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(Kim & Kim, 2000).

(Powell, Thompson, Caspersen, & Kendrick, 1987).

가 Dishman(1988) 50%가 3 6 1987), (Powell et al., (Transtheoretical Model) 가

가 가 (Burbank, Paudula, & Nigg, 2000).

(Sallis & Hovell, 1990).

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- Rimer et al.(1994)
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Burbank, (Powell et al, 1987)

Paudula & Nigg(2000)

(Marthias, Nayak & Issacs, 1986).

(Marcus et al, 1992a), (Moore, 1989).

(Calfas, Sallis, Olderiburg & French, 1997: Long, Calfas & Wooten, 1996: Marcus, Goldstein & Jette, 1997, Marcus et al., 1997)가

Ulbrich(1999)

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Pollock, Graves, & Leggett(1989) 70

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(Dunn et al, 1997; Calfas et al., 1997; Long, Calfas & Wooten, 1996) ,

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(Marcus et al., 1992a; Marcus et al., 1997; Lombard et al., 1995), , Shin(1985)

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<Table 1>

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<Figure 1>.

(Chun & Choi, 1990).

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<Figure 2>

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(Transtheoretical model)

et al.(1992a)

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6, Calfas et al.

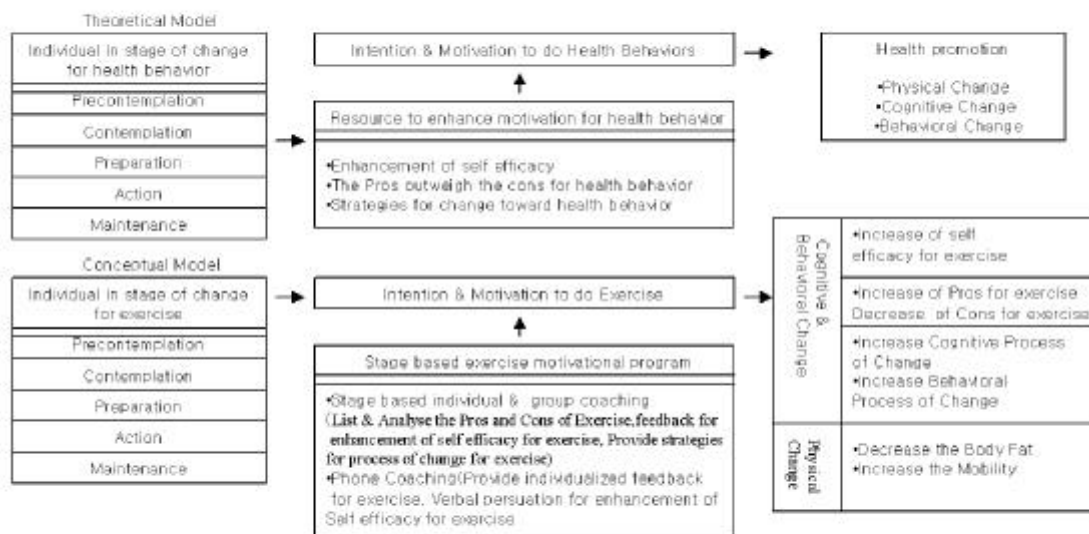
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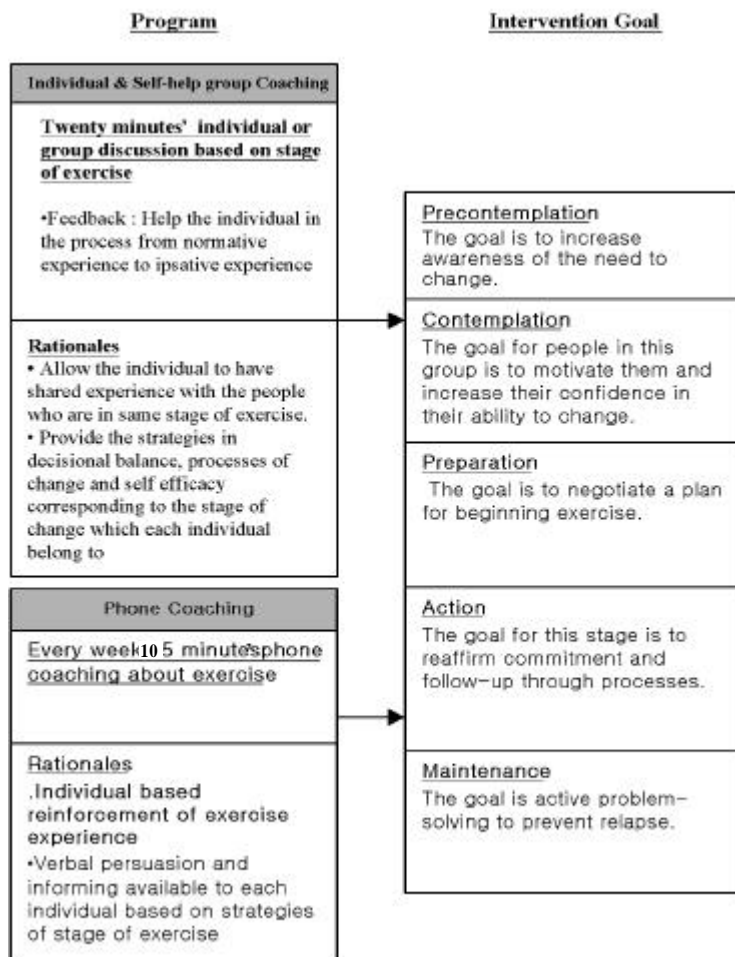
4-6, Dunn et al(1997)

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<Figure 1> Conceptual Framework





<Figure2>The structure of Stage based Exercise motivational program
 <Figure 2> The Structure of Stage based Exercise motivational program

(Chun & Choi, 1990)

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al.(1992a)

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(Pender, 1996;Burbank,

Paudula & Nigg, 2000)

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<Table 1>

<Table 3, 5 >

<Figure 2>

<Table 1> Intervention principle of stage based exercise intervention

Stage	Goal	Strategies in decisional balance	Strategies in self efficacy	Process of change	Strategies in Process
Precontemplation	Increase awareness of need to change.	Suggest negative aspects when you do not keep exercising	Suggest physical and environmental condition for exercise.	Conscious raising	Provide education about risks of not exercising. Provide information on benefits of exercise
Contemplation	Motivation and increased confidence in ability to change	List the pros and cons of exercise.	Inform the principle about how to do exercise Suggest the model case of exercise. Give the opportunity to compare themselves with others who are significant for them about habit of exercise.	Conscious raising Self-reevaluation Social liberation Self-liberation Dramatic relief Environmental reevaluation	Identify questions about exercising Identify small steps. Use imagery to increase emotional awareness Point out people who include regular exercise in their lives Create a new self-image . Provide specific examples of problems caused by not exercising Provide evidence for increased illness risk if sedentary
Preparation	Negotiate plan for exercise.	Discuss about benefit of exercise after doing exercise.	Provide encourage when they face the difficulties in doing exercise. Have them evaluate themselves about adaptive skills in doing exercise	Self-reevaluation Helping relationships Self-liberation	Create a new self-image as an exerciser. Gather support from others. Make a public commitment to exercise. Identify alternatives for exercise
Action	Reaffirm commitment and follow up.		Suggest the available conditions to do exercise.	Reinforcement Management Helping relationships Counterconditioning Stimulus control	Provide a reward for exercising regularly. Initiate walking clubs. Introduce exercise alternatives. Check off each time you exercise.
Maintenance	Problem solving to prevent relapse	Provide positive reinforcement about keeping exercise.	Have the individual identify the positive change due to keeping the exercise in their every day life. Use the ideal model case	Counterconditioning Helping relationships Reinforcement management	Exercise instead of watching commercials. Join support groups or have exercise buddies. Provide a meaningful reward for long-term regular exercising

<Table 2> The Themes of Stage based exercise Intervention program for the elderly

	Precontemplation	Contemplation	Preparation	Action	Maintenance
1st	What are the consequence of the behavior of not exercising?	What are the pro's and con's for exercise for me?	Keep creating a new self image. @Create an advertisement for yourself.	Make a 'to do' list and include your new health behavior goals	How to recycle quickly back to health behavior?
2nd	What are the pro's for exercise for me?	What are the activating events that contribute to the behavior of not exercising?	Make a commitment @ Go public with your commitment!	Substitute healthy activities for old habits.	Continuing to substitute and control
3rd	Let's think the connection between illness and your health behaviors.	What are the circumstances that contribute to the behavior of not exercising?	Make a commitment @ several choices are better than one.!	Avoid situations, activities and objects that tempt you not to exercise.	Put yourself into your stage of change by restaging yourself.
4th	Did you know why people do exercise regularly?	Imagining yourself reaping the benefits of exercise.	Make a commitment @ Set your date.!	Substitute healthy thought for troubling ones.	Maintain your image as a positive, "Can do" person.
5th	What are the benefits for me?	Try at least one of small steps of exercise in the following month	Get support	Become your own personal cheering section.	Check your thinking and keep it positive.

2. Health' (American cancer society, 1992)

<Table 2>

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<Table 3> Intervention Principle of Phone Coaching

Stage	Characteristics	How to help
Precontemplation	Actively resisting change. Unwilling to take responsibility for consequences of their behavior	Raise consciousness. Encourage them to move toward Contemplation stage. Give information about consequence of behavior. Address specific disruptive and distressing behaviors. Insist that precontemplators take responsibility for their action.
Contemplation	Want to change, but not quite ready	List pros and cons of making change, e.g., consequences to self; consequences to others; reaction to self; reaction of others
Preparation	Knows change is best, not sure how to begin	Help develop plan, set a date, find them a support group, offer to be available when client becomes overwhelmed,
Action	Actively changing the behavior.	Find someone to take action with the client, suggest ways to control their environment,
Maintenance	Reaping rewards of change, but knows that relapse is possible.	Remain supportive. Substitute positive thinking for negative thinking, remind client of benefits of change,

'Pathways to Health'(American cancer society, 1992)
<Table 3>

<Table 4> The Contents of 30 minutes' lectures about benefit of exercise

Contents	
1st	Exercise effects on the hypertension, stretching for hypertension
2nd	Exercise effects on the arthritis, exercise for arthritis
3rd	Exercise for back pain
4th	Exercise effects on the diabeth mellitus
5th	The physical effect of active range of motion

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<Table 1,2,3 Figure 2 >.

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<Figure 3> The Design of Experiment

Group/wks		Baseline	2	4	6	8	10	12(Wk)
Intervention	treatment	XX'	XX'	XX'	XX'	XX'		
	measureme nt	OO'	O'	O'		OO'		OO'
Control	treatment	X'	X'	X'	X'	X'		
	measureme nt	OO''	O'	O'		OO'		OO'

X : Stage based exercise Intervention program for the elderly

X' : 30 minutes' lecture about benefits of exercise

' : Timed go & up test, weight, circumference of waist

: Self efficacy, process of change(cognitive, behavioral), decision making(pros, cons) for exercise

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(3) (BMI): meter

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(Ajou University College of Medicine, 1999) ,

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가(Cons) Lee & Chang(2001)

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(2) : cm Alpha 가(Pros) .84, 가

(Cons) .70 . (47.06%), 8 (23.90%),
 2 (5.88%), 13 (46.43%),
 5) 12 (42.86%), 3 (10.71%)($X^2 = 4.84$, $p = .18$), 9 (26.47%),
 . 25 (73.53%), 12 (42.86%),
 16 (57.14%)($X^2 = 1.84$, $p = .17$),
 Marcus et al.(1992b) 2 (3.23%),
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 (25.8%)
 6) ($X^2 = 12.8$,
 $p = .025$) 5%
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 Marcus et al.(1992a) , ,
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 가 23
 Chronbach Alpha .78, ($X^2 = 1.10$, $p = .57$), ($X^2 = 6.32$,
 .84 . $p = .17$), ($X^2 = 1.15$ $p = .28$)
 ($X^2 = 8.64$, $p = .12$)
 5. 1 (4.35%), 1 (4.35%),
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 1) 1 (4.35%), 1 (4.35%),
 7 (30.43%)
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1. <Table 5> .
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 , 8 , 90.55cm, 85.60cm ($t = -4.07$, $p = .000$),
 12 62 BMI 24.47, 24.57($t = .47$,
 $p = .47$) Up & Go Test 5.75 ,
. 62 7 (t=2.48, $p = .02$) , ,
70.76 , 71.03 3.21, 2.77($t = -2.12$, $p = .03$),
(t = .18, $p = .85$), 2 , 32 32.32($t = -.66$, $p = .51$),
, 28 ($X^2 = 1.7$, $p = .19$), 33.26,

<Table 5> Homogeneity test for dependent variables at baseline

variable	Experiment (n = 11) M(SD)	Control (n = 12) M(SD)	t	p
weight (Kg)	56.02 (6.73)	56.64 (6.22)	0.37	.71
circumference of waist (cm)	90.55 (5.60)	85.60 (3.83)	-4.07	.000
timed Up & Go test (sec)	5.75 (1.13)	7.00 (1.26)	2.48	.02
BMI	24.47 (2.65)	24.57 (2.25)	.47	.47

variable	Experiment (n = 34) M(SD)	Control (n = 28) M(SD)	t	p
self-efficacy	3.21 (0.85)	2.77 (0.64)	-2.12	.03
process of change (cognitive)	33.26 (4.61)	32.32 (6.28)	-.66	.51
process of change (behavioral)	41.23 (6.50)	38.07 (6.68)	-1.87	.06
decision making (Pros)	3.99 (0.44)	3.75 (0.53)	-1.97	.053
decision making (Cons)	2.31 (0.62)	2.34 (0.62)	.20	.83

41.23, 38.07 (t = -1.87, p = .06),
가 (Pros) 3.99,
3.75 (t = -1.97, p = .53), 가
2.31, 2.34 (t = .20, p = .83)

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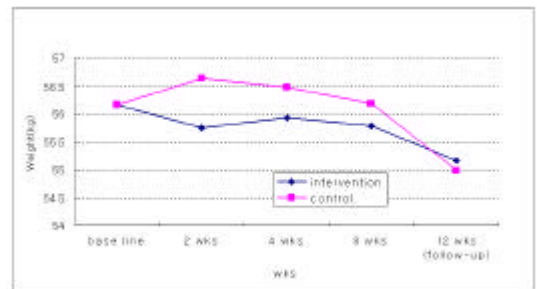
Repeated measured ANOVA

<Table 6, Figure 4,5,6>

(F = 2.22, p = .027), (F = 5.09, p = .001),
BMI (F = 2.81, p = .03)
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(F = 20.99, p = .0001) (F = 6.94, p =
.0001), BMI (BMI: F = 21.77, p = .0001)

<Figure 4,5,6>

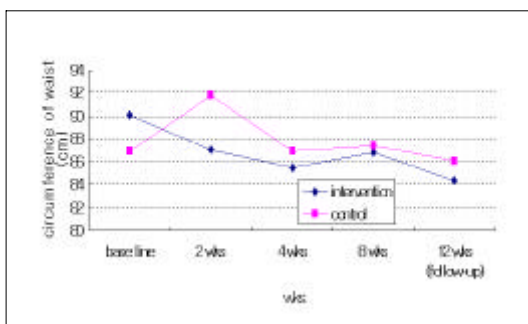
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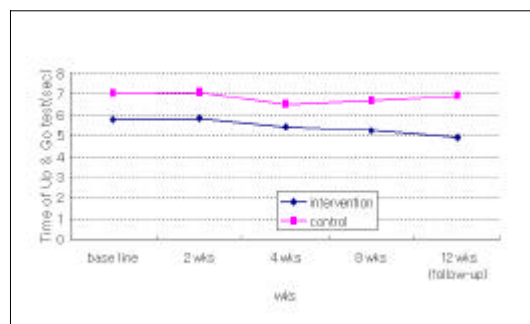
<Figure 4> Weight at baseline and follow-up

<Table 6> Repeated Measures Analysis of Variance for Score of obesity

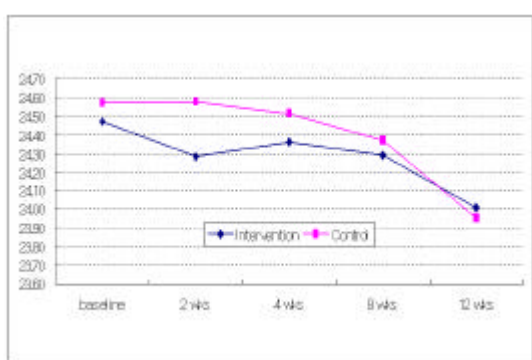
Source	DF	Type ss	Mean Square	F	P
weight					
Group	1	5.105	5.105	.03	.868
Time	4	25.08	6.27	20.99	.0001
Time × Group	4	3.44	.86	2.22	.027
circumference of waist					
Group	1	29.50	29.50	.22	.64
Time	4	250.82	62.70	6.94	.0001
Time × Group	4	183.75	45.93	5.09	.001
BMI					
Group	1	0.24	.24	.01	.93
Time	4	4.91	1.22	21.77	.0001
Time X Group	4	.63	.15	2.81	.03



<Figure 5> Circumference of waist at baseline and follow-up



<Figure 7> Time of Up & Go test at baseline and follow up



<Figure 6> BMI at baseline and follow-up

Measured ANOVA

<Table 8>

($F = 8.79$, $p =$

.0003)

가($F = 4.25$, $p = .01$)

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($F = 4.57$, $p = .01$)

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<Figure 8>

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Repeated Measured ANOVA

<Table 7, Figure 7>

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($F = .78$,

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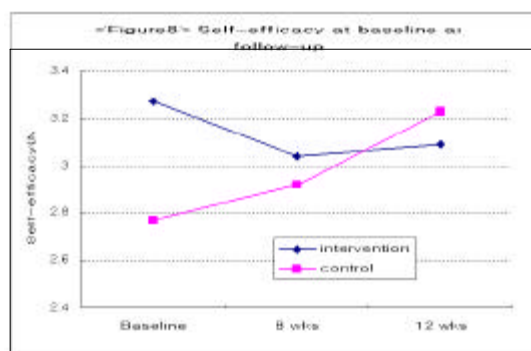
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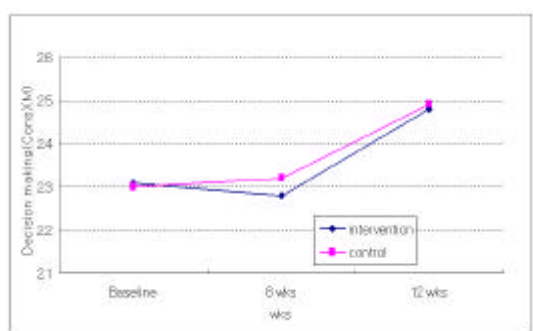
<Figure 8> Self-efficacy at baseline and follow-up

<Table 7> Repeated Measures Analysis of Variance for Score of mobility

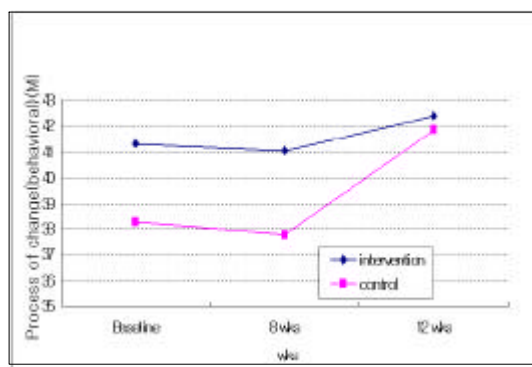
Source	DF	Type ss	Mean Square	F	P
Timed Up & Go test (sec)					
Group	1	58.80	58.80	10.15	.0043
Time	4	6.53	1.63	1.67	.163
Time \times Group	4	3.03	.75	.78	.54

<Table 8> Repeated Measures Analysis of Variance for Score of Self efficiency, Process of Change, Decision making for exercise

Source	DF	Type ss	Mean Sqaure	F	P
self-efficacy	Group	1	1.101	.80	.37
	Time	2	1.033	1.59	.20
	Time × Group	2	2.964	4.57	.01
process of change (cognitive)	Group	1	10.14	.18	.67
	Time	2	62.55	2.94	.05
	Time × Group	2	1.37	.06	.93
process of change (behavioral)	Group	1	221.67	2.28	.13
	Time	2	246.58	8.79	.0003
	Time × Group	2	61.60	2.20	.12
decision making (Pros)	Group	1	1.095	2.05	.15
	Time	2	0.167	.62	.53
	Time × Group	2	0.428	1.60	.21
decision making (Cons)	Group	1	0.006	.01	.91
	Time	2	1.241	4.25	.01
	Time × Group	2	0.011	0.04	.96



<Figure 9> Decision making (Cons) at baseline and follow up



<Figure 10> Process of change (behavioral) at baseline and follow-up

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(Powell et al., 1987)

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(Mayer et al., 1994)

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- Abstract -

The Study on the Effect of Stage Based Exercise Motivational Intervention Program for the Elderly*

*Lee, Pyoung-Sook **· Chang, Sung-Ok ***

Purpose: This study aims at confirming exercise effects on obesity, mobility, self-efficacy, process of change, and decisional component by stage based exercise motivational intervention program for the elderly. The stage based exercise intervention program was constructed based on Transtheoretical Model.

Methods: The design of this study is nonequivalent control group with repeated measuring by quasi-experimental study. The subjects of this study, composing of experimental group of 32 and control group of 28 were selected at one institution for the aged in Seoul.

Results: 1) The body fat (weight, BMI and circumference of waist), of the intervention group was significantly decreased than the control group.

2) The mobility of the intervention group was not significantly increased than control group.

3) The self-efficacy, Pros, Process of Change for exercise of the intervention group was not significantly increased than the control group.

4) The Cons for exercise of intervention group was not significantly decreased than the control group.

Conclusion: The above result have informed us that a stage-based exercise motivational intervention program for the elderly has the effect of decreasing old persons' body fat and has value as an effective means of nursing for the elderly.

Key words : The stage-based exercise motivational intervention program, Transtheoretical model, the elderly

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