SINGER'S FIVE-STEP STRATEGY: A VIABLE TOOL FOR ATHLETIC TRAINING EDUCATORS?

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Objective: To determine if the Singer Five-Step Strategy facilitates skill acquisition (preparation, critical elements of the task, errors, and time) in a self-paced athletic training psychomotor skill. **Design and Setting:** I used a test-retest design in a taping practicum course. Using convenience sampling, subjects were randomly selected into two groups, one control and one treatment group, receiving the Five-Step Learning Strategy. **Subjects:** Fifteen college freshmen from a NCAA Division II college enrolled in a CAAHEP ATEP taping lab course. There were 13 females and 2 males. **Measurements:** Institution's ATEP competency for basic ankle taping was used to calculate preparation, components achieved, component error, technical error, movement time, performance and performance change. **Results:** All students improved in performance of skill acquisition. No statistical significance was found between the learning strategy group and the control group during baseline. Therefore, both groups appeared to have entered the course with equivalent skills, with no student being proficient at the skill. No statistical significance was found between the learning strategy group and the control group post-treatment (Preparation p=.203; Component achieved p=.167; Component error p=.500; Technical error p=.197; movement time p=.400; overall performance p=.137; and change in performance p=.253); however, the learning strategy group's post-treatment means were greater for all independent variables except time. **Conclusions:** Our results indicate the Singer Five-Step Learning Strategy had a positive, but non-significant affect on the treatment group's skill acquisition in a self-paced athletic training psychomotor skill. Although there was no significance found, this may be due to the low statistical power of the design. Therefore, this researcher feels additional research is warranted to determine if learning strategies developed for general sport-type motor skills can be utilized for psychomotor skills in athletic training.