

Tufts University, Friedman School of Nutrition Science and Policy
NUTR 317 – Positive Deviance in Nutrition: A Behavior and Social Change
Approach
Fall 2016

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*

Office hours: Wednesday afternoons upon request

Graduate Credits: **1 credit**

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 or groups – “positive deviants” – whose uncommon practices or behaviors enables 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 an area of application of PD that resonates in their own work or community. This course is intended to provide students with a foundation for applying the Positive Deviance Approach to community development.

Grading is Satisfactory/Unsatisfactory (S/U). Course enrollment is limited to 15.

Course Objectives: By the end of this course, you will be able to:

1. Define Positive Deviance (PD) and explain the concept and definitions involved in applying the Positive Deviance Approach
2. Discern when (and when not) to use the PD Approach and describe the minimum requirements involved in deciding to use the PD Approach.
3. Be familiar with the 4 steps required to implement a community based PD project.
4. Design M&E systems that capture the impact of a PD project as well as other measurements; i.e. individual and family behavior change, community participation, most significant change model.
5. Practice specific facilitation skills and communication methods (PLA).

Texts or Materials:

The PDI website will be used to orient students and provide them with documents and interviews; www.positivedeviance.org

The Power of Positive Deviance: How unlikely innovators solve the world's toughest problems; Richard Pascale, Jerry Sternin, Monique Sternin, Harvard Business Press, 2010

Food and Nutrition Bulletin; The Positive Deviance Approach to Improve Health Outcomes: Experience and Evidence from the Field, Marsh, D.R., Schroeder, D.G., vol. 23, no.4, United Nations University Press, December 2002
<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

Positive Deviance in Child Nutrition: With Emphasis on Psychosocial and Behavioral Aspects and Implications for Development, Zeitlin, M., Ghassemi, H., Mansour, M., United Nations University Press, 1990.
<http://archive.unu.edu/unupress/unupbooks/80697e/80697E00.htm>

Positive Deviance /Hearth: A Resource Guide for Sustainably Rehabilitating Malnourished Children; CORE, 2003. Available online at
http://www.positivedeviance.org/resources/manuals_nutrition.html#5pdhearth

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, class discussions 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:

Individual work:

Individual behavior change project	20%
Journal entries (6)	15%
Course participation	30%

Group work:

In class group work	10%
Final presentation on a PD research project	25%

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 from reading assignments and class discussion. 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 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 extensive group work. In class time will be dedicated to some of the deliverables for the PD research project, and classmates will provide role-play opportunities to practice facilitation skills. 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 project.

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 on time for any reason should notify Randa 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.

Week #	Date	Topic	Assignment
1	Sept. 7, 2016	PD Concept	
2	Sept. 14, 2016	Behavior Change Methods	Personal behavior change topic
3	Sept. 21, 2016	PD Approach vs. PD Research	Group work topic
4	Sept. 28, 2016	Community Mobilization	
5	Oct. 5, 2016	Step 1 – defining the problem	
6	Oct. 12, 2016	Facilitation Skills	3 journal entries
7	Oct. 19, 2016	Step 2 – determining common practices, challenges	
8	Oct. 26, 2016	Step 3 - PD Inquiry	Draft Questions for Focus Group conversations and PD Inquiry
9	Nov. 2, 2016	PD Applications outside of Public Health – connecting with the Global Conference in Copenhagen	
10	Nov. 9, 2016	Step 4 – Designing activities to practice the discovered behaviors	
11	Nov. 16, 2016	Monitoring and Evaluation	3 journal entries
12	Nov. 30, 2016	Sustainability and Scale Up	
13	Dec. 7, 2016	Networks	Personal Behavior change presentation
14	Dec. 14, 2016	Review, class evaluation	Group presentations

Week 1: September 7, 2016 - PD Concept

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

Introduce each other to the class

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:

Review Syllabus

Classroom activity:

Form group

Assignments for next week:

- Visit the website: www.positivedeviance.org
- View TedX talk by Monique Sternin
- <http://tedxtalks.ted.com/video/To-solve-hard-challenges-we-mus>
- read Tina Rosenberg. Opinionator;
<http://opinionator.blogs.nytimes.com/2013/02/27/when-deviants-do-good/>
- The Power of Positive Deviance: How unlikely innovators solve the world's toughest problems; Richard Pascale, Jerry Sternin, Monique Sternin, Harvard Business Press, 2010, ix- pg 52.

Homework Activity:

Explain the concept to at least 3 people and be ready to share your experience in class

Decide on a personal behavior change project

Preparation for your group presentation explaining one behavior change methodology

Week 2: September 14, 2016 - Behavior 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:

- Seidel, R. (2005). Behavior Change Perspectives and Communication Guidelines on Six Child Survival Interventions: Washington D.C.: Academy for Educational Development (in cooperation with Johns Hopkins Bloomberg School of Public Health/CCP with support from UNICEF).
<https://www.k4health.org/sites/default/files/Behavior%20Change%20Perspectives%20and%20Communication%20guidelines%20on%20Six%20child%20Survival%20Interventions.pdf>

Additional Reading if interested:

- Ahmed, S., French, M., (2006). "Scaling Up: the BRAC Experience." BRAC University Journal, Vol. III, No. 2, pp. 35-40 (posted on Blackboard). Available at: <http://dspace.bracu.ac.bd/bitstream/handle/10361/569/vol%203%20No.%202.5.pdf?sequence=1>
- Sukhendra Kumar Sarkar & Fazlul Karim. "Teaching ORT messages to millions: the BRAC case." Weekly Holiday, Nov 22, 2002. Available at: <http://www.bracresearch.org/publications/ortpaper.pdf>
- Heri, S., Mosler, H.J. (2008). "Factors Affecting the Diffusion of Solar Water Disinfection: A Field Study in Bolivia." Health Education & Behavior; 35 (4): pp. 541-560. Available at: <http://heb.sagepub.com/content/35/4/541>

Preparation for class:

Group work to visually/actively illustrate differences in various behavior change methodologies

Present your personal behavior change topic

Share your experience about explaining PD to someone.

Assignments for next week:

Bring an article or piece of news (video) which best illustrates the concept of PD

Critique a recently watched movie and share instances or themes of PD

Prepare short presentation on your own behavior change initiative

Week 3: September 21, 2016 - PD Approach and PD Research

Class by Skype

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:

(Choose one article with your group to read and then summarize for the class)

- Marsh DR, Schroeder, DG, Dearden KA, Sternin J, Sternin M. The power of positive deviance. British Medical Journal 2004; 329; 1177-1179.
<http://www.positivedeviance.org/pdf/publications/BMJ%20Power%20of%20Positive%20Deviance.pdf>
- Using Positive Deviance for Determining Successful Weight Control Practices, Qualitative Health Research, 2011
<http://www.positivedeviance.org/pdf/publication%20public%20health/StuckeyMay2011.pdf>
- Research in Action: using positive deviance to improve quality of health care, Elizabeth H Bradley, Leslie A Curry, Shoba Ramanadhan, Laura Rowe, Ingrid M Nembhard and Harlan M Krumholz, Published: Implementation Science, May 8, 2009, 4:25
- Ahrari M, Kuttub A, Khamis S, et al. Factors associated with successful pregnancy outcomes in upper Egypt: a positive deviance inquiry. Food Nutr Bull. 2002;23 (1):83-8.

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:

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.

Week 4: September 28, 2016 – Community Mobilization

Class by Skype

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:

- Pascale, R. Sternin, J, Sternin, M. (2010). The Power of Positive Deviance – Chapters 2 - 5
- 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&_tockey=%23TOC%234886%232008%23996270357%23697647%23FLA%23&_cdi=4886&_pubType=J&_auth=y&_acct=C000022679&_version=1&_urlVersion=0&_userid=489277&md5=09a652510e35f3e6b7cb2ac7fb4c23da
- Howard-Grabman, L , Snetro. (2003). “How to Mobilize Communities for Health and Social Change.” ACCESS Program, JHPIEGO. This is an excellent resource. Read the introduction and scan the rest of the chapters. <http://www.jhuccp.org/node/1256>

Assignments for next week:

Modify and improve the PLA activity you and your group prepared for next week’s class

Week 5: October 5, 2015 - 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:

- Seager, J. Ganyaza-Twalo, T. Tamasane, T. Development of a Conceptual Framework to Help Understand the Interactions Between Poverty and HIV/AIDS. Human Sciences Research Council.

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 6: October 12, 2016 -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:

- Lisa Howard-Grabman, Demystifying Community Mobilization: An Effective Strategy to Improve Maternal and Newborn Health;
http://pdf.usaid.gov/pdf_docs/pnadi338.pdf
- Basic Field Guide
<http://www.positivedeviance.org/pdf/Field%20Guide/FINALguide10072010.pdf>
- Web research of facilitation skills
- Active listening skills document

Preparation for class:

- Research PLA activities
- 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 PLA research
- Turn in your first journal entries (3 minimum)

Assignments for next week:

- Group work on PD Research project
- Group work in facilitating community conversations – role-play prep
- Prepare your journal entries for submission

Week 7: October 19, 2016 – 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
- Facilitate preparing 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

Preparation for class:

Group Work – facilitate an activity to determine common practices. Assign roles to the rest of the class to act as participants and then use the question guide prepared during group work last week to find out common practices.

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 8: October 26, 2016 – 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:

- Berggren WL, Wray JD. Positive deviant behavior and nutrition education. Food Nutr Bull. 2002;23(4):7-8.
<http://www.positivedeviance.org/pdf/publications/positive%20deviant%20behavior%20and%20nutrition%20education.pdf>

- Lapping K, Schroeder D, Marsh D, Albalak R, Jabarkhil MZ. Comparison of a positive deviant inquiry with a case-control study to identify factors associated with nutrition status among Afghan refugee children in Pakistan. Food Nutr Bull. 2002;23(4):26-33.

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 9: November 2, 2016 – PD Applications outside of Public Health – connecting with the Global Conference in Copenhagen

Class by Skype

Preparation for Class:

Prepare questions and topics for interviews with participants at the Global Conference in Copenhagen. A list of participants will be shared before hand, and a schedule will be set up for you and or your group to 'meet' and talk to PD practitioners attending the conference. Tentative opportunities with Mohammed Shafique for participatory research, Aime Soudourgo on Child Protection (French language), ...

Reading for this class:

- Pascale, R. Sternin, J, Sternin, M. (2010). The Power of Positive Deviance – Chapters 6-8

Week 10: November 9, 2016 –Step 4 - Design Activities to Practice the discovered behaviors and strategies

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:

To be assigned

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 16, 2016 - 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:

- Design of a prospective, randomized evaluation of an integrated nutrition program in rural Viet Nam, Marsh et al, Food and Nutrition Bulletin, 2002; <http://www.positivedeviance.org/pdf/publications/Design%20of%20a%20prospective%20randomized%20evaluation.pdf>
- <http://www.communicationforsocialchange.org/pdf/socialchange.pdf>

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: November 30, 2016 – Sustainability and Scale Up

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

Provide examples of scale up for PD projects and their intended impacts
Examine possible directions for scale up in their own group work

Reading for this class:

To be assigned

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 13: December 7, 2016 – Networks and Communication

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

Prepare and deliver an effective, succinct oral presentation of their work on their own personal behavior change project

Reading for this class:

- Ulrich, D., Carter, L. (2003). *Change Champion's Field Guide, Chapter 3: Practice Positive Deviance for Extraordinary Social and Organizational CHANGE*. Best Practice Publications. Available at:
http://www.positivedeviance.org/pdf/books/change_champions.pdf

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 14: December 14, 2016 - Group Presentations and WrapUp

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

Present an informative, organized, and engaging visual presentation of group findings
Solicit and incorporate feedback from colleagues to help refine the final product

Preparation for class:

Final group PD Research presentation – PowerPoint, Skit, Song, Poem,...