

Using Video Feedback to Measure Self-Efficacy

Dr. Linda Stark Bobo, PhD, ATC, LAT
Stephen F. Austin State University

Dr. Amanda Andrews, PhD, ATC
Troy University

Self-efficacy could alter performance in learning a psychomotor competency skill (PCS). When a student has a high sense of self-efficacy, foreseeing success, providing positive guides and supports for performing the skill usually occur. A low self-efficacy tends to predict failure and anticipation of what could go wrong. Videotape feedback provided to students has reported favorable outcomes. The study's purpose was to assess the self-efficacy of athletic training students in learning to perform a PCS; and to measure the impact on self-efficacy by implementing an educational intervention of video feedback in learning to perform a PCS. An intact cohort within a CAATE-accredited graduate athletic training educational program were instructed and asked to perform an upper body neurological screening on a model for two different assessment session, along with completing *Self-efficacy forms*. Group mean from baseline ($M = 6.14; \pm 2.04$) to post-intervention ($M = 9.51; \pm 0.70$) increased. One-way ANOVA indicated a significant effect using Wilks' Lambda post hoc, with alpha set at .001 ($.05/5 = .001$). Significant differences between trials one and four, one and five, and two and five were found, all following the educational intervention. Therefore, video feedback could increase self-efficacy in learning to perform a PCS.