

Course Outline - Psychology 762 - Verbal Behavior

Overview

Introduction We'll use an acronym that details a background for the course. While I put together the acronym, the concepts were drawn up by Stephen Covey, author of *The Seven Habits of Highly Effective People*®, for a system that he calls “stewardship delegation.”

GRAD C GRAD C refers to five concepts that begin with those letters:

- G = Guidelines
- R = Resources
- A = Accountability
- D = Desired Results
- C = Consequences

We call such an arrangement, where each letter stands for another word and spells a word itself, an “acronym.”

In this document This document describes the course in detail. You can see that I have applied these GRAD C concepts to the course itself.

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Guidelines

Introduction The guidelines given here try to give the best advice on how to act and think within the course to achieve success, as well as non-examples — how not to think and act.

Beliefs

Try Thinking	Avoid
"I can do this"	"No way I can do this. Impossible."
"I'm doing this practice right now"	"I'll wait until later to practice"
"I won't allow myself to miss a day of practice"	"I'll skip practice today"
"I'm going to suspend any disbelief that practicing (SAFMEDS) won't help me"	"I don't believe reaching fluency on the SAFMEDS will help me"

Reliability Make going to class automatic, not a choice as to whether you feel up to it. Learn how to fill in your Daily Timing Record Sheet correctly, instead of trying to fudge it.

Info Maps You will construct an Info Map for each of the five course texts that covers the reading assignment for the next course meeting. The Info Map needs to include:

- Map Title that describes the focus of the information you have gathered
- 2-9 Info Blocks made up of
 - Block Labels which label the information found within the block
 - Block Text which summarizes the information you have chosen to include
- Footer that identifies the text, chapter(s) and pages from which info comes

Free Writes A Free Write involves a 4-minute timing in which you outline the Info Map you produced for an assigned reading. A separate timing will be done for each of the five course texts each class period.

SAFMEDS SAFMEDS Tips:

- Carry your decks everywhere you can.
- Practice timings throughout the day.
- Practice in front of your friends, even though they're not in the class.
- Practice both decks. Don't try to become fluent on one before starting the second.

Basic Concepts Project Develop a list of between 5-10 basic concepts from readings and discussion that seem most productive, important, useful or interesting. Expand and revise this list as the course progresses.

No Tests, No Final Don't figure on pulling up your grade on a final exam, because none exists in this course. Stay on top. Practice daily instead of procrastinating. That should be the message that comes across loudly and clearly.

Resources

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

Office and hours (W00)	Communication links
338 DeBartolo (in Psych Dept.)	Psychology Dept. phone: 742-3401
MW 9:30-9:50 am (104B Beeghly)	Home phone: 757-8341
MW 11:30-11:50 am (104B Beeghly)	Office phone: 742-1616
F 7:30-7:50am (104B Beeghly)	e-mail: TheGraffer@aol.com

Texts

Title	Author
Quantum Psychology	Robert Anton Wilson
The Quest	Tom Brown, Jr.
Far Journeys	Robert A. Monroe

Other Materials SAFMEDS (available in class; needed; bring to each class)
Course Calendar (keep with you)
TRIP Log (passed out & handed in each class)
DTRS (Daily Timing Record Sheet)(taken home and brought to each class)

SAFMEDS Cut from sheets to form two different colored decks. 132 Psychology facts to practice by Say All Fast Minute Every Day Shuffled. These cards provide a way to:

- learn basic facts which can be tied to basic concepts
- experience the acquisition of fluency and its accompanying products

Accountability

Introduction

Accountability refers to the rules that describe:

- what you should be doing in the course
 - how to do it
 - where you should end up after doing it
 - when it needs to be done (as deadlines usually exist for course behaviors)
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Fluencies, ratios and remediations

For some behaviors (SAFMEDS), an appropriate frequency exists for fluent behavior that has different characteristics than nonfluent behavior. For other behaviors (TRIP Log), a critical ratio exists that expresses the appropriate behavior count divided by the inappropriate behavior count.

For still other efforts (Free Writes, Basic Concept project), you succeed or try to remediate your effort prior to a deadline.

SAFMEDS

Practice the SAFMEDS until you can consistently surpass:

Frequency Aim: See/Say 50 correct per minute

Accuracy Aim: 5 correct for each miss or skip

The next phase involves grouping the SAFMEDS and relating them to your Basic Concepts.

Verbal Behavior Projects

Complete all of the following:

- Standard Celeration Chart of both SAFMEDS decks (two Daily per minute charts); includes basic and advanced charting of your SAFMEDS learning
 - Standard Celeration Chart of your in class discussion frequencies for each of the five texts (five weekly per minute charts); includes basic and advanced charting
 - Standard Celeration Chart of your cumulative TRIP Log performance for each of the three areas (three weekly per week charts); includes basic and advanced charting
 - Basic Concepts Free-Write for 20 minutes that mirrors your internalization of basic concepts learned in the course
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Thoroughness Reliability Initiative

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	3 hits to each miss	3 hits to each miss

Desired Results

Introduction As humans, our capacity for verbal behavior allows us to ask questions and attempt to solve problems, both real and conceptual. Such behaviors provide a focus for the topics and goals of the course.

Topics What purpose do humans have in Universe?
What happens to us when we die?
How can information be sorted and simplified?
How does our brain software program us and our world?
What can we do to change the probable futures of our planet?

Goals Gather information on the above topics through reading and discussing the texts.
Acquire fluency with identified course concepts.
Develop a set of one's own basic concepts from the course material.
Solve real and conceptual problems that arise to block these goals.

Reliability Can we depend on you to:

- make it to class?
- demonstrate you read the assigned material by answering questions?
- stay until class ends?
- practice your SAFMEDS timings each day outside of class?
- record the results of both SAFMEDS timings daily on your DTRS?
- chart the number of timings, the counting time, and the hit and miss frequencies on a Standard Celeration Chart?

Initiative Will you:

- push yourself to reach fluency on the SAFMEDS before the end of the course?
- volunteer to share your questions, problems, and interpretations of the readings?
- succeed on your Basic Concept fluency task before the deadline?
- succeed on your SAFMEDS fluency tasks before the deadline?

Thoroughness Will the quality of your effort:

- 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?

Consequences (Grading Policy)

Introduction	Consequences refer to what happens when you achieve or fail to achieve the Desired Results set forth in the course. The consequences thus describe the grading policy.
Grade of A	An "A" in the course represents the consequence for those who collect 13 pts. by: <ul style="list-style-type: none">• successfully reaching Free Write fluency on self-generated Basic Concepts (1 pt)• successfully reaching fluency on both SAFMEDS decks (with classmates and Prof) (4 points total: 1 each deck with classmates; 1 each deck with Prof)• maintaining an appropriate ratio on thoroughness, reliability and initiative behaviors (3 points total)• achieving success on four projects by the deadline for completion (4 points total)• attending/completing evaluations on last day of class (1 point)
Grade of B	A "B" in the course represents the consequence for those who: <ul style="list-style-type: none">• collect 11-12 points
Grade of C	A "C" in the course represents the consequence for those who: <ul style="list-style-type: none">• collect 9-10 points
Grade of D	A "D" in the course represents the consequence for those who: <ul style="list-style-type: none">• collect 5-8 points
Grade of F	An "F" in the course represents the consequence for those who: <ul style="list-style-type: none">• collect less than 5 points

Consequences (Attendance Policy)

Introduction

Consequences occur when you come to class and when you fail to come to class. You need to be aware of such consequences, because they can affect your grade in the course. Absences add specific counts in the columns of your TRIP Log that reflect undesirable behavior. You should want to keep these total counts to a minimum.

Attendance Policy

Any day that you miss class means:

- you picked up four counts in your “unthorough behavior” column
 - you picked up four counts in your “unreliable behavior” column
 - you picked up four counts in your “poor initiative behavior” column
-

Comment

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 sufficient thoroughness, reliability, and initiative, the absence(s) will not affect your status in the course, because you will have gained counts in enough appropriate behaviors to offset the inappropriate counts caused by your absence.

Students who miss class frequently

Students who miss class frequently will likely fail the course. If you have a problem getting yourself to class, the consequences may help overcome the problem.

- Some people miss class because something else happens that commands their attention
 - Other people miss class because of fear responses to the class itself
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Students who fear class

If you have a problem that involves fear of the class, or coming to class, or performing in class, you should see Dr. Graf and talk to him about it. Such fears tend to control us only we fail to deal with them. When confronted with appropriate techniques, they almost always vanish.

Withdrawing from a course

Sometimes our lives get disrupted by events we didn't foresee, and our academic pursuits must take a detour until things get back to normal. If this happens, be aware of your options. Don't stay in a course just because you already paid your money. The last day to withdraw occurs late enough in the term that you should realize your situation. Take the appropriate action and withdraw, rather than just taking an “F.”

Outside events

Many of us will have emergencies occur that must be dealt with. These disruptions differ from the long-term disruptions in that they can be dealt with in short order and then we can get back on track. The monitoring system used in the course allows you to compensate for these inevitable occasions by building your reliable, thorough and initiative behaviors to a point where an emergency absence won't bring your totals under the needed ratio of three to one. The system also allows for you to recover if such an outside event occurs early in the quarter.
