

## ABSTRACT

### PSYCHOLOGICAL SKILLS TRAINING AND SELF-EFFICACY: THE UNIFORM APPROACH WITH COLLEGE STUDENTS

The purpose of this study was to implement the psychological skills training (PST) intervention UNIFORM (Johnson & Gilbert, 2004), with a sample of college students to improve swimming self-efficacy (Bandura, 1997). Participants included 21 females and 18 males (mean = 21.5 years, *SD* = 5.33). Data were collected pre-, mid-, and postintervention. Hypothesis I: Participants would report greater Test of Performance Strategies (TOPS) (Thomas et al., 1999), Swim for Fitness self-efficacy (SFSE), Lifetime Swim self-efficacy (LSFSE), Cooper 12-minute swim test (Cooper, 1982), and swim technique scores at postintervention. Hypothesis II: Participants would show a positive relationship between TOPS and SE, TOPS and Cooper 12-minute swim test and swim technique scores. Hypothesis III: Participants would show a correlation between SFSE and LSFSE scores at pre-, mid-, and postintervention. Paired sample *t*-tests showed significant differences between TOPS relaxation and self-talk subscales. Significant differences were also found for SFSE (conditioning and technique pre- to posttest) and LSFSE measures. A moderate relationship was found between LSFSE with imagery, goals, and self-talk at posttest. Pearson correlations showed significant relationships at pre-, mid-, and posttests between SFSE and LSFSE. Results suggest that PST interventions based in self-efficacy may help college students improve their swim self-efficacy and their conditioning/skills.

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