

CMPC Mentor Guidelines and Best Practice Recommendations

Mentoring Committee, Certification Council

A. Introduction

Since its inception in 1992, an intensive mentored experience has been a major requirement for the Association for Applied Sport Psychology's (AASP) certification. Despite the importance of such a mentored experience, few or no guidelines have been previously provided to mentors. With the transition from the CC-AASP to the Certified Mental Performance Consultant (CMPC) program, and the subsequent approval of this certification by the National Commission for Certifying Agencies, the Certification Council is pleased to present these CMPC Mentor Guidelines. These Guidelines were derived from the collective mentoring experiences of members of the Mentoring Committee of the Certification Council, experientially informed practices in mentoring, and common mentorship questions which have been submitted to the Certification Council since the inception of the CMPC program in 2017. Although primarily intended for mentors, we believe that the Guidelines also will be useful and informative for mentees. Please note that the Guidelines are not a standalone document. Prior to using the Guidelines, readers should familiarize themselves with the requirements of the Mentored Experience, as detailed in the Candidate Handbook, Section One, Part 3.

B. Purpose of the mentored experience

According to the Candidate Handbook (Section One, Part 3), "mentorship is defined as a developmental relationship between a mentor and a mentee with the purpose of enhancing the mentee's professional functioning and monitoring the mentee's provision of services."

Thus, mentoring has two important components. The first is educational, "enhancing the mentee's professional functioning." This may take many forms, given that mentees may have a variety of backgrounds, training, education, and experience. Some mentees may still be in graduate programs and starting their first experience in applying their academic learning to real life services. Others may have considerable professional experience in related fields, such as mental health, and are transitioning into the field of applied sport psychology. For this reason, it is essential that the mentoring experience is individualized and begins with a careful assessment of the learning needs of the mentee, ultimately culminating in the development of a mentored experience that will effectively address those needs.

The second component, "monitoring the mentee's provision of services", means that the mentor is providing guidance aimed at ensuring that the mentee's services meet the standards of the best practices of ethical applied sport psychology, i.e., assessments, intervention, adjustments, and

progress evaluation, based on research and science. Moreover, ethical principles and proper professional relationships should be followed in the delivery of the mentee's client services.

It is important to note that mentoring is not the same as supervision. Mentoring is primarily an educational activity. Supervision, on the other hand, is a designation of responsibility. Supervision is complex and is often defined by national and state laws and the licensure of the practicing professional. Thus, there are a wide variety of definitions of supervision depending on the profession, the legal jurisdiction, work setting, agency, or organization of employment. Typically, in licensed professions, the supervisor is legally responsible for all services delivered by the supervisee. Supervision is not the intent of the CMPC mentored experience. However, supervision may coincide with the mentored experience, depending on the specific setting, the professional relationship of a mentor and mentee, and the rules and regulations of that organization. Since supervision is outside the scope of CMPC requirements, we have refrained from using that term in these guidelines.

C. The mentor-mentee relationship

One of the most important factors in a successful mentored experience is the compatibility between mentor and mentee.

Selection of a Mentor - Unless the mentee is a student at a university program or in a work setting in which a mentor is assigned, **it is the mentee's responsibility to select and establish a relationship with a mentor.** The entire mentored experience must occur under the guidance of a mentor who is listed in the Registry of Approved Mentors (see AASP website). If the mentor is not listed in the Registry but meets the requirements, he/she can apply to be added to the Registry. The application for inclusion in the Registry is available on AASP's website. Approval requires extensive professional experience in delivering mental performance services to athletes and other performers, as well as mentoring experience. Membership in AASP and being a CMPC are not required to be listed on the Registry.

Since the content of mentored experience should be individualized and determined by the mentee's specific learning needs, and learning goals, it is recommended that the mentee has one or more informational interviews with potential mentors to ensure that this will be a good match. The mentor's expertise and experience should be consistent with the mentee's learning needs and interests. Some commonalties could include, but are not limited to, *work setting, specific sports, specializations such as working with teams vs. individuals, and conceptual framework.* *Additional, factors that should be taken into consideration are availability, personality, and cultural understanding and compatibility of both participants.* If the mentee wished, the mentorship requirement can be completed under the guidance of more than one mentor as long as the total hours meets the 50-hour requirement for the CMPC credential.

Written agreement – It is suggested that mentor and mentee create, and both sign, an agreement defining the mentoring relationship. This need not be a formal legal contract, although it could be, if that is what the parties prefer. An example of an informal agreement could be a signed memorandum of understanding. Such a document should include, but not be limited to:

- starting and ending dates of the agreement
- conditions under which the agreement could be terminated prematurely
- what the mentor commits to
- what the mentee commits to
- what both parties agree to
- scheduling
- agreement on fees
- who is legally responsible for the mentee's services
- commitment to adherence to AASP's Ethical Principles and Standards.

An Example of one such agreement is presented in Appendix A

Fees.— Neither the Certification Council, nor AASP, has any recommendations regarding fees paid by the mentee to the mentor. These are entirely negotiated between the two parties and should be included in the written agreement. As with other agreements between two parties, the agreement of fees should be comfortable and fair for both parties. Some factors to consider and discuss: the mentee's financial ability to pay, the mentor's customary fees, customary fees that comparable professionals charge in the mentor's location. It is expected that, when needed, mentors will give special consideration to students and early career professionals whose financial resources may be limited.

In some cases, a mentor will be a professor/staff member at an institution where the mentee is a student – in such cases, mentorship may take place as part of the program itself and perhaps even as part of specific courses. Indeed, in some of these cases the mentored experience will actually also be supervision (as noted earlier), in accordance with the requirements of the graduate program and University. In academic situations one would not expect direct payment by the mentee (payment is already being made by the student to the program or mentoring is being provided as part of the 'contract' between the student and the program).

Conflict of interest – Mentorship should not be provided by an individual who may have a conflict of interest with the mentee. Individuals who may have a conflict of interest with a mentee could include, but not be limited to, parents, children, spouse, significant other, etc.

D. Mentee-client relationship

It is both common and good practice for providers of professional services to have a signed agreement with their clients. Most attorneys, accountants, physicians, and mental health providers use signed agreements with their clients. It is especially important for mentees to have such an agreement with their clients. The agreement might cover the same topics listed in the previous section.

Additionally, in the interest of transparency and ethical full disclosure, clients should be informed that the mentee's professional services are under the guidance of a mentor who may review case materials regarding these services. The agreement should indicate that the client's

confidentiality will always be respected and any information that would identify them will not be shared, without permission, with anyone, including the mentor. The name and contact information of the mentor should also be specified in the agreement. This provides an avenue of redress if the client believes that the services received are inadequate or inappropriate or that there is an alleged ethical violation.

Conflict of interest – Mentees should not provide professional services to individuals who may present a conflict of interest or multiple relationship such as, but not limited to, parents, children, spouse, significant other, etc.

E. Assessing needs and setting goals for the mentorship

The mentorship experience can be influenced by several factors. Two factors which are central to a valuable mentoring experience, and which are under the control of the mentor and mentee, are:

1. Assessing the learning needs of the mentee in order to custom design an individualized mentorship experience
2. Setting goals for the mentorship experience, which are based on the mentee's learning needs assessment

The needs of the mentee can be framed as being learning in nature and scope. Thus, the mentor can pose the following needs assessment question to the mentee and discuss the response with the mentee:

“What do you need to learn to become more proficient when providing mental performance services to clients, while I am mentoring you?”

Based on the information derived from this needs assessment question, the mentor and mentee, in a collaborative manner, can determine if any needs assessment domains, or other domains, make sense as areas of focus for the mentored experience. For example, consider:

- Establishing and maintaining a working relationship with the client
- Setting mental performance goals for the client
- Determining the methods of assessment, procedures, and activities to be used with the client as part of mental performance intervention
- Implementing the mental performance intervention and making adjustments based on client feedback and performance
- Evaluating the extent to which the mental performance intervention has been successful
- Communicating mental performance information to clients and other relevant stakeholders
- Other needs assessment domains

It is likely that not all identified learning needs of the mentee can be addressed as part of a mentoring experience. Thus, in a collaborative manner, mentor and mentee can discuss what learning needs will be addressed during the mentoring experience.

At this time, the mentor can communicate again to the mentee that mentorship is focused on providing guidance and support and that it is not professional supervision

Once the learning needs of the mentee have been assessed, and agreed upon, the mentor and mentee can collaboratively set mentorship goals at the start of mentorship. In so doing, the mentor and mentee could then acknowledge and recognize that the goals may change during the mentoring experience.

In developing and setting mentorship goals, mentors and mentees are encouraged to consider the following:

- Goals should be specific and reflect the learning needs of the mentee
- Goals should have relevance to the development of the mentee in providing mental performance services
- Goals should be achievable for the mentee
Goals may change, based on how the mentoring experience proceeds

Some sample mentorship goals are:

- Learning to monitor the extent to which the intervention has being implemented
- Improving one's ability to provide feedback to the client, based on assessment/evaluation results
- Expanding one's knowledge base about assessment tools and measures

F. The process and content of mentoring sessions

Face-to-face mentoring sessions, whether in-person or via synchronous modalities such as Skype, FaceTime, and Zoom, provide a wide range of choices. The method selected should be mutually agreed upon between mentor and mentee, consistent with the CMPC requirements and the identified learning needs of the individual mentee. Some factors to consider include:

Frequency – There are no requirements regarding the frequency or duration of the mentored experience. This is entirely up to the mentor and mentee. For example, some mentors and mentees may meet on a regular weekly or bi-weekly basis. Others may meet less frequently or even as needed, as long as the required hours 50 hours of mentoring are met.

Content – The primary focus of the mentoring sessions should be developing the applied professional skills of the mentee. Case studies can be utilized regardless of whether the mentee's client is an individual athlete, a team, a member of a coaching staff, or an organization. The same is true for non-sport performers. Case studies generally follow a format:

- referral source and reason or the client's reason for requesting services,
- a description of the initial contact with the client
- a description of the client and client's environment

- establishment of a trustful working relationship
- assessment of the client's needs
- formulating an intervention plan
- implementing the intervention plan
- reassessing and readjusting the intervention plan
- termination of services
- final assessment of the services

Each of these steps requires the mentee to integrate academic learning with real-life applications resulting in the making of professional decisions within an acceptable conceptual framework. The mentee should be able to articulate their rationale for choosing assessment tools and techniques in carrying out their work. These decisions should be consistent with best practices of contemporary sport psychology professionals and be evidence based. Additionally, it is to be expected that the mentee conducts the applied work in a manner consistent with AASP's Ethical Principles and Standards.

Although case-based discussions may comprise a large part of the mentoring sessions, there are a plethora of other relevant topics that are important to the professional development of the mentee. It is appropriate, for example, for the mentor to provide examples from his/her own work experience as well as didactic instruction to illustrate specific topics. Such examples might include, but not be limited to, the mentor's own conceptual framework, ethical dilemmas in the use of specific assessment and intervention tools and techniques, working with specific sports, a developmental model for athlete's progress, sport specific issues, the mentee's career development, and issues of developing and marketing an ethical practice.

Direct knowledge of services – This is defined as “ mentorship in which the mentor is provided with direct knowledge of the mentee's applied work with a sample of the mentee's work with clients using appropriate modalities such as onsite observation, audio or video recordings, live streaming, test and questionnaire protocols, client homework, and/or other client-generated materials.” (Candidate Handbook, Section One, Part 3). The purpose of this requirement is to provide the mentor with direct information about the mentee's client. With direct information of this type, the mentor can review and provide feedback regarding how well the mentee selects, obtains, and conceptualizes information about their client. It is important to note that there are two options in meeting this 10-hour requirement, one for mentees who meet the definition of Novice and one for Advanced mentees (see Candidate Handbook, Section One, Part 3). It is important that the mentor verifies the status of the mentee early in the mentored experience.

Agenda Setting – In order to make the best use of the meetings between mentor and mentee, it is suggested that the agenda for each session be established and shared prior to the meeting. This gives both parties time to prepare in advance for the meeting. It also helps to keep the mentoring experience focused on the mentee's individual learning goals

that were set at the beginning of the mentored experience. Thus, agenda items should be consistent with these learning objectives.

Record Keeping – In order to document the required 50 hours of mentoring, we suggest that both the mentor and the mentee maintain a log with an entry for each mentoring session. At a minimum, each entry should contain the following: date of the session, length of the session, topics discussed, and mentee’s learning goals that were addressed. We suggest that at the onset the mentor encourages the mentee to become familiar with the spreadsheet on the AASP website that they will be submitting with their application for CMPC.

G. Monitoring the mentoring process and goal attainment

The mentoring process consists of a range of activities that are engaged in by the mentor and the mentee over the course of the experience-- in a collaborative manner. The form of collaboration, however, should focus on the mentee’s mentorship goals and the interactions between the individual and the mentor.

In order to ensure that mentoring is occurring in a productive way, one that will be valuable for the learning and development of the mentee, as opposed to being a performance appraisal, here are some questions the mentor can consider asking themselves as the mentoring experience proceeds.

- Are the goals for mentorship mutually agreed upon and frequently addressed during mentoring sessions with the mentee?
- Are changes necessary in goals?
- If so, how do we need to make those changes in goals?
- Are agreed upon activities occurring during mentoring sessions?
- Is it necessary to implement new activities?
- Are specific and helpful guidance and suggestions being provided to the mentee?
- Are mentoring sessions occurring in a timely manner?
- Other relevant questions

Goal attainment evaluation within the context of mentoring can be considered as a collaborative undertaking between the mentor and mentee. In this regard, discussion of goals and their attainment is an essential aspect of the mentoring experience.

The following suggestions are offered to help to facilitate a meaningful collaboration between the mentor and mentee when reviewing goals:

- Only mentorship goals that have been agreed upon, and addressed during the mentorship experience, should be part of this kind of discussion.
- Based on discussion of goals and their attainment between mentor and mentee, the following judgments can be made:
 - Identification of learning goals that have been attained and why
 - Learning goals that required adjustment and why

- What the mentor and mentee have learned from the goal attainment evaluation discussion

It is our hope and expectation that all mentor-mentee experiences will be concluded in a positive and satisfactory manner. Furthermore, at the end of the 50-hour mentorship relationship, the mentor would hopefully believe that the mentee is prepared to function as a qualified, independent mental performance consultant. The ongoing feedback process described above should help to identify and remedy any perceived shortcomings of which the mentor may become aware such that they can be addressed immediately before the conclusion of the relationship. Thus, it is suggested that a more formal assessment by the mentor be presented to the mentee around the midpoint so that apparent deficiencies are discussed and can be addressed during the second half of the mentorship.

H. Concluding the mentor-mentee relationship

The mentor-mentee relationship is expected to be a thoughtful, custom designed, professional experience.

As the experience concludes, the following approach may help to bring it to an end in a meaningful way:

1. Schedule a date and time for a final meeting
2. The purpose of the meeting can be framed as: “to review and discuss our experiences in terms of learning and goal attainment”. This should be a nonjudgmental collaborative meeting, with an intention of assisting the mentee to obtain feedback from the mentor; understand the feedback; discuss it; and use the feedback for continued professional development
3. Some sample items which can be included for discussion at such a meeting are:
 - The degree to which goals were attained
 - What went well during the mentorship experience and why?
 - What challenges were encountered during the mentorship experience and how those challenges were addressed (or not satisfactorily addressed)
 - What did the mentee learn through the experience?
 - How will the mentee use the mentorship experience and what have they learned as a basis for their continued development and improvement regarding mental performance services delivery
 - What has the mentor learned?
 - What guidance and professional support can the mentor provide to the mentee, based on how the mentoring experience transpired?

APPENDIX A – Sample Mentor-Mentee Agreement

This is a sample agreement or a memorandum of understanding, not a legal document. If you prefer a legal document, we strongly recommend having it prepared by an attorney. This example has been used by one specific mentor and is not intended to fit all mentor-mentee situations.

Mentor – Mentee Agreement

An Agreement between _____ (mentor) and _____ (mentee), beginning on _____ and ending _____.

Purpose

The purpose of this working relationship is to enhance the professional education and development of the mentee in the discipline of applied sport psychology. This is an educational, collegial relationship, not a supervisory relationship. The mentee will practice only within the scope of his or her education, training, experience, licensure, and the ethical standards of his or her profession, and laws of his or her state or country. The mentee will work only with those clients and employ only those techniques that he or she would be qualified to work with even if he or she had not obtained this mentorship. Therefore, the mentor shall have no direct or indirect responsibility for the services performed, for the procedures and techniques employed by the mentee, and for the effects on clients.

The educational content of the mentorship shall include such topics as psychological research and theory related to applied sport psychology, assessment methods, intervention techniques, planning, executing, and evaluating interventions, development and marketing of a practice, the business of sport psychology, ethical issues, case reviews, and other relevant topics agreed upon by both parties.

The mentee agrees to:

1. When appropriate, hold and maintain a valid state license appropriate to his or her profession.
2. Obtain and maintain membership in the Association for Applied Sport Psychology (AASP).
3. Read, understand, and abide by the AASP Ethical Principles and Standards.
4. Hold and maintain appropriate and sufficient malpractice insurance

5. Provide the mentor with copies of current license, malpractice face sheet, and current curriculum vita.
6. At the beginning of the mentorship, provide the mentor with a list of learning objectives, to be mutually reviewed and agreed upon.
7. To provide the mentor with an agenda in advance or at the beginning of each meeting and to provide any supportive materials in advance of the scheduled meeting.
8. To maintain an ongoing log of consultation hours, topics and cases covered, as well as hours of client contact.
9. To provide feedback to the mentor regarding satisfaction and effectiveness of the mentorship on an ongoing basis. To communicate any problems or dissatisfactions with the mentored experience or mentor as quickly as possible so as to resolve any problems quickly and effectively.

The mentor agrees to:

1. Maintain their listing in the Registry of Approved Mentors, and abide by the AASP Ethical Principles and Standards.
2. Provide general guidance to the mentee regarding continued professional career development as well as practice development.
3. Provide education, guidance, and instruction regarding applied sport psychology knowledge, assessments, tools, and techniques.
4. Assist the mentee in self-evaluation of applied sport psychology knowledge and techniques and setting of learning goals.
5. Provide the mentor with frequent and immediate feedback regarding his or her understanding and application of sport psychology techniques and adherence to the AASP Ethics Code.
6. Maintain a record of consultations including hours and topics covered.
7. Complete appropriate forms and verification of mentorship hours, as requested by the Certification Council.

Both mentor and mentee agree to:

1. Schedule consultations in advance and maintain time and scheduling commitments to one another.
2. Treat all information pertaining to clients with utmost respect to their privacy and confidentiality.
3. Provide one another with feedback regarding the mentorship process.

Fee Structure and Payment of Fees

Mentoring fees are charged at _____ per session. A session is approximately one hour. If the mentee chooses to use less time, the same charge is applied. The mentee will provide the mentor with credit card information that will be kept on file for the duration of the working relationship. The mentor will submit appropriate charges at the conclusion of each mentoring session. Once a session is scheduled, the mentor requires a 24-hour notification of cancellation if mentee cancels a scheduled session. Notification of cancellation should be left on the mentor’s voicemail _____ (not email) anytime 24/7. If the required 24-hour notification is not provided, the session will be charged at the regular rate.

Termination of Agreement

This agreement shall terminate on the date agreed upon, although it will be subject to extension or renewal with the mutual agreement of both parties.

The agreement shall automatically and immediately terminate if the mentee violates any aspects of the AASP Ethics Code or other conditions required by this agreement.

Either party may terminate this agreement, without reason, by providing a one-week notice to the other party.

Mentor

Mentee

Signature _____

Signature _____

Date _____

Date _____

Mentor Name _____

Mentee Name _____

Mentor Address _____

Mentor Phone _____

Mentor Email _____

Prepared and respectfully submitted by the
Mentoring Committee, AASP Certification Council

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