

ABSTRACT

THE UNIFORM APPROACH FOR A PSYCHOLOGICAL SKILLS TRAINING INTERVENTION: A CASE STUDY

The present study examined a psychological skills training (PST) intervention with community college softball players (N = 19). The PST intervention used the UNIFORM curriculum as a practical framework and the transtheoretical model as a framework to assess student-athletes' learning and application of PST. It was hypothesized that the participants would learn the psychological skills and show significant differences in their application of the skills during practice and competition. It was also hypothesized that the participants would shift in their stages of change and that their self-efficacy and decisional balance scores would significantly improve. Results showed that the student-athletes learned the psychological skills, enjoyed the intervention, and significantly increased their application of relaxation and goal setting during practice and relaxation, imagery, and self-talk during competition. Decisional balance and self-efficacy scores were not significant. The measure of stages of change (the SOC-PST) was unreliable and therefore not used for hypothesis testing.

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