**BBF Phase III**

**Decision Maker Motivational Interviewing (MI) Training Sheet**

Since the objective of the motivational interviews/decision maker interviews is to elicit their verbal reflection of the breastfeeding policymaking process in their country, we need to be able to ask them: **Based on the breastfeeding environment in your country, what is your capacity for implementing these policy recommendations and policy change with respect to breastfeeding governance in your country? What elements need to be in place in order for the recommendation to be implemented?** We will ask these questions using a motivational interview (MI) technique.

**What is MI?**

Interview style that involves identifying participant values that support a change in behavior (in this case, in decision-making); requires reflection to understand if cognitive dissonance – where participants' actions do not reflect values – exists.[[1]](#footnote-1)

**What are the objectives of utilizing MI?**

The objectives involve the following (DiPietro [no date]):

1. Identify mutual values and goals
2. Raise awareness
3. Diffuse tension
4. Develop relationships
5. Share concerns and ideas
6. Facilitate change

**How does one conduct MI interviews?**

One should follow the following steps (DiPietro [no date]):

1. **Elicit:** measure interest in information you can provide/explore decision maker knowledge
2. **Provide:** get permission/provide information building on what participant knows (without interpreting)
3. **Elicit:** discuss decision maker reaction to information and identify strategies to help them come to their own conclusion
4. **Employ transitional summary:** ask decision maker to summarize what they said
5. **Ask a planning question:** ask participant how you can help

Similar to strategies employed in qualitative interviewing for use in semi-structured, in-depth interviews or focus groups additional strategies to elicit the information required include (also known collectively as **OARS**) (DiPietro [no date]):

1. **Open-ended questions (O).** Questions posed during the interview should require full-length, rather than yes/no, answers. This will allow for thorough, accurate responses and a deeper understanding of the participant from the perspective of the interviewer.
2. **Affirming (A).** Reinforcement about positive, hopeful or optimistic ideas related to the change that the participant raises should be offered to the participant.
3. **Reflecting (R).** A useful approach might involve offering the participant the opportunity to look back on past behaviors or decisions in order to influence current or future ones.
4. **Summarizing (S).** The interviewer should periodically recap what the participant says in order to verify that what the participant says is understood and to demonstrate to the participant that the interviewer is listening.

**How do I understand Readiness to Change?**

It is important to understand the Transtheoretical Model (LaMorte 2016).

Before embarking on the MI interview, one should learn the principles of the *Transtheoretical Model* (*Stages of Change Model)*, which, with respect to decision making and the decision to make a decision, involve Precontemplation, Contemplation, Decision, Action, and Maintenance (DiPietro [no date]). The theory, derived by Prochaska and DiClemente, assumes that in order to implement change, one must first be ready, or able, to do so. The model suggests that different interventions can be applied during the different stages in order to help the participant move from one stage to the next. During Precontemplation, people do not yet intend to act in the immediate future; during Contemplation, people may intend to initiate change in the immediate future. During Preparation (also known as Decision or Determination), people are ready to act soon. During Action, people have already initiated change and intend to main the change. Finally, during Maintenance, people have sustained the behavior for a period and wish to continue sustaining it in the future. Thus, individuals may be at different stages of change. Though cognitive and affective strategies to help people make and maintain change exist – including consciousness raising, reinforcement management, and stimulus control – and can be applied using the MI approach, it is important to recognize, in addition to other considerations, that social contexts and timeframes differ between individuals, and that one strategy that works one way for one person may not work the same way for others.

**How is MI different from advocacy?**

It is important to recognize that MI differs from advocacy. Whereas advocacy initiatives involve requesting, supporting, or recommending; raising awareness, educating, and facilitating (DiPietro [no date]), MI requires that the interviewer utilizes compassion, acceptance, partnership, and evocation (DiPietro [no date]) so that both the interviewer and the participant first identify participant goals (i.e., implementation of policy decisions) before agreeing between them on steps to follow in order to achieve those goals.

Given that fact that the decision maker interviews are intended to serve as the first step in the "negotiation process" with the decision makers identified via the BBF NetMap and decision maker identification process in order to understand how policy decisions get made, the MI approach will be utilized. Before embarking on the MI interviews, however, one must understand that decision makers juggle the following (de Leeuw 2014):

1. Evaluation of existing policy
2. Involvement of stakeholders
3. Consideration of political strategy
4. Weighing of costs/benefits
5. Gathering of information
6. Balancing power, interests, and priorities
7. *And more!*

**References**

1. de Leeuw, E., Clavier, C., & Breton, E. (2014). Health policy–why research it and how: health political science. *Health Research Policy and Systems*, *12*(1), 55.
2. DiPietro B., & Bennett M. National Health Care for the Homeless Council [no date]. Motivational Interviewing with a Twist: Facilitating Communication & Change with Policymakers [no date]. Available online: <http://www.nhchc.org/wp-content/uploads/2014/06/motivational-interviewing-with-a-twist.pdf>. Accessed 2 November 2017.
3. LaMorte, W. Boston University School of Public Health 2016. Behavioral Change Models: The Transtheoretical Model (Stages of Change). Available at: http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories6.html . Accessed 2 January 201.
1. This definition was developed by combining descriptions from many different sources. [↑](#footnote-ref-1)