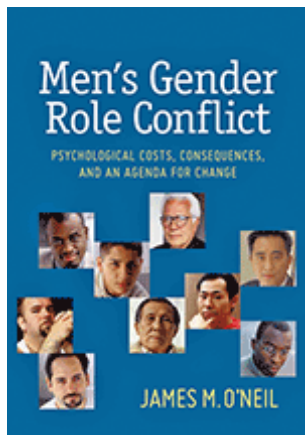


# Chapter Abstracts

## Men's gender role conflict: Psychological costs, consequences, and an agenda for change.



O'Neil, J. M. (2015). *Men's gender role conflict: Psychological costs, consequences, and an agenda for change*. American Psychological Association. <https://doi.org/10.1037/14501-000>

Men's gender role conflict is a psychological state in which restrictive definitions of masculinity limit men's well-being and human potential. Gender role conflict (GRC) doesn't just harm boys and men, but also girls and women, transgendered people, and society at large. Extensive research relates men's GRC to myriad behavioral problems, including sexism, violence, homophobia, depression, substance abuse, and relationship issues. This book represents a call to action for researchers and practitioners, graduate students, and other mental healthcare professionals to confront men's GRC and reduce its harmful influence on individuals and society. James O'Neil is a pioneer in men's psychology who conceptualized GRC and created the Gender Role Conflict Scale. In this book, he combines numerous studies from renowned scholars in men's psychology with more than 30 years of his own clinical and research experience to promote activism and challenge the status quo. He describes multiple effects of men's GRC, including success, power, and competition issues; restricted emotionality; restricted affectionate behavior between men; and conflicts between men's work and family relations. O'Neil also explains when GRC can develop in a man's gender role journey, how to address it through preventative programs and therapy for boys and men, and what initiatives researchers and clinicians can pursue. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Acknowledgements

With a research program that spans four decades, I have many people to thank. I mention here those individuals who have been the most critical in developing the gender role conflict (GRC) research program. A perusal of the References section is the best way to acknowledge everyone, but there are a few who deserve special mention. My mentors played a huge role in my development and shaped my desire to contribute to research and the clinical practice of psychology. Thomas M. Magoon, John Holland, and Larry Wrightsman were instrumental in helping me develop my confidence to do research and make a contribution to the field. Tom taught me about innovation and introduced me to the field of counseling psychology and how to use the scientific method to make change. He showed me by his example how to make a difference in people's lives using psychology. John supported me when I was working on his Self-Directed Search and wrote a promotion letter in which he said that I "should spend more time developing my own ideas." That one sentence encouraged me to create knowledge, something I had never seriously considered doing. Larry spent time with me and told me that my GRC ideas would have a "short shelf life" unless I measured them. He taught me how to measure GRC. Without ACKNOWLEDGMENTS Copyright American Psychological Association. Not for further distribution. x acknowledgments his support and generosity, there would not have been a GRC research program. These men lived positive masculinity long before it became popular, and for their many gifts I am very thankful. There were other mentors, some I met briefly and others only through their writings or personal presence. Pierre Teilhard de Chardin, Mahatma Gandhi, Daniel Berrigan, Matthew Fox, Robert F. Kennedy, and the Jesuits taught me about social justice, nonviolence, and the importance of activism as part of one's spiritual journey. In the early days of my career there were only a handful of students and colleagues who believed in what I was doing. Glenn Good, when he was at the University of Missouri (he is now at the University of Florida) was a prime mover for the GRC research, and together we cosponsored, for 17 consecutive years, a symposium at the Annual Conventions of the American Psychological Association (APA) that focused specifically on GRC research. Our teamwork with those convention programs, Glenn's research expertise, and his personal support were critical in developing GRC research in the 1980s and 1990s. Jim Mahalik at Boston College also did seminal research on GRC in the 1990s and, along with Clara Hill (University of Maryland), stimulated a special section on GRC in the *Journal of Counseling Psychology*. This made GRC nationally visible, and so Jim and Clara were instrumental in promoting GRC research when there was still inertia around men's issues nationally. Jim has now developed his own scale, the highly respected Conformity to Masculine Norms Inventory. There are so many people to thank who have made contributions that it is difficult to single out individuals. Chris Blazina (Tennessee State University) and Stewart Pisecco (University of Houston) did the innovative work in developing the Gender Role Conflict Scale for Adolescents, and Stephen Wester and Lindsey Danforth (University of Wisconsin–Milwaukee) and David Vogel (Iowa State University) did all the empiricism on the Gender Role Conflict Scale Short Form. With colleagues, Jay Kim developed the Korean version of the Gender Role Conflict Scale, and Chunju Zhang and colleagues created the Chinese Gender Role Conflict Scale Short Form. These very talented researchers expanded the utility of the GRC construct and extended it to more diverse groups. A number of colleagues believed that GRC had therapeutic utility and published articles about the importance of using GRC in therapy. They include Gary Brooks (Baylor University), Sam Cochran (University of Iowa), Fred Rabinowitz (University of Redlands), Matt Englar-Carlson (California State University, Fullerton), Mark Stevens (California State

University, Northridge), Mark Kiselica (College of New Jersey), and Louise Silverstein (Yeshiva University). There have been others who developed research programs or a series of important studies on GRC that built momentum in the field. They include Jonathan Schwartz, Stephen Wester, Ryon McDermott, Copyright American Psychological Association. Not for further distribution.

acknowledgments xi David Vogel, Matt Breiding, Jim Mahalik, Aaron Rochlen, Jay Wade, Jesse Steinfeldt, Dawn Syzmanski, Glenn Good, Puncky and Mary Heppner, Michael Addis, Jim Rogers, Bob Rando, Ann Fischer, Will Liu, Marty Heesacker, Ron Levant, Aaron Blashill, Joel Wong, David Tokar, and Jay Kim, to name a few. In the early days, there were colleagues who gave me support to keep pursuing what GRC might imply, including Chris Kilmartin, Murray Scher, Puncky Heppner, and David Braverman, and they still provide support and guidance. All my colleagues in the Society for the Psychological Study of Men and Masculinity (Division 51 of APA) have been very supportive of my ideas, and there are more than 50 additional colleagues who should be thanked, if space allowed. Writing this book was a challenge, and at times I was uncertain about how to proceed with the conceptualizations. Numerous colleagues came to my rescue with their advice and guidance: Marty Heesacker, Stephen Snowden, Chris Liang, Jay Wade, Chris Kilmartin, Stephen Wester, David Vogel, Andrew Smiler, Matt Breiding, Will Liu, Charles Field, and David Becker. Each of them, in their own way, gave collegial support and advice and corrected some of my loose thinking on critical topics. In addition, Robyn Denke, my graduate assistant for 2013–2014, provided a scholarly critique on every chapter, and her advice really made a difference in the closing months when there were still conceptual gaps in numerous chapters. I was blessed with many skilled people who helped me with the technical aspects of writing this book: Sara Renzulli, Adrian Paulsen, Jo Ann Easton, Lainie Hiller, Maxine Marcy, Christine Dimock, Kathy Savadel, Ann Butler, Ron Teeter, and Lisa Ferraro Parmelee. Each made important contributions to the final product. The University of Connecticut has been very supportive of my research over the years, specifically the Department of Educational Psychology in the Neag School of Education. Sally Reis, Joe Renzulli, and Preston Britner at the University of Connecticut have been especially helpful with my work and career. The Research Foundation of the University of Connecticut awarded me two grants to write aspects of this book. I also want to thank my 90-year-old mother, Kay O’Neil Kurtz, who sent me off on a positive life trajectory by her constant care, support, sacrifice, and hard work. My family—Marina O’Neil, Kirill O’Neil, and Tanya Cherbotaeva—have been supportive of me and tolerated the many hours away to write this book. I would also like to thank Maureen Adams and David Becker, editors at APA Books, for their expert guidance and advice about how to make this book useful to others. I hope it stimulates more involvement in the psychology of men and that men’s GRC is replaced with more positive and healthy conceptualization masculinity over the coming decades.

## Chapters 1 - 15

### Introduction.

pp. 3-5

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## **Abstract**

In this book, I make a call to action for greater involvement by psychologists and other human services providers in developing the psychology of men. Even though much has happened in this area over the past two decades, this call to action is needed because there still are very few theoretical paradigms about men's gender role socialization, and the research studies that are conducted often are not very useful to practicing psychologists with clients. On the positive side, research findings now exist on the serious consequences of restrictive gender roles for men. These findings need to be more widely disseminated if they are going to make any differences in people's lives. The GRC research program is one of the only theoretically based and empirically focused areas of study in the psychology of men. What I provide in this book is a summary of studies and implications of the GRC data for therapy, preventive programming, helping diverse groups of men, and eradicating oppression that will be valuable for practicing therapists, psychoeducators, and research psychologists who are committed to advancing the psychology of men and gender. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## **A call to action to expand the psychology of men.**

pp. 9-28

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### **Abstract**

A paradigm shift is occurring in America with regard to our definition of masculinity, the most visible sign of which is the men who are active, engaging fathers with their sons and daughters (Pleck, 2010). As the incidents recounted above vividly demonstrate, something significant is also happening with how U.S. society perceives male emotions. More than ever before, men are being allowed to be vulnerable, emotional human beings. This transition is hopeful and important, but painfully slow. This book represents a call to action for practitioners, researchers, professors, and all human services providers to accelerate this process and help men overcome gender role conflict (GRC), a psychological state in which socialized gender roles have negative consequences for oneself or others. GRC occurs when rigid, sexist, or restrictive gender roles lead to personal restrictions, devaluation, or violation of others or oneself (O'Neil, 2008b). The ultimate outcome of this kind of conflict is the loss of the human potential of the person experiencing the conflict or someone else. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## **My personal gender role journey with the Gender Role Conflict Research Program.**

pp. 29-38

[Get AccessAbstract](#)

### **Abstract**

My study of men began with my first professional position as a professor and psychologist in the University Counseling Center at the University of Kansas. From that time on, men's gender role conflict (GRC) became a major part of my professional life and my primary research program. I wanted to develop a theory and research program that explained how sexism and gender roles interact to produce oppression for both sexes. During those early days, I felt that both sexes were victims of sexism. Women as victims of sexism could be easily

documented, but men as victims was harder to document and harder still to conceptualize. The GRC construct was one way to theorize about sexism against men. Those heated discussions with feminists in the 1970s were the primary stimuli for creating research on men's GRC. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## New contextual paradigms for gender role conflict theory, research, and practice.

pp. 41-77

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### Abstract

In this chapter, I discuss the complexity of gender role conflict (GRC) by moving beyond the history I discussed in Chapter 2. Here, I address the past definitions and the early theoretical concepts of GRC (O'Neil, 1981a, 1981b, 1982, 1990, 2008c; O'Neil, Good, & Holmes, 1995; O'Neil, Helms, Gable, David, & Wrightsman, 1986). I follow the presentation of these concepts with a discussion of past criticism of the GRC paradigm and the Gender Role Conflict Scale (GRCS; O'Neil et al., 1986) and argue for more contextualization of GRC to continue to move the paradigm forward. Next, I present two new contextual models that explain the complexity of men's experiences with GRC. One model is contextually descriptive and the other focuses on understanding men's behaviors in functional, microcontextual, and situational dimensions. Fourteen assumptions about GRC are enumerated at the end of the chapter to provide contexts for the major themes of this book. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Scale development and measurement in the Gender Role Conflict Research Program.

pp. 79-93

Get AccessAbstract

### Abstract

In this chapter, I describe the different versions of the GRCS. The GRCS was first published in the journal *Sex Roles*, and it was followed by adaptations for use with adolescents (GRCS-A; Blazina, Pisecco, & O'Neil, 2005); women (Borthick, 1997; Borthick, Knox, Taylor, & Dietrich, 1997); Korean men (J. Kim, Hwang, & Ryu, 2003); and, most recently, Chinese men (Zhang, Blashill, et al., 2014). On the basis of psychometric criticism of the GRCS (Norwalk, Vandiver, White, & Englar-Carlson, 2011; J. R. Rogers, Abbey-Hines, & Rando, 1997), a short form of the GRCS also was developed (GRCS-SF; Wester, Vogel, O'Neil, & Danforth, 2012). Practical GRC checklists (O'Neil, 1988b, 1988c) were developed to assess GRC in therapy, classes, and workshop settings (O'Neil, 1996; O'Neil & Roberts Carroll, 1988; Robertson, 2006). Full psychometric details about the GRCS can be found on the GRC Research Program web page: <http://web.uconn.edu/joneil/>; in this chapter, I provide only basic information about the reliability and validity of the scale. I first provide a brief summary of the evolution of GRCS-focused studies and describe the different kinds of studies. Next, I present basic information on the psychometric properties of the GRCS and the GRCS-SF. I then describe the GRCS-A and discuss the GRCS's adaptation for women and its adaptation to checklist formats for use in therapy and workshops. Finally, I describe the Gender Role Journey Measure (GRJM; O'Neil, Egan, Owen, & Murry, 1993) as a scale to help people resolve GRC and understand gender role transitions. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## A developmental model of masculinity: Gender role transitions and men's psychosocial growth.

pp. 95-119

[Get AccessAbstract](#)

### Abstract

My goal in this chapter is to present a developmental framework that uses the concepts of GRC and gender role transitions (O'Neil & Egan, 1992a) to explain boys' and men's development. First, I discuss the lack of study on gender role transitions and define them in the context of demonstrating, resolving, reevaluating, or integrating aspects of masculinity ideology. Second, I introduce gender role schemas, including distorted ones, as critical concepts in understanding gender role transitions. Next, to establish a developmental foundation to understand men's lives, I integrate a summary of B. Newman and Newman's (2015) psychosocial theory with gender role constructs. I introduce a conceptual model grounded in psychosocial theory that describes how GRC, masculinity ideology, and gender role transitions relate to developmental tasks and psychosocial crises. Numerous theoretical assumptions about male development over the life cycle are specified to give greater clarity, depth, and utility to men's gender role transitions. I also discuss two inhibitors of gender role transitions: (a) the fear of femininity (FOF) and (b) homophobia. Next, I use the gender role journey and five transformational processes to describe how gender role transitions can be facilitated. The chapter closes with a brief case study of one of my clients who experienced delayed psychosocial development, GRC, and then gender role transitions that allowed him to transform himself. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## A multicultural psychology of men model: Reviewing research on diverse men's gender role conflict.

pp. 123-164

[Get AccessAbstract](#)

### Abstract

In this chapter, I review research on diverse groups of men and explain how GRC and restrictive masculinity ideology relate to men's psychological problems, discrimination, oppression, and social injustice. My goal is to present a multicultural psychology of men model and review the GRC research related to it. The studies I review connect the macrosocietal level of oppression to men's personal experience of it at the microinterpersonal level. I report evidence that diverse men's GRC relates to psychological problems, discrimination, and internalized oppression. I close the chapter with a perspective on why resistance exists in discussing diversity, multiculturalism, and societal oppression. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

8.

## Summary of the Gender Role Conflict Research Program.

pp. 165-206

[Get AccessAbstract](#)

### Abstract

In this chapter, I provide an update of gender role conflict (GRC) research conducted since the publication of a special issue of *The Counseling Psychologist* in 2008 (O'Neil, 2008b). That special issue summarized 232 studies, but now more than 350 have been completed. I combine the new studies with the earlier findings to provide a new synthesis of what is known about men's GRC. Overall, the complexity of GRC is apparent from the research, and the challenge now is how to interpret the results for future researchers and clinicians who are

helping men. This review of men's GRC is important for several reasons. First, research reviews of men's psychological problems have been lacking in the literature, and those that have been published have been based on small numbers of studies (Levant & Richmond, 2007; O'Neil, Good, & Holmes, 1995). In the current review, I summarize men's GRC by evaluating many empirical studies, published over a 30-year period. Second, lacking has been a comprehensive review of empirical studies that assess whether GRC relates to men's mental health problems. Empirical research has not fully confirmed that men's psychological problems relate to conflicts with their socialized gender roles. Little has been known about how men's gender roles relate to depression; anxiety; violence; suicide; poor health care; homophobia; academic failure; bullying; racial/ethnic oppression; and dysfunctional relations with women, men, and children. These problems negatively affect the quality of people's lives and the overall soul of our society. Very little is known about the contexts of GRC in terms of the historical, situational, developmental, and immediate experiences of men's lives. Enns (2000) discussed GRC as an important area for future research in psychology but did not specify the particular areas to study. In Chapter 8 of this volume, I provide recommendations for future research on these contexts. Furthermore, diagnostic models are needed to assess GRC in therapy, and therapy approaches based on GRC are needed (see Chapters 9–12). Finally, summaries of the GRC studies are needed to guide future research paradigms on men. New ideas and more expansive measures of GRC are also needed. In the review I provide in this chapter, I challenge readers to improve the GRC construct through future research, therapeutic interventions, and preventive programming. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Four contextual paradigms for gender role conflict research.

pp. 207-223

[Get Access Abstract](#)

### Abstract

In this chapter, I discuss future contextual research on gender role conflict (GRC) with these limitations in mind. In Chapter 3, I presented a full description of contextualism along with both a descriptive and functional model explaining contextual perspectives. Those models are directly relevant to the research paradigms discussed here. I discuss four research paradigms that can move the research closer to a more comprehensive contextual research paradigm: (a) GRC as a predictor and GRC moderators, (b) GRC as a predictor and GRC mediators, (c) situational contexts of GRC with GRC as mediators, and (d) situational contexts of GRC with GRC as outcomes (see Figures 8.1–8.4). According to the correlational research, GRC is significantly related to both intra- and interpersonal variables. One of the primary limitations of the past research has been the simplicity of the correlational studies. Complex relationships among independent, dependent, and intervening variables (moderators and mediators) have not been frequently tested. Only 23 studies have assessed how moderators affect GRC, and only 37 have examined the mediators of men's GRC. Currently, too little research exists on the moderators and mediators of men's GRC to develop a robust theory explaining how gender roles negatively affect men and others. Heppner (1995) stated the need for moderator and mediator studies when he indicated that "it would be most informative to examine more complex relationships between GRC and psychological maladjustment by investigating moderating and mediating relationships" (p. 20). (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Therapeutic assessment of gender role conflict in counseling and psychotherapy.

pp. 227-248

[Get Access Abstract](#)

### Abstract

In this chapter, I respond to Glickman's (see record 2005-06150-000) criticism that the assessment of men is

ambiguous by providing two specific appraisal schemas that apply to therapy with men. One schema is global (see Figure 9.1), and the other is specific to assessing gender role revaluations, restrictions, and violations (see Table 9.1). Furthermore, the two models respond to Cochran's (2005) recommendations that assessment paradigms be based on clinical experience and empirical research. Using theory and empirical evidence from the GRC research program (see Chapters 6 and 7, this volume), and my own clinical experience, I discuss a 13-part diagnostic schema and present an evidence-based assessment model that can be used with individual clients. No assessment approach is complete without a consideration of how multicultural and diversity variables and societal oppression affect clients and their therapies (O'Neil, 2008c; Wade & Rochlen, 2013; Wester, 2008a); therefore, I also summarize the GRC research that specifically supports the evidence-based model for diverse men. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Gender role journey therapy with men.

pp. 249-278

[Get AccessAbstract](#)

### Abstract

The gender role journey metaphor has been used in psychoeducational workshops for many years (O'Neil, 1996; O'Neil & Roberts Carroll, 1988; see also Chapter 13, this volume), but it has not been fully discussed as a paradigm for counseling men. In this chapter, I discuss a new way of conceptualizing men's therapy using the gender role journey and GRC. First, I define the gender role journey in terms of the three phases and aspects of the transtheoretical therapy approach (Brooks, 2010; Prochaska & Norcross, 2001) and the deepening framework (Rabinowitz & Cochran, 2002). Next, I identify three critical contexts of gender role journey therapy (GRJT) by conceptualizing GRC as a diagnostic and process variable. On the basis of the theories and contexts, I discuss six principles of GRJT as the theoretical foundation for facilitating men's change during therapy. Next, I discuss the therapeutic process of GRJT, using the stages and processes of change (Brooks, 2010; Prochaska & Norcross, 2001) and the gender role journey phases, along with how therapists can respond to clients' symptoms. I close the chapter with suggestions on helping clients move from one stage of therapy to another and therapeutic strategies to resolve GRC. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Using gender role journey therapy: The case study of Thomas.

pp. 279-300

[Get AccessAbstract](#)

### Abstract

In this chapter, I present a case study of Thomas (a pseudonym), whom I currently see as a client. The case study provides an example of using gender role journey therapy (GRJT), the concept of deepening (Rabinowitz & Cochran, 2002), and transtheoretical theory processes and methods (Brooks, 2010; Prochaska & Norcross, 2001). The therapy comprised a process of deepening to find portals to Thomas's overt wounds as well as his buried wounds. Assessing Thomas's stage of change and determining the processes of change were a central dynamic in therapy. Like most men, Thomas had unresolved issues with power, control, and authority, so the multimodal treatments that promoted self-understanding and regulation were central to my therapeutic processes (Robertson, 2012). The two assessment paradigms I described in Chapter 9 were used in the therapy, and the case study illustrates the use of concepts discussed in Chapters 3 (gender role conflict [GRC] theory), 5 (psychosocial development), 6 (diversity and vulnerable men), 9 (assessment) and 10 (GRJT). The case study has an ordered sequence and includes the following parts. First, I summarize Thomas's background and history, followed by my overall impressions of his presenting problem. Second, I detail my diagnostic process using GRJT processes and the assessment paradigms presented in Chapter 9. Third, I discuss the therapy process in a general way, and I close the case with a discussion of eight dynamic interventions or events that were part of the therapy. Thomas has read this case study, verified its accuracy, and has given me his permission to use it in this book. (PsycInfo Database Record (c) 2022 APA, all rights reserved)



## Theoretical and empirical justification for psychoeducational programming for boys and men.

pp. 301-312

[Get AccessAbstract](#)

### **Abstract**

In this chapter, I present a theory, conceptual model and research on gender role conflict (GRC) that justify expanded psychoeducation services for boys and men in public schools and institutions of higher education. Psychoeducation is a pedagogical approach that uses psychological and learning principles to promote people's personal, emotional, and intellectual development in a classroom or group setting (O'Neil, 2001). It is an excellent way to educate men and women about gender roles and other areas of diversity. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Prevention of gender role conflict using psychoeducation: Three evaluated interventions.

pp. 313-335

[Get AccessAbstract](#)

### **Abstract**

In Chapter 12, I established a theoretical and empirical rationale for psychoeducational programming with boys and men. As Robertson (2012) pointed out, psychoeducational programming for men is in reality teaching the psychology of men. In this chapter, I discuss a 10-step action-oriented preparation process and present a programming delivery model that promotes the development of comprehensive preventive services for men at colleges and universities. Next, I describe three examples of psychoeducation programs that used gender role conflict (GRC) theory, and describe concepts of the psychology of men and present evaluation data. One preventive program is for college men and student affairs staff (Braverman, O'Neil, & Owen, 1992), another is for middle-school urban boys (O'Neil, Challenger, Renzulli, Crapser, & Webster, 2013) and the third intervention is for both men and women (O'Neil, 1996; O'Neil & Roberts Carroll, 1988). (PsycInfo Database Record (c) 2022 APA, all rights reserved)

## Call to action revisited: Personal reflections, contextual summary, and action plans.

pp. 339-351

[Get AccessAbstract](#)

### **Abstract**

I opened this book by discussing the current U.S. president, Barack Obama, and I close it by mentioning the man who was president when I grew up, John F. Kennedy (JFK), and his brother Robert F. Kennedy (RFK), my U.S. senator from 1966 to 1968. When I was 12, JFK became president of the United States, and his election was a significant event for me. His challenge to the nation to become more involved in improving society really excited me. JFK was my male role model: a young, articulate, energetic, strong, outspoken, and Irish Catholic man. These qualities were a perfect match for my religious and ethnic heritage, and I admired the human values he represented. I always thought my attraction to JFK and RFK was based on their charisma and charm, and on their calls to take action against the problems in the world. I know now that it was deeper. They were men to emulate during my gender role transition of puberty and the development of my masculinity ideology. As a young boy, I was not conscious of this masculine identification with the Kennedys, but now it is quite clear. The dark days of their respective deaths in November 1963 and June 1968 made me sad and angry, and they still haunt me when I dream of the good that could have occurred in our country had we not lost them. These memories returned to me when I was searching the literature on masculinity ideology for this book, and

they have crystallized the last context of gender role conflict (GRC) I will present here: domestic and foreign policy. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

### **About The Author**

James M. O'Neil, PhD, is a professor of educational psychology and family studies in the Neag School of Education at the University of Connecticut as well as 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 (APA) in Divisions 17, 35, 43, 51, 52, and 56. He is one of the founding members of the Society for the Psychological Study of Men and Masculinity (APA Division 51) and was named Researcher of the Year in 1997 for his 20-year research program on men's gender role conflict. Dr. O'Neil's research programs relate to men and masculinity, gender role conflict, the psychology of men and women, and violence and victimization. He has published more than 100 journal articles and book chapters, and his most recent book, coauthored with Michele Harway, *What Causes Men's Violence Against Women?* (1999), has been translated into Japanese and Korean. In 1991, he was awarded a Fulbright Teaching Scholarship by the Council for International Exchange of Scholars, to lecture in the former Soviet Union. In 1995, he was awarded Teaching Fellow status, the most prestigious distinction for a professor at the University of Connecticut, for his outstanding excellence and dedication to the university teaching. In 2008, he received the Distinguished Professional Service Award from APA Division 51 for his 25-year research program on men's gender role conflict and his advocacy for teaching the psychology of men in the United States. He has advocated for professional activism with gender role and social justice issues throughout his 40 years as a counseling psychologist.