

EPSY 6304 – The Psychology of Men and Boys in Counseling and Education, Fall, 2014

Course Information

Course Title: The Psychology of Men and Boys in Counseling and Education

Credits: 3

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Meets: Wednesdays 12:05 – 2:55 pm – Gentry 101

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 psychobiographies 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

1. Students should be able to describe and discuss the impact of gender role socialization on men, boys, women, and girls and understand how gender roles can negatively affect educational and personal development over the lifecycle.
2. Students should be able to personalize what they have learned in class and gain insights about their own gender role journey.
3. Students should recognize how to empower themselves and their students to resolve any negative consequences of sexism (or any other oppression) that emanate from restrictive gender roles.

Student Learning Objectives

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.
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, teaching, and school reform.
12. Implement personal empowerment strategies from insights gained from the class.

Class Schedule

<u>Week</u>	<u>Class Date</u>	<u>Topics & Media</u>	<u>Assigned Readings Assignments, & Video Lectures</u>
1	Aug 27	Course Introduction; Expectancies; Review of Syllabus; Class Goals, & Class Process; Psychoeducation; Engaging the Course & Psychoeducation Positively Media: Boys Will Be Men Video (In Class)	None
2	Sept. 3	Introduction to the Psychology of Boys and Men: What is the Psychology of Men & Men's Studies Media: Gender: The Enduring Paradox (In Class)	Dedication, Table of Contents, Acknowledgements, Introduction (O'Neil, 2015); O'Neil (2015) Chapter 1 Kilmartin Chapters 1& 15 O'Neil & Renzulli, 2013 Assignment1 Albee & Sexism
3	Sept 10	The Gender Role Journey Measuring Gender Role Conflict Media: Gender: The Enduring Paradox (In Class)	O'Neil & Egan, 1993; Ch. 2 O'Neil, 2015; O'Neil et al. 1993 O'Neil Ch . 4, 2015 Assignment 2 Visit SPSMM Web page
3	Sept 17	Critical Definitions & Conceptual Frameworks; Men as Victim of Sexism? Theories about Men's Socialization	O'Neil (2015, Ch 3 Kilmartin, Chapter 2 Assignment 3 : Psychological Violence Checklist Kilmartin, Chapters 3 & 4
4	Sept 24	A Developmental Model of Masculinity Media: Marilyn Monroe or Hillary Clinton's Gender Role Journey (In Class)	O'Neil Ch 5 2015 Assignment 4: The Gender Role Journey Measure Assessment

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<u>Week</u>	<u>Class Date</u>	<u>Topics & Media</u>	<u>Assigned Readings Assignments, & Video Lectures</u>
5	Oct. 1	<p>Racial, Ethnic, Sexual Orientation & Contextual Aspects of Masculinity & Masculine Vulnerability</p> <p>A Multicultural psychology of Men</p> <p>Media: Marvin Gaye's Gender Role Journey Bruce Springsteen's Disclosure and Music John Lennon's Gender Role Journey</p>	<p>Media: Kilmartin's Crimes Against Nature (Part 1) Online</p> <p>O'Neil, Ch 6, 2015</p> <p>Kilmartin Chapters 5 & 6</p> <p>Working With Emotional Pain & The Wounded Person Cycle Assignment 5: Pain Assessment Checklist</p>
6	Oct 8	<p>Empirical Research on Men's Gender Role Conflict Past, Present and Future</p> <p>Affirming Men and Positive Aspects of Masculinity</p>	<p>O'Neil, Ch 7 and 8 , 2015;</p> <p>Optional Reading:</p> <p>O'Neil, 2008, 416-425 O'Neil, 2008, 469- 476</p> <p>Assignment 6: Gender Role Conflict Scale Assessment</p> <p>Assignment 7: Visit the GRC Research Web page</p> <p>Kilmartin, chapter 7;</p>

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7	Oct 15	Men's Violence: The Epidemic Problem That No One Can Explain	O'Neil & Nadeau, 1999; O'Neil & Harway, 1997 Assignment 8: Positive Masculinity Checklist
8	Oct. 22	No Class	
9	Oct 29	Helping Men and Women With Gender Role Conflict Therapy and Psychoeducational Programming with Men and Boys	O'Neil, Chapter 9-13 2015
		Media: Frank Sinatra's 's Gender Role Journey Media: Kilmartin's Crimes Against Nature – Part 2	
10	Nov 5	Class Discussion and Professor's Gender Role Journey. Bring your rough draft outlines of your papers and your questions, concerns, and support of others. This class is to help you prepare writing the GRJP and the class presentations on December 1 and 8.	
		Men's and Women's Patterns of Gender Role Conflict: Telling the Truth About Lives	O'Neil Ch 14, 2015 Assignment 9: Men's and Women's Gender Role Conflict Checklists

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11	Nov 12	Helping Men and Women With Gender Role Conflict Therapy and Psychoeducational Programming with Boys and Men	O'Neil Ch 9-13, 2015 Assignment 10: Gender Role Devaluation, Restrictions, & Violations Exercise
12	Nov 19	Student Presentations	O'Neil Ch 14, 2015
14	Nov 26	No Class Thanksgiving Break	
15	Dec 3	Class Closure: Student Presentations	O'Neil Ch 14, 2015 Assignment 11: Gender Role Journey Paper

Recommended Class Preparation Process

1. Complete reading assignments or media
2. Do assignments
3. Prepare any class statements or disclosures

Readings and Media

Readings and Media:

Kilmartin, C.T. (2010). *The masculine self*. Fourth edition. Cornwall-on-Hudson, New York: Sloan Publishing

The manuscripts below are on the Husky CT page for EPSY 6303 (Electronic Course Reserve ECR).

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.

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.

O'Neil, J.M. (2008) Complexity, contextualism, and multiculturalism: Responses to the critiques and future directions for the gender role conflict research program. *The Counseling Psychologist*, 36, 469-476.

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.

Kaufman, M. (1994). Men, feminism, and men's power. In H. Brod & M. Kaufman (Eds.) *Theorizing masculinities*. Thousand Oaks, CA.: Sage Publications.

Kimmel M. S. (1994). Masculinity as homophobia: Fear shame, and silence in the construction of gender identity. In H. Brod & M. Kaufman (Eds.) *Theorizing masculinities*. Thousand Oaks, CA.: Sage Publications.

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. (1981). Patterns of gender role and conflict and strain: Sexism and fears of femininity in men's lives. *Personnel and Guidance Journal*, 60, 203-210.

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. & Lujan, M.L. (2010). An assessment paradigm for fathers and men in therapy using gender role conflict theory. In C. Z. Oren & D. C. Oren (Eds.) *Counseling fathers*. New York: Routledge.

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

Optional Media Being Considered for EPSY 6303

First Part of the Semester

Four Seasons Music Video

Psychological Violence Movie Clips (Women in Love, Stand By Me, Burning Bed)

9 to 5 Movie Clips

TV-video: Donahue's Tape on the Men's Movement

Video: Men and Masculinity: Changing Roles, Changing Lives: NOMAS Tape

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

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

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.

Audio Recording – Dance With My father Luther Vandross

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)

Second Part of the Semester

Stand By Me Video Clip

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

Gender Role Journey Workshops Video Clips

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

Never Surrender Music Video, Corey Hart

I Want to Know What Love Is Music Video, The Wanderer

Child, song by Holly Near

Singing for our Lives, song by Holly Near

The River Music Video, Bruce Springsteen

Course Requirements and Assignments

Self Assessments/Assignments Online

Due Date

- | | |
|---|-----------------------|
| 1. Reaction to George Albee's Article and Men as Victims of Sexism | Sept. 3, 2014 |
| 2. Visit the SPSMM Web Page | Sept. 10, 2014 |
| 3. Psychological Violence Checklist | Sept. 17, 2014 |
| 4. Gender Role Journey Assessment | Sept. 24, 2014 |
| 5. Pain Assessment Checklist | Oct 1, 2014 |
| 6. Gender Role Conflict Scale Assessment | Oct. 8, 2014 |
| 7. Visit the GRC Research Web Page | Oct. 8, 2014 |
| 8. Positive Masculinity Checklist | Oct. 15, 2014 |
| 9. Men's Women's Gender Role Conflict Checklist | Nov. 5, 2014 |
| 10. Gender Role Devaluations, Restrictions, and Violations Checklist | Nov. 12, 2014 |
| 11. The Gender Role Journey Paper (GRJP) | Dec. 3, 2014 |

Assignments

1. Reaction to George Albee article and Victims of Sexism Questions

Write short summary of whether you agree or disagree with George Albee's (1981) view that sexism is a form of Psychopathology. Also do you agree with his premise that economic and religious issues are causes of sexism? Additionally, in this assignment you are asked whether you think women and men are victims of sexism and if so, HOW? Your answers to these two questions should be at least one page long.

2. Visit SPSMM Web page

Visit the Society for the Psychological Study of Men and Masculinity (SPSMM, Division 51 of the American Psychological Association) web page. Become familiar with the content of the web page. Write a brief reaction to the web page below [Visit the SPSMM Web Page](#)

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3. Gender Role Journey Assessment

One of the readings is on the development of the **Gender Role Journey Measure (GRJM)**. I thought you would like to review how the empirical support for the measure was derived. There is no need to remember the statistical detail but an understanding of the overall results of the study is important.

Completing the Gender Role Journey Measure and Analyzing the Results

The gender role journey assessment includes taking the Gender Role Journey Measure (GRJM) an empirically derived measure of the phases of the gender role journey. After you fill out the GRJM, you will be provided with computer information about what your scores mean.

After you have received your score, write a short reaction to your GRJS feedback. Answer this question: Did the assessment help you understand your gender role journey?

4. Working with Pain Checklist, Assessment and Assignment

Which phase of working with emotional pain do you need to learn more about and make more effective? Select one or more of the following phases and briefly explain your issues, then provide any overall comments and questions you may have.

Embracing pain - labeling pain, telling the truth about pain; letting pain be pain

Journeying with pain - beginning to do something positive with the pain

Letting go of pain - releasing the negative emotions permanently using any method possible

Deriving the benefits of pain - new energy, vitality, a new positive way of experiencing life

Submit your response to this Assignment titled **Working with Pain** by the designated due date.

5. Psychological Violence

In this learning activity, you are asked to assess whether you have been a victim of psychological violence. Psychological violence exists when power is used by one person to dehumanize and treat another person as an object. Psychological violence occurs when power is used to willfully destroy and/or impair a person's competence, respect, self esteem, happiness, and dignity.

NOTE: Only the instructor will review responses to this checklist and the results will not be associated with your name or your performance in the course.

INSTRUCTIONS: Open the attached document titled "PV_Checklist.doc." Using the scale, rate the degree that you have experienced psychological violence in the past and present for each of the sixteen dimensions of psychological violence.

Review your scores by noting the number of 5s, 4s, and 3s as well as 1s (unsure). Then, write a summary of both your past and present experience with psychological violence answering these questions:

Overall, how do you assess the past and present psychological violence in your life using the psychological violence checklist? Can you relate the concept to your life? If you have been a victim of psychological violence, what do you need to do to heal yourself, if anything..

6. Gender Role Conflict Scale (GRCS) Assignment

1. Take the Gender Role Conflict Scale Write a short reaction to your GRCS feedback and send it to your instructor. Answer this question: Did the assessment help you understand your gender role conflict?

7. Visit the gender Role conflict Research Web Page

After reading the paper (O'Neil, 2015 Chapter 7 or O'Neil 2008), go to the [Gender Role Conflict Research website](http://web.uconn.edu/joneil). The address is: <http://web.uconn.edu/joneil>. There are 24 informational files on the research program. Click on the various files to see published papers, variables studies, or more about the history of the program. Post your reactions to the web page in terms of what you observed.

8. Positive Masculinity Checklist and Assignment

The attached Word document, "positive_masculinity_checklist.doc," contains a list of many qualities of positive masculinity. Read through them and add additional qualities that you think represent positive masculinity. Read

through them again and select 10 of the qualities that are most important to you in any definition of positive masculinity. **Circle** those qualities that would be on your "top 10 list."

After you have chosen the qualities, in the space below at the bottom, rank order your positive qualities of masculinity with 1 being the most important quality and 10 being the least important. When you have completed this process, type your top 10 rankings for the checklist in the assignment Text box to the right and submit them to the instructor.

Positive Masculinity Assignment:

This assignment is a creative task since no paradigms of positive masculinity currently exist. There are no right or wrong answers to how positive masculinity should be defined. Our collective wisdom, hope, and creativity are needed to develop this new paradigm of masculinity.

The purpose of this assignment is for you to write a statement about positive masculinity. Your paper should discuss the parameters of positive masculinity in operational terms. This means discussing positive masculinity in terms of defined attitudes, values, qualities, and behaviors. Do not get hung up on whether the qualities are masculine or feminine. There are some traditional views of masculinity that may be part of positive masculinity. Your assignment should follow the outline below:

- II. Why is it important to develop new positive paradigm of masculinity? Give an operational definition of positive masculinity?
- III. Discuss the dimensions of positive masculinity using your Positive Masculinity Checklist. Try to be explicit about the attitudes, values, qualities, and behaviors, of positive masculinity. Define your terms as you describe your new paradigm of masculinity..
- IV. If you are a male, describe what you want positive masculinity to be in your own life. If female, describe the positive masculinity that you want from an ideal man in your life.
- V. Write a concluding statement on what it meant to do this assignment and any problems or gains that you experienced.

9. Completing the Women's Gender Role Conflict Inventory

Attached is the Women's Gender Role Conflict Inventory. This inventory provides an opportunity for you to assess yourself on the 14 patterns of women's gender role conflict defined above. Both men and women should take the inventory. This assessment may help you with writing your gender role journey paper. Fill out the assessment and send it to your instructor.

10. Gender Role Restriction Devaluation, Violation Analysis Exercise Assignment

Take a few minutes to recall past and present interpersonal relationships with others. Isolate those relationships that have been important to you and where you might have felt devalued, restricted, or violated. Also think about your own self devaluations, restrictions, and violations. Using the following definitions respond to the questions below.

- **Gender Role Devaluations** - Experienced when people negatively critique themselves or are criticized by others because of deviation from stereotypic notions of masculinity and femininity resulting in lessening of status, stature, or positive regard.
- **Gender Role Restrictions** - Experienced when people confine themselves or confine others within certain gender role norms or stereotypes of masculinity and femininity resulting in limitations on personal rights or potential.
- **Gender Role Violations** - Experienced when people are hurt by others or by themselves because of stereotypic notions of masculinity and femininity. To be violated is to be abused and victimized in your gender role causing psychological or physical pain.

Questions

1. What particular gender role devaluations have you experienced in your interpersonal relationships? Have you experienced any self devaluations?
2. What gender role restrictions have you experienced in your interpersonal relationships? Have you experienced any self restrictions?
3. What gender role violations have you experienced in your interpersonal relationships? Have you experienced any self violations?

11. Final Gender Role Journey Paper

1. The gender role journey is a metaphor for the process of examining how gender role socialization experiences affect a person's life. The journey includes evaluating thoughts, feelings, and behaviors about gender roles, sexism, and gender role conflict including a retrospective analysis of early family experiences, assessment of one's present status with gender roles, and a projection of gender roles into the future (O'Neil & Egan, 1992a). The five phases of the gender role journey include: Phase 1-

Acceptance of Traditional Roles; Phase 2- Ambivalence About Gender Roles; Phase 3 – Anger; Phase 4 – Activism; Phase 5 – Celebration and Integration of Gender Roles.

The Gender Role Journey paper is designed to promote personal growth in the student using the course concepts. There are many concepts in the course that can be personally applied by the student to their lives. This paper allows the student to use the course content and process to better understand themselves and their experience with their gender role socialization.

Students trace their gender role journey and socialization from early infancy to the present time. Students should use the outline below to organize their paper and address each question using sub-headings I – IX.

1. Identify any early childhood memories of masculinity and femininity in your family, with your friends, or in school. What gender role schemas did you learn that are part of your gender role identity?
2. Describe the effects of mothers, fathers, brothers, sisters, and others on your gender role development. Have you been negatively affected or victimized because of sexism? Have you learned any distorted gender role schemas?
3. Identify any gender role transitions that you experienced indicating the difficulties and resolutions that occurred.
4. Describe how sexism has been difficult in your development by identifying any patterns of gender role conflict that you have experienced in the past.
5. Describe any current gender roles conflict. Describe your current distorted gender role schemas. What stage(s) of the gender role journey are you currently experiencing and what are the consequences for you in your personal life? Be specific on how these gender role conflicts limit you from being the person you really want to be. Try to project how this problem will affect you over the next 5 years.
6. Discuss what resources you need to use in resolving these gender role conflicts. Resources can be inside you or in the external world. What resources here at the University of Connecticut can help you make gains with this problem? Think hard about all the resources that could be mobilized to solve these gender related problems.
7. Describe what present emotions or thought patterns are blocking you from solving these gender problems. Address how you might deal with these feelings and thoughts.
8. Describe your next steps with solving your gender role conflicts. Be specific about what you are planning to do to solve this problem. What else do you need to do in your gender role journey?
9. Provide a summary statement on what it was like for you to write this paper.

This paper is not one that can be worked up over a weekend. It will require each student to (1) examine themselves throughout the course, and (2) take notes on how they are reacting to the nine questions found above. The criteria for good and exceptional papers are the use of the course concepts and personalizing them. You need to know the concepts before you can apply them to your lives.

Instructions For Paper

Your paper should be typewritten (double spaced), font not less than 12. Please use APA style of writing and also include a complete bibliography of sources cited

Class Presentations

Students will share their gender role journey with the rest of the class on November 19 and December 3, 2014.

Grading

Your final grade will be earned based on the following percentages:

Assignments 1-10	40%
Assignment 11 – The Gender Role Journey Paper	40%
Class Presentations	15%
Intelligent, Thoughtful Class Discussion	5%

Total 100%

Criteria and Rubrics 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) Contribution to other class members' learning, knowledge, and growth

What is Psychoeducation?

One dimension to the course is what I call psychoeducation. Psychoeducation is defined as a pedagogical 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.

Using Husky CT:

If you encounter technical problems, please contact the UConn Learning Resource Center (LRC), 860-486-1187.