

DISCUSSION

Beyond the ‘teachable moment’ – A conceptual analysis of women’s perinatal behaviour change



Ellinor K. Olander^{a,*}, Zoe J. Darwin^b, Lou Atkinson^c, Debbie M. Smith^d, Benjamin Gardner^{e,f}

^a Centre for Maternal and Child Health Research, City University London, United Kingdom

^b School of Healthcare, University of Leeds, United Kingdom

^c Faculty of Health and Life Sciences, Coventry University, United Kingdom

^d School of Psychological Sciences and Manchester Centre for Health Psychology, The University of Manchester, United Kingdom

^e Department of Psychology, Institute of Psychiatry, Psychology and Neuroscience (IoPPN), King’s College London, United Kingdom

^f UCL Centre for Behaviour Change, University College London, United Kingdom

ARTICLE INFO

Article history:

Received 27 July 2015

Received in revised form 6 November 2015

Accepted 10 November 2015

Keywords:

Behaviour change

Health behaviour

Psychological theory

COM-B framework

ADD perinatal period

ABSTRACT

Background: Midwives are increasingly expected to promote healthy behaviour to women and pregnancy is often regarded as a ‘teachable moment’ for health behaviour change. This view focuses on motivational aspects, when a richer analysis of behaviour change may be achieved by viewing the perinatal period through the lens of the Capability–Opportunity–Motivation Behaviour framework. This framework proposes that behaviour has three necessary determinants: capability, opportunity, and motivation.

Aim: To outline a broader analysis of perinatal behaviour change than is afforded by the existing conceptualisation of the ‘teachable moment’ by using the Capability–Opportunity–Motivation Behaviour framework.

Findings: Research suggests that the perinatal period can be viewed as a time in which capability, opportunity or motivation naturally change such that unhealthy behaviours are disrupted, and healthy behaviours may be adopted. Moving away from a sole focus on motivation, an analysis utilising the Capability–Opportunity–Motivation Behaviour framework suggests that changes in capability and opportunity may also offer opportune points for intervention, and that lack of capability or opportunity may act as barriers to behaviour change that might be expected based solely on changes in motivation. Moreover, the period spanning pregnancy and the postpartum could be seen as a series of *opportune intervention moments*, that is, personally meaningful episodes initiated by changes in capability, opportunity or motivation.

Discussion: This analysis offers new avenues for research and practice, including identifying discrete events that may trigger shifts in capability, opportunity or motivation, and whether and how interventions might promote initiation and maintenance of perinatal health behaviours.

© 2015 Australian College of Midwives. Published by Elsevier Ltd. All rights reserved.

* Corresponding author at: Centre for Maternal and Child Health Research, School of Health Sciences, City University London, Northampton Square, London EC1V 0HB, United Kingdom. Tel.: +44 207 040 5468; fax: +44 207 040 5457.

E-mail address: Ellinor.olander@city.ac.uk (E.K. Olander).

Summary of Relevance:

Problem or Issue

- Midwives are expected to promote healthy behaviours to women.

What is Already Known

- Pregnancy is viewed as a 'teachable moment' for behaviour change but this definition relies mainly on motivation. A broader view is offered by the COM-B framework, which proposes that behaviour (B) has three necessary determinants: capability (C), opportunity (O) and motivation (M).

What this Paper Adds

- Imposing the COM-B framework to perinatal behaviour change moves understanding beyond motivation alone. Specifically, it draws attention to possibilities that capability and opportunity changes may offer opportune intervention points, and capability or opportunity barriers may preclude behaviour change that might be expected based on motivational shifts.

1. Introduction

The expectation on midwives and other maternity care staff to encourage health behaviours and discourage unhealthy behaviours in pregnant and postpartum women is increasing.^{1,2} This expectation stems from the recognition that midwives are a trusted source of information for most women,³ have regular contact with women and interact with them during a life stage where women may be more receptive to health messages.⁴ Thus, midwives and other healthcare professionals are considered to be in a unique position to promote health behaviours, including smoking cessation,⁵ healthy eating⁶ and pregnancy-specific behaviours (e.g. breastfeeding⁷), as is currently recommended in numerous maternity care guidelines in Australia⁸ and internationally.⁹

Related to health promotion is the idea that pregnancy may offer 'teachable moments' for health behaviour change.¹⁰ In this paper, we respond to recent calls to use more theory in maternal health research¹¹ and previous research suggesting that teachable moments have been under-theorised,¹² to present an alternative conceptualisation of the 'teachable moment'. We describe the current conceptualisation of the 'teachable moment' and subsequently draw on recent developments in behavioural science to outline a broader analysis of behaviour change during pregnancy and after birth utilising the recently developed Capability–Opportunity–Motivation Behaviour (COM-B) framework.¹³ This framework identifies three fundamental determinants of behaviour (capability, opportunity, and motivation), into which all facilitators of or barriers to behaviour can be organised. Applying the framework to perinatal behaviour generates new possibilities for understanding naturally occurring changes that may affect behaviour and behaviour change, beyond the motivation-focused 'teachable moment' account that dominates the field at present. We provide examples of how the COM-B framework may be applied to perinatal behaviour change and how it may help practitioners and researchers alike to consider women's behaviour change. Lastly, we outline some moments during and after pregnancy that may be particularly opportune for intervention, and suggest new avenues for research and practice.

1.1. Pregnancy as a 'teachable moment'

Phelan in 2010 suggested that pregnancy offers 'teachable moments' for health behaviour change such as those related to weight control (physical activity and healthy eating).¹⁰ Since then, several authors have agreed that women may be highly receptive to health behaviour change interventions during pregnancy.^{4,14} Phelan's suggestion of pregnancy offering 'teachable moments' is based upon McBride et al.'s theory, which states that three constructs determine whether a life or health event acts as a teachable moment: an increase in perception of personal risk and outcome expectancies; prompting of strong affective responses; and a redefinition of self-concept and social roles.¹⁵ Phelan concluded that 'intervening during pregnancy may capitalise on this natural period of redefinition that occurs among women' (p135.e4),¹⁰ making it an ideal time to encourage women to be healthy.

In this opinion paper we further develop Phelan's¹⁰ idea that multiple events occur during pregnancy and the postpartum period, by arguing that these may bring changes not only to women's motivations, but also to their capabilities and opportunities for behaviour change. Identifying events during and after pregnancy that may trigger changes to motivation, capability or opportunity may reveal a greater range of both possibilities and potential pitfalls in health behaviour change promotion. This analysis encompasses and expands beyond the 'teachable moment' as currently conceived, and is applicable to all health behaviours, not solely those related to weight control.

1.2. A COM-B analysis of behaviour change

The COM-B framework was introduced in 2011 as a framework for understanding behaviour and its determinants.¹³ It was designed to provide a parsimonious, yet comprehensive and logically coherent model to inform the design of new behaviour change interventions, and characterisation of existing interventions. It was developed through a systematic synthesis of 19 existing frameworks of behaviour change interventions, none of which in isolation provide a comprehensive or coherent analysis of behaviour.

The COM-B framework (see Fig. 1) proposes that behaviour (B) has three necessary determinants: capability (C), opportunity (O), and motivation (M).¹³ Each of these may be deconstructed further: physical and psychological capability (the latter referring to the capacity to engage in necessary thought processes, e.g. summoning the willpower to act); physical and social opportunity (respectively, referring to affordances within the physical and social environment for action), and, reflective and non-reflective

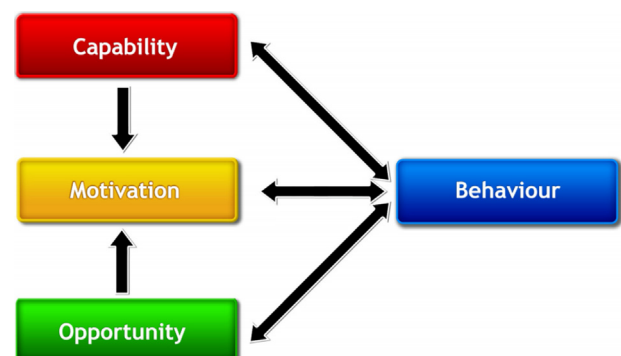


Fig. 1. COM-B model from Michie et al.¹³

Download English Version:

<https://daneshyari.com/en/article/5866142>

Download Persian Version:

<https://daneshyari.com/article/5866142>

[Daneshyari.com](https://daneshyari.com)