Tufts University, Friedman School of Nutrition Science and Policy
NUTR 317 – Positive Deviance in Nutrition: A Behavior and Social Change Approach
Fall 2014

Class Meetings: Wednesday, 5:00-8:00 pm, Jaharis #156

Instructor(s): Randa Wilkinson
randawilkinson@gmail.com
Telephone 617 955-9533
Skype: randa.w

Office hours: Upon request

Teaching Asst.: If appropriate: name, contact info (email/phone/skype)
Office hours: Day, time and location (in person or online/phone/skype)

Graduate Credits: 1 credit
Prerequisites: none

Course Description: Positive Deviance provides a unique approach for solving problems that require social or behavioral change. At its heart is the observation that in every community there are a few individuals – "positive deviants" – whose uncommon practices or behaviors enable them to outperform or find better solutions to pervasive problems than their neighbors without additional resources. Identifying the positive deviants' special practices/behaviors reveals hidden resources already present in the environment. Once identified, these existing solutions are shared back to the larger community; solutions that are sustainable as well as cost-effective. In this course, students will explore the use of the PD Approach as applied in the context of nutrition interventions and programming in developing countries. In addition, students will design a PD Research project addressing a new area of application of PD in the context of nutrition issues. This course is intended to provide students with a foundation for program design, implementation, monitoring and evaluation for behavior change with a focus on PD Nutrition programs.

Grading is Satisfactory/Unsatisfactory (S/U). Course enrollment is limited to 20.

Course Objectives: By the end of this course, you will be able to:
1. Define Positive Deviance (PD) and explain the major concepts behind the Positive Deviance approach
2. Discern when (and when not) to use the PD approach and describe the minimum requirements involved in labeling a project
3. Use the 4 steps required to implement a community based nutrition project using the PD approach
Design M&E systems that capture the impact of a PD nutrition program as well as other measurements; i.e. individual and family behavior change, community participation, most significant change model
4. Examine other behavior change models compared to the PD approach
5. Understand basic determining factors of behavior change
6. Practice specific facilitation skills and communication methods (PLA)
7. Critically evaluate PD Nutrition programs worldwide

**Texts or Materials:**
The PDI website will be used to orient students and provide them with documents and interviews for their critical review; www.positivedeviance.org


http://www.positivedeviance.org/pdf/publication%20nutrition/FNB-v23n4-supplement.pdf

*The PD Guide*; Available online at http://www.positivedeviance.org/about_pd/getting_started.html

http://archive.unu.edu/unupress/unupbooks/80697e/80697E00.htm


**Academic Conduct:** Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures manual (http://nutrition.tufts.edu/student/documents) and Tufts University policies (http://uss.tufts.edu/studentaffairs/judicialaffairs/Academic_Integrity.pdf). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school. Academic misconduct is any intentional act or omission by a student which misrepresents his or her academic achievements, or
attempts to misrepresent them. While not an exhaustive list, the following acts constitute academic misconduct:

- Plagiarism - any representation of the work of another as his or her own constitutes plagiarism. This includes the use of any written or oral work from which the student has obtained ideas or data without citing the source, or collaborating with another person in an academic endeavor without acknowledging that person’s contribution.
- Submitting the same work in more than one course without the consent of all the instructors;
- Misrepresentation or falsification of data

**Classroom Conduct:** In general, be prepared to participate in an active learning classroom. Attending class regularly and participating actively in readings, assignments, and group work will greatly increase what you and your classmates learn in the course. This course will require considerable group work, mainly focused on designing a PD research project. We will devote some class time for group work, but groups will still need to meet (in person or virtually) outside of class to complete assignments. It is recommended that groups set up a regular time to meet each week. All members of the group will receive the same grade for group assignments (group grade). Individual assignments will focus on a personal behavior change project.

Students may email or text the instructor and schedule appointments as needed.

**Assessment and Grading:** The following summary gives an overview of assignments and grading. There is also an annex for the course that provides more specific information on reading and in class assignments.

Student performance will be based on a combination of individual and group assignments as follows:

<table>
<thead>
<tr>
<th>Individual work:</th>
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<tbody>
<tr>
<td>Individual behavior change project</td>
<td>25%</td>
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<tr>
<td>Journal entries (6)</td>
<td>10%</td>
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<tr>
<td>Course participation</td>
<td>30%</td>
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</table>

<table>
<thead>
<tr>
<th>Group work:</th>
<th></th>
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<tbody>
<tr>
<td>In class group work</td>
<td>10%</td>
</tr>
<tr>
<td>Final presentation on a PD research project</td>
<td>25%</td>
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**Individual Assignments**

**Individual Behavior Change Project:** You will choose a personal behavior that you will work on throughout the semester. Based on research, literature review and class readings, you will study others who have already been successful and identify activities that will enable you to practice the desired behavior. Systematic documentation of your
behavior change strategies and your progress will be the main part of your final report. Also included will be the literature research and your analysis of the steps you are following to change the particular behavior you are working on. The final report will cover the process and how you are monitoring and evaluating your success, as well as insights into class and readings that influenced your project.

Journal Entries: You will keep a weekly journal on PD in the news, insights, and reflections. The entries should include a section on your perception of events – personal events as well as public news, keeping in mind the challenge of recording the shift you will be making as you begin to look at the world through the PD lens. You will submit 3 journal entries at mid and end of the term (a total of 6) for review and comments.

Course Participation: Due to the practice-based nature of this course, class attendance is required. We have an ambitious set of readings and assignments, and will move at a rapid pace, so it is important that you stay on top of readings and assignments. Work submitted late without prior notice will not be given full credit. The content and quality of our discussions will depend critically on your preparedness and willingness to participate meaningfully. If you must be absent, please contact Randa or the TA prior to class.

One-half of the participation grade will be based on class participation. For this part, you will attend each class, come prepared and participate constructively in all activities, including contributing your insights, thoughts, and questions.

Group Work
In Class Group Work: You will work in a group for in class assignments such as practicing facilitation skills. The grade will be based on your participation in your group, in which you are expected to be a fully active, constructive, and helpful team member. This part of your grade will be based on peer evaluation of your group members.

Final Presentation for a PD research project: This course will require considerable group work, mainly focused on designing a PD research project. In class discussion and conversations via Skype with PD practitioners from around the world will be part of the initial orientation for this project. The final presentation will be graded on creativity, accuracy to adherence to the PD steps, discussion about the possible challenges and vision for implementing the research model into a community owned projet.

Assignments and Submission Instructions: Assignments received after their deadline will not be accepted or graded unless extension is approved in advance. Students who are unable to complete an assignment exam on time for any reason should notify the instructor by email, text message or phone call prior to the deadline, with a brief explanation for why the extension is needed.
**Accommodation of Disabilities:** Students with documented disabilities are entitled to academic accommodation appropriate to their needs. If you require accommodations for this course, please contact me confidentially prior to the end of the second week of classes.

**Course Schedule:**
* This schedule is subject to modification at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1.</td>
<td>PD Concept</td>
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<td>2.</td>
<td>PD Approach and PD Research</td>
<td>personal behavior change topic</td>
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<td>3.</td>
<td>PD Childhood Nutrition</td>
<td>Group work on PD Research</td>
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<td>4.</td>
<td>Community Mobilization</td>
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<td>5.</td>
<td>Behavior and Social Change Methods – The PD Approach and Other Behavior Change Approaches</td>
<td>3 Journal entries</td>
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<td>6.</td>
<td>Facilitation Skills specific to PD</td>
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<td>7.</td>
<td>Step 1 – Defining the Problem</td>
<td>Group work presentation</td>
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<td>8.</td>
<td>Step 2 – Determining common practices, Challenges</td>
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<td>9.</td>
<td>Step 3 - PD Identification and PD Inquiry</td>
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<td>10.</td>
<td>Step 4 - Design</td>
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<td>11.</td>
<td>Monitoring and Evaluation</td>
<td>3 Journal entries</td>
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<td>12.</td>
<td>Program Implementation – How to prepare, budget and train for PD Hearth/PD Nutrition</td>
<td>Behavior change presentations</td>
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<tr>
<td>13.</td>
<td>Review and Group Presentations</td>
<td>Group Presentations</td>
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Individual Presentations and Wrap Up

Course Topics, Learning Objectives and Assignments

* This schedule is subject to modification at the instructor’s discretion.

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Week 1: September 3, 2014 - PD Concept

Learning objectives: Upon completion of this lesson, students will be able to:
- Define the objectives of the course and assignments
- Describe the pedagogical framework in this course – learning by doing
- Explain the PD concept to peers and lay people

Preparation for class:
- Visit the positivedeviance.org website

Assignments for next week:
- Reading assignments
- Make groups at the end of class and select an article from Week 2 reading list
- Explain the concept to at least 3 people and be ready to share your experience in class
Week 2: September 10, 2014 - PD Approach and PD Research

**Learning objectives:** Upon completion of this lesson, students will be able to:
- Tell the history of the PD Approach
- Describe the difference between the PD Approach and PD Research
- Explain how to use data using the PD lens
- Identify an area of research where you might apply PD

**Reading for this class:**
- Applying the concept of positive deviance to public health data: a tool for reducing health disparities. Walker LO, Sterling BS, Hoke MM, Dearden KA, Public Health Nurs. 2007 Nov-Dec;24(6):571-6

**Preparation for class:**
- Readings
  Individual presentations about their experience explaining the concept to colleagues and lay people
- Group presentations on the assigned articles

**Assignments for next week:**
- Bring an article or piece of news (video) which best illustrates the concept of PD
- Watch assigned movie and critique for instances or themes of PD
- Prepare short presentation on your own behavior change initiative
Week 3: September 17, 2014 - PD Childhood Nutrition

Guest Lecturer: Monique Sternin

Learning objectives: Upon completion of this lesson, students will be able to:

- Explain the difference between Hearth, PD Hearth and PD Nutrition
- Describe the objectives of PD Nutrition
- Explain the minimum requirements for using the PD approach
- Assess PD Hearth in the context of the minimum requirements

Reading for this class:

  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC527707/

Preparation for class:

- Individual presentation on personal behavior change
- Read assignments
- With your group, pick a topic for PD Research – data and location

Assignments for next week:

- Prepare a PLA activity for community mobilization to be done in class
Week 4: September 24, 2014 – Community Mobilization

**Learning objectives:** Upon completion of this lesson, students will be able to:
- Lead several PLA activities for community mobilization
- Explain why community mobilization is essential for behavior change in the PD context

**Reading for this class:**
- Rosato, M. et al. (2008). “Community participation: lessons for maternal, newborn, and child health.” Lancet; 372(9642): pp. 962-971. [http://www.sciencedirect.com.ezproxy.bu.edu/science?_ob=PublicationURL&_type=%23TOC%23234886%23232008%2323996270357%23697647%2323FLA%2323&_cdi=4886&_pubType=J&_auth=y&_acct=C000022679&_version=1&_urlVersion=0&_userid=489277&md5=09a652510e35f3e6b7cb2ac7fb4c23da](http://www.sciencedirect.com.ezproxy.bu.edu/science?_ob=PublicationURL&_type=%23TOC%23234886%23232008%2323996270357%23697647%2323FLA%2323&_cdi=4886&_pubType=J&_auth=y&_acct=C000022679&_version=1&_urlVersion=0&_userid=489277&md5=09a652510e35f3e6b7cb2ac7fb4c23da)

**Preparation for class:**
- Prepare a PLA activity to demonstrate in class – practice with your group and share lessons learned during the group analysis of the PLA activity demonstrated.

**Assignments for next week:**
- Prepare your journal entries for submission
- Group work on visualization of different behavior change methods
Week 5: October 1, 2014 - Behavior and Social Change Methods -
The PD Approach and Other Behavior Change Approaches

Learning Objectives:
Upon completion of this lesson, students will be able to:
  - Articulate their first impressions about the PD approach as a tool for behavior and social change
  - Describe the commonly-employed behavior change (BC) approaches
  - Discuss the similarities and differences between the PD approach and other BC approaches
  - Grasp how BC and the PD approach are applied in the context of child survival strategies

Reading for this class:
- Read Introduction and Chapter 1, and then any three out of the remaining six chapters (Chapters 2 through 7) to see how behavior change strategies are applied in different child survival contexts. Available online @ http://www.globalhealthcommunication.org/tool_docs/76/behavior_change_perspectives..._-full_text.pdf

Preparation for class:
  Group work to visually/actively illustrate differences in various behavior change methodologies

Assignments for next week:
  Group work in facilitating community conversations – role play prep
Week 6: October 8, 2014 - Facilitation Skills specific to PD

Learning objectives: Upon completion of this lesson, students will be able to:
- Explain underlying principles of PD facilitation
- Design activities to practice these skills
- Define criteria for evaluating how well facilitation is working

Reading for this class:
- Handouts on active listening
- Web research of facilitation skills

Preparation for class:
- Skype with a PD facilitator – Donna Sillin, Shafique, TJ, Djibril, Dr. Babar, and share discussion and facilitation techniques with class ...
- Practice Active listening – list skills and challenges, be prepared to share experiences
- Review opened ended questions – group work in designing open ended questions for community discussions
- Prepare a group activity using facilitation tips suggested from your research

Assignments for next week:
- Group work on PD Research project
Week 7: October 15, 2014 –Step 1 – Defining the Problem

Learning objectives: Upon completion of this lesson, students will be able to:

- Explain step one of the PD Approach and give examples of “defining the problem”
- Discuss ideas of community and how to map out communities using PLA.
- Define the desired outcomes
- Discuss the conceptual framework for Nutrition and where PD work fits

Reading for this class:
- Pascale, R. Sternin, J, Sternin, M. (2010). The Power of Positive Deviance - Chapter 6 and 7, pgs. 149-194
- Food and Nutrition Bulletin, 2002, p. 0-35,

Preparation for class:
Group Country outline – group presentation of why the particular country was chosen, who are the implementing partners, how many PD Hearth sites have been implemented, what kind of training and evaluations have been done.

Assignments for next week:
Group Work: prepare question guide based on PD Research topic to interview next week during class on issues developed during this week’s class and discussions on the conceptual framework.
Week 8: October 22, 2014 – Step 2 – Determining common practices, challenges

Learning objectives: Upon completion of this lesson, students will be able to:
- Prepare a community meeting with the elements needed for a PD implementation project
- Prepare an interview guide for community discussions
- Discuss methods of analyzing discussions and mapping data
- Understand strategies and criteria for identifying and selecting potential stakeholders
- Complete a stakeholder analysis

Reading for this class:
- The CORE Manual
- The Peace Corps PD Nutrition Manual
- Country specific articles on culture and taboos from the web
- Sustained

Preparation for class:
- Group Work – facilitate a “Community Meeting” on a chosen issue – possibly one that individuals are working on. Assign roles to the larger community and then prepare and lead smaller groups using the question guide prepared during group work last week.
- Group presentation on taboos from specific country or tribe and how this impacts on health of under 5s.

Assignments for next week:
- Group Work – Prepare PD Inquiry tool for the PD Research topic based on this week’s class work and discussions
Week 9: October 29, 2014 –Step 3 - PD Identification and PD Inquiry

Learning objectives: Upon completion of this lesson, students will be able to:

- Explain the different methods by which the community can identify PD individuals or groups
- Describe exercise in developing exclusion criteria in a community setting
- Discuss the challenges involved in the process
- Prepare an interview and observation guide for community work in the country chosen by the group

Reading for this class:

- Positive deviance website

Preparation for class:

- PD Inquiry tool used in role plays

Assignments for next week:

- Group work Design a menu for 10 children based on locally available food. Caloric content should be between 500-800 kcal, and protein content 18- 25 gms per portion of 250 -300 gms. Bring ingredients, calculations and cooking instructions and sample to taste to next week’s class.
Week 10: November 5, 2014 –Step 4 - Design

Guest Lecturer: Monique Sternin

Learning objectives: Upon completion of this lesson, students will be able to:
- Prepare meals based on PD Inquiry findings
- Facilitate learning activity for menu preparation
- Explore other activities that reflect PD Inquiry findings
- Explain how to conduct a community meeting to allow for community members to create activities based on the PD Inquiry findings

Reading for this class:
(handouts)
- Evaluations on PD Hearth – World Vision Cambodia,
- USAID Indonesia,

Preparation for class:
- Sample menu for a local PD Hearth activity
- Review behavior change elements for activities

Assignments for next week:
- Bring examples of monitoring and evaluation tools to class next week and be prepared to explain and critique them.
Week 11: November 20 - Monitoring and Evaluation

Learning objectives: Upon completion of this lesson, students will be able to:
   - Explain the use and value of M&E in the context of PD
   - Review and discuss different approaches to M&E
   - Discuss M&E in research and community M&E
   - Design simple low cost approaches to M&E

Reading for this class:
   - What Counts, For Whom, Valuing Cultural Scorecards – Singhal, Arvind, Dura, Lucia, Felt, Laurel (handout)

Preparation for class:
   - Bring examples of M&E
   - Bring 3 journal entries to hand in at the beginning of class

Assignments for next week:
   - Prepare presentation on individual behavior change – what, why, how, PD lens.
Week 12: December 3, 2014 – Program Implementation – How to Prepare, budget and train for PD Hearth/PD Nutrition

**Learning objectives:** Upon completion of this lesson, students will be able to:
- Prepare an informative, organized, and engaging visual presentation of group findings
- Prepare and deliver an effective, succinct oral presentation of their work
- Solicit and incorporate feedback from colleagues to help refine the final product

**Reading for this class:**

**Preparation for class:**
- Final individual project presentation – show us your new behavior!
- Group work on PD research (Prep for final presentation)

**Assignments for next week:**
- Final group PD Research presentation –
Week 13: December 10, 2014 – Group Presentations and Wrap Up

Learning objectives: Upon completion of this lesson, students will be able to:
- Prepare an informative, organized, and engaging visual presentation of group findings
- Prepare and deliver an effective, succinct oral presentation of their work
- Solicit and incorporate feedback from colleagues to help refine the final product

Preparation for class:

Final group PD Research presentation –

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