships*

The results of the analysis comparing passionate to nonpassionate friends with regard to engaging in dating activities were not significant for past and current reports. There were no significant differences between those who dated frequently and those who did not date on subscale and total score reports of the closest high school friend. However, there was a significant difference between the two groups on the jealousy items for current friendship reports, with women who date infrequently reporting higher levels of jealousy.

Thus, across adolescence and into young adulthood passionate and nonpassionate friends are engaging in dating activities at a similar rate. It appeared that although passionate friendships are important and intense relationships, they may serve a function that is different than dating relationships and these results suggested that they do not

inhibit women from participating in dating (Diamond, 2000a). In terms of jealousy, the qualitative interviews suggested that women experience various levels of jealousy towards competing relationships. Reports from Jamie and Lindsay described jealousy that was targeted at the friend's dating status, whereas Alice, Anna, and Megan's reports seemed to evoke jealousy that was related to loss of attention from their friends due to a competing relationship. Within these reports, the source and direction of jealousy was somewhat ambiguous and it seems that jealousy is either engendered from not having the friend's attention, envy related to not having their own dating relationship, or a combination of both these factors. Further, these jealousy experiences may be particularly salient for young adults whose developmental focus is targeted at dating and romantic relationships (Erikson, 1968). Future research should seek to identify the etiology of jealous feelings to better understand the role of competing relationships.

The results of the analysis for passionate and nonpassionate friends in regard to engaging in romantic relationships, as opposed to simply being involved in dating experiences, were significant for past reports but not for current reports. For past reports, women whose friendships were classified as passionate were more likely to report "always" engaging in a romantic relationship over the course of the friendship compared to women in nonpassionate friendships. In terms of engaging in romantic relationships, these results are consistent with Diamond's (2000a) findings that 48% of women in passionate friendships were engaged in a serious romantic relationship with someone else during their target relationship. Still it remains somewhat unclear why women in passionate friendships would "always" be in a romantic relationship during adolescence compared to nonpassionate friends. One possibility is related to how participants selected

the friend for the survey. Participants were asked to select their closest female friendship (during adolescence or currently). Although friend was the target word, there was no explicit exclusion noting that this friend could not be a romantic partner. Therefore, it is possible that some LBQ women might have been reporting on a friendship that was also a romantic partner. This would only account for a small number of participants, but should be noted as a limitation in evaluating these findings.

In addition to the above findings, scores on the jealousy items and total score reports were significantly higher for those who were infrequently or never engaged in a romantic relationship for both past and current reports. Also, scores of jealousy were significantly higher for women who were single compared to women who were married. The primary theme related to problem areas among passionate friends within the six interviews was the perceived influence of competing relationships on the friendship. This likely has an interactional effect with the relationship status of each woman in the passionate friendship (e.g., single, dating, romantically involved). Again, the same interpretations and examinations of jealousy's influence on findings for dating likely apply here, accentuating the need for understanding the manifestation and direction of jealous feelings within both a developmental and friendship context. Also, it would be interesting for future research to identify if differences in problem areas exist in passionate friendship dyads that have differing outside relational statuses (e.g., a passionate friendships dyad both involved in dating relationships versus a passionate friendship dyad with only one woman involved in a romantic relationship).

*Relational Status*

To understand how relational transitions are associated with friendship characteristics, analyses comparing scores on the three subscales, jealousy items, and total score of the Passionate Friendship Survey for different categories of past friendship status (i.e., ended negatively, ended neutrally, ongoing) were conducted. Friends who maintain their friendship scored significantly higher on attachment and total score, which reinforces the results found for relational equity in both the qualitative and quantitative results. Ongoing relationships provide greater time to continue to build attachment as well as repair problem areas compared to relationships that are now terminated. Further, retrospective reporting may be influenced for women who maintain the past friendship they are reporting on compared to women who do not.

*Passionate Friendship Correlates.*

Results of the current study defined a group of passionate friendships that exist among women across developmental stages, and the limited previous work on outcomes for passionate friendships suggested that these relationships may be related to positive psychosocial benefits, at least for sexual minority individuals (Glover et al., in press). Both friendship and romantic relationship literatures also suggest that supportive relationship involvement is associated with better self-esteem and relational functioning, thus suggesting that passionate friendships may also be linked to benefits within these areas.

Differences were observed between women in passionate versus nonpassionate friendships for past and current reports on relationship competence variables. The

primary areas demonstrating significant differences were for passionate friendship status of the closest adolescent friend, with women in passionate friendships reporting higher levels of relational-esteem (positive evaluation of ability to intimately relate to another). For current friendship reports, women in passionate friendships reported significantly higher levels of relational preoccupation (tendency to be highly obsessed with thoughts about intimate relationships). Positive effects of passionate friendships related to relational-esteem may be explained in terms of how they are similar to romantic relationships. Positive supportive romantic relationships have been correlated with higher relational satisfaction and esteem (Masuda, 2003). However, there were no significant differences on the remaining psychosocial variables for past or current reports underscoring the complexity of mapping out functions and outcomes of interpersonal relationships in general (Cramer, 2003).

For current reports the main finding that those in passionate friendships report more preoccupation, in terms of intimate relationships, suggests that these women are likely engaging in behaviors and thinking styles that are indicative of a more intense interpersonal style across relationships. This again highlights the possibility that young adult women who engage in passionate friendships may be better conceptualized as having a unique interpersonal style across relationships, rather than a developmental, one-time friendship experience.

Several significant relationships were identified between friendship characteristics on the Passionate Friendship Survey and self-esteem and relational outcomes. Jealousy in both past and current friendships was positively associated with relational depression and preoccupation. Thus, although both quantitative and qualitative

results demonstrate that jealousy is a prominent feature in passionate friendships, this friendship characteristic does not appear to serve a health promoting function for women. This highlights the complexity of the passionate friendship experience, and accentuates the need to continue efforts to understand the function and role of these unique relationships. Given the prevalence of passionate friendships in adolescence and young adulthood, prevention and intervention efforts aimed at helping young women manage feelings of jealousy and envy in their close relationships may be relevant.

In addition, important developmental findings emerged. Women who engaged in more intense friendship behaviors during adolescence reported higher relational esteem, or confidence in their ability to be a good intimate partner currently. However, women who reported more intense friendship experiences currently were more likely to report poorer relational functioning related to depression about relationship status and preoccupation with relationships. These results again suggest the possibility that adolescent experiences with passionate friendship serve as a developmental contributor to relational functioning, whereas women who engage in passionate friendships as adults may have a different interpersonal style that is marked by intense behaviors and preoccupation with relationships in general.

### Passionate Friendship Functions

The majority of qualitative results tended to reinforce and give greater clarity to the quantitative findings on passionate friendships. However, within the narratives one unique theme emerged that expanded beyond the parameters of the quantitative questions. Based on qualitative responses passionate friendships may serve a vital

function of facilitating social growth and contributing to identity development, both of which are key developmental task for adolescents and young adults (Erikson, 1968).

Half of the reports were focused on how the friendship provided social benefits and half were focused on how the friendship helped in identity formation. Jamie, Lindsay, and Alice all reported that their friendships had an important impact on their social development. All three women reported shyness and difficulty engaging in close friendships, and indicated that their passionate friendships were the relationships that helped them connect socially with others. Thus, the intensity and intimacy of passionate friendships may provide a twofold social benefit. First, the friendship itself may serve as a forum for modeling and practicing interpersonal skills in a safe context. Second, because of the frequency of contact and interaction among passionate friends, a likely side effect may be introductions to already existing social networks that is consistent with Lindsay and Alice's reports.

Passionate friendships were also important for growth for the other three women, but Megan, Becky, and Anna each reported that this growth was in terms of identity development. Each woman discussed the impact of her friend on the development of the person she has become. It is interesting to note that both Becky and Anna reported that their closest adolescent friendships were instrumental in helping them integrate their sexual orientation into their identity. Additionally, both women identified their current friendship as contributing to identity development, but spoke generally about the impact and did not report specific influence on sexual orientation. Thus, passionate friendships may serve a developmental role as a support, as well as an explorative relationship for women questioning their sexual attraction. However, this may be limited to passionate



friendships during adolescence when sexual exploration is at its height (Saltzburg, 2004). Overall, these reports indicate that passionate friendships may provide important social and individual benefits for key developmental tasks that are challenging for some adolescents and young adults. They may also provide many of the same benefits associated with dating and romantic relationships during this time (Diamond, 2000a; Furman et al., 2002).

### Summary and Limitations

Overall, the results of this study extend previous research descriptions of passionate friendships by exploring the existence/prevalence, characteristics, and development of passionate friendships in both heterosexual and LBQ women. Passionate friendships can be conceptualized as cognitively, emotionally, and physically intimate and intense bonds between platonic friends. Both heterosexual and LBQ women engage in passionate friendships and these friendships appear to have similar characteristics (i.e., shared interests, equal investment in the relationship, trust, mutual self-disclosure, etc.). However, differences do exist, with LBQ women engaging more frequently in passionate friendships. Also, although characteristics of passionate friendships are similar across sexual orientation, functions of the friendship may not be. Reports from LBQ women suggest that passionate friendships contribute to exploration of same-sex attraction, but how this process manifests is unknown and may vary from woman to woman. Finally, passionate friendships seem to have an important developmental component, with women more likely to describe their closest friendship in adolescence as a passionate friendship than their closest friendship in early adulthood. Thus developmentally,

passionate friendships may serve a function similar to dating and romantic relationships that may not be as salient in young adulthood (Diamond, 2000a). Taken together, it is likely that different pathways exist for passionate friendships with some women engaging in more transitory intimate relationships during adolescence, while other women are manifesting a relational style that will likely generalize beyond the adolescent passionate friendship.

The primary limitation of the current study is the use of a convenience sample. Most participants were recruited from undergraduate psychology classes and are not a representative sample of the general population of young adult women. In regard to recruitment of LBQ women an initial sample size of 30 women was targeted to provide a reasonable sample of nonheterosexual women. Due to recruitment difficulties, recruitment was targeted toward women who were actively engaged with GLBTQ campus and community supports. The main strategy for recruitment involved contacting GLBTQ campus and community group members through announcements at meetings and e-mails to web-based groups from electronic lists provided by these centers. Thus, the LBQ women who participated in this study are those who are actively engaged in various support and activist groups and likely represent a unique composition of LBQ women. Additionally, despite these efforts only half of the anticipated sample size of LBQ women was obtained. As a whole, the limitation of heterosexual women to college students in psychology undergraduate classes, LBQ women solely from GLBTQ campus/community groups, and small sample size of LBQ women indicate that generalizing results to other populations must be done with great caution.

Creating a new measure was necessary to answer research questions for this project. Although the researcher benefited from past research that identified important constructs within passionate friendships, no existing measure was available for systematically classifying and measuring passionate friendships. The current measure has many advantages, including continuous response options for each passionate friendship item allowing respondents to reflect more precise experiences. Additionally, the measure allows for developmental comparisons between past and current friendships. Limitations of the measure include lack of specific instructions and qualifications for selecting the target friend. Also, narrow questioning related to frequency of contact only assessed for physical, face-to-face interactions, and did not acknowledge the frequency of phone, email, or internet contact. Finally, because only two items assessed jealousy they were not retained as a factor, yet initial findings based on sums of these items suggest that this is a meaningful concept that should be explored more comprehensively in future research. Additional questions that further explore and assess the construct of jealousy may provide a more psychometrically robust measure.

Finally, the qualitative interviews were focused on identifying functions of passionate friendships through common themes among the women's reports. An equal sample of heterosexual and LBQ women engaging in passionate friendships were selected; however, the study would have benefitted from including a sample of women who were not engaged in passionate friendships for comparison. Although many consistent themes emerged that supported quantitative reports, it is difficult to understand the uniqueness of these reports to passionate friendships, as there were no comparison interviews from women in nonpassionate friendships.

In regard to these limitations, several recommendations have been made throughout the discussion of this project. In summary, the greatest contribution for future research in this area would be to continue to explore functions of passionate friendships among heterosexual and LBQ women with a larger, more representative samples. Also, continuing to integrate both quantitative and qualitative methods that explore differences between passionate and nonpassionate friendships will provide a rich source of data that will supplement the current knowledge base. Such data will likely lead to a better understanding of how passionate friendships progress throughout different developmental periods. Finally, now that more general rates of passionate friendships have been established among women and a reliable measure for identifying passionate friendships and describing important friendship characteristics has been developed, researchers should look to expand identifying these relationships in cross-sex friendships and among males. Understanding how cross-sex friendships and males' closest friendships develop and progress may provide new information in an area of gender difference research that has yet to be thoroughly explored. As future research continues to examine descriptions, occurrences, and functions of passionate friendship in both women and men, this relational style will become better known and perhaps a new language will emerge to help give identity and validation to these unique relationships that have been obscured by the insufficient categories of friendship and romantic relationships.

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APPENDICES

Appendix A:

Recruitment Letter and Consent Form for Quantitative Study

## RECRUITMENT LETTER

**Why am I getting this email?**

Hello! Our names are Jenna Glover and Katherine Peterson and we are graduate students at Utah State University. We are working with Dr. Renee Galliher, psychology professor at USU, and we would like to **invite you to participate in a research study** designed to explore the experiences of friendship among young adults. We are all active in affirming the LGBTQ community and hope that our research can be used to **further support LGBTQ persons**. The goal of our research is to develop a better understanding of the friendship experiences of young adults. We invite you to participate in our study if you have some degree of same-sex attraction, regardless of self-identification (gay, lesbian, bisexual, questioning, transgender, intersex, etc.).

**What would I have to do?**

Your participation would involve completing an anonymous online survey about your past and current friendship experiences. This should take you **between 30-50 minutes**. All survey responses will be confidential and anonymous.

**What is in it for me?**

You may choose to submit your name and address to receive \$10.00 compensation for your participation in this study. If you choose, you may also be selected to participate in an additional interview for additional \$10.00 compensation. Person information used for compensation will be held in a separate database, and survey responses will not be traceable to specific identifying information. In addition, you can choose to receive a summary of the study results by email.

If you have any questions about the research, please do not hesitate to contact us, Jenna Glover at [jenna.glover@aggiemail.usu.edu](mailto:jenna.glover@aggiemail.usu.edu), or Katherine Peterson at [k.peterson@aggiemail.usu.edu](mailto:k.peterson@aggiemail.usu.edu). You may also contact our faculty advisor, Renee V. Galliher, Ph.D. at (435) 797-3391 or [Renee.Galliher@usu.edu](mailto:Renee.Galliher@usu.edu). Thanks!

**To participate, please follow the link below:**

**<https://www.psychdata.com/s.asp?SID=122737>**

Informed Consent  
Factors Associated with Friendship Experiences among Men and Women

**Introduction/Purpose:** Dr. Renee Galliher in the Department of Psychology and graduate students Katherine Peterson and Jenna Glover, are in charge of this research study. We would like you to be in the study because we want to know more about friendships among young adults. About 300 people will complete this questionnaire.

**Procedures:** Participation will require you to complete a series of online forms which are estimated to take between 30-40 minutes. You will be asked a series of questions regarding your friendship experiences, in addition to a few questions relating to your personality characteristics. Your responses will be collected into a database and scored by the graduate student researchers.

**Risks:** There is some risk of feeling uncomfortable in this study. Some individuals may not want to share personal information with the researchers. Please keep in mind that all responses will be kept confidential and will in no way be associated with identifying information. You can choose not to answer survey questions that relate to personal or difficult issues, although it will help us most if you honestly answer all questions.

**Benefits:** By participating in this study, you will be contributing to a growing body of research assessing unique friendship experiences which have rarely been studied or observed. We hope that you will also find this study enjoyable and useful as you reflect upon your experiences and self perception.

**Explanation and Offer to Answer Questions:** If you have any questions, please contact Katherine Peterson at [k.peterson@aggiemail.usu.edu](mailto:k.peterson@aggiemail.usu.edu) or Jenna Glover at [jenna.glover@aggiemail.usu.edu](mailto:jenna.glover@aggiemail.usu.edu). You may also ask Dr. Renee Galliher at (435) 797-3391 or [Renee.Galliher@usu.edu](mailto:Renee.Galliher@usu.edu).

**Payment:** When you finish this research, you will have the option to submit your name to receive a lab credit if you are in a psychology undergraduate class. If you are not completing the survey as an assignment, you will be able to submit a mailing address and receive \$10 for your participation. Upon completing the final question of this survey, you will be taken to a new webpage where you can enter this information. Clicking the "Submit" button at the bottom of the page will enter your information so you can receive lab credit or your \$10 compensation. Your name and contact information will be stored in a separate data base and, when your answers are downloaded they will not be linked to your name in any way.

**Voluntary Nature of Participation and Right to Withdraw without Consequences:** Participation in this study is entirely voluntary. You may refuse to participate or withdraw at any time during the study without penalty.

**Confidentiality:** Consistent with federal and state rules, all responses will be kept private. All information will be stored in a secure database accessible only by, Katherine Peterson, Jenna Glover, and Dr. Galliher. No other individuals will have access to the data. Your responses to questionnaires are stored separately from your name; it will not be linked to your personal identifying information. Additionally, because your IP address will be invisible, it will be impossible to identify your computer. If you choose to submit your name or email address for compensation for participation, this information will not be associated with **any** of your responses, and will be stored in a separate database. All identifying information will be destroyed as soon as the lab credit or compensation has been dispersed, and results have been sent out by email to those who express interest. Your instructor will not know that data have come from you nor will your instructor know whether or not you completed this study even if you have elected to get lab credit.

**IRB Approval Statement:** The Institutional Review Board for the protection of human subjects at Utah State University has approved this research project. If you have any questions or concerns about your rights you may contact the IRB Office at (435)797-1821.

**Copy of Consent:** Please print a copy of this consent for your personal files.

**Investigator Statement:** “I certify that the research study has been presented to the participant by me or my research assistant. The individual has been given the opportunity to ask questions about the nature and purpose, the possible risks and benefits associated with participation in the study.”

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**Participant Consent:** If you have read and understand the above statements, please click on the “CONTINUE” button below. This indicates your consent to participate in this study.

Appendix B:  
Measures



**Below is a list of questions about friendship. Please identify your most important female friendship during middle or high school and use this friendship to answer the following questions. For each question, please write your answer or place a check next to the statement that best describes your experience. Please use the same friendship for all the following questions.**

1. How old were you when this friendship began? \_\_\_\_\_
2. How old was your friend? \_\_\_\_\_
3. How long did this friendship last? \_\_\_\_\_ (i.e. years, months, ongoing)
4. The following describes how this friendship ended:  
 It ended in a negative way (e.g., fight)  
 It ended in a neutral way (e.g., moved)  
 I still maintain this friendship
5. On average during our friendship I saw her  
 Many times in a day  
 Once a Day  
 Weekly  
 Monthly  
 Other \_\_\_\_\_

Please use the scale below to respond to the following statements.

**1 = Strongly disagree   2 = Disagree   3 = Agree   4 = Strongly agree**

- |  |   |   |   |   |
|--|---|---|---|---|
| 6. This was the most important relationship at this time | 1 | 2 | 3 | 4 |
| 7. I enjoyed being with this friend more than others     | 1 | 2 | 3 | 4 |
| 8. I felt lonely when I was apart from this friend       | 1 | 2 | 3 | 4 |
| 9. I always turned to this friend when I had a problem   | 1 | 2 | 3 | 4 |
| 10. I was inseparable from this friend                   | 1 | 2 | 3 | 4 |
| 11. This friend was always there for me                  | 1 | 2 | 3 | 4 |
| 12. Sometimes I was jealous when she dated other people  | 1 | 2 | 3 | 4 |

13. <i>Sometimes I was jealous when she was with other friends</i>	1	2	3	4
14. <i>My friend meets my needs</i>	1	2	3	4
15. <i>I was satisfied with this friendship</i>	1	2	3	4
16. <i>Our friendship was better than most other people's friendships</i>	1	2	3	4
17. <i>At times I wished we weren't friends</i>	1	2	3	4
18. <i>This friend meets my expectations</i>	1	2	3	4
19. <i>I cared more for this friend than she did for me</i>	1	2	3	4
20. <i>My friend cared more for me than I did for her</i>	1	2	3	4
21. <i>My friend and I cared for each other equally</i>	1	2	3	4

Please use the scale below to respond to the following statements.

**1 = Never      2 = Occasionally      3 = Often      4 = Always**

22. <i>During the course of this friendship I dated</i>	1	2	3	4
23. <i>During the course of this friendship I was in a romantic relationship with another person</i>	1	2	3	4
24. <i>I cuddled side by side with this friend</i>	1	2	3	4
25. <i>I thought about this friend or wondered where she was when we weren't together.</i>	1	2	3	4
26. <i>I was fascinated with details about this friend's behavior and/or appearance</i>	1	2	3	4
27. <i>I held hands with this friend</i>	1	2	3	4
28. <i>I was possessive of this friend's time or attention</i>	1	2	3	4
29. <i>I looked into this friend's eyes without speaking</i>	1	2	3	4

Now think of your most important *current* female friendship and use this relationship to answer the following questions.

30. How old were you when this friendship began? \_\_\_\_\_
31. How old was your friend? \_\_\_\_\_
32. How long have you been friends? \_\_\_\_\_ (i.e. years, months, ongoing)
33. On average I see this friend  
 \_\_\_ Many times in a day  
 \_\_\_ Once a Day  
 \_\_\_ Weekly  
 \_\_\_ Monthly  
 \_\_\_ Other \_\_\_\_\_

Please use the scale below to respond to the following statements.

**1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree**

- |   |   |   |   |   |
|---|---|---|---|---|
| 34. This was the most important relationship at this time         | 1 | 2 | 3 | 4 |
| 35. I enjoyed being with this friend more than others             | 1 | 2 | 3 | 4 |
| 36. I feel lonely when I am apart from this friend                | 1 | 2 | 3 | 4 |
| 37. I always turn to this friend when I have a problem            | 1 | 2 | 3 | 4 |
| 38. I am inseparable from this friend                             | 1 | 2 | 3 | 4 |
| 39. This friend is always there for me                            | 1 | 2 | 3 | 4 |
| 40. Sometimes I am jealous when she dates                         | 1 | 2 | 3 | 4 |
| 41. Sometimes I am jealous when she is with other friends         | 1 | 2 | 3 | 4 |
| 42. My friend meets my needs                                      | 1 | 2 | 3 | 4 |
| 43. I am satisfied with this friendship                           | 1 | 2 | 3 | 4 |
| 44. Our friendship is better than most other people's friendships | 1 | 2 | 3 | 4 |

45. <i>At times I wish we weren't friends</i>	1	2	3	4
46. <i>This friend meets my expectations</i>	1	2	3	4
47. <i>I care more for this friend than she does for me</i>	1	2	3	4
48. <i>My friend cares more for me than I do for her</i>	1	2	3	4
49. <i>My friend and I care for each other equally</i>	1	2	3	4

Please use the scale below to respond to the following statements.

**1 = Never      2 = Occasionally      3 = Often      4 = Always**

50. <i>During the course of this friendship I date(d)</i>	1	2	3	4
51. <i>During the course of this friendship I am in or have been in a romantic relationship</i>	1	2	3	4
52. <i>I cuddle side by side with this friend</i>	1	2	3	4
53. <i>I think about this friend or wondered where she is when we aren't together.</i>	1	2	3	4
54. <i>I am fascinated with details about this friend's behavior and/or appearance</i>	1	2	3	4
55. <i>I hold hands with this friend</i>	1	2	3	4
56. <i>I am possessive of this friend's time or attention</i>	1	2	3	4
57. <i>I look into this friend's eyes without speaking</i>	1	2	3	4

## Rosenberg Self-Esteem Scale

Please use the scale below to respond to the following statements.

	1	2	3	4
	Strongly agree	Agree	Disagree	Strongly disagree
1. I feel that I am a person of worth, at least on an equal plane with others.	1	2	3	4
2. All in all, I am inclined to feel that I am a failure.	1	2	3	4
3. I feel that I have a number of good qualities.	1	2	3	4
4. I feel I do not have much to be proud of.	1	2	3	4
5. I am able to do things as well as most other people.	1	2	3	4
6. I wish I could have more respect for myself.	1	2	3	4
7. I take a positive attitude toward myself.	1	2	3	4
8. I certainly feel useless at times.	1	2	3	4
9. On the whole, I am satisfied with myself.	1	2	3	4
10. At times I think I am no good at all.	1	2	3	4

RAQ

**RELATIONSHIP SURVEY Instructions:** The items listed below refer to people in a close relationship—i.e., a relationship between two partners in an intimate relationship. Please read each item carefully and decide to what extent it is characteristic of your feelings and behaviors. Give each item a rating of how much it applies to you by using the following scale:

- 1 = Not at all characteristic of me.
- 2 = Slightly characteristic of me.
- 3 = Somewhat characteristic of me.
- 4 = Moderately characteristic of me.
- 5 = Very characteristic of me.

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**NOTE:**

Remember to respond to all items, even if you are not completely sure.  
Also, please be honest in responding to these items.

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1. I am a good partner for an intimate relationship.	1	2	3	4	5
2. I am depressed about the relationship aspects of my life.	1	2	3	4	5
3. I think about intimate relationships all the time.	1	2	3	4	5
4. I am better at intimate relationships than most other people.	1	2	3	4	5
5. I feel good about myself as an intimate partner.	1	2	3	4	5
6. I think about close relationships more than anything else.	1	2	3	4	5
7. I sometimes have doubts about my relationship competence.	1	2	3	4	5
8. I am disappointed about the quality of my close relationship.	1	2	3	4	5
9. I don't daydream very much about intimate relationships.	1	2	3	4	5
10. I am not very sure of myself in close relationships.	1	2	3	4	5
11. I cannot seem to be happy in intimate relationships.	1	2	3	4	5
12. I tend to be preoccupied with close relationships.	1	2	3	4	5
13. I think of myself as an excellent intimate partner.	1	2	3	4	5
14. I am less than happy with my ability to sustain an intimate relationship.	1	2	3	4	5
15. I'm constantly thinking about being in an intimate relationship.	1	2	3	4	5
16. I would rate myself as a "poor" partner for a close relationship.	1	2	3	4	5

17. I feel down about myself as an intimate partner.	1	2	3	4	5
18. I think about intimate relationships a great deal of the time.	1	2	3	4	5
19. I am confident about myself as a relationship partner.	1	2	3	4	5
20. I feel unhappy about my interpersonal relationships.	1	2	3	4	5
21. I seldom think about being involved in a close relationship.	1	2	3	4	5
22. I am not very confident about my potential as an intimate partner.	1	2	3	4	5
23. I feel pleased with my love relationships.	1	2	3	4	5
24. I hardly ever fantasize about highly intimate relationships.	1	2	3	4	5
25. I sometimes doubt my ability to maintain a close relationship.	1	2	3	4	5
26. I feel sad when I think about my intimate experiences.	1	2	3	4	5
27. I probably think about love relationships less often than most people.	1	2	3	4	5
28. I have few doubts about my capacity to relate to an intimate partner.	1	2	3	4	5
29. I am not discouraged about myself as a loving partner.	1	2	3	4	5
30. I don't think about intimate relationships very often.	1	2	3	4	5
31. I responded to the above based on:					
(A) A current intimate relationship.					
(B) A past intimate relationship.					
(C) An imagined intimate relationship.					

Appendix C:  
Consent Form for Qualitative Study



Date Created: October 26, 2007; Page 2 of 2  
USU IRB Approved: 11/08/2007 Approval terminates:  
11/07/2008 Protocol Number 1898IRB Password  
Protected per IRB

Administrator 

## INFORMED CONSENT

### The Interpersonal Lives of Women: A Study of Passionate Friendship Among Women

**Introduction/Purpose:** Dr. Renee Galliher in the Department of Psychology at Utah State University (USU) and Jenna Glover, a doctoral student, are doing a research study about women's most important female friendship. You are being asked to participate in this phone interview because you volunteered at the time you completed the online survey. About ten individuals who recently completed our online questionnaire will be in this research study. We hope that you will find this study to be interesting and fun.

**Procedures:** Your part in this study will be a 30-minute interview over the phone. You will be asked a short series of questions asking about your closest female friendship. Your responses will be audio taped and your name will be replaced with a pseudonym. This information will be coded by Dr. Galliher and Jenna Glover.

**Risks:** There is some risk of feeling uncomfortable in this study. Some participants may not want to share personal information with the researchers. We will do everything we can to make you feel comfortable. You can choose not to discuss personal or difficult issues or answer questions in the interview process. The law does require researchers to report certain information (e.g., threat of harm to self or others, abuse of a minor by an adult) to the authorities.

**Benefits:** Your information may help us learn more about women's friendships and how they influence their lives.

**Explanation and Offer to Answer Questions:** Jenna Glover has explained this study to you and provided an opportunity for you to ask questions. If you have more questions, you may also contact Professor Renee Galliher at (435) 797-3391.

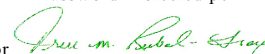
**Payment:** For your time you will be paid \$10.00 in cash, which you can either pick up from the Department of Psychology at USU or have sent to you by U.S. mail. If you choose to give the student researcher your mailing address to receive your compensation, your contact information will be destroyed immediately after the money has been sent to you.

**Voluntary Nature of Participation and Right to Withdraw without Consequences:** Participation in research is entirely voluntary. You may refuse to participate or stop at any time without penalty.

**Confidentiality:** Research records will be kept confidential, consistent with federal and state regulations. Your privacy will be protected by storing all information, including audio tapes, in a locked file cabinet in a locked room of Dr. Galliher. Only Jenna Glover, Dr. Galliher, and research assistants will have access to the data. Your name will be replaced with an ID number on all information and audiotapes. Any identifying information will be removed from the interview transcript and we will use pseudonyms in any report describing the interviews. Your name will **not** be used in any report about this research and your answers will not be shared with anyone. Data from this study, including the audiotape, may be used for three years by our research team before it is destroyed.

Date Created: October 26, 2007; Page 2 of 2  
 USU IRB Approved: 11/08/2007  
 Approval terminates: 11/07/2008  
 Protocol Number 1898  
 IRB Password Protected per IRB

Administrator



## INFORMED CONSENT

The Interpersonal Lives of Women: A Study of Passionate Friendship Among Women

**IRB Approval Statement:** The Institutional Review Board for the protection of human subjects at USU has approved this research. If you have any questions or concerns about your rights you may contact the IRB at (435)797-1821.

**Copy of Consent:** Please print a copy of this informed consent for your files. Sign one copy and return it to Dr. Renee Galliher, by fax at (435) 797-1448, or by mail to Renee Galliher, Department of Psychology, 2810 Old Main Hill, Utah State University, Logan, UT 84322.

**Investigator Statement:** I certify that the research study has been presented to the participant by me or my research staff. The individual has been given the opportunity to ask questions about the nature and purpose, the possible risks and benefits associated with participation in the study.

\_\_\_\_\_  
 Renee V. Galliher, Ph.D  
 Principal Investigator  
 (435) 797-3391  
[Renee.Galliher@usu.edu](mailto:Renee.Galliher@usu.edu)

\_\_\_\_\_  
 Jenna Glover  
 Student Researcher  
 (435)797-8254  
[jennaglover@cc.usu.edu](mailto:jennaglover@cc.usu.edu)

**By signing below, you agree to participate.**

\_\_\_\_\_  
 Signature of Participant

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Print Name

Appendix D:  
Semistructured Interview

## Interview Questions

1. Tell me about your friendship with this person
  - a. How much time do you spend with this friend?
  - b. What do you do when you are together?
  - c. What words would you use to describe this friend?
2. In what ways is this friend important to you?
3. In what ways has knowing this friend made you different?
  - a. What would your life be like if this friend was not in it?
4. How is this friendship unique from other friendships in your life?
5. In what ways do you feel close or connected to this friend?
  - a. Are you physically affectionate with this friend and in what ways?
6. What are some things you do with this friend and not with others?
7. In what ways does this friendship impact other friendships or relationships in your life?
8. In what ways has this relationship caused you problems?
  - a. What do you argue or disagree about most often?
9. Are there times when you were jealous of this friend or they were jealous of you?
10. In what ways did or has this friendship provided benefits?
11. How does this friend treat you? How do you treat them?
12. Do you care more for this friend than they do for you?

## CURRICULUM VITAE

**Jenna Glover**


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300 South 237 East  
 Logan, UT 84321  
 (801) 815-1431  
[jennaglover@aggiemail.usu.edu](mailto:jennaglover@aggiemail.usu.edu)

**Education**

- Ph.D.  
 (expected 2009)      Utah State University Logan, UT  
 Combined Clinical/Counseling/School Psychology Program  
 (APA accredited)  
 Dissertation: *The interpersonal lives of women: A study of  
 passionate friendships among women.*  
 Chair: Renee Galliher, Ph.D.
- M.S.  
 2006      Utah State University Logan, UT  
 School Psychology NASP Approved  
 Thesis: *Identity development, identity disclosure, and identity  
 exploration among adolescent sexual minorities.*  
 Chair: Renee Galliher, Ph.D.
- B.S.  
 2002      Weber State University  
 Dual Degrees in Psychology and English

**Licensure**      School Psychologist, Utah State Office of Education

**Honors and Awards**

- April 2006      Utah State University Robins Award  
 Graduate Teaching Assistant of the Year
- February 2006      College of Education Utah State University  
 Graduate Teaching Assistant of the Year

**Internship**

August 2008 – August 2009 University of Tennessee Counseling Center  
(Knoxville, TN)

Position: Pre-doctoral Intern

Supervisor: Phil Johnson, Ph.D.

**Practicum Experience**

June 2007 – May 2008

Utah State University Psychology Community  
Clinic (Logan, UT)  
Clinical Psychology Practicum

Position: Practicum Student

Responsibilities: Assessment, diagnosis, and formulation  
and implementation of intervention services to adults and  
couples.

Supervisor: Susan Crowley, Ph.D.

Hours: Total hours 150, Total direct service hours  
70

August 2006 – May 2007

Utah State University Counseling Center (Logan,  
UT) Counseling Psychology Practicum

Position: Practicum Student

Responsibilities: Conducted both individual and group  
therapy. Gained experience with assessment, diagnosis, and  
formulation and implementation of interventions with college  
students who presented with diverse concerns (e.g.,  
depression, anxiety, relationship problems, sexual orientation  
concerns). Conducted therapy using a variety of theoretical  
orientations (e.g., CBT, IPT)

Supervisor: LuAnn Helms, Ph.D.

Hours: Total hours 160, Total direct service hours  
52

August 2004 – May 2005

Jordan School District Salt Lake City, UT (Brighton  
High School)  
Logan School District Logan, UT (Logan High  
School)  
School Psychology Practicum

Position: Practicum Student

Responsibilities: Gained experience in assessment,  
classification decisions, formulation and implementation of

academic and behavioral interventions, group counseling, and consultation with parents and teachers.

Supervisor: Donna Gilbertson, Ph.D.

Hours: Total hours 320, Total direct service hours 170

January 2004 – May 2004

Utah State University Psychology Community Clinic (Logan, UT)

Child Clinical/School Psychology Practicum

Position: Practicum Student

Responsibilities: Assessment, diagnosis, and formulation and implementation of intervention services to children with diverse psychological (behavior disorders, anxiety, depression) and learning problems (e.g., learning disabilities, mental retardation).

Supervisor: Gretchen Peacocks, Ph.D.

Hours: Total hours 210, Total direct service hours 133

### **Other Clinical Training Experience**

January 2004-August 2004

Utah State University ADHD Study (Logan, UT)

Position: Student therapist

Responsibilities: Implement behavioral intervention and stress management programs with parents of children (ages 3-11) with ADHD. Administer and interpret various assessment measures.

Supervisor: Gretchen Peacock, Ph.D.

Hours: Total hours 90, Total direct service hours 55

June 2005- May 2006

Bear River Head Start Assistantship (Logan, UT)

Position: Family Counselor

Responsibilities: Conducted both individual and group therapy.

Clients ranged from young children to adults. Gained experience with family and marriage counseling and implemented interventions for a variety of presenting problems (e.g. substance abuse, depression, sexual abuse)

Supervisor: David Stein, Ph.D.

Hours: Total hours 905, Total direct service hours 524

August 2005 – May 2006

Davis School District Kaysville, UT (Columbia Elementary)

Position: School Psychologist Intern

Responsibilities: Conducted assessments for special education classification, aided in the formulation and implementation of academic and behavioral interventions, consulted with parents and teachers, and conducted individual therapy and group social skills with students in primary grade levels.

Supervisor: Donna Gilbertson, Ph.D.

Hours: Total hours 650, Total Direct Service Hours 530

### **Other Professional Positions**

August 2006 – July 2008

Academic Skills Specialist  
Utah State University Academic Resource Center  
(Logan, UT)

Responsibilities: Development and implementation of academic skills interventions for college age students, outcome assessment research, community outreach, and service learning activities

Supervisor: Carol Rosenthal, M.S.

August 2004 – May 2007

Diagnostician  
Weber School District (Ogden, UT)

Responsibilities: Assessment specialist administering IQ and adaptive test for special education in primary and secondary school settings.

Supervisor: Maren McFarland, M.S.

### **Research Experience**

Jan 2004 – July 2008

Research assistant: Adolescent Romantic Relationships.

Responsibilities: Project development and literature review writing. Aided in data collection and statistical analysis.

Supervisor: Renee Galliher, Ph.D.



Jan 2004 – July 2008

Research Assistant: Parenting in sexual minority families.

Responsibilities: Development of research methodology, instrument selection, data collection, and analysis.

Supervisor: Gretchen Peacock, Ph.D.

### **Manuscript Under Review**

Bates, S. C. & Glover, J. A. (under review). Design and implementation of a lab component for large introductory psychology course. *Teaching Psychology*.

### **Publications**

Glover, J. A., Galliher, R. V., & Lamere, T. (In press). Identity development and exploration among sexual minority adolescents: Examination of a multidimensional model. *Journal of Homosexuality*.

### **Professional Presentations**

Glover, J. & Galliher, R. V. (February, 2007). Disclosure versus discovery: Patterns and outcomes for sexual minority adolescents. Poster presented at the Annual Conference of the Utah Association of School Psychologists.

Gimpel Peacock, G., Pelletier, J. A., Tree, T., Glover, J., & Lamere, T. (November, 2006). Parenting in sexual minority families. Poster presented at the annual conference, Association for Behavioral and Cognitive Therapies, Chicago, IL.

Glover, J., Lamere, T., & Galliher, R. V. (March, 2006). Sexual and romantic experiences of GLBTQ youth. In L. Berger (Chair), student poster symposium presented to the Biennial Meeting of the Society for Research on Adolescence, San Francisco, CA.

Glover, J., Hunt, S., & Galliher, R.V. (April, 2005). Adolescent couple members' views of coercive and aggressive behaviors in romantic relationships. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA

**Teaching Experience**

Jan. 2008 – May 2008	History and Systems (Psy 5100), Utah State University Independent Instructor: 1 Section
Jan. 2005 – Dec. 2007	Introduction to Psychology (Psy 1010), Utah State University Independent Instructor: 6 Sections Supervised 4 teaching assistants
Aug. 2005 – Dec. 2007	Strategies for Academic Success (Psy 1730), Utah State University Independent Instructor: 4 Sections Supervised 1 teaching assistant
June 2007 – Aug 2007	Psychometrics (Psy 5330) Utah State University Independent Instructor: 1 Section
Aug. 2006 – Dec. 2006	Educational Psychology (Psy 3600), Utah State University Independent Instructor: 1 Section Supervised 1 teaching assistant
May 2006 – Aug. 2006	Adolescent Development (Psy 2100), Utah State University Independent Instructor: 1 Section
Aug. 2004 – Dec. 2004	Introduction to Psychology (Psy 1010), Utah State University Graduate teaching assistant Supervisor: Tamara Ferguson, Ph.D.
Aug. 2003 – May 2004	Introduction to Psychology (Psy 1010), Utah State University Graduate teaching assistant Supervisor: Scott Bates Ph.D.

**Professional Speaking and Workshops**

Glover, J. (October 2007). Finding a path with a heart. Keynote speaker for Utah Health Occupation Student Association, Park City, UT.

Glover, J. (June, 2007). Balancing or Juggling? How to achieve a healthy mindset in work, play, and personal life. Professional presentation for the Utah Health Science Educator's Summer Conference, Ogden, UT.

Glover, J. (June, 2007). Phenomenology: Why what you think matters. Professional presentation for Utah School Counselors Summer Conference, Salt Lake City, UT.

Glover, J. (June, 2007). If You Don't Have Something Nice to Say: Effective Communication with Parents, Teachers and Students. Professional workshop for Utah School Counselors Summer Conference, Salt Lake City, UT.

Glover, J. (February, 2007). You don't have to be crazy to work here but it helps. Professional presentation Utah Association for Career & Technical Education Winter Conference, St. George, UT.

### **Professional Affiliations**

American Psychological Association-Student affiliate  
 Division 44 Society for the Psychological Study of Lesbian, Gay, & Bisexual Issues-  
 Student affiliate  
 National Association of School Psychologists- Student affiliate  
 Utah Association of School Psychologists- Student affiliate

### **Volunteer & Leadership Experience**

Aug. 2006- May 2007	Psychology Department Graduate Student Representative <u>Responsibilities:</u> Attend faculty meetings and run monthly student program meetings. Serve as a liaison with faculty for student concerns. Help coordinate and plan interviews with the admissions committee.
Aug. 2005- May 2006	Western Regional Leader National Association of School Psychology <u>Responsibilities:</u> Helped design and coordinate national projects regarding internship opportunities and career development. Responsible for communicating information with all student leaders at schools in the Western United States.

May. 2005- May 2006

School Psychology Student

Representative

Utah State University

Responsibilities: Distribute information from the National Association of School Psychologist to students. Assist admissions committee during interviewing. Consultant for student concerns.

### **References**

Renee Galliher, Ph.D.

Associate Professor

Department of Psychology

Utah State University

Logan, UT 84322-2810

(435) 797-3391

Susan Crowley, Ph.D

Director of Clinical Training

Department of Psychology

Utah State University

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Practicum Coordinator, Licensed Psychologist

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