

Convention Presentation Summaries



Each year, CCAPS sponsors several programs for continuing education credits for psychologists. At this year's convention in Las Vegas, we sponsored 28 programs. If you couldn't make all the programs you wanted to attend or weren't able to attend the convention this year, you can still find out more about some of the quality presentations that were sponsored. Below are descriptions of several presentations from this year's convention.

College Men's Gender Identity Development: Theory to Practice

Keith E Edwards

This session will discuss college men's gender identity development theory from a grounded theory study of college men's experiences as men through a social justice lens. The presenter will share the results and theory from the original study and interviews conducted five years later. Participants will discuss the theory of college men's gender identity development, the intersections of identity, and implications for student affairs practitioners interested in how patriarchy and privilege are learned, reinforced, and perhaps transcended.

Introduction

This session will share an update on a theory of college men's gender identity development (Edwards, 2009). Five years after the initial study participants engaged in interviews to discuss their reflection, experiences as men now, and how participating in a study of this kind affected them. Participants in the study represent a wide variety of social group identities and college experiences, allowing for rich exploration of intersections across identity. The program will explore in greater depth college men's identity through a social justice lens and the longitudinal aspects of identity development in an effort to understand the issues and challenges facing college men both internally and externally in an effort to not only foster men's development, college success, and well-being, but also to address the transgressive ways in which college men negatively influence the campus environment for all students including homophobia, lack of academic success, sexual assault, violence, and campus conduct violations.

Framework

Despite men's history of advantage, recent trends in college male student enrollment, retention, and academic performance have caused great concern for student affairs and academic affairs leaders (Kellom, 2004). Not only is men's academic success at risk, but also men's well-being and survival (Capraro, 2004a; Davis & Laker, 2004). Men in general are three times more often the victims of violent crimes with the exception of sexual assault, suffer greater rates of depression, and are four to six times more likely to commit suicide (Pollack, 1999). College men in particular, tend to consume more alcohol and do so in more dangerous ways (Capraro, 2004b) and are most likely to be involved in campus judicial proceedings (Ludeman, 2004).

Unfortunately, student affairs educators have not been trained to view issues affecting men with a gendered lens (Davis & Laker, 2004). Because student affairs professionals have recognized that many student development theories were developed by looking primarily, and at times exclusively, at White men, they often wrongly assume that student affairs professionals understand men. This androcentric perspective not only doesn't serve men, it also serves to perpetuate the patriarchal system of oppression already in place. A recent trend in college student development literature has been a focus on the impact of social identity groups on identity development (Widick, Parker, & Kniefelkamp, 1980), reflecting the failure of many earlier perspectives that dismissed or ignored the experience of individuals from marginalized social identity groups. Recently, O'Neil (2004) and Capraro (2004a), two prominent scholars of men and masculinity, called for exploration of college men's identity development. This session shares the theory which emerged as a result of a constructivist grounded theory dissertation study

and will focus on the updates and longitudinal results. The result of this study are significant because of the emerging theory's potential to inform student affairs practice, fill a gap in the student development knowledge base, and begin to address the social justice issues related to gender, sexism, and patriarchy.

Method

The presenter will give a brief overview of the original and updated research studies and explain the theory of college men's identity development and then explore in greater detail aspects of the theory by sharing the participants perspectives through video vignettes. The videos shared will not be of the actual participants (to protect anonymity) but instead other college men portraying the participants and sharing the participants actual perspectives. Participants will discuss implications in fostering men's development, academic success, and personal well-being as well as how the ways that men consider or don't consider their gendered identity affect them, their male peers, and college women.

Outline

- A. Introductions/Welcome (5 min)
- B. Brief Overview of Original Research Study (5 min)
- C. Brief Overview of Updated Research Study (5 min)
- D. Overview of Updated Theory (10 min)
- E. Participant Perspectives (30 min)
 - a. Video snippets
 - b. Discussion of themes
- F. Discussions of Implications (15 min)
 - a. Implications for college men's growth
 - b. Implications for the campus community
- G. Wrap-up/Evaluation (5 min)

Learning Objectives

The participants will be able to:

- describe a theory of college men's gender identity development.
- discuss longitudinal findings and updates of the original study.
- share perspectives of college men about their gendered identity.
- apply implications on their own campus to foster men's growth and campus community development.

References:

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Pollack, W. S. (1999). *Real boys: Rescuing our sons from the myths of boyhood*. New York: Henry Holt & Company.

Davis, T. L., & Laker, J. (2004). Connecting men to academic and student affairs programs and services. In G. E. Kellom (Ed.), *Developing effective programs and services for college men*. New Directions for Student Services (No. 107, pp. 47-57). San Francisco: Jossey-Bass.

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Kellom, G. E. (2004). Editor's notes. In G. E. Kellom (Ed.), *Developing effective programs and services for college men*. New Directions for Student Services (No. 107, pp. 1-7). San Francisco: Jossey Bass.

Ludeman, R. B. (2004). Arrested emotional development: Connecting college men, emotions, and conduct. In G. E. Kellom (Ed.), *Developing effective programs and services for college men*. New Directions for Student Services (No. 107, pp. 75-86). San Francisco: Jossey Bass.

O'Neil, J. M. (2004, July). *New research paradigm for implementing gender role conflict research*. Keynote presented at the American Psychological Association Annual Meeting, Honolulu, HI.

Widick, C., Parker, C. A., & Knepfelp, L. L. (1980). Student development. In U. Delworth, G. R. Hanson, & Associates (Eds.), *Student services: A handbook for the profession* (pp. 75-116). San Francisco: Jossey-Bass.

