Mam-Kind

A novel peer-support intervention using Motivational Interviewing for breastfeeding maintenance: a UK feasibility study

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Breastfeeding and MI

- Only 1% of mothers in the UK currently exclusively breastfeed for 6 months, which is the World Health Organization recommended duration.

- Motivational interviewing (MI) is a style of counseling that supports behaviour change by enhancing a person’s motivation for change and increasing self efficacy.
Aim

Feasibility of training peer-supporters to use an MI approach in supporting mothers to breastfeed
Methods

- The eight peer supporter took part in semi structured interviews. Thematic analysis was used to examine the interviews.

- MI fidelity was assessed using audio recordings of face-to-face sessions between the peer supporters and the mother. Two sessions per mam-kind buddy (N=16) were selected. The MITI 4.1 applied to a 20 minute collection of these segments.
Fidelity: Motivational interviewing

- The results demonstrate that it is possible for some Mam-Kind buddies to develop certain MI skills to a competency level.

- There was evidence of empathy being communicated during intervention delivery, with less emphasis on collaboration and partnership working.

- Mam-Kind buddies were able to learn reflective listening.

- There was no evidence of MI inconsistent practice involving confronting or explicitly disagreeing with mums.

- Information was not consistently offered in a neutral manner. Within the context of MI this is categorised as persuading as opposed to reinforcing the mother’s autonomy.

- While Mam-kind buddies were trained to exchange information in an MI consistent way, these skills were not consistently demonstrated. In addition, the Mam-Kind buddies appeared to struggle with the tension between taking an expert role and the MI approach that emphasises autonomy and collaboration.
Conclusions

The results demonstrate that it is possible for some peer supporters to develop certain MI skills to a competency level.

How to improve fidelity to MI

- The role description of the peer-supporter could be reframed to allow the peer-supporter to measure their success based on collaboration rather than information giving.

- The programme materials could be developed to support a more collaborative approach or to focus on change talk and step away from information provision.

- Face-to-face group supervision may be the best forum for skill development.

- MITI4.1 to monitor fidelity to MI throughout the period of intervention delivery.