

: ,

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1.

3 37.9% 1988 (Kim, 1999; Shin, 1997), (Ji, 1989; McDermott et al., 1992), (Korea Association of Smoking and Health, 2001). (Bertrand & Abernathy, 1993), (Moon, 1995; Shin, 1995)

(Suh, Kim, Ji, Kim & Ryu, 1998) 가 가 (Ji, 1989), (Kim, 1990), (Shin, 1997)

가 (Bertrand & Abernathy, 1993; Presti, Ary & Lichtenstein, 1992)

(Ji, 1993; Kim, 1999; Shin, 1997)

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\* 1999

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\*\*\*

2001 10 15

2002 3 18

2002 6 7

2.

(Paik, 1986; Shin, 1995).

1)

가

가 1

2)

가

(31.0%)

가

(Ji, 1999).

Glynn(1989), Bertrand Abernathy(1993)

1.

Binyet DeHaller(1993) 12

18

가

(nonequivalent control group pre-posttest design)

2.

(American Heart Association) 'Save a Sweet Heart'

가

(American Lung Association of Maryland)

4

'Smoking Deserves A Smart Answer'

10

1

가

가

(Bailey, 1985).

Glynn

533

(1989)

Hansen Graham(1991)

14

269

264

가

1 가

3.

1)

가

17

가

가 3

1

가

(Suh, et al., 1998)

1, 2, 3

(James,

Rienzo & Frazee, 1997)

가

가 , PC , Kim(1982)  
 5 가  
 3가 . Kim(1982)  
 pc Cronbach's alpha .79  
 , Cronbach's  
 alpha .89  
 가  
 , , 3가  
 4.  
 1)  
 1999 11 12  
 2 1, 2 120  
 2) :  
 가 (World Health Organi-  
 zation, WHO, 1983)  
 가 가 20 가 (60%)  
 4 35%  
 가  
 Cronbach's (49%), pc (33%), (10%)  
 alpha .76 31%  
 3) :  
 61%  
 (Ji, 1993). Ji(1993)  
 42% , 40%가 ' , 18%가  
 Cronbach's alpha .97 6  
 4 2)  
 가 가  
 가 Ji (1993)  
 Cronbach's alpha .81  
 4) : Rakos Schroeder(1980) PD 2000 2 15 3 31 가  
 3  
 20 9 2000 4 10 4  
 (content) 7 17  
 (paralinguistic) , 4 1 3  
 (non-verbal)  
 Rakos Schroeder(1980) 19  
 (checklist method) 2000 4 29

S 1 2 가 , 가  
2 가

3) 2 가

1 t

4 K 4 K 가

10 blind

5. 1. 가

SAS/pc X<sup>2</sup> t 가

253  
54.9%가

59.7%  
95.3%  
paired t  
paired t

<Table 1> Evaluation of the Content of Video (N = 253)

question	variable	n (%)
experience of having video education on smoking prevention	yes	139 (54.9)
	no	114 (45.1)
length of video	too short	88 (34.8)
	adequate	151 (59.7)
	too long	14 (5.5)
	will maintain non-smoking status	231 (91.3)
decision after video education	can not decide	22 (8.7)
	I can refuse assertively	241 (95.3)
when friends urge to smoke	I can not refuse	4 (1.8)
	I will smoke with them	7 (2.9)
	relevant with smoke tempting situation	191 (75.5)
content of video	far from smoke tempting situation	62 (24.5)
	most commonly occurring situation	game room
school		84 (33.2)
home		15 (5.9)
benefit of video		helpful
	not helpful	84 (33.2)



<Table 3> Changes in Intention, Assertiveness, and Attitude from Baseline Values in the Experimental and Control Groups

variable		experimental group (n = 269)				control group (n = 264)			
		mean (SD)	diff.	t	p	mean (SD)	diff.	t	p
attitude	before	3.28 (0.46)				3.28 (0.55)			
	after	3.40 (0.53)	.12	-2.66	.008	3.34 (0.55)	.06	-1.23	.22
intention	before	5.39 (0.82)				5.35 (1.05)			
	after	5.46 (0.71)	.07	-.99	.32	5.34 (1.06)	-.01	.16	.87
asser- tiveness	before	3.87 (0.54)				3.96 (0.53)			
	after	4.02 (0.56)	.15	-3.17	.001	3.99 (0.60)	.03	-.60	.54

Schroeder (1980)

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3

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1, 2, 3

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3가

17

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2

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533

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- Abstract -

## Development and the Effect of Adolescent Smoking Prevention Video\*

*Shin, Sung-Rae \*\*.* *Ha, Na-Sun \*\*\**

Recently the rate of adolescent smoking in Korea has increased rapidly, and various health problems related to smoking can be expected to increase in the future. Studies on smoking behavior report that assertiveness is important factor influencing on the adolescent smoking.

**Purpose:** This study was conducted to develop a educational video for the purpose of adolescent's smoking prevention.

**Method:** The 533 participating subjects, 269 in experimental group and 264 control group, in the study were 7th grade students. The content of video introduces three smoke tempting situations. The experimental group received 17 minute video education, and the control group did not receive any treatments.

**Result:** The results show that the student's assertiveness was increased significantly in the experimental group after the video education. Student's attitude on smoking became more negative in the experimental group. However, in the control group, the intention, assertiveness, attitude was not changed.

**Conclusion:** This assertiveness video can be useful educational resource for the smoking prevention program for adolescents. Also further study on longitudinal effect and application on drinking, drug abuse are needed.

**Key words :** Smoking prevention program for adolescents, Assertiveness

\*This work was supported by Ministry of health and Welfare, National Health Promotion Fund, 1999.

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