

## Appendix 2: SPORT PSYCHOLOGY JOB TASK ANALYSIS & DRAFT TEST SPECIFICATIONS

### Sport Psychology Job Task Analysis

Applied sport psychology practitioners employ an evidence-based understanding of the psychology of human performance to conceptualize and enhance the expression or improvement of performance, holistic well-being, and social functioning.

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<sup>1</sup> This document describes a common sport psychology process. The authors recognize that some of the tasks delineated herein may be performed simultaneously, cyclically or in a different order as appropriate to the specific situation, client, performer(s) or performance environment.

#### **Domain I – Rapport, Roles and Expectations (13%)**

T-1 Establish and maintain rapport with the client/performer(s).

The effective performance of this task requires knowledge of:

- K-1 Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)
- K-2 Techniques for promoting client/performers' self-awareness
- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))
- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques

T-2 Explain the professional/consultant role within the specific setting or system with clients and important others.

The effective performance of this task requires knowledge of:

- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)

- K-8 Conceptual orientations (e.g., resonance, cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory

T-3 Explain what is expected of the client/performer(s).

The effective performance of this task requires knowledge of:

- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-6 Developmentally appropriate communication techniques
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)

T-4 Explain/describe the consulting process.

The effective performance of this task requires knowledge of:

- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-12 Application of counseling and consulting theory to performance

T-5 Discuss and/or clarify the consulting process (e.g., Informed consent, documentation, contract, confidentiality, limits of availability) to help clients make informed decisions.

The effective performance of this task requires knowledge of:

- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)

- K-6 Developmentally appropriate communication techniques
- K-13 Purpose/function of documents that pertain to the consulting process

## **Domain II – Assessment (16%)**

- T-6 Obtain and summarize individual, team/group and organizational assessment data and information pertaining to performance via interviews, direct observation, the administration of questionnaires and standardized tests, collaboration with other professionals, etc.. Assessment includes but is not limited to:
- Observing performance
  - Obtaining a sport history
  - Obtaining collateral assessment data and information
  - Determining important factors in the performance environment (e.g., organizational characteristics (leadership, culture, dynamics), relationships with coaches)
  - Identifying personal characteristics (e.g., family, SES, social values, personality, cognitive ability, motivation)
  - Identifying perceived individual and organizational strengths and weaknesses
  - Obtaining a health and injury history
  - Identifying significant life events that may be affecting performance
  - Identifying/assessing client beliefs and biases about sport psychology

The effective performance of this task requires knowledge of:

- K-1 Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-14 Available tests and measures and their appropriate selection and uses
- K-15 Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral

- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-25 Neuropsychology of performance
- K-26 Performance psychophysiology

**Domain III – Goals, Outcomes and Planning (20%)**

- T-7 Integrate and evaluate assessment data within a theoretical framework of performance excellence, evidence-based practice and professional judgment.

The effective performance of this task requires knowledge of:

- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-14 Available tests and measures and their appropriate selection and uses
- K-16 Multi-cultural and diversity issues
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-25 Neuropsychology of performance
- K-26 Performance psychophysiology
- K-27 Theories of performance excellence

- T-8 Collaborate with the client/performer(s), and when appropriate, members of the performance team (e.g., coaches, colleagues, and other professionals) to formulate a plan to determine and prioritize goals and desired outcomes.

The effective performance of this task requires knowledge of:

- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-15 Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
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- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-25 Neuropsychology of performance
- K-26 Performance psychophysiology
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)
- K-30 Theories of learning effectiveness (e.g., how information is absorbed, processed and retained)

T-9 Identify personal and systemic resources and barriers related to the achievement of goals and desired outcomes.

The effective performance of this task requires knowledge of:

- K-2 Techniques for promoting client/performers' self-awareness
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
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- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles

#### **Domain IV – Implementation (35%)**

T-10 Implement a performance plan combining awareness, education and action to facilitate achievement of desired outcomes.

The effective performance of this task requires knowledge of:

- K-1 Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)
- K-2 Techniques for promoting client/performers' self-awareness
- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))

- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
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- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)

T-11 Implement a performance plan providing and obtaining feedback as the client/performer(s) work toward achieving the goals and desired outcomes.

The effective performance of this task requires knowledge of:

- K-2 Techniques for promoting client/performers' self-awareness
- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations)

- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
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- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
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- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)
- K-31 Techniques for group facilitation



## Domain V – Evaluation (11%)

- T-12 Assess progress, reset goals and/or revise implementation strategies and techniques either as part of a continuing process/relationship (e.g., on continuing basis, yearly, season-by-season) or as part of assisting clients in making progress towards established goals.

The effective performance of this task requires knowledge of:

- K-1 Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)
- K-2 Techniques for promoting client/performers' self-awareness
- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))
- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-12 Application of counseling and consulting theory to performance
- K-13 Purpose/function of documents that pertain to the consulting process
- K-14 Available tests and measures and their appropriate selection and uses
- K-15 Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles

- K-25 Neuropsychology of performance
- K-26 Performance psychophysiology
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)
- K-31 Techniques for group facilitation
- K-32 Methods of evaluating consultant effectiveness (e.g., peer approaches, self-report, engagement)
- K-33 Program evaluation methods
- K-34 Elements of a performance report

T-13 When possible and appropriate, obtain feedback from clients/performer(s) on consultant effectiveness.

The effective performance of this task requires knowledge of:

- K-2 Techniques for promoting client/performers' self-awareness
- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-12 Application of counseling and consulting theory to performance
- K-13 Purpose/function of documents that pertain to the consulting process
- K-14 Available tests and measures and their appropriate selection and uses
- K-32 Methods of evaluating consultant effectiveness (e.g., peer approaches, self-report, engagement)
- K-33 Program evaluation methods

T-14 When ethically appropriate, obtain feedback from coaches/leadership regarding performer utilization of mental skills training and consultant effectiveness.

The effective performance of this task requires knowledge of:

- K-1 Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)

- K-2 Techniques for promoting client/performers' self-awareness
- K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-21 Coaching techniques and effectiveness
- K-31 Techniques for group facilitation
- K-32 Methods of evaluating consultant effectiveness (e.g., peer approaches, self-report, engagement)
- K-33 Program evaluation methods
- K-34 Elements of a performance report

T-15 Consolidate progress and conclude the professional relationship when appropriate based upon client and/or professional opinion.

The effective performance of this task requires knowledge of:

- K-2 Techniques for promoting client/performers' self-awareness
- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-15 Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)
- K-34 Elements of a performance report

**Domain VI – Professional Issues (5%)**

T-16 Certified practitioners engage in activities to maintain and enhance professional competence.

The effective performance of this task requires knowledge of:

K-35 Available training, education and continuing education programs and opportunities

T-17 Certified practitioners practice in a manner consistent with applicable laws, regulations and the *AASP Code of Ethical Principles and Standards*.

The effective performance of this task requires knowledge of:

K-36 The *AASP Code of Ethical Principles and Standards*

T-18 Certified practitioners engage in a process of self-reflective practice that includes a process of continuous learning.

The effective performance of this task requires knowledge of:

K-35 Available training, education and continuing education programs and opportunities

K-37 Systematic reflective practice

T-19 Certified practitioners recognize their own biases, stereotypes and misconceptions to prevent them from interfering with their relationships with clients/performer(s).

The effective performance of this task requires knowledge of:

K-16 Multi-cultural and diversity issues

T-20 Certified practitioners recognize the limits of their knowledge and skills and accordingly refer clients/performers to, or seek collaboration with other qualified professionals, as necessary.

The effective performance of this task requires knowledge of:

K-7 Components of the professional/consultant role (e.g., boundaries of competence)

K-19 Techniques for identifying possible physical and mental health conditions requiring referral

T-21 Certified practitioners engage in activities that enhance their knowledge and skills that relate to their supervision of professional colleagues seeking certification.

The effective performance of this task requires knowledge of:

K-35 Available training, education and continuing education programs and opportunities

K-38 Roles, responsibilities and techniques of professional supervision and mentoring

### **Knowledge Statement Summary**

The effective performance of these various tasks require knowledge of:

K-1 Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)

K-2 Techniques for promoting client/performers' self-awareness

K-3 Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))

K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)

K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)

K-6 Developmentally appropriate communication techniques

K-7 Components of the professional/consultant role (e.g., boundaries of competence)

K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)

K-9 Systems theory

K-10 Intervention research and its applications

K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)

K-12 Application of counseling and consulting theory to performance

K-13 Purpose/function of documents that pertain to the consulting process

K-14 Available tests and measures and their appropriate selection and uses

K-15 Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)

K-16 Multi-cultural and diversity issues

K-17 Leadership development theory and application

- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-25 Neuropsychology of performance
- K-26 Performance psychophysiology
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)
- K-30 Theories of learning effectiveness (e.g., how information is absorbed, processed and retained)
- K-31 Techniques for group facilitation
- K-32 Methods of evaluating consultant effectiveness (e.g., peer approaches, self-report, engagement)
- K-33 Program evaluation methods
- K-34 Elements of a performance report
- K-35 Available training, education and continuing education programs and opportunities
- K-36 *The AASP Code of Ethical Principles and Standards*
- K-37 Systematic reflective practice
- K-38 Roles, responsibilities and techniques of professional supervision and mentoring