

Title of Intervention and Website: Motivational interventions to increase exercise adherence

Intervention Strategies: Supportive Relationships, Group Education, Individual Education

Purpose of the Intervention: To increase exercise program adherence through self-motivation

Population: Adult women

Setting: A local school gymnasium in Canada; community-based

Partners: Department of Recreation & Leisure Studies, University of Alberta, local school gymnasium

Intervention Description:

- Supportive Relationships: Prior to a 5-week exercise program, participants received a phone call in which they were instructed how to complete a balance-grid sheet, which records the anticipated gains and losses which might result from their participating in the exercise program. The interviewee provided encouraging comments. Instructors encouraged participants in maintaining their home support systems. Instructors also monitored social support systems through wall charts.
- Group Education: An introductory 5-week program (1.5 hours once per week) was provided for individuals wishing to begin the process of getting fit. The program included an educational component, provision of information about fitness and approaches for becoming fit and a controlled physical workout. Participants were encouraged to exercise on their own and to set goals between classes. In a secondary program, participants were involved in a ten-week aerobic dance program (1.25 hours once a week), which included aerobic dance and education about nutrition, proper exercising habits and guidelines for exercising on one's own.
- Individual Education: A booklet was provided to inform the participants of the adherence problem and to provide a step-by-step outline of how they might structure their social environment to facilitate their regular attendance of the program. The participants were also supplied with personal attendance and social support charts for monitoring their behavior.

Theory: Interactionist perspective (interaction between person & situation)

Resources Required:

- Staff/Volunteers: Exercise Program Leaders, Aerobic Dance Instructors
- Training: Training to lead exercise program or aerobic dance program, training to implement and facilitate home support systems, program leaders trained in leadership skills, how to perform physical activity, basic principles of physical activity
- Technology: not mentioned
- Space: exercise class space
- Budget: not mentioned
- Intervention: Balance Grid-Sheet (Hoyt and Janis, 1975), exercise classes, physical activity and social environment booklet, telephones, wall charts, personal charts,
- Evaluation: Self-Motivation Inventory, attendance and social support wall charts, telephones, questionnaires

Evaluation:

- Design: experimental (matched pairs, random assignments)
- Methods and Measures:
 - Self-Motivation Inventory (SMI) measures predisposition to persist in an exercise program.
 - Attendance and social support charts measure weekly attendance and social support received from exercise buddy.
 - Program evaluation forms were collected at the end of the exercise program to measure satisfaction with program.
 - Class feedback was collected through questionnaires with a 7-point Likert scale.

Outcomes:

- Short Term Impact: Motivational treatment resulted in increased exercise program attendance adherence.
- Long Term Impact: not mentioned

Maintenance: Researchers maintained regular telephone contact with the group leaders to monitor progress and difficulties with the program.

Lessons Learned: The decision balance-sheet and the structured social support techniques are useful for attendance adherence, require little time or training, are adaptable to different environments and are easy to implement.

Citation(s):

Wankel, L. M., J. K. Yardley, et al. (1985). "The effects of motivational interventions upon the exercise adherence of high and low self-motivated adults." *Can J Appl Sport Sci* 10(3): 147-56.