

Course Information and Guidelines

Resources

Professor Graf Dr. Stephen Graf, Ph.d., Professor of Psychology

Office and hours	Communication links
54 DeBartolo (in Psych Dept.)	Psychology Dept. phone: 742-3401
MWF 11:00 am -11:45 am	Office & home: 742-1616; 757-8341
Tues 8:05 am - 9:50 am	e-mail: zerobros@aol.com

Materials

To Purchase	Handouts
<i>Resistance to Change</i> by Price Pritchett	Course Calendar (keep with you)
<i>Monitoring Behavior</i> (4th Ed.) by Graf	Daily Timing Record Sheet (bring)
SAFMEDS (available in class: \$1)	TRIP Log (passed out & handed in)
Clicker (optional: \$2)	Problem Log (bring)

Basic Concepts Practice with daily timings. Learn label, definition and number fluently.

1. Belief - creates reality	12. Analysis - finds contingency
2. Information - acquired data	13. Application - uses contingency
3. Universe - everything and me	14. Bounce - course of frequency
4. Environment-everything but me	15. Jump - sudden frequency change
5. Behavior-grows by times not plus	16. Turn - sloped frequency change
6. Frequency - basic to space time	17. Outlier - unusual frequency instance
7. Celeration—trend in frequency	18. Practice - repeat performance
8. Standard - agreed structure	19. Feedback - do don't how did didn't why
9. Chart - see to understand	20. Fluency - speed and accuracy
10. Psychology - study inner & outer acts	21. Design Science - help all Earth
11. Contingency - links result to act	22. Problem - find state solve

SAFMEDS

Cut from sheets to form a deck. 120 Psychology facts to practice by Say All Fast Minute Every Day Shuffled. These cards provide a way to:

- learn basic facts
- tie basic facts to basic concepts
- experience the acquisition of fluency and its accompanying products

Yourself

You represent the key resource. Your willingness to become a part of the process is essential. Is there a reason you find yourself in this particular course at this exact point in your life, or do you attribute the situation merely to chance? You might want to explore your reasons for being in college for insights into the you as you currently think.

Desired Results

Introduction	<p>Frequently in educational settings you may find yourself aiming for a “good grade” in a course but:</p> <ul style="list-style-type: none"> • not really knowing what particular day by day behaviors produce the end result • thinking you know what to do and how to do it when you really don’t have a clue <p>We want each of you to succeed with a good grade and we’ll:</p> <ul style="list-style-type: none"> • specify what behaviors you need on a daily basis (see the course calendar) • monitor those behaviors to see whether they’re occurring (see the TRIP log) • provide feedback and consequences to help make them happen
Reliability	<p>Can we depend on you to:</p> <ul style="list-style-type: none"> • make it to class? • stay until class ends? • practice your Basic Concept timings each day outside of class? • practice your SAFMEDS timings each day outside of class? • record the results of one Basic Concept timing daily on your Daily Timing Record Sheet (DTRS)? • record the results of one SAFMEDS timing daily on your DTRS? • chart the number of timings, the floor, and the hit and miss frequencies on a Standard Celeration Chart?
Initiative	<p>Will you:</p> <ul style="list-style-type: none"> • get yourself to class on time? • volunteer to <some specific behaviors> to your team’s problem solving effort? • perform the problem solving behaviors without prompting whenever appropriate? • succeed on your Basic Concept fluency task before the deadline? • succeed on your SAFMEDS fluency task before the deadline?
Thoroughness	<p>Will the quality of your effort:</p> <ul style="list-style-type: none"> • allow you to reach a daily freq. aim on an in-class timing of the Basic Concepts? • allow you to reach a daily frequency aim on an in-class timing of the SAFMEDS? • provide you with extra thoroughness points? (1 for each 10 timings on the same day as shown in the “# of timings” column of your DTRS) • provide your partner each day with fair and honest feedback on their efforts?
Problem Solving	<p>We think problem solving represents one of the two most important behaviors you can practice for dealing with life. In this course you’ll become part of a problem solving team in which the focus of the team effort will be:</p> <ul style="list-style-type: none"> • what problems within the scope of this course can we find? • when we seek potential solutions, what do we obtain? • what happens when we try the potential solutions?
Information Gathering	<p>Information gathering represents the second of the two most important behaviors for dealing with life. You have been practicing it your entire life. The quality of our information gathering behavior can tie in with the success of our problem solving.</p>

Accountability

Introduction Accountability refers to the standards of performance that we set for success on various behaviors in the course. This means knowing what you should be doing, how to do it, and where you should end up after doing it. For some behaviors (Basic Concepts and SAFMEDS), an appropriate frequency exists for fluent behavior that has different characteristics than nonfluent behavior. For other behaviors, a critical ratio exists that expresses the appropriate behavior count divided by the inappropriate behavior count

Basic Concepts First stage. Practice Basic Concepts daily until you can either:

- write all 22 with no errors in 4.5 minutes (4 minutes and 30 seconds)
- say all 22 and spell “psychology” in 0.9 minutes (54 seconds)

Second stage. Respond to “what the concept means” for any five of the concepts. Since you won’t know which particular five you will be asked to answer, you need to be able to do this for all of them. You also need to identify the concept by number, since five numbers will be provided to you for this task. You can attempt:

- writing all five in five minutes
- saying all five in one minute

SAFMEDS Our standard frequency for fluent SAFMEDS behavior: 50 correct per minute with at least five hits for every miss or skip.

Our timings will be for 20 seconds, so fluent performance consists of 17 hits (or corrects) and no more than three misses or skips.

If you reach 60 corrects per minute (20 hits in 20 seconds), we discard the accuracy requirement.

Reliability, Initiative, & Thoroughness As we define reliable, initiated and thorough behaviors, we count the occurrence of each and we require a ratio of “hits” to “misses” to reach the standard of success for the course.

Reliability	Initiative	Thoroughness
3 hits to each miss	2 hits to each miss	2 hits to each miss

Problem Solving Since we emphasize a problem solving approach to General Psychology, we urge you to view the course from that viewpoint also. We shall provide feedback to you during the quarter as to how well you seem to be incorporating such an approach.

Information Gathering Are you trying to put things together or just going through the motions in the course? We’d like to see clear demonstration of the former rather than lack of evidence indicating the latter.
For example: Do you read this course outline and understand what you need to do to succeed, or do you operate in a “clueless” fashion, having a poor understanding of what you should be doing in the various task areas.

Consequences

Introduction	Consequences refer to what happens when you achieve or fail to achieve the Desired Results set forth in the course. The grading policy and attendance policy constitute two aspects of consequences.
Grade of A	An "A" in the course represents the consequence for those who: <ul style="list-style-type: none"> • successfully reach fluency on both stages of the Basic Concepts • successfully reach fluency on the SAFMEDS • maintain an appropriate ratio on thoroughness, reliability, and initiative behaviors • achieve credit for problem solving or a successfully completed project
Grade of B	A "B" in the course represents the consequence for those who: <ul style="list-style-type: none"> • successfully reach fluency on both stages of the Basic Concepts • successfully reach fluency on the SAFMEDS • maintain an appropriate ratio on thoroughness, reliability, and initiative behaviors • lack credit for problem solving and try but don't succeed on a project
Grade of C	A "C" in the course represents the consequence for those who: <ul style="list-style-type: none"> • successfully reach fluency on at least the first stage of the Basic Concepts • maintain an appropriate ratio on thoroughness, reliability, and initiative behaviors
Grade of D	A "D" in the course represents the consequence for those who: <ul style="list-style-type: none"> • maintain an appropriate ratio on thoroughness, reliability, and initiative behaviors
Grade of F	A "D" in the course represents the consequence for those who: <ul style="list-style-type: none"> • fail to maintain an appropriate ratio on thoroughness, reliability, and initiative behaviors
Attendance Policy	Any day that you miss class means: <ul style="list-style-type: none"> • you picked up two counts in your "unthorough" behavior column • you picked up two counts in your "unreliable" behavior column • you picked up one count in your "poor initiative" behavior column <p>The penalties for an absence or even a string of absences represent flags of which you need to be aware. Even though you may have had no control over the absence, do not assume that nothing happened. On the other hand, if you have shown enough thorough, reliable, and appropriate initiative, the absence(s) will not affect your status in the course.</p>
