EPSY 6304 – The Psychology of Men and Boys in Counseling and Education, Spring, 2024

Course Information

Course Title: The Psychology of Men and Boys in Counseling and Education
Credits: 3
Instructor: Dr. James O'Neil, Professor of Educational Psychology, Department of Educational Psychology
　　　　University of Connecticut

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Gender Role Conflict Research Webpage: http://web.uconn.edu/joneil/

Meets: Online

Course Description

The negative effects of men's socialization and gender role conflicts are reviewed from the theory and empirical research in the psychology of men. Lectures, discussions, experiential activities, and psycho-biographies of famous men and women are used to promote personal learning and psychoeducational outcomes. Implications for counseling, teaching, and more positive views of men are explored.

Overall Course Objectives

By the end of the semester, students should be able to:

1. Describe and discuss the impact of restrictive gender roles on men, boys, women, and girls and understand how gender roles can negatively affect educational and personal development over the lifecycle.

2. Personalize what they have learned in class and gain insights about their own gender role journey.

3. Empower themselves to resolve any negative consequences of sexism (or any other oppression) that emanate from restrictive gender roles.

Specific Student Learning Objectives

By the end of the semester, students should be able to:

1. Define possible ways to engage the course on men and masculinity both conceptually and personally.

2. Explain what the Psychology of Men/Boys and Men's Studies are as disciplines.

3. Assess your own gender role journey including personal, professional and political perspectives that have influenced your gender role socialization. Evaluate, if applicable, the impact of: psychological violence, personal pain, gender role conflict, gender role transitions, and defense mechanisms.

4. Explain the assumptions and critical conceptual frameworks of the course including patriarchy, sexism, stereotypes, gender role socialization, gender role conflicts and transitions, abuse of power, psychological and physical violence, gender role identity, gender role schemas, distorted gender role schemas, self protective defensive strategies, the culture of cruelty, men and women as victims of sexism, positive and affirmative masculinity.

5. Explain the evolving theories about men's gender role socialization from biological, psychoanalytic, and socially based perspectives as well as the three conceptual paradigms of the course.

6. Explain the multicultural, racial, ethnic, sexual orientation, age, life stage, and other aspects of masculinity in the context of masculine vulnerability and social injustice.

7. Discuss affirming men and positive masculinity.

8. Explain what is known about men empirically from the Gender Role Conflict (GRC) Research Program and other research programs on men in the context of personal and interpersonal relationships and implications for mental and physical health.

9. Describe men's violence against women from a gender role socialization perspective.

10. Assess your own patterns of gender role conflict.

11. Discuss the implications of the course in terms of counseling, social justice, teaching, and school reform.

12. Implement personal empowerment strategies from insights gained from the class.

Professor's Teaching Philosophy

My philosophy of teaching is based on my own education in the 1960's and 1970's and what I have learned from my mentors over the years. My philosophy represents what I have discerned to be my life's work. More information and videos about my philosophy of teaching are found on my personal web page: http//web.uconn.edu/joneil/.

I seek to do the following in the classroom:

1. To promote the development of a commitment to the shared quest for the truth and the expansion of the horizons of both teacher and student in the process.
2. To elicit in all students, no matter what their talents as individuals, full development as human beings.
3. To prepare the student to participate intelligently, morally and effectively in the public arena.

4. To develop students to be conscientious, compassionate and committed "to seek a newer world" and be agents of transformation for good, now and in the future.

Psychological Appropriateness of the Course

This course has psychological and affective dimensions. Students are encouraged to engage the course content and process at their "optimal comfort level". This means that students have control over the degree that they personalize the course content and process.

The course may be inappropriate for students who are in a serious crises or recovering from a serious illness or life experiences. If you think the course may be inappropriate for you, please discuss your situation with the professor early in the semester before the drop /add period expires.

Over the 30 years that I have taught this course, only two students decided that the time was not right for them to take the course. Many students who are struggling with emotional/life problems have found the course to be useful and empowering.

For example, published evaluation data (O'Neil, 2015) indicates that over 94% of students across 10 separate classes found the course to be an experience in personal growth and 74% reported that the course helped them take action in their life. Most students find the course to be useful in their problem solving and empowering themselves.

Caveats: Problems With My Language

Binary means something made up of two parts. Gender binary as a noun is a view of gender whereby people are categorized as either male or female, often basing gender on biological sex (Wikipedia, 2021). Gender binary is also the classification of gender into two distinct, opposite forms of masculine and feminine, whether by the social system or cultural belief. In this binary model, sex, gender, and sexuality may be assumed by default to names or pronouns, preferred rest rooms, or other qualities. These expectations may reinforce negative stereotypes, attitudes, bias, and discrimination towards people who display expressions of gender variance or nonconformity or whose gender identity is incongruent with their birth sex.

I am in the process of altering my language usage because binary language excludes the diversity of gender identities and sexual orientation and can promote discrimination and oppression of non-binary human being. Much of my writing on gender role conflict needs to be reconsidered based on non-binary insights, but I currently do not have a fully operative, non-binary vocabulary. I wanted to make these caveats about my problems with my language early in the course so no student is negatively impacted during the class.

Required Textbooks, Readings and Media

Required textbooks are available for purchase through the UCONN Bookstore (or use the Purchase Textbook tool in Husky CT. Textbooks can be shipped but fees apply.

Smiler, A.P. & Kilmartin, C.T. (2019). The masculine self. Sixth edition. Cornwall-on-Hudson, New York: Sloan Publishing

O'Neil., J.M. (2015). Men's gender role conflict: Psychological costs, consequences, and an agenda for change. Washington, D.C.: American Psychological Association Books. Chapters 1-14.

The manuscripts below are in Husky CT in the left sidebar called media and readings

O'Neil, J.M. (2008). Twenty-five years of research on men's gender role conflict research: New research paradigms and clinical implications. The Counseling Psychologist, 36, 358-445.

Albee, G (1981). Prevention of sexism. Professional Psychology, 12, 20-28.

O'Neil, J.M. & Lujan, M. L. (2009). Preventing boys problems in schools through psychoeducation programming: A call to action. Psychology in the Schools. 46, 257-266.

O'Neil, J.M. (2006). Helping Jack heal his emotional wounds using the gender role conflict diagnostic schema. In M. Englar-Carlson & M.A. Stevens (Eds.) In the therapy room with men: A casebook about psychotherapeutic process and change with male clients. Washington, D.C.: American Psychological Association

O'Neil, J.M. & Egan, J. (1992a). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. Wainrib (Ed.) Gender issues across the life cycle. New York: Springer Publishing Co.

O'Neil, J.M. & Egan, J. (1993). Abuses of power against women: Sexism, gender role conflict, and psychological violence. In E. Cook (Ed.) Women, relationships, and power: Implications for Counseling. Alexandria, VA: American Counseling Association (ACA Press)

O'Neil, J.M. & Nadeau, R.A. (1999). Men's gender role conflict, defense mechanisms, and self-protective defensive strategies: Explaining Men's Violence Against Women from a Gender Role Socialization Perspective. In M. Harway & J.M. O'Neil (Eds.) What causes men's violence against women? Thousand Oaks, CA: Sage Publications.

O'Neil., J.M. & Harway, M. (1997). Multivariate model explaining men's violence against women: Predisposing and triggering hypotheses. Violence Against Women, 3, 182-203.

O'Neil, J.M., Egan, J., Owen, S.V., & Murry, V.M. (1993). The gender role journey measure (GRJM): Scale development and psychometric evaluation. Sex Roles, 28, 167-185.

O'Neil, J.M. & Renzulli, S.. (Eds.) (2013). Special issue: Teaching the psychology of men. Psychology of Men and Masculinity.14, 221-270.

O'Neil, J.M., Challenger, C., Renzulli, S., Crapser, B., & Webster, E. (2013). The boys's forum: An evaluation of a brief intervention to empower middle school urban boys. Journal of Men's Studies. 21, 191-205.

The media below are on the Husky CT page for EPSY 6304

Video: Robert Bly & Bill Moyers – A Gathering of Men with Robert Bly, WNET, New York, WTTW, Chicago;

Public Broadcasting Company

Video: Gender: The enduring paradox, Public Broadcasting Station, Boston, MA

Video: Weidlinger, T. (Producer). (2001). Boys Will Be Men [Documentary DVD]. Berkeley, CA: Moira Productions.

Video recording - Dance With My father Luther Vandross

Audio recording - Live 1975-1985 The River and Concert Disclosures, Bruce Springsteen

Video: Tear Soup: A recipe for dealing with loss and grief - Grief Watch Inc.

Audio recording: Working With Emotional Pain - O'Neil and McCann ACA Convention

Video Mirrors of Privilege: Making Whiteness Visible

Optional Media Being Considered for EPSY 6304

TV show video: Donahue Show on the Men's Movement

Video: Elton John's Gender Role Journey (Created by Bobbie Brooks)

Video: Boys Will Be Men

Video: Marvin Gay's Gender Role Journey

Video: Marilyn Monroe's Gender Role Journey (Created with Julie Goldberg)

Video: Frank Sinatra's Gender Role Journey (Created With Chris Bianca)

Superman III Video Clips – What happens when men lose their power?

My Gender Role Journey- Jim O'Neil

John Lennon's Gender Role Journey Video

Video: Hillary Rodham Clinton's Gender Role Journey (Created with Beth Shaw)

Child, song by Holly Near

Singing for our Lives, song by Holly Near

Kilmartin's Crimes Against Nature

Modules Content Areas

Module 1 - Introduction, What Are We Doing Here? Engaging the Course Positively

Module 2 - What is the Psychology of Men and How Do We Teach it?

Module 3 – What I am Proposing Here? What I am Asking You to Consider

Module 4 - 1) A Societal Context: Violence and Gender Role Conflict
         2) Assessing Psychological Violence
         3) Understanding Human Vulnerability

Module 5 – Gender Role Conflict Theory and The Gender Role Journey: A Metaphor To Understand the Course and Yourself

Module 6 – 1) Transnational Feminism Defined,
              2) The Gender Role Journey: Working With Pain and the Wounded Person Cycle

Module 7 – Theoretical, Developmental, and Conceptual Models of Gender Role Conflict: Past, Present & Future

Module 8 – 1) Gender Role Conflict Research Program;
              2) Scale Development; 3) Loss and Gender Role Conflict

Module 9 – The Multicultural Psychology of Men and Gender Role Conflict

Module 10 – Empirical Research on Men's Gender Role Conflict – Past, Present, and Future

Module 11 – 1) Men's Violence- The Epidemic That No One Can Explain
              2) Affirming Men – Positive, Healthy Masculinity

Module 12 – 1) Working on the Gender Role Journey Paper Outlines
              2) Forgiving Others for Sexism and Other Oppressions

Module 13 - Patterns of Men's and Women's Gender Role Conflict

Module 14 - Helping Men and Women With Gender Role Conflict:
              1) Psychoeducational Programming
              2) Men's Therapy
              3) Metaphors For Healing

Module 15 - Professor's Gender Role Journey: Modeling Disclosure and Telling the Truth About Our Lives

Module 16 - Gender Role Paper Feedback, Class Closure, Method of Healing and Next Steps

Calendar Dates

(Unless otherwise noted, all learning activities are due for submission on the module close date.)

Modules, Exams, and Unique Assignments	Open Date	Close Date
Module 1 - Introduction, What Are We Doing Here? Engaging the Course Positively	Jan. 16 2024	Jan. 24, 2024
Module 2 - What is the Psychology of Men and How Do We Teach it?	Jan. 16, 2024	Jan. 31, 2024
Module 3 - What I am Proposing Here? What I am Asking You to Consider	Jan. 16, 2024	Feb. 7, 2024
Module 4 - A Societal Context: Violence and Gender Role Conflict, Models to Understand Masculinity in a Public Sphere Assessing Psychological Violence Understanding Human Vulnerability	Jan. 16, 2024	Feb. 14, 2024
Module 5 – Overall Summary of Gender Role Conflict Theory and The Gender Role Journey: A Metaphor To Understand the Course and Yourself	Jan. 16, 2024	Feb. 21, 2024
Module 6 – 1) Transnational Feminism Defined and 2) The Gender Role Journey: Working With Pain and the Wounded Person Cycle	Jan. 16, 2024	Feb 28, 2024
Module 7- Theoretical, Developmental, and Conceptual Models of Gender Role Conflict: Past, Present & Future	Jan. 16, 2024	March 6, 2024
Module 8 -1) Gender Role Conflict Research Program; 2) Scale Development; 3) Loss and Gender Role Conflict	Jan. 16, 2024	March 20, 2024
Module 9 - The Multicultural Psychology of Men and Gender Role Conflict	Jan. 16, 2024	March 27, 2024
Module 10 - Empirical Research on Men's Gender Role Conflict – Past, Present, and Future	Jan. 16, 2024	April 3, 2024
Module 11 - 1) Men's Violence- The Epidemic That No One Can Explain; 2) Affirming Men – Positive, Healthy Masculinity	Jan 16, 2024	April 10, 2024
Module 12 - 1) Working on the Gender Role Journey Paper	Jan. 16, 2024	April 17,

Outlines; 2) Forgiving Others for Sexism and Other Oppressions		2024
Module 13 - Patterns of Men's and Women's Gender Role Conflict	Jan. 16, 2024	April 24, 2024
Module 14 - Helping Men and Women With Gender Role Conflict: 1) Psychoeducational Programming; 2) Men's Therapy; 3) Metaphors For Healing	Jan. 16 2024	April 24, 2024
Module 15 - Professor's Gender Role Journey: Modeling Disclosure and Telling the Truth About Our Lives; Assessing Gender Role Devaluation, Restrictions, & Violations	Jan. 16, 2024	April 24, 2024
Module 16 - 1)Gender Role Paper Feedback; 2) Class Closure; 3) Methods of Healing; 4)Next Steps	Jan. 16, 2024	April 24, 2024

Course Requirements and Assignments: **For all assignments <u>do not</u> attach your assignment. Either type it directly into the text submission box or cut and paste from your word document.**

Assignments Online   **Due Date**

1. **Module 2 - Critique of Boys Will Be Men Documentary**   **Jan. 31, 2024**

2. **Module 2 – Visiting SPSMM Web Page**   **Jan. 31, 2024**

3. **Module 3 - Reaction to Albee (1981) & Men as Victims of Sexism**   **Feb. 7, 2024**

4. **Module 3 - Reactions to Acknowledgements, Introductions, Chapter 1 & 2
    O'Neil (2015)**   **Feb. 7, 2024**

5. **Module 4 - Psychological Violence Checklist**   **Feb. 14, 2024**

6. **Module 5 - Gender Role Journey Assessment**   **Feb. 21, 2024**

7. **Module 6 - Working With Emotional Pain Assignment**   **Feb 28, 2024**

8. **Module 11 – Positive, Healthy Masculinity Checklist**   **April 10, 2024**

9. **Module 12 – Sharing Outlines of Gender Role Journey Papers**   **April 17, 2024**

10. **Module 13 - Men's Gender Role Conflict Scale Assessment and
     Women's Gender Role Conflict Checklist**   **April 24, 2024**

11. **Module 15 - Gender Role Devaluations, Restrictions, and Violations Checklist**   **April 24, 2024**

12. **Module 16 - The Gender Role Journey Paper (GRJP)**   **April 24, 2024**

Discussions Online   **Due Date**

1. **Module 1 – Expectancies For Course**   **Jan. 24, 2024**

2. **Module 2 – Critique of Boys Will Be Men**   **Jan 31, 2024**

3. **Module 3 – Critique of Albee (1981) and O'Neil (2015)**   **Feb 7, 2024**

4. **Module 5 – Discussion of Gender Role Journey Measure and Kilmartin's
     Crimes Against Nature**   **Feb. 21, 2024**

5. **Module 6 – Assessment of Pain and Wounded Person Cycle**   **Feb. 28, 2024**

6. **Module 8 – Comments on Loss or Developmental Masculinity**   **March 20, 2024**

7. **Module 9 – Diversity Multiculturalism (Models, Obama, Social Justice)**   **March 27, 2024**

8. **Module 12 – Sharing Your Rough Draft Outline of Gender Role Journey Paper**   **April 17, 2024**

9. **Module 15 – Sharing Reactions To Professor's Gender Role Journey Slideshow**   **April 24, 2024**

10. **Module 16 – Sharing Parts of Your Gender Role Journey Paper**   **April 24 , 2024**

Grading and Evaluation

Student grades will be calculated using the following parameters: 1) Completion of all learning assignments, assessments, and discussions, 2) Relevant, intelligent, and instructive class participation, 3) points on final gender role journey paper , 4) class participation if appropriate.

Calculation of Grades Summary of Course Requirements and Point Values

Course Component	Possible Points
5 Assessments	100
11 Assignments	275
10 Discussions	150
Final Paper	100
Class Participation	
TOTAL	**625**

Approximated Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
600-625	A
574-599	B
548-573	C
522-547	D
522 and Below	F

Criteria for Grading All Assignments and Class Activities

1)   Clarity of writing and thought.

2)   Factual accuracy of writing and thought.

3)   Validation of views using the current literature and empirical research available.

4)   Creativity of thought.

5)   Synthetic nature of thought and writing.

6)   Completion of assignments and exams on due dates.

7)   Personalization of course content.

8)   Class Attendance Defined as contribution to other class members' learning, knowledge, and growth

Due Dates and Late Policy

All course due dates are identified in the course calendar. Late assignments will receive no credit or partial credit.
Points will also be subtracted for any work turned in late without a legitimate excuse (death in the family, serious illness ect.). Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate 6-9 hours a week or more to do this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours for online learning.

Technology In the Classroom

Computer and cell phone are now critical issues in the classroom and therefore norms for their use are necessary.

You can use a computer in class to take notes or in some minor cases to locate information related to the topic being discussed in class. Other web searches are not allowed.

There is no texting, emailing, or web searching that is unrelated to the class during the actual class.

Before class and during our breaks, computers and cell phones may be used.

If you are texting or misusing the computer during class, I will know because I know the difference being taking notes and other electronic activity in the classroom. If you misuse your computer or cell phone I will ask you to turn it off, until we can discuss your situation.

If you have an <u>emergency</u> situation on a certain day and need to have your cell phone on during class, let me know your situation before class so I can accommodate your need.

The misuse of electronic device during class shows disrespect for other students, the professor, and the supportive learning environment we try to create. I ask for your cooperation with these important issues.

What is Psychoeducation?

One dimension to the course is what I call psychoeducation. Psychoeducation is defined as a pedogological approach that uses psychological principles and processes to facilitate students' personal and intellectual development in classroom, group, or an online setting. Psychoeducation focuses on both the cognitive and affective domains of learning. With psychoeducation, feelings and emotions have equal weight with conceptual and factual knowledge. Emotional intelligence (Goleman, 1995) and academic knowledge are true partners in the psychoeducational process.

With the psychoeducational approach, students both think and feel while learning. The teacher is interactive, personal, and strategic.

What does psychoeducational mean operationally? First, the psychoeducator provides multiple course contexts, allowing students to understand the content personally, professionally, and politically. This psychoeducational approach also establishes norms that promote the sharing of feelings and thoughts as the course develops. The psychoeducator is also an active assessor of student needs and the entire learning process. This assessment helps the instructor to actually know students individually and collectively. Psychoeducation teaching invites students to be involved in the course intellectually and emotionally at their optimal comfort level. The option of intellectual and emotional processing is presented to students as a free choice. There are no judgments about these choices, but encouragement is given to take risks and explore new dimensions of self. Furthermore, this kind of teaching sets positive expectancies for learning. One of the most critical expectancies is helping students view learning, not just as content, but a personal growth. This means helping students personalize the course as much as possible by experiencing both the thoughts and feelings simultaneously.

With an emphasis on emotion in the learning process, the psychoeducator is sensitive to student defenses and resistance to learning. Numerous teaching methods are used to mediate defensiveness and resistance to learning. Stimulating media (slides, overheads, music, music videos, movie clips) are integrated with the teaching to accentuate course concepts and promote personal exploration. The psychoeducator uses stimulus diversity techniques to keep student attention high. This means using multiple teaching modalities to enhance student thinking and feeling.

Psychoeducation also includes interactive teaching and experiential learning that promotes focused discussions. These discussions may activate interpersonal-intrapersonal conflict with students and raise questions about instructor student biases and political correctness. Psychoeducation also implies using self-assessment checklists and groups to help students personalize the course. Furthermore, this approach

encourages faculty and students to be real, self-disclosing, and honest about how the course is affecting them. This implies that students and the instructor may fluctuate between personal and professional roles. This makes role flexibility very important for both students and the instructor. From this kind of learning, the psychoeducator helps students understand how the learning dynamics relate to the course content. By connecting the learning dynamics to the course content, the concepts can come to life for students, sometimes right before their very eyes. Psychoeducation also involves helping students work through any painful memories or events that are activated by the course. This implies being personally available to students, not as a therapist per se, but as a supporter of their healing and growth.

Psychoeducation also relates to how the instructor prepares for the course and develops the interventions. The assumptions made about students are critical to successful psychoeducational interventions. In other words, instructors' knowledge of students' developmental stage, cognitive development, attitudes toward learning, and worldviews are critical to implementing psychoeducational interventions. This kind of teaching also means having positive expectancies for student learning, articulated teaching goals, and energy in the classroom.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Scholarly Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous.

It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Registration Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from Blackboard's Accessibility Information)

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

    For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

    NOTE: This course has NOT been designed for use with mobile devices.

Where To Get Help During the Course

Sometimes student who are taking psychoeducational courses want to know where they can get therapeutic help with personal and career problems. There are counseling resources available to you at UConn. The UConn Counseling and Mental Health Services clinic is one resource and can be reached by calling (860) 486-4705. For career related problems, you may contact the Department of Career Services by calling (860) 486-3013.

There are also resources outside the University. A good referral source is INFO LINE (211), and emergency and crises services are available at Manchester Hospital Hotline by calling (860) 647-4766. Please contact your instructor if additional resources or specific referrals are needed.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Technology and Academic Help

For all **NON-TECHNICAL** and **NON-ACADEMIC** support questions or general eCampus information,

please contact ecampus@uconn.edu or call us at   (860)486-1080.

Tech Help Resources

HuskyCT

HuskyCT Courses, Training, and Tools Examples	Department Contact Information
  • Course Content Not Viewable • Course Tools Not Working	For support in online courses contact: UITS HuskyTech Help Center Location: Math Sciences Building, Ground Floor, Room M037 Phone: (860) 486-HELP (4357) Email: HelpCenter@uconn.edu

(i.e., tests, assignments, discussions, etc.) • Course Tech, Plug-Ins, and Software	For assistance outside normal business hours and holidays, please visit http://learn24x7.uconn.edu or http://huskyct24x7.uconn.edu

Biography of Instructor For EPSY 6304

James M. O'Neil, Ph.D. is Professor of Educational Psychology at the University of Connecticut and a licensed psychologist in private practice in South Windsor, Connecticut. In 1975, he received his doctorate from the Department of Counseling and Personnel Services at the University of Maryland. He is a fellow of the American Psychological Association in Divisions 17, 35, 43, 51, 52, & 56. He is one of the founding members of the Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of the American Psychological Association. SPSMM named him Researcher of the Year in 1997 for his 20-year research program on men's gender role conflict. His research programs relate to men and masculinity, gender role conflict, psychology of men and women, and violence and victimization. He has published over 100 journal articles and books chapters and is the author of the Gender Role Conflict Scale (GRCS), a widely used measure of men's conflict with their gender roles. Over 300 studies have used the GRCS with over 200 of the studies being published in psychological journals. He published (with Michele Harway) What Causes Men's Violence Against Women? in 1999 (Sage Publications) and his last book, Men's Gender Role Conflict: Psychological Costs, Consequences, and an Agenda for Change was published in November, 2014 by APA Books. In 1991, he was awarded a Fulbright Teaching Scholarship by the Council for International Exchange of Scholars, to lecture in the former Soviet Union. He lectured at Moscow State Pedagogical University from February through April, 1992, on such topics as psychological counseling, psychology of gender roles, and victimization. In 1995, he was awarded Teaching Fellow status by the University of Connecticut for his outstanding excellence and dedication to the university teaching profession. In August, 2008, he received the Distinguished Professional Service Award from Division 51 of the American Psychological Association for his 25 year research program on men's gender role conflict and his advocacy for teaching of the psychology of men in the United States. He has advocated professional activism with gender role and social justice issues throughout his 40 years as a counseling psychologist.