



# CANDIDATE HANDBOOK

Certified Mental Performance Consultant®  
(CMPC®) Certification Program

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# Introduction

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## About the Association for Applied Sport Psychology (AASP)

Founded in 1985, the Association for Applied Sport Psychology (AASP) is the leading organization for sport and performance psychology professionals, including Certified Mental Performance Consultants® (CMPC), who work with athletes, coaches, non-sport performers (i.e., dancers and musicians), exercisers, business professionals, and tactical occupations (i.e., military personnel, firefighters, and police officers) to enhance their performance from a psychological standpoint.

## Mission Statement

AASP is an international, multidisciplinary, professional organization with almost 3,000 members in 50+ countries worldwide, with backgrounds in a variety of areas including sport science, social work, counseling and clinical psychology.

AASP promotes the development of science and ethical practice in the field of sport psychology and offers certification (CMPC®) to qualified individuals who have completed a combination of educational and work requirements and successfully pass a certification exam.

## About the Certification Council

The Certification Council was established and launched in 2017 as a functionally autonomous component of AASP. While AASP encompasses a wide and diverse body of knowledge in applied sport psychology, practice as a CMPC® represents a mastery of a distinct and specialized body of knowledge within the practice of applied sport/performance psychology.

The Council was established by AASP to promote the highest standards of applied sport psychology practice through the development, implementation, coordination and evaluation of all aspects of the certification and certification renewal processes.

The Council is solely responsible for establishing, reviewing, and overseeing implementation of the certification program. The Council has the sole authority to establish certification program policies including certification eligibility requirements; recertification requirements; grievance and disciplinary policies; examination development, content, administration, and scoring; the appointment and oversight of subject matter expert committees and panels; and the establishment of Council meeting processes. The Council is responsible for governance and oversight of the CMPC® certification program.

## Certification Scope

Certification as a Certified Mental Performance Consultant® (CMPC®) demonstrates to clients, employers, colleagues, and the public at large that a certified individual has met the highest standards of professional practice, including completing a combination of educational and work requirements, successfully passing a certification exam, agreeing to adhere to ethical principles and standards, and committing to ongoing professional development. These individuals have obtained objective validation

of their expertise in helping clients develop and use mental, life, and self-regulatory skills to optimize performance, involvement, enjoyment, and/or personal development in sport or other domains (e.g., performing arts, military).

CMPCs are individuals with a master's or doctoral degree in sport science, psychology, or a closely related field who have met specific course requirements and have completed an extensive, mentored applied experience. The disciplines included within the sport psychology field applicable to those holding the CMPC® designation include: clinical psychology, educational psychology and clinical mental health counseling, social work, industrial-organizational psychology, and sport psychology from a sport science basis. A CMPC may work with a wide variety of participants in sport and performance. Some examples include: youth sport through elite level coaches and administrators; youth sport, high school, college, and elite level athletes; athletes with disabilities; recreational athletes; injured athletes; athletic trainers; non-sport performers (dancers, musicians); high-risk occupations (military, firefighters, police); and business professionals. In 2020, there were CMPCs providing these services in 15+ countries around the world.

The CMPC certification process encourages professionals who complete it to maintain high standards of professional conduct while providing service to others.

Individuals who are certified may use the letters CMPC after their name and highest university degree. While the CMPC® designation signifies the highest standard of education and training in the psychological aspects of sport science, it does not designate the individual as a "sport psychologist." Requirements for providing psychological services are determined by individual state, provincial, and/or territorial licensing boards.

## **What is Certification?**

Professional certification is different than a training or educational program. Training programs offer a certificate of attendance when an individual completes the coursework, but they do not generally award a credential or require ongoing recertification. The CMPC® certification program was developed using a nationally recognized process to define the roles and responsibilities within sport psychology. Individuals who meet the eligibility requirements and pass the exam are granted use of the CMPC® credential.

## **Benefits of CMPC® Certification**

- **Certification promotes quality**

- Certification helps the public understand the importance of using mental performance consultants who have the background and training to provide quality services.
- AASP and the Certification Council have a strong commitment to support quality among mental performance consultants, and each person working in the field has a professional obligation to become certified and promote certification with our colleagues and students.
- Certification provides a system through which experienced consultants can be recognized as having passed a rigorous examination.
- AASP certification is a prerequisite to being placed on the USOC Registry that allows mental performance consultants to work with US Olympic athletes and teams.

- **Certification provides a quality service to the public**

- Individuals can go to the AASP website to find a qualified consultant to meet their needs and to better understand the qualifications they should look for when selecting a consultant.
- Each professional who wants to promote AASP and applied sport psychology has a professional obligation to this public service function of certification.

- **Certification helps increase consulting opportunities for certified consultants**

- As more people become certified, AASP's marketing efforts will become more meaningful and effective.
- As certified mental performance consultants become more visible:
  - Consumers will learn that sport psychology has something beneficial to offer them (e.g., help them perform better, enhance enjoyment, increase adherence, improve interpersonal relationships, reduce injuries and promote healing).
  - Individuals seeking consultation will look for a sport/performance exercise psychology consultant who is CMPC certified.
  - The public will look to AASP as a leader in the field

## Section One: How to Apply for Certification

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### Eligibility

The Certification Council has developed requirements for eligibility to ensure that the application process is fair and impartial for all applicants. Each eligibility requirement has been established to ensure that individuals certified by the Council have an acceptable level of knowledge and the skills needed to provide applied sport psychology services as defined in the scope of the certification program. In establishing these requirements, the Council acknowledges that a combination of both applied experience and demonstrated knowledge are essential for individuals earning the CMPC® credential.

All candidates for certification must meet all of the eligibility requirements established by the Council in effect at the time of application for certification. Candidates cannot earn certification without passing the certification exam. These requirements are effective October 1, 2017.

### Standard Application Requirements

All candidates must either meet the following criteria, or the Experience Practitioner Pathway criteria, to earn the CMPC® credential:

#### 1. *Degree*

Applicants must have earned a master's or doctoral degree from a regionally-accredited institution of higher education (or non U.S. equivalent) in an area clearly related to sport science or psychology.

#### 2. *Coursework*

Applicants must have completed coursework/educational experiences from a regionally-accredited institution of higher education (or non U.S. equivalent) for university credit, or courses offered by AASP, to fulfill each of the required knowledge areas listed in the table below. A minimum of one course/educational experience is required for each of the knowledge areas. It is expected that the course/educational experience will be of sufficient length, breadth, and depth as that of a 3-credit semester course/educational experience in the U.S. higher educational system. However, it is likely that more than a single course in each area will be needed to adequately prepare applicants for the exam.

Effective June 1, 2018 coursework/educational experience is required to fulfill K8. Graduate-level credit must be completed in the knowledge areas designated with an asterisk (\*). Undergraduate-level credit can be used to fulfill the knowledge area requirements, but must be designated as upper-division (i.e., junior/senior level) by the university. Pass/fail courses are not eligible (unless documentation provided indicates coursework/educational experience was not offered for a grade). A single course/educational experience cannot be used to fulfill more than one knowledge area.

Approval of coursework is based on the content of the courses and the degree to which the completed coursework has sufficiently exposed the applicant to the knowledge areas.

Candidates may email up to 2 course descriptions/syllabi to [aaspcertificationcouncil@gmail.com](mailto:aaspcertificationcouncil@gmail.com) to get a soft coursework review ahead of formal submission of your application. AASP recommends first looking at the Standard Application's bulleted lists below each Knowledge Area for help determining what goes where, then use those 2 asks on your most uncertain classes/K Areas. The Standard Application can be found on the Application Forms page of the AASP website: <https://appliedsportpsych.org/certification/application-forms/>

## Knowledge Areas

KNOWLEDGE AREAS
<p><b>K1. Professional Ethics and Standards*</b></p> <p><i>Studies in this area provide an understanding of the ethics and standards related to professional practice. This does not include the ethics of sport participation. Content of coursework/educational experiences in this area includes, but is not limited to, the following:</i></p> <ul style="list-style-type: none"> <li>• Ethical standards of professional practice (e.g., AASP ethics code, APA ethics code, ACA ethics code)</li> <li>• Ethical/legal issues and their application to various professional activities (e.g., psychological testing, consulting, group work, research)</li> <li>• Guidelines for evaluating and resolving ethical/legal dilemmas and decision making as a helping professional</li> <li>• Professional orientation to sport psychology, including professional roles and functions, professional preparation standards, credentialing, and professional organizations</li> </ul>
<p><b>K2. Sport Psychology*</b></p> <p><i>Studies in this area provide an understanding of the theory, research, and practice of sport psychology. Content of coursework/educational experiences in this area includes, but is not limited to, the following:</i></p> <ul style="list-style-type: none"> <li>• Theoretical foundations of the psychological processes that influence human performance in athletic settings</li> <li>• Empirical survey of the psychological factors related to performance and participation in sport and exercise settings</li> <li>• Psychological techniques and strategies to enhance performance in sport and other domains (e.g., performing arts, military)</li> <li>• Psychological theories and applied considerations related to injury in sport, team dynamics, youth sport, and athletic coaching</li> </ul>
<p><b>K3. Sport Science</b></p> <p><i>Studies in this area provide an understanding of the physiological, biomechanical, motor, sociocultural, and philosophical bases of behavior in sport. This does not include coursework in sport psychology, exercise psychology, or social psychology in sport. Content of coursework/educational experiences in this area includes, but is not limited to, the following:</i></p> <ul style="list-style-type: none"> <li>• Physiological principles relevant to the effect of exercise on human functioning and performance</li> <li>• Biomechanical foundations of human movement and athletic performance</li> <li>• Motor control processes and mechanisms underlying the learning and performance of motor skills</li> <li>• Sociocultural perspectives on sport (e.g., gender, race, economics, politics)</li> </ul>

- Historical foundations and philosophical questions related to the development of sport and physical activity programs

#### **K4. Psychopathology**

*Studies in this area provide an understanding of abnormal human behavior. Content of coursework/educational experiences in this area includes, but is not limited to, the following:*

- Theories of psychopathology and etiology of mental disorders
- Assessment of psychopathology
- Diagnosis of abnormal human behavior
- Counseling strategies for ameliorating psychopathology

#### **K5. Helping Relationships\***

*Studies in this area provide an understanding of helping and consulting processes. Content of coursework/educational experiences in this area includes, but is not limited to, the following:*

- Counseling and consultation theories
- Basic listening, interviewing, assessment, and counseling/consulting skills
- Helper and client characteristics and behaviors that influence professional helping relationships (e.g., age, gender, ethnic differences; verbal and non-verbal behaviors; personal characteristics, orientations, and skills)
- Supervised practical in counseling, clinical, or consulting psychology

#### **K6. Research Methods and Statistics\***

*Studies in this area provide an understanding of research methodology and statistical analysis. Content of coursework/educational experiences in this area includes, but is not limited to, the following:*

- Basic types of research methods and design (e.g., qualitative, quantitative)
- Issues related to tests and measurement (e.g., reliability, validity)
- Descriptive techniques, inferential statistics, and parametric procedures
- Ethical application of research methods and analyses

#### **K7. Psychological Foundations of Behavior**

*Studies in this area provide an understanding of the biological, cognitive, affective, social, and individual difference bases of behavior. This does not include coursework that focuses on sport- or exercise-specific principles (e.g., exercise psychology, motivation in sport, sociology of sport, sport psychology, social psychology of sport). Content of coursework/educational experiences in this area includes, but is not limited to, the following:*

*. Content of coursework/educational experiences in this area includes, but is not limited to, the following:*

- Fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, and psychopharmacology
- Theories of cognition and affect and an examination of how various aspects of thinking and feeling influence behavior
- Survey of social influences (e.g., group processes, persuasion, prosocial behavior) and impact on behavior
- Theories of personality, individual difference, and human lifespan development
- Concepts in positive psychology (e.g., mindfulness, flow, grit) and factors that enhance meaning and well-being

**K8. Diversity and Culture\*** (effective June 1, 2018)

*Studies in this area provide an understanding of diversity, multiculturalism, and cultural awareness. This does not include a single context, or population specific, diversity course (i.e., gender and sport, disability in sport). Content of coursework/educational experiences in this area includes, but is not limited to, the following:*

- Conceptual frameworks for sociopolitical and cultural factors that impact human behavior
- Dimensions of personal identity and individual differences (e.g., race, ethnicity, sexual orientation) that influence the professional helping relationship
- Intervention strategies for addressing needs of individuals from unique racial/ethnic backgrounds, religious affiliations, gender identity, etc.
- Culturally-competent approaches to counseling and consultation

**3. Mentored Experience**

Applicants must have completed mentored experience hours as outlined below. Mentored experiences can be completed during the applicant's graduate education or as a post-graduate experience. Only time spent in eligible activities can be counted toward the mentored experience hours. Mentors for the mentored experience must be approved to provide mentorship by the Certification Council. It is the applicant's responsibility to ensure that mentors for their mentored experience are approved by the Council. See details regarding eligible activities and the Registry of Approved Mentors in the Definitions section below.

**Mentored Experience Requirements****Mentored Experience Requirements**

In addition to coursework, documentation of having completed a 400-hour mentored experience will be required of those individuals who apply to sit for the certification exam as follows:

**Minimum of 400 total hours of mentored experience:**

- Minimum of 200 of total hours (Direct Client Contact, Support Activities, and/or Mentorship) must be spent with sport populations.
  - "Sport" includes skillful, effortful physical activity engaged in by individuals, groups, or teams in which they compete athletically against one another, in relation to a defined performance standard, and based on explicit rules of engagement.
  - All other populations (exercisers, performing artists, military service organizations, high-risk occupations, etc.) are "non-sport" populations.
  - A minimum of 100 of these 200 hours must be spent in Direct Client Contact (see definition below) with sport populations; a minimum of 25 of these 200 hours must be spent in Mentorship (see definition below) with sport populations, at least 15 of which must be face-to-face mentorship (see definition below) and at least 5 of which must be direct knowledge of services (see definitions below).

**Minimum of 200 hours spent in direct client contact:**

- Time spent in in-person contact with individuals (e.g., athlete, coach, exerciser, performing artist, soldier) or groups (e.g., sport team, coaching staff, fitness class, dance troupe, military unit) working on mental skills to optimize performance involvement, enjoyment, and/or

personal development. Activities include individual consultation, group facilitation and consultation, psychoeducational workshops, and team-building exercises.

**Maximum of 150 hours spent in support activities:**

- Time spent in activities that pertain to individual or group clients, but do not involve direct client contact. Activities include onsite observation of individual or group clients, record keeping and report writing, reviewing case notes or video/audio recordings, researching and preparing materials for intervention sessions, assessment scoring and interpretation, and case management (e.g., referral, consultation with other professionals).

**Maximum of 10 hours spent in group mentorship:**

- Group mentoring is a process where a mentor, listed in the [Registry of Approved CMPC® Mentors](#), meets with ***no more than 10 mentees in a group*** to enhance each mentee's professional functioning and to monitor the provision of their mental performance services. Group mentoring is expected to be coupled with individual contact.
- For those utilizing a group mentorship option, ***up to 10 hours of the mentored experience can be group mentoring if these requirements are met***. Please note that group mentoring is not eligible for Direct Knowledge of Services hours.

**Effective May 2021: This policy goes into effect June 1, 2021. However, trainees who are already accruing mentored hours will have until July 1, 2022 to complete their mentored experience hours without being held to this new policy.**

**Minimum of 50 hours of mentorship:**

- 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. Time spent in mentorship can include in-person meetings (i.e., mentee and mentor are physically present in the same location), distance meetings (i.e., mentee and mentor are not in the same location and interact through a synchronous audio and/or video format), electronic communication (e.g., email), and the mentor's direct knowledge of the mentee's services. The mentor shall base the intensity of mentorship on the mentor's professional judgment of the mentee's credentials, years of experience, and the complexity of the cases with which the mentee works.
- Minimum of 40 hours of face-to-face and/or electronic mentorship. A minimum of 30 of these hours must be face-to-face mentorship, and the remaining 10 hours may be face-to-face or electronic mentorship.
  - ***Face-to-face mentorship*** is defined as mentorship in which a mentee meets with a mentor either in-person or from a distance via synchronous video and audio technology (e.g., Skype, FaceTime) that approximates in-person contact (e.g., mentor and mentee are able to attend to verbal and non-verbal behavior).
  - ***Electronic mentorship*** is defined as mentorship in which the mentee and mentor communicate with each other in a manner that does NOT meet the definition of face-to-face mentorship above (e.g., telephone, email, texting).
- 10 hours of direct knowledge of services. While more hours of direct knowledge of services can be accumulated, only 10 hours are allowed to be counted toward the 50 hours of mentorship. ***Direct knowledge of services*** 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 real (i.e., non-simulated) 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. The particular modalities selected should be based on the mentor's consideration of: a) the mentee's level of experience, education, and knowledge, b) purpose of mentorship on the continuum from training to validation, c) legal requirements, d) ethical standards, e) the specific work environment, and f) availability and appropriateness of specific technical equipment.

The specific modalities required is dependent on the developmental level (novice or advanced) of the mentee. See Definitions section below for the novice and advanced mentee criteria. For novice mentees, 10 hours of audio recording, video recording, or live observation onsite or via distance video technology is required. For advanced mentees, 10 hours of samples provided to the mentor using an acceptable combination of the modalities listed above based on the judgment of the mentor is required.

	Time Spent with Sport Populations <sup>1</sup>	Time Spent with Non-Sport Populations <sup>2</sup>	Total Hours <sup>1</sup>
<b>Direct Client Contact</b>	100 hours (min)	0 – 100 hours	200 hours (min)
<b>Support Activities</b>	0 – 150 hours	0 – 150 hours	150 hours (max)
<b><u>Mentorship</u></b>	25 hours (min)	0 – 25 hours	50 hours (min)
<i>Face-to-face mentorship</i>	Minimum of 15 hours of face-to-face mentorship required		Minimum of 30 hours of face-to-face mentorship required
<i>Electronic mentorship</i>	Optional	Optional	Maximum of 10 hours may be electronic
<i>Direct knowledge of services</i>	Minimum of 5 hours of direct knowledge of services required		10 hours of direct knowledge of services required (additional hours are not countable)
<b>TOTALS</b>	200 hours (min)	0 – 200 hours	400 hours (min)

<sup>1</sup>Required hours

<sup>2</sup>Optional hours

#### 4. Ethics

Applicants must agree to adhere to the principals and standards of the AASP Ethics Code.

#### 5. Exam

Applicants must have obtained a passing score on the CMPC® Certification Exam. Applicants are eligible to take the exam following approval of the certification application that documents

satisfactory completion of the degree, coursework, and mentored experience requirements described above.

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## Definitions

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### Eligible Activities

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Only time spent in direct client contact, support activities, and mentorship in an applied sport/performance psychology setting are eligible to be counted toward the mentored experience hours. If in doubt, please provide detailed information and/or contact the Certification Council for clarification. Examples of activities that are considered eligible and ineligible for the required mentored experience include but are not limited to:

#### *Examples of eligible activities:*

- Working with individual athletes, performing artists, military personnel, and other relevant performers on performance-related issues (e.g., motivation, confidence, performance anxiety, arousal control, injury rehabilitation).
- Consulting directly with an athletic or performance team and teaching mental skills such as goal-setting, relaxation/activation, concentration, imagery, self-talk, and performance routines.
- Consulting with an administrator (e.g., athletic director, general manager) about how to effectively incorporate mental skills development programs into operating routines of the particular organization
- Serving as a consultant to a youth sports organization and educating parents, athletes, and/or coaches about healthy competition patterns, moral reasoning, and life skills.
- Working as an academic counselor and providing formal training (e.g., stress management, problem-solving, goal setting, time management) to athletes related to performance enhancement.
- Working as an intern in a corporation and providing exercise intervention programs to improve the psychological well-being of employees.

#### *Examples of ineligible activities:*

- Serving as an athletic coach, athletic trainer, or strength coach for a team.
- Working in an alcohol rehabilitation center that happens to have athletes or other performers as clients.
- Providing marital and family counseling to athletes, dancers, or soldiers and their family.
- Contracting with professional sports teams to do a psychometric work-up of players to make a psychological diagnosis.
- Being part of a general counseling practice treating an athlete or other performer for an eating disorder.
- While completing an internship in psychology, prescribing running as part of clinical therapy.
- While serving as an academic counselor, providing academic support services to athletes.
- As an intern hired by a corporation you use performance enhancement interventions to address mental health issues of their employees.

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### Direct Client Contact

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Time spent working with individuals or groups on mental, life, and self-regulatory skills to optimize involvement, enjoyment, performance, and personal development. In-person contact with individuals (e.g., athlete, coach, exerciser, performing artist, soldier) or groups (e.g., sport team, coaching staff, fitness class, dance troupe, military unit). Activities include individual consultation, group facilitation and consultation, psychoeducational workshops, and team-building exercises.

### Support Activities

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Time spent in activities that pertain to individual or group clients, but do not involve direct client contact. Activities include onsite observation of individual or group clients, record keeping and report writing, reviewing case notes or video/audio recordings, researching and preparing materials for intervention sessions, assessment scoring and interpretation, and case management (e.g., referral, consultation with other professionals).

### Mentorship

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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. Time spent in mentorship can include in-person meetings (i.e., mentee and mentor are physically present in the same location), distance meetings (i.e., mentee and mentor are not in the same location and interact through a synchronous audio and/or video format), electronic communication (e.g., email), and the mentor's direct knowledge of the mentee's services. The mentor shall base the intensity of mentorship on the mentor's professional judgment of the mentee's credentials, years of experience, and the complexity of the cases with which the mentee works. **Face-to-face mentorship** is defined as mentorship in which a mentee meets with a mentor either in-person or from a distance via synchronous video and audio technology (e.g., Skype, FaceTime) that approximates in-person contact (e.g., mentor and mentee are able to attend to verbal and non-verbal behavior). **Direct knowledge of services** 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.

### Advanced Mentee and Novice Mentee

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An advanced mentee meets the following criteria:

1. Has earned a master's or doctoral degree or is currently enrolled in a graduate program in an area clearly related to sport science or psychology.
2. Has accumulated more than 200 hours of direct client contact (i.e., time spent working with individuals or groups). Time could have been spent on working with individuals or groups to (a) optimize performance, involvement, enjoyment, or personal development and/or (b) improve mental health or psychological well-being. Activities could have included (a) individual consultation or counseling, (b) group facilitation, consultation, or counseling, (c) psychoeducational workshops, and/or (d) team-building exercises.

A novice mentee meets the following criteria:

1. Is currently enrolled in a graduate program or has earned a master's or doctoral degree in an area clearly related to sport science or psychology.

2. Has accumulated less than 200 hours of direct client contact (i.e., time spent working with individuals of groups).

### Registry of Approved Mentors

The [Registry of Approved Mentors](#) is a listing of certified and non-certified mentors who have been approved by the Certification Council to provide mentorship to applicants related to the mentored experience requirement.

*1. Certified mentors:* All CMPCs in good standing are listed in the Registry and approved by the Council to provide mentorship. To maintain their listing in the Registry, CMPCs are required to satisfy the recertification requirements every 5 years, including the completion of required continuing education in mentorship/supervision.

*2. Non-certified mentors:* Mentors who are not CMPCs can be listed in the Registry and approved by the Council to provide mentorship to applicants if they meet the criteria listed below. To maintain their listing in the Registry, non-certified mentors are required to renew their registration every 5 years and complete a minimum of 15 CEUs in professional practice areas, including 6 CEUs in the area of mentorship/supervision:

- completed a master's or doctoral degree from a regionally-accredited institution of higher education (or non U.S. equivalent) in an area clearly related to sport science or psychology
- have 5 or more years of experience post-graduation from qualifying master's or doctoral degree in which they have provided programs and/or services with participants in sport or other performance settings in which the focus was on helping clients develop and use mental, life, and self-regulatory skills to optimize performance, involvement, enjoyment, and/or personal development
- have accumulated substantial knowledge of the field of sport psychology and/or made significant contributions to the professional or public knowledge of the field as evidenced through participation in multiple activities pre- and/or post-graduation of qualifying master's or doctoral degree (i.e., completing sport psychology coursework/educational experiences, teaching sport psychology courses, attending/presenting at professional sport psychology conferences/seminars/workshops/clinics, belonging to sport psychology professional organizations, publishing sport psychology content, completing sport psychology grants/projects)
- have received formal training in mentorship/supervision and/or have extensive experience providing mentorship/supervision to mentees/supervisees
- have received mentorship, supervision, and/or peer consultation with regard to the provision of programs and/or services to sport or other performance populations throughout their career

All certificants are automatically listed in the Registry. New certificants are listed in the Registry immediately upon being approved for certification by the Council. Non-certified mentors must submit the [Registry of Approved Mentors Application Form](#) to be considered for listing in the Registry.

Applicants should confirm that mentors are listed in the Registry and approved by the Council before beginning their mentored experience and ensure that their mentors maintain their Registry listing throughout to avoid the risk of the accumulated hours not being eligible to be counted.

## **Experienced Practitioner Pathway**

### **1. Education**

Applicants must have earned a masters or doctoral degree from a regionally-accredited institution of higher education (or non U.S. equivalent) in an area clearly related to sport science or psychology. A transcript from the degree granting institution must be submitted.

### **2. Professional Experience**

Applicants must have ten or more years of extensive post-graduation (from their qualifying degree – either masters or doctoral) experience in applied sport psychology (50% of experiences must have been with sport populations). This experience requires a substantial amount of work in the provision of services with participants or coaches in sport, exercise, physical activity, military or other performance settings. Evidence of consultations, applied services, or supervised professional experiences (e.g., working as part of a “team” of mental performance consultants/psychologists where regular feedback and consultation was solicited) is required. Evidence of experience includes a curriculum vitae (CV) and either an employer verification letter or attestation of experience.

### **3. Knowledge of Field**

Applicants must have accumulated substantial knowledge and contributed to the professional or public knowledge of the field of sport psychology. This knowledge must be evidenced through participation in pre- and/or post-graduation (masters or doctoral) (a) sport psychology- related practice, (b) sport psychology coursework, (c) teaching of sport psychology courses, (d) attendance in or presentation of professional presentations/ seminars on sport psychology at professional meetings beyond the local level, (e) attendance at conferences/seminars/workshops/clinics in sport psychology, (f) active involvement in sport psychology professional organizations, and/or (g) sport psychology-related research/service grants or published projects. Acceptable evidence includes a CV that lists relevant publications, teaching, presentations, and other qualifying activities.

### **4. Mentorship/Supervision**

Applicants must submit support/recommendation forms providing evidence of having received mentorship, supervision, and/or peer consultation with regard to the provision of sport psychology services throughout one’s career. A minimum of three reference forms is required from experienced practitioners. It is required that at least one of these reference forms will be from an experienced practitioner who is either certified through AASP or approved to mentor via the Certification Council.

### **5. Ethics**

Applicants must agree to adhere to the principals and standards of the AASP Ethics Code.

### **6. Exam**

Applicants are eligible to take the exam upon Certification Council review and satisfactory completion/approval of the education, professional experience, knowledge of field, and

mentorship/supervision requirements described above. Applicants must obtain a passing score on the certification exam to become officially certified.

### **7. *Sun-setting of this Eligibility Requirement:***

This eligibility requirement will sunset on December 31, 2022 unless extended by the Certification Council at that time.

## **Eligibility Rationale**

Each eligibility requirement has been established to support the purpose of the credential and ensure that CMPC® certificants have an acceptable level of knowledge and skill needed to demonstrate sufficient competency and a commitment to safety.

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### **Degree**

A master's or doctoral degree is required because appropriate coursework is not offered in undergraduate degree programs and graduate-level coursework is necessary for classes at the practitioner level. The applicant's degree must be in an area clearly related to sport science or psychology as a result of the interdisciplinary nature of the profession. The degree requirement recognizes the advanced training and learning necessary in the specialized areas needed for competence in the field.<sup>1</sup>

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<sup>1</sup> McCullagh, P., Noble, J. M., & Portenga, S. T. (2014). Education for sport and exercise psychology. In J.L. Van Raalte and B.W. Brewer (Eds.), *Exploring sport and exercise psychology*. Washington, D.C.: American Psychological Association.

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### Coursework

Coursework requirements are tied to practice, identified in literature<sup>2</sup> related to the practice of sport psychology, and based on the knowledge areas identified during the job analysis study. Coursework requirements represent the interdisciplinary nature of the field. Ethics coursework is required to address the level of professional responsibility necessary for working with the client population.

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### Mentored Experience

Mentored experience ensures that experience hours are documented, that applicants have had direct contact with clients, and that applicants have had an opportunity to demonstrate their skills and abilities via modalities deemed appropriate based on the judgement of the mentor. Mentors are required to meet established qualifications.

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### Professional Experience & Knowledge of Field (for Experienced Practitioners Pathway)

Because degree programs that meet the coursework requirements have not always been available, it is important to provide an additional pathway toward certification for “Established Practitioners.” The Council has determined that at least 10 years of experience as an applied practitioner (post-graduation) as well as additional knowledge of, and contributions to, the field to allow these practitioners to be eligible to sit for the exam and become certified.

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### Ethics

All applicants are required to adhere to the AASP Ethics Code to ensure that certificants are held to a profession-specific ethical code.<sup>3</sup>

## AASP Membership

Membership in AASP is not required for certification.

## How to Apply

To apply for certification, complete and submit either the CMPC® Standard Application Form or the CMPC® Experienced Practitioner Application Form, which can be downloaded from [www.appliedsportpsych.org/certification/application-forms](http://www.appliedsportpsych.org/certification/application-forms). After you complete and submit your application with all required documentation, it will be reviewed and verified within 6-8 weeks. If the application is complete and approved, you will receive an email notification along with instructions for scheduling your examination appointment.

Applicants who fail to demonstrate that they meet all of the eligibility requirements will not be permitted to take the exam. The Council will specify the outstanding eligibility requirements and the timeline by which the requirements must be satisfied for your application to be approved. Please refer to <http://www.appliedsportpsych.org/certification/how-to-apply> for application instructions.

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<sup>2</sup> Ibid.

<sup>3</sup> J.P. Whelan, M. Hill, M. Ginley, & A.W. Meyers. (2014). Ethics in sport and exercise psychology. In J.L. Van Raalte & B.W. Brewer (Eds.), *Exploring sport and exercise psychology*. Washington, DC: American Psychological Association.

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## Incomplete Applications

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An application will be considered incomplete if any of the requested information is missing, illegible, or the appropriate fee is not included. Applications must be complete before they are processed and approved. Incomplete applications will not be reviewed.

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## Application Fees

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Application fee                \$375

Retest fee                      \$275

Application fees are not refundable. Applicants are solely responsible for ensuring that they are eligible to sit for the CMPC® examination prior to submitting the application to the Certification Council.

## Scheduling an Exam

The CMPC® exam is offered at testing sites across the United States and Canada as well as via live-online proctoring, which is available worldwide. A list of physical testing locations is available at: <https://www.scantron.com/test-site-cities/>. Learn more about the exam at <https://appliedsportpsych.org/certification/exam/>. Candidates are encouraged to apply for certification well in advance to ensure their choice of examination date and time will be available. Once your application has been approved you will receive instructions regarding scheduling your exam date.

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## Scheduling Deadline

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Once your application for testing has been approved, you must schedule and take the exam within 6 months.

## Verification

All applications will be reviewed and verification will be conducted for each eligibility requirement. Applicants must sign an attestation that the information on the application form and submitted with the application are complete and accurate.

The Certification Council reserves the right to verify any information submitted by an applicant and may contact education providers, mentors, employers, etc. to obtain verification as needed.

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## Education

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An official, sealed transcript, or electronic transcript provided directly from the university registrar's office, must be provided and will be reviewed to ensure degree requirements are met. Requiring an official, sealed transcript provides evidence that the degree requirement has been completed and protects against submission of altered or forged documents.

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### **Coursework**

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The official transcript will be reviewed to ensure all required coursework is documented and successfully completed.

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### **Mentored Experience**

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Completed mentored experience hours and verification forms will be reviewed. Forms must be complete and must include mentor contact information, mentor credentials/qualifications, and must be signed by the mentor. Completed forms provide verifiable evidence that all mentored experience requirements have been met.

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### **Ethics**

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Applicants must sign an attestation agreeing to adhere to the AASP Ethics Code. The attestation provides assurance that applicants have read, understood, and agreed to abide by the Ethics Code.

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### **Experienced Practitioner Pathway**

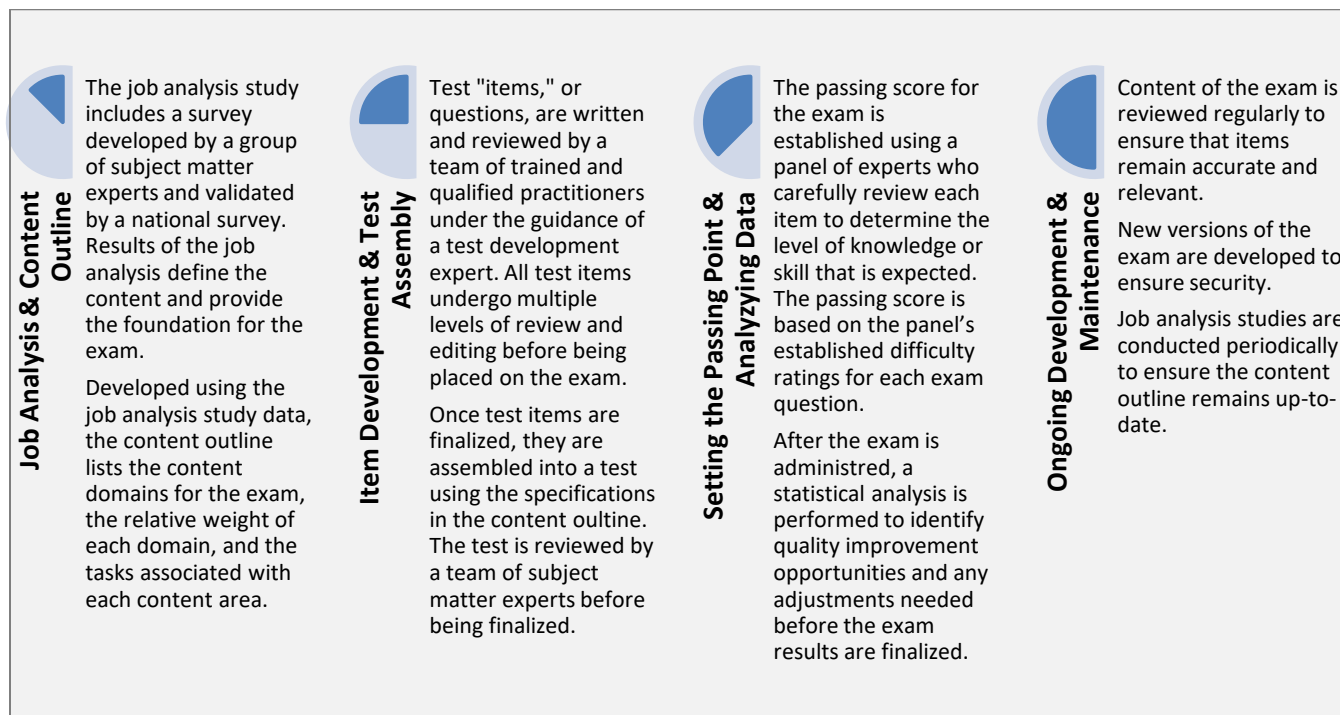
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Applicant CVs will be reviewed for adequate experience and relevant activities as defined by the Knowledge of Field requirements. CVs provide verifiable evidence that all experience requirements have been met.

## Section Two: Preparing for the Examination

### How the Exam Was Developed

The CMPC® examination was developed by a diverse group of subject matter experts in partnership with test development experts in a manner consistent with generally accepted psychometric principles and best practices for certification examination development using the process described below:



### Studying for the Exam

As the certification program governing body, it is within the Certification Council's role to develop and administer the certification examination to determine the qualifications of candidates for certification. The Certification Council does not develop, require, provide, approve, accredit, or endorse any specific study guides, review courses, or other examination preparation products.

The Certification Council does not accredit, approve, endorse, or recommend any education or training programs and/or products designed or intended to prepare candidates for certification. The Council has no involvement in the development or delivery of such programs or products.

### Examination Outline

The CMPC® exam is 115<sup>4</sup> multiple choice items. Candidates have 90 minutes to complete the exam. An initial job task analysis (JTA) identified and weighted six Task Domains (listed below) and component

<sup>4</sup> As with virtually all standardized tests (e.g., ACT, SAT, GRE, and other certification exams), it is best practice to include a small number of trial items on which psychometric data are obtained to improve future versions of the exam. Accordingly, 15 items on the CMPC® Certification Exam are trial items and do not count toward the score earned on the exam.

tasks that provided the foundation for the exam. A subsequent revision to the JTA retained the original six weighted Task Domains<sup>5</sup> (and tasks) and resulted in revised Test Specifications that include 15 Knowledge Groups<sup>6</sup> weighted within each domain<sup>7</sup>. Topics covered by the exam are listed below:

- Domain 1: Rapport, Roles and Expectations 13%
- Domain 2: Assessment 16%
- Domain 3: Goals, Outcomes and Planning 20%
- Domain 4: Implementation 35%
- Domain 5: Evaluation 11%
- Domain 6: Professional Issues 5%

## Task Domains

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

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#### *Tasks*

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- Establish and maintain rapport with the client/performer(s).
- Explain the professional/consultant role within the specific setting or system with clients and important others.
- Explain what is expected of the client/performer(s).
- Explain/describe the consulting process.
- Discuss and/or clarify the consulting process (e.g., informed consent, documentation, contract, confidentiality, limits of availability) to help clients make informed decisions.

#### *Relevant Knowledge Groups*

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O - TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS (6%)

E - ETHICS AND PROFESSIONAL ISSUES (2%)

D - CULTURE AND DIVERSITY (2%)

OTHER KNOWLEDGE GROUPS<sup>8</sup> (A, B, J; 3%)

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<sup>5</sup> Task Domains and component tasks were retained from the original Job Task Analysis (JTA). Weights for a given Task Domain also were retained from the original JTA and reflect the proportion of the Certification Exam that should assess that domain. That is, the domain weight reflects how many test items out of 100 items should assess a given domain. The task domain weights across all six domains sum to 100, reflecting the 100 items on the Certification Exam.

<sup>6</sup> Please see the listing of Knowledge Groups with Component Knowledge Statements that follow the listing of the Task Domains.

<sup>7</sup> Certified Mental Performance Consultant® Subject Matter Experts participated in a systematic quantitative process to weight the Knowledge Groups for each Task Domain. Weights for the Knowledge Groups within a Task Domain sum to the Task Domain weight and reflect, within a Task Domain, how many test items should assess a given Knowledge Group. The weights of all Knowledge Groups across all Task Domains sum to 100, again reflecting the 100 items on the Certification Exam.

<sup>8</sup> Remaining relevant Knowledge Groups that were weighted 1% or less (i.e., representing one or fewer test items) were clustered together.

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## Domain II – Assessment (16%)

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### *Tasks*

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- 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

### *Relevant Knowledge Groups*

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B - ASSESSMENT OF INDIVIDUALS, TEAMS/GROUPS, & ORGANIZATIONS (7%)

O - TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS (2%)

OTHER KNOWLEDGE GROUPS (A, C, D, E, G, J, N; 7%)

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

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### *Tasks*

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- Integrate and evaluate assessment data within a theoretical framework of performance excellence, evidence-based practice, and professional judgment.
- 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.
- Identify personal and systemic resources and barriers related to the achievement of goals and desired outcomes.

### *Relevant Knowledge Groups*

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G - FOUNDATIONAL PSYCHOLOGICAL THEORIES, MODELS, AND CONSTRUCTS (3%)

A - APPLICATION OF THEORIES AND PRINCIPLES OF COUNSELING AND CONSULTING (3%)

L - PERFORMANCE PSYCHOLOGY INTERVENTIONS (3%)

J - MENTAL SKILLS AND TOOLS RELATED TO PERFORMANCE (2%)

B - ASSESSMENT OF INDIVIDUALS, TEAMS/GROUPS, & ORGANIZATIONS (2%)

OTHER KNOWLEDGE GROUPS (D, F, H, I, K, M, O; 7%)

## Domain IV – Implementation (35%)

### Tasks

- Implement a performance plan combining awareness, education, and action to facilitate achievement of desired outcomes.
- Implement a performance plan providing and obtaining feedback as the client/performer(s) work toward achieving the goals and desired outcomes.

### Relevant Knowledge Groups

L - PERFORMANCE PSYCHOLOGY INTERVENTIONS (7%)  
 J - MENTAL SKILLS AND TOOLS RELATED TO PERFORMANCE (7%)  
 G - FOUNDATIONAL PSYCHOLOGICAL THEORIES, MODELS, AND CONSTRUCTS (4%)  
 A - APPLICATION OF THEORIES AND PRINCIPLES OF COUNSELING AND CONSULTING (3%)  
 O - TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS (2%)  
 I - LEARNING AND SKILL ACQUISITION (2%)  
 OTHER KNOWLEDGE GROUPS (B, C, D, E, F, H, K, M, N; 10%)

## Domain V – Evaluation (11%)

### Tasks

- 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 toward established goals.
- When possible and appropriate, obtain feedback from clients/performer(s) on consultant effectiveness.
- When ethically appropriate, obtain feedback from coaches/leadership regarding performer utilization of mental skills training and consultant effectiveness.
- Consolidate progress and conclude the professional relationship when appropriate based upon client and/or professional opinion.

### Relevant Knowledge Groups

F - EVALUATION OF CONSULTING AND PROGRAM EFFECTIVENESS (6%)  
 OTHER KNOWLEDGE GROUPS (A, B, E, O, 5%)

## Domain VI – Professional Issues (5%)

### Tasks

- Engage in activities to maintain and enhance professional competence.
- Practice in a manner consistent with applicable laws, regulations, and the *AASP Code of Ethical Principles and Standards*.
- Engage in a process of self-reflective practice that includes a process of continuous learning.
- Recognize own biases, stereotypes, and misconceptions to prevent interfering with relationships with clients/performer(s).
- Recognize the limits of own knowledge and skills and accordingly refer clients/performers to or seek collaboration with other qualified professionals as necessary.

- Engage in activities that enhance knowledge and skills that relate to supervision of professional colleagues seeking certification (required only for those providing mentorship/supervision).

### *Relevant Knowledge Groups*

E - ETHICS AND PROFESSIONAL ISSUES (3%)

OTHER KNOWLEDGE GROUPS (D, F; 2%)

## **15 Knowledge Groups (A - O)**

The relevant Knowledge Groups are listed below in alphabetical order by Group name with Weights<sup>9</sup> and Component Knowledge Statements<sup>10</sup>.

### **A APPLICATION OF THEORIES AND PRINCIPLES OF COUNSELING AND CONSULTING (8%)**

- Conceptual orientations (e.g., resonance, cognitive-behavioral, acceptance/mindfulness)
- Systems theory
- Change processes (e.g., trans-theoretical model, solution-focused brief therapy; theory of planned behavior)
- Application of counseling and consulting theory to performance

### **B ASSESSMENT OF INDIVIDUALS, TEAMS/GROUPS, & ORGANIZATIONS (11%)**

- Available tests and measures and their appropriate selection and uses
- Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)
- Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- Elements of a performance report written by a coach, personnel director, etc. about an athlete
- Other sources of assessment data (e.g., observation, reports, existing data bases such as season statistics, etc.)

### **C COACHING EFFECTIVENESS (3%)**

- Models of coaching, coaching methods and techniques, and evaluation of coaching effectiveness

<sup>9</sup> The weight for a Knowledge Group appears in parentheses following each group title. The weights indicate the number of exam items out of 100 items that target that knowledge group. The weights summed for all 15 knowledge groups equals 100, reflecting the 100 items on the exam.

<sup>10</sup> The component knowledge statements were taken from the original Job Task Analysis. Knowledge Groups were formed and knowledge statements were slightly revised by a group of Certified Mental Performance Consultant® (CMPC) Subject Matter Experts (SMEs). Two knowledge statements were deleted and three statements were added. A second group of CMPC® SMEs participated in a systematic quantitative process to weight the Knowledge Groups.

## **D CULTURE AND DIVERSITY (6%)**

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

## **E ETHICS AND PROFESSIONAL ISSUES (8%)**

- Components of the professional/consultant role (e.g., boundaries of competence)
- Purpose/function of documents that pertain to the consulting process
- Techniques for identifying possible physical and mental health conditions requiring referral
- The AASP Code of Ethical Principles and Standards

## **F EVALUATION OF CONSULTING AND PROGRAM EFFECTIVENESS (8%)**

- Methods of evaluating consultant effectiveness (e.g., peer approaches, self-report, engagement)
- Program evaluation methods
- Systematic reflective practice

## **G FOUNDATIONAL PSYCHOLOGICAL THEORIES, MODELS, AND CONSTRUCTS (9%)**

- Theories, models, and constructs from various sub-disciplines in psychology that inform practice (e.g., achievement goal theory, attribution theory, catastrophe model, cue utilization model, debilitating/facilitative anxiety principles, IZOF model, multidimensional anxiety model, reversal theory, learned helplessness, self-determination theory, self-efficacy theory, social cognitive theory, other theories of motivation)

## **H LEADERSHIP DEVELOPMENT (3%)**

- Theories and application of leadership development, personal leadership, and team/group leadership models and methods

## **I LEARNING AND SKILL ACQUISITION (3%)**

- Motor learning/biomechanics, skill acquisition, and execution
- Theories of learning effectiveness (e.g., how information is absorbed, processed, and retained)

## **J MENTAL SKILLS AND TOOLS RELATED TO PERFORMANCE (11%)**

- Mental skills (e.g., attentional focus, concentration, confidence, emotional control, energy management, mindfulness) and mental tools used to build skills (e.g., imagery, goal setting, relaxation strategies, self-talk) related to performance.
- Research on effectiveness of different mental skills for various demographics, settings, and physical skills

## **K NEUROPSYCHOLOGICAL BASES OF PERFORMANCE (2%)**

- Neuropsychology of performance
- Performance psychophysiology

## **L PERFORMANCE PSYCHOLOGY INTERVENTIONS (11%)**

- Techniques for promoting client/performers' self-awareness
- Intervention research and its applications
- Theories and frameworks of performance excellence
- Performance psychology interventions/methods (e.g., relaxation training, mindfulness training, goal setting, team building, brief interventions, on-site intervention, interventions targeting chaotic and/or high pressure situations, etc.)
- Techniques for group facilitation

## **M PHYSIOLOGICAL BASES OF PERFORMANCE (3%)**

- Physiological bases of sports/performance (e.g., preparation, recovery)
- Periodization and training cycles

## **N PSYCHOLOGY OF INJURY AND REHABILITATION (2%)**

- Psychology of injury and rehabilitation

## **O TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS (12%)**

- Techniques for establishing and maintaining rapport (e.g., active listening, presence in the performing environment, demonstrating interest, respecting boundaries)
- Techniques for establishing trust (e.g., clarification of roles, management of multiple relationships (e.g., teams, organizations))
- Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- Developmentally appropriate communication techniques

## Reference List

The following list of optional references may be helpful in preparing for the exam. The reference list reflects commonly used resources, however these resources are not required and are not intended to be all-inclusive.

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### K1: Professional Ethics and Standards

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American Psychological Association (2010). Ethical principles of psychologists and code of ethics.

Retrieved from: <http://www.apa.org/ethics/code/?item=6#310>

Association for Applied Sport Psychology Code of Ethical Principles and Standards (2017). Retrieved from: <http://www.appliedsportpsych.org/about/ethics/ethics-code/>

Etzel, E., & Watson II, J. (2014). *Ethical issues in sport, exercise and performance psychology*. Morgantown, WV. Fitness Information Technology:

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### K2: Sport Psychology

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Andersen, M. B. (Ed.) (2005). *Sport psychology in practice*. Champaign, IL: Human Kinetics.

Cox, R. H. (2011). *Sport psychology: Concepts and applications* (7th ed.). New York, NY: McGraw-Hill.

Tenenbaum, G., & Eklund, R.C. (Eds.) (2007). *Handbook of sport psychology* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons.

Williams, J.M., & Krane, V. (Eds.) (2015). *Applied sport psychology: Personal growth to peak performance* (7<sup>th</sup> ed.). New York, NY: McGraw Hill

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### K3: Sport Science

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American College of Sports Medicine (2017). *ACSM's guidelines for exercise testing and prescription* (10th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Bompa, T.O., & Haff, G.G. (2009). *Periodization: Theory and methodology of training* (5<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2012). *Physiology of sport and exercise* (5<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

Nattiv, A., Loucks, A.B., Manore, M.M., Sanborn, C.F., Sungot-Borgen, J., & Warren, M.P., (2007). American college of sports medicine position stand. The female athlete triad. *Medicine and Science in Sports and Exercise*, 39(10), 1867–1882.

Partridge, J. A., Brustad, R. J., & Stellino, M. B. (2008). Social influence in sport. In T. S. Horn (Ed.), *Advances in sport psychology* (3<sup>rd</sup> ed.) (pp. 269-295). Champaign, IL: Human Kinetics.

Schmidt, R.A., & Lee, T.D. (2011). *Motor control and learning: A behavioral emphasis* (5<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

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### K4: Psychopathology

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American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, DC: American Psychiatric Association.

Craighead, W.E., Miklowitz, D.J., & Craighead, L.W. (Eds.) (2013). *Psychopathology: History, diagnosis, and empirical foundations* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

- DiClemente, C. C., & Valesquez, M. M. (2002). Motivational interviewing and the stages of change. In W. R. Miller and S. R. Rollnick (Eds.), *Motivational interviewing: Preparing people for change* (2<sup>nd</sup> ed.) (201-216). New York, NY: The Guilford Press.
- Etzel, E.F. (Ed.) (2010). *Counseling and psychological services for college student-athletes*. Morgantown, WV: Fitness Information Technology.

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#### K5: Helping Relationships

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- Andersen, M.B. (2000). *Doing sport psychology*. Champaign, IL: Human Kinetics.
- Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Brooks/Cole.
- Halbur, D. A., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Meier, S.T., & Davis, S.R. (2011). *The elements of counseling* (7th ed.). Belmont, CA: Brooks/Cole.
- Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward*. New York, NY: HarperCollins Publishers

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#### K6: Statistics and Research Methods

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- Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2015). *Assessment procedures for counselors and helping professionals* (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Taylor, S.J., Bogdan, R., & DeVault, M.L. (2015). *Introduction to qualitative research methods: A guidebook and resource* (4<sup>th</sup> ed.). New York, NY: John Wiley & Sons.
- Thomas, J.R., Nelson, J.K., & Silverman, S.J. (2015). *Research methods in physical activity* (7<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

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#### K7: Psychological Foundations

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- Arvinen-Barrow, M., & Walker, N. (Eds.) (2013). *The psychology of sport injury and rehabilitation*. Abingdon, Oxon: Routledge.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*, 4(3), 359-373.
- Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.) (2016). *Handbook of emotions* (4th ed.). New York, NY: The Guilford Press.
- Baumeister, R. F., & Finkel, E. J. (Eds.) (2010). *Advanced social psychology: The state of the science*. Oxford: Oxford University Press.
- Bornstein, M. H., & Lamb, M. E. (Eds.) (2015). *Developmental science: An advanced textbook* (7<sup>th</sup> ed.). New York, NY: Taylor and Francis.
- Eysenck, M. W., & Keane, M. T., (2015). *Cognitive psychology: A student's handbook* (7th ed.). New York, NY: Psychology Press.
- Fingerman, K. L., Berg, C. A., Smith, J., & Antonucci, T. C. (Eds.) (2011). *Handbook of life-span development*. New York, NY: Springer Publishing Company.
- Pinel, J.P.J. (2014). *Biopsychology* (9th ed.). Boston, MA: Allyn & Bacon.

- Prochaska, J. O., Redding, C. A., & Evers, K. E. (2008). The transtheoretical model and stages of change. In K. Glanz, B. K. Rimer, and K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice* (pp. 99-121). San Francisco, CA: Jossey-Bass.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Thatcher, J., Jones, M. V., & Lavalley, D. (2012). *Coping and emotion in sport*. Abingdon, Oxon: Routledge.

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#### **K8: Diversity and Culture**

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- Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.) (2013). *Readings for diversity and social justice* (3<sup>rd</sup> ed.). New York, NY: Routledge.
- Cunningham, G. B. (2010). *Diversity in sport organizations* (2<sup>nd</sup> ed.). New York, NY: Routledge.
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## Section Three: Taking the Exam

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### What to Expect on Exam Day

Candidates are eligible to take the CMPC® exam after their application has been approved.

To provide a fair and consistent environment for all candidates, the exam is delivered using standardized procedures that follow strict security protocols. Candidates are required to follow all exam site rules at all times. Failure to follow these rules may result in termination of a candidate's testing session, invalidation of the candidate's exam score, and/or disciplinary action.

### Taking the Exam

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#### Identification

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Bring a current, government-issued photo identification (ID) with signature (driver's license, immigration card, passport, U.S. passport card, state ID card, or military ID card). You will NOT be admitted without proper identification. Candidates who fail to provide proper identification will be considered a no-show and will forfeit exam fees.

In addition to the government-issued photo ID with signature, some exam programs require a second form of identification. Please review the "Additional Examination-Specific Information" section in your confirmation notice to see if a second identification is required.

Original documents are required.

**Your first and last name on the confirmation notice must match the first and last name on your identification exactly.**

Nicknames are not acceptable.

If you have more than one last name or a suffix listed on your government-issued photo ID, the same last names must be reflected on the confirmation notice.

Presenting name change documentation (marriage license, etc.) at the testing center is not acceptable. Name change documentation must be submitted at least one (1) week prior to your testing appointment if needed.

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#### Exam Locations

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The CMPC® examination is delivered via computer-based testing at Scantron test sites in the United States and Canada as well as via live-online proctoring worldwide. Exam sites are listed at <https://www.scantron.com/test-site-cities/>.

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#### Rescheduling and Cancellations

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Examination fees cannot be refunded for cancellations received less than 24 hours in advance of the examination appointment. No refunds of exam fees are available once a candidate has taken the exam.

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### Exam Site Rules

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The following rules will be enforced on exam day:

- Report to your scheduled exam on time. Late arrivals may not be accommodated.
- You must present acceptable identification. The name on your exam application and the name on your ID must match. Please see the “Identification” section above.
- No study materials, documents, or notes of any sort are to be taken into the examination area. No materials may be removed from the examination area.
- You will be observed at all times during testing and should be aware that security procedures are in place and will be enforced.
- You may not bring any electronic devices, notes, or reading material into the examination area. Cell phones, backpacks, purses, and other personal items are not permitted. You are encouraged to leave these items at home when possible. Items brought to the test center will be placed in a secure area that is not accessible to you during the examination session.
- No questions concerning the content of the examination may be asked in the examination area before, during, or after the exam. Proctors are not qualified nor are they permitted to answer any questions about the content of the examination. Proctors may answer questions about processes (e.g., time limit) but cannot interpret or explain any information on the exam.
- You are expected to answer the exam questions independently. There is to be no sharing of information, teamwork, or any other collaborative relationship with another candidate during the exam. Any violation of this policy is considered to be cheating. Any candidate engaged in this behavior may be subject to score cancellation and may not be allowed to sit for future administrations of the exam. See the disciplinary policy for additional information.
- No exam questions are to be discussed during or after the exam administration. Any infraction of these terms is considered to be a violation of your ethical responsibilities and subject to the disciplinary policy. It is also a violation of copyright law and exam security requirements.
- You should dress comfortably. While all test sites strive to ensure the exam is given in a room that is neither too hot nor too cold, you should be prepared with appropriate layered attire. Sweaters and sweatshirts without pockets or hoods are permitted to be worn.
- No food or beverage is permitted in the examination area.
- You may not communicate with anyone except the proctor during the exam.
- You are not permitted to bring guests, including children, to the testing center.
- You should complete your exam quietly, without disturbing others.

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## Live-Online Proctored Exam Rules

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Please visit AASP's Scantron portal to learn more about live-online proctored exam scheduling and tech specifications: <https://stg.scantron.com/resources/lop-scheduling-and-testing-information-2/>

The candidate's computer must have webcam capability as well as a microphone and speakers, and the environment should be quiet to avoid distractions and to ensure that the online proctor can hear everything at the candidate's location.

Additional information about preparing for your exam (onsite or online) can be found at [https://www.scantron.com/programs/association\\_for\\_applied\\_sport\\_psychology/](https://www.scantron.com/programs/association_for_applied_sport_psychology/).

## Cheating

Individuals suspected of cheating will be subject to the disciplinary policies and procedures in Section 5 of this Candidate Handbook.

Any incidents of suspected cheating, violation of any AASP, Certification Council, and/or test site policies, disturbances, attempts to remove test materials or notes from the testing room, or other exam-related irregularities will be reported immediately. All serious incidents will be investigated. Testing irregularities may result in termination of a candidate's participation in the examination administration, invalidation of exam scores, or other disciplinary action.

AASP reserves the right to investigate any incident of suspected misconduct or irregularity.

## Copyright Information

All proprietary rights to the CMPC® exam, including copyright, are held by AASP. In order to protect the validity of the scores reported, candidates must adhere to strict guidelines regarding proper conduct in handling these copyrighted proprietary exam materials. The law strictly prohibits any attempt to reproduce all or part of the CMPC® exam. Such attempts may include, but are not limited to: removing materials from the testing room; aiding others by any means in reconstructing any portion of the exam; posting content on any discussion forum or website; and selling, distributing, receiving, or having unauthorized possession of any portion of the exam. Alleged copyright violations will be investigated and, if warranted, prosecuted to the fullest extent of the law. It should be noted that examination scores might become invalid in the event of this type of suspected breach. Permanent revocation of certification may occur if allegations are substantiated. See the disciplinary policy in Section 5 for further information.

## Section Four: After the Exam

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### Exam Reports

Score reports will be generally be issued directly to candidates within two weeks of the test date. Score reports will include a “pass” or “fail” result.

Candidate exam results are confidential and will be released only to the candidate, unless authorization signed release is provided in writing by the individual or release is required by law.

### Understanding Your Scores

A criterion-referenced standard setting process is used to establish the passing point for the exam. This means that each candidate’s performance on the exam is measured against a predetermined standard. Candidates are not graded on a curve and do not compete against each other or against a quota.

This passing score for the exam is established using a panel of subject matter experts who carefully review each exam question to determine the basic level of knowledge or skill that is expected. The passing score is based on the panel’s established difficulty ratings for each exam question. Under the guidance of our psychometrician, the panel develops and recommends the passing point which is reviewed and approved by the Certification Council. The passing point for the exam is established to identify individuals with an acceptable level of knowledge and skill. Receiving a score higher than the passing score is not an indication of more advanced knowledge or a predictor of better job performance. All individuals who pass the exam, regardless of their score, have demonstrated an acceptable level of knowledge.

The domain-level scores are provided as feedback on your performance across each area of the exam. These are intended to help you better understand your score on the exam, but are not intended to be predictive of future exam performance nor should they guide your preparation for a future attempt on the exam.

### Re-Examination

Candidates who fail the exam may retest after a 90-day waiting period following the date the previous exam was taken. The retest fee for new applicants is \$275; the retest fee for recertification candidates is \$200. Payment can be submitted at <https://appliedsportpsych.org/payment/>. These fees are nonrefundable. After 90 days and paying the retest fee, you will be assigned a new exam code and will be provided with information about scheduling the exam. Once you receive your exam code, you must schedule and take the exam within six months.

## Section Five: Complaints and Disciplinary Actions

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### Introduction

Information regarding the complaint process will be available to the public via the AASP website or other published documents. A complete copy of this policy will be made available to any individual upon request.

In order to maintain and enhance the credibility of the CMPC® certification program, the Council has adopted the following procedures to allow individuals to bring complaints concerning the conduct of CMPC® certificants to the Council.

In the event a certificant violates the AASP Ethics Code, Council certification rules, requirements, and/or policies the Council may reprimand or suspend the individual or may revoke certification.

### Grounds for Sanctions

The grounds for sanctions under these procedures may include, but are not necessarily limited to:

- Any restrictions such as revocation, suspension, probation or other sanctions of the professional's license, where applicable.
- Violation of the established AASP Ethics Code, Council rules, requirements, and/or policies.
- Conviction of a felony or other crime of moral turpitude under federal or state law in a matter related to the practice of, or qualifications for, services provided by a CMPC®.
- Gross negligence, willful misconduct, or other unethical conduct in the performance of services for which the individual has achieved CMPC® certification.
- Fraud, falsification, or misrepresentation in an initial application or renewal application for certification.
- Falsification of any material information requested by the Council.
- Misrepresentation of CMPC® status, including abuse of logo.
- Cheating on any certification examination.

Actions taken under this policy do not constitute enforcement of the law, although referral to appropriate federal, state, or local government agencies may be made about the conduct of the certificant in appropriate situations. Individuals initially bringing complaints are not entitled to any relief or damages by virtue of this process, although they will receive notice of the actions taken.

### Complaints

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#### Complaint Submission

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Complaints may be submitted by any individual or entity. Complaints should be reported to the Council in writing and should include the name of the person submitting the complaint, the name of the person the complaint is regarding along with other relevant identifying information, a detailed description of factual allegations supporting the charges, and any relevant supporting documentation. Information submitted during the complaint and investigation process is considered confidential and

will be handled in accordance with Council's Confidentiality policy. Inquiries or submissions other than complaints may be reviewed and handled by the Council or its staff members at its discretion.

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### **Preliminary Review**

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Upon receipt and preliminary review of a complaint involving the certification program the certification program staff member in consultation with the Council Chair may conclude, in their sole discretion, that the submission:

- contains unreliable or insufficient information, or
- is patently frivolous or inconsequential.

In such cases, the certification program staff member and Council Chair may determine that the submission does not constitute a valid and actionable complaint that would justify bringing it before the Council for investigation and a determination of whether there has been a violation of substantive requirements of the certification process. If so, the submission is disposed of by notice from the certification program staff member and Council Chair to its submitter, if the submitter is identified. All such preliminary dispositions by the Council Chair are reported to the Council at its next meeting.

Preliminary review will be conducted within 15 business days of receipt of the complaint.

If a submission is deemed by the certification program staff member and Council Chair to be a valid and actionable complaint, the Council Chair will see that written notice is provided to the certificant whose conduct has been called into question. The certificant whose conduct is at issue also will be given the opportunity to respond to the complaint. The Chair also will ensure that the individual submitting the complaint receives notice that the complaint is being reviewed by the Council.

### **Complaint Review**

For each complaint that the Chair concludes is a valid and actionable complaint, the Council authorizes an investigation into its specific facts or circumstances to whatever extent is necessary in order to clarify, expand, or corroborate the information provided by the submitter.

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### **Review Committee Appointment and Responsibilities**

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The AASP Ethics Committee will investigate and make an appropriate determination with respect to each such valid and actionable complaint; the Ethics Committee may review one or more such complaints as determined by the Chair. The Ethics Committee initially determines whether it is appropriate to review the complaint under these Procedures or whether the matter should be referred to another entity engaged in the administration of law. The timeline for responses and for providing any additional information will be established by the Ethics Committee. The Ethics Committee may be assisted in the conduct of its investigation by other members of the Council or by Council and/or AASP staff or legal counsel. The Chair exercises general supervision over all investigations.

Both the individual submitting the complaint and the certificant who is the subject of the investigation (or his or her employer) may be contacted for additional information with respect to the complaint. The Ethics Committee, or the Council on its behalf, may at its discretion contact such other individuals who may have knowledge of the facts and circumstances surrounding the complaint.

All investigations and deliberations of the Ethics Committee and the Council are conducted in confidence, with all written communications sealed and marked "Personal and Confidential," and they are conducted objectively, without any indication of prejudgment. An investigation may be directed toward any aspect of a complaint which is relevant or potentially relevant. Formal hearings are not held and the parties are not expected to be represented by counsel, although the Ethics Committee and Council may consult their own counsel.

Certificants who are found to bring frivolous complaints against other certificants or AASP may be subject to disciplinary action by the Council, up to and including revocation of certification.

Members of the Ethics Committee will be reimbursed for reasonable expenses incurred in connection with the activities of the Committee.

## **Determination of Violation**

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### **Ethics Committee Recommendation**

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Upon completion of an investigation, the Ethics Committee recommends whether the Council should make a determination that there has been a violation of Council policies and rules. When the Ethics Committee recommends that the Council find a violation, the Ethics Committee also recommends imposition of an appropriate sanction. If the Ethics Committee so recommends, a proposed determination with a proposed sanction is prepared under the supervision of the Chair and is presented by a representative of the Ethics Committee to the Council along with the record of the Ethics Committee's investigation.

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### **Certification Council Determination**

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#### *Complaint Dismissal*

If the Ethics Committee recommends against a determination that a violation has occurred, the complaint is dismissed with notice to the certificant, the certificant's employer (if involved in the investigation), and the individual or entity who submitted the complaint; a summary report is also made to the Council.

#### *Determination of Violation*

The Council reviews the recommendation of the Ethics Committee based upon the record of the investigation. The Council may accept, reject, or modify the Ethics Committee's recommendation, either with respect to the determination of a violation or the recommended sanction to be imposed. If the Council makes a determination that a violation has occurred, this determination and the imposition of a sanction are promulgated by written notice to the certificant, and to the individual submitting the complaint, if the submitter agrees in advance and in writing to maintain in confidence whatever portion of the information is not made public by the Council. All determinations by the Council that violations have occurred will be reported to the AASP Executive Board by the Chair of the Council.

In certain circumstances, the Council may consider a recommendation from the Ethics Committee that the certificant who has violated the certification program policies or rules should be offered an opportunity to submit a written assurance that the conduct in question has been terminated and will not recur. The decision of the Ethics Committee to make such a recommendation and of the Council to

accept it are within their respective discretionary powers. If such an offer is extended, the certificant at issue must submit the required written assurance within thirty days of receipt of the offer, and the assurance must be submitted in terms that are acceptable to the Council. If the Council accepts the assurance, notice is given to the certificant's employer and to the submitter of the complaint, so long as the submitter agrees in advance and in writing to maintain the information in confidence.

## Sanctions

Any of the following sanctions may be imposed by the Council upon a certificant whom the Council has determined to have violated the policies and rules of its certification program(s), although the sanction applied must reasonably relate to the nature and severity of the violation, focusing on reformation of the conduct of the member and deterrence of similar conduct by others:

- written reprimand to the certificant;
- suspension of the certificant for a designated period; or
- termination of the certificant's certification.

For sanctions that include suspension or termination, a summary of the final determination and the sanction with the certificant's name and date is published by the Council. This information will be published only after any appeal has either been considered or the appeal period has passed.

Reprimand in the form of a written notice from the Chair normally is sent to a certificant who has received his or her first substantiated complaint. Suspension normally is imposed on a certificant who has received two substantiated complaints. Termination normally is imposed on a certificant who has received two substantiated complaints within a two year period, or three or more substantiated complaints. The Council may at its discretion, however, impose any of the sanctions, if warranted, in specific cases.

Certificants who have been terminated will have their certification revoked and may not be considered for Council certification in the future. If certification is revoked, any and all certificates or other materials requested by the Council must be returned promptly to the Council.

## Appeal

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### Request for Appeal

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Within thirty (30) days from receipt of notice of a determination by the Council that a certificant violated the certification program policies and/or rules, the affected certificant may submit to the Council in writing a request for an appeal.

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### Appeal Committee

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Upon receipt of a request for appeal, the Chair of the Council establishes an appellate body consisting of at least three, but not more than five, individuals. This Appeal Committee may review one or more appeals, upon request by the Chair. No current members of the Ethics Committee or the Council may serve on the Appeal Committee; further, no one with any personal involvement or conflict of interest

may serve on the Appeal Committee. Members of the Appeal Committee may be reimbursed for reasonable expenses incurred in connection with the activities of the Committee.

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### **Basis for Appeal**

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The Appeal Committee may only review whether the determination by the Council of a violation of the certification program policies and/or rules was inappropriate because of:

- material errors of fact, or
- failure of the Ethics Committee or the Council to conform to published criteria, policies, or procedures.

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### **Appeal Procedure**

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Only facts and conditions up to and including the time of the Council's determination as represented by facts known to the Council are considered during an appeal. The appeal will not include a hearing or any similar trial-type proceeding. Legal counsel is not expected to participate in the appeal process, unless requested by the appellant and approved by the Council and the Appeal Committee. The Council and Appeal Committee may consult legal counsel.

The Appeal Committee conducts and completes the appeal within ninety days after receipt of the request for an appeal. Written appellate submissions and any reply submissions may be made by authorized representatives of the member and of the Council. Submissions are made according to whatever schedule is reasonably established by the Appeal Committee. The decision of the Appeal Committee either affirms or overrules the determination of the Council, but does not address a sanction imposed by the Council. The decision of the Appeal Committee, including a statement of the reasons for the decision, is reported to the Council and the AASP Executive Board.

The Appeal Committee decision is binding upon the Council, the certificant who is subject to the termination, and all other persons.

### **Resignation**

If a certificant who is the subject of a complaint voluntarily surrenders his or her certification(s) at any time during the pendency of a complaint under these Procedures, the complaint is dismissed without any further action by the Ethics Committee, the Council, or an Appeal Committee established after an appeal. The entire record is sealed and the individual may not reapply for certification. However, the Council may authorize the Chair to communicate the fact and date of resignation, and the fact and general nature of the complaint which was pending at the time of the resignation, to or at the request of a government entity engaged in the administration of law. Similarly, in the event of such resignation, the person or entity who submitted the complaint are notified of the fact and date of resignation and that Council has dismissed the complaint as a result.

## **Section Six: Maintaining Your Certification**

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### **Maintaining Certification**

The Certification Council supports the ongoing professional development of its certificants. The mandatory renewal process provides certificants with the opportunity to demonstrate continued competence through the retention, reinforcement, and expansion of their knowledge and skills. Renewal also provides encouragement to, and acknowledgement for, participation in ongoing professional development activities and continued learning.

To support this purpose, the recertification requirements require continuing education and professional activities that enhance ongoing professional development, recognize learning opportunities, and provide a process for both attaining and recording professional development achievements.

To maintain use of the credential, certification must be renewed every five years. The five year recertification cycle was selected based on the perception that the practice of sport psychology changes over time, but does not often do so over the short term. The practice of sport psychology follows trends created by validated research over time. This is balanced with the need to encourage ongoing learning and professional development through participation in activities designed to increase an individual's knowledge, awareness, and/or skills in applied sport psychology.

### **Recertification Rationale**

The Council determined that 75 continuing education hours over each 5 year recertification period, representing an average of 15 hours per year, is adequate to encourage ongoing learning and professional development through participation in activities designed to increase an individual's knowledge, awareness, and/or skills in applied sport psychology. The requirement is consistent with the perception that the practice of sport psychology changes over time, but does not often do so over the short term, while ensuring that certificants are continually exposed to new learning.

Designated continuing education activities are required to correspond to the identified knowledge areas which are representative of the content domains identified by the job analysis. Because adult learning and professional development occur through a variety of learning experiences, continuing education hours may be earned through a variety of activities, as outlined above.

### **Recertification Application Requirements**

A complete recertification application includes:

- 1) Payment of the recertification fee & verification of passing the exam
- 2) A completed Continuing Education Units Log documenting CEUs accrued during the 5-year period and the corresponding CEU certificates for each activity
- 3) All CEU documentation must be inserted into the application so that it matches the order of CEU activities listed on the CEU Log.

Recertification applications are considered incomplete if any of the required information is missing and/or illegible, or the appropriate fee is not included. Recertification applications must be complete before they are processed and approved.

Certified individuals are responsible for notifying AASP in writing of any changes in address, including email address. Certification renewal is the responsibility of each certified individual. The Council is not responsible for notices that fail to reach certificants.

## Recertification Requirements

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### 1. Total Hours:

To maintain active CMPC® status that is in good standing, certificants are required to obtain **75 continuing education units (CEUs) within the 5-year certification period (this is an average of 15 CEUs per year)** and pay all associated recertification fees. Certificants also are required to ensure that of the 75 CEUs obtained, at least 6 CEUs are in each of the following required continuing education areas: professional ethics, diversity, and mentorship/supervision (required for mentors only). A prorated system consisting of the examination, CEU requirements, and associated fees, will be used for individuals recertifying 2017-2021. This system is described in detail at the end of this document. The content provided in eligible CEU activities must correspond to one of the eight designated knowledge areas as identified by the Job Task Analysis which are: K1: Professional Ethics and Standards; K2: Sport Psychology; K3: Sport Science; K4: Psychopathology; K5: Helping Relationships; K6: Statistics and Research Methods; K7: Psychological Foundations of Behavior; and K8: Diversity and Culture.

**All CEU documentation must be inserted into the application so that it matches the order of CEU activities listed on the CEU Log. Failure to do so will result in your application being returned.**

In addition to AASP sponsored events, CEUs earned via attendance at professional activities held by nationally recognized organizations (i.e., APA, APA Div 47, ISSP, NATA, NCC, etc.) will be accepted if they are clearly related to one of the 8 knowledge areas listed above. Formal in-person or online training opportunities, in which a CEU certificate is provided upon completion of the activity, are eligible to fulfill the recertification criteria. Additionally, non-AASP sponsored annual sport psychology educational opportunities can be pre-approved for a designated number of CEUs and used to fulfill the recertification criteria. Examples include, but are not limited to, the Performance Psychology Conference, Mental Skills Conditioning Workshop at IMG and the Mental Skills workshops held at Ohio Center for Sport Psychology, etc. Other educational opportunities with content that falls within the knowledge areas may be pre-approved for credit as well.

The Certification Council (Council) may establish a CE subcommittee to evaluate non-AASP sponsored/funded activities for potential credit.

The AASP Continuing Education Committee (CEC) currently sets the CE standards for AASP related activities.

## 2. Designated Categories for Acceptable CEU Activities:

- **Conferences**

Conferences are defined as all day or multi-day, in-person, events.

- AASP Conference:

- Full attendance (4 days) at the Annual AASP conference is equivalent to 12 CEUs.
- For partial attendance, one (1) day of conference attendance equals 3 CEUs.

- Non-AASP sponsored Conferences:

- Attendance at non-AASP sponsored conferences can count toward the recertification requirement if the content corresponds to one or more of the eight designated knowledge (K) areas as identified above in section (1).
- The number of CEUs designated for full conference attendance by the hosting organization will be accepted for recertification.
- If a specified number of CEUs is not designated, one (1) day of conference attendance equals 2.5 CEUs.

- If a consultant has questions regarding the CEU eligibility for a specific conference, please check with the Council.

- **Workshops/Presentations/Webinars**

- Workshops/Presentations/Webinars are defined as formal time-limited presentations typically ranging from 1 hour to 6 hours. These are typically stand-alone presentations that occur in person or online.

- For clarification: This does not include general conference programming offered at the Annual AASP Conference. This programming is captured in the CEUs offered for conference attendance and therefore, cannot be double counted here. *(Please note: general conference programming does not include "Pre-approved, designated AASP conference sessions" in the areas of Ethics, Diversity or Mentorship/Supervision as defined below which can be counted in this area).*

- AASP Sponsored Activities:

- Pre-conference CEU workshops – AASP typically offers 12-15 hours of CE opportunities in conjunction with the AASP Conference.
- Online CEU activities – AASP offers approximately 5.5-6.75 hours of various online programming throughout the year that can be used to fulfill the recertification requirement.
- Pre-approved, designated AASP Conference Sessions – A limited number of sessions that are pre-approved by the Council & CEC can be used to fulfill the recertification requirements. These sessions will be explicitly noted in the conference materials and will include content in one of the three (3) required CE areas which are outlined in item #3 below. The number of CEUs for these sessions will be determined by the CEC and individuals can count the credits received for these activities **in addition to** the credit for partial or full AASP Conference attendance. For example, an individual could receive 12 CEUs for

full AASP conference attendance plus 2 additional CEUs for attending 2 one-hour pre-approved conference sessions for a total of 14 CEUs accrued at an AASP annual conference. (Please note that this is one example of how an individual could earn more than 12 CEUs while attending the annual AASP conference. With the combination of pre-conference workshops, pre-approved conference sessions, and the CEUs received for full conference attendance, there are multiple ways that individuals could obtain more than 12 CEUs at each AASP Conference).

- Non-AASP Activities
  - Workshops/presentations/webinars offered by other organizations can be used for recertification. To be accepted, the content of these activities must correspond to one of the eight designated knowledge (K) areas as listed above in #1.
  - The number of CEUs as determined by the hosting organization will be accepted. If a specific number is not designated, each clock hour counts for one (1) CEU.
- **Academic Courses**
  - Graduate level academic courses may be used to fulfill recertification requirements. Each course (quarter, semester, or equivalent) = 3 CEUs.
  - **A maximum of 15 hours may be submitted in this category per recertification application.**
- **Self-directed Study**
  - **A maximum of 9 hours may be submitted in this category per recertification application for cycles 2022 and on. See prorated chart on page 45 for 2020 (6 CEUs) and 2021 (8 CEUs).** All activities completed in this area must be listed on the recertification application. **NOTE: Self-directed study CEUs count toward the overall hours total but cannot be used in the required areas of Ethics, Diversity, or Mentorship/Supervision.**
  - Working on a publication = 3 CEUs maximum per publication.
  - Individuals may only receive credit for teaching a course or presenting a workshop **the first time it's presented.** Subsequent presentations of the same course or workshop will not count toward recertification.
  - Self-directed study includes participation in informal educational activities such as reading a book or listening to a podcast.
    - 1 book = 1 CEU
    - Podcast = Each clock hour counts for one CEU
  - The content in all eligible activities must correspond to one of the eight designated knowledge areas: K1: Sport Psychology Professional Ethics and Standards; K2: Sport Psychology; K3: Sport Science; K4: Psychopathology; K5: Helping Relationships; K6:

Statistics and Research Methods; K7: Psychological Foundations; and K8: Diversity & Culture.

Continuing Education Activity		
Conferences		
Conference Type	CEUs	Documentation Examples
AASP Conference - Full attendance (4 days)	12 CEUs	Verification of attendance form, CEU certificate, receipt for conference fees.
AASP Conference – Partial attendance	One (1) day of conference attendance equals 3 CEUs.	Verification of attendance form, CEU certificate, receipt for conference fees.
Non-AASP sponsored conferences (full or partial attendance)	Number of CEUs as defined by the hosting organization will be accepted. If a number is not designated, one (1) day of conference attendance equals 2.5 CEUs.	Verification of attendance form, CEU certificate, receipt for conference fees
Workshops/Presentations/Webinars (In person or online)		
Activity Type	CEUs	Documentation Examples
AASP Pre-Conference Workshops	Number of CEUs as determined by the CEC will be accepted.	CEU certificate
AASP sponsored online workshops/presentations/webinars	Number of CEUs as determined by the CEC will be accepted.	CEU certificate
Pre-approved, designated AASP conference sessions	Number of CEUs as determined by the CEC will be accepted.	CEU certificate
Non-AASP sponsored workshops/presentations/webinars	Number of CEUs as determined by the hosting organization will be accepted. If a number is not designated, 1 clock hour equals 1 CEU.	CEU certificate
Academic Courses (maximum of 15 hours per application)		
Activity Type	CEUs	Documentation Examples
Graduate level academic course (for a full semester, quarter, or equivalent)	3 CEUs	Official transcript. (Screenshots will not be accepted.)
Self-directed Study (maximum 9 hours per application)		
Activity Type	CEUs	Documentation Examples
Working on a publication	3 CEUs maximum per publication	Information regarding where work will be published
Teaching an academic course	3 CEUs	Syllabus

	<b><i>Credit may be received to teach a course once in each recertification period if the course is updated and substantially revised.</i></b>	Attestation that course has been significantly updated
Presenting a workshop	The number of CEUs corresponds to the number of credits received by the workshop attendees. <b><i>Credit is only received the first time the workshop is presented.</i></b>	Conference or workshop schedule, CEU certificate
Reading a book	1 CEU	List activities in Continuing Education Unit log
Listening to a podcast	1 CEU for each clock hour	List activities in Continuing Education Unit log

### 3. Required Continuing Education (CE) Areas:

During each 5-year certification period, certificants are required to obtain ongoing training in the specific areas listed below. The number reflects the minimum number of CEUs that certificants are expected to obtain in each area. The activities used to fulfill these areas should be formal in-person or online training opportunities (e.g., Workshops/Presentations/Webinars as defined above). Regarding AASP specific activities, online educational opportunities, pre-conference workshops and pre-identified conference sessions approved for CEUs by the Council & CEC (e.g., Invited or Featured Speakers and/or panels focused on these topics) can be used to fulfill these requirements. Taking an academic course may be used but Self-directed Study activities are not permissible to fulfill the requirement for these three areas.

#### The required areas and minimum CEU requirements are:

- a. Professional Ethics – 6 CEUs
- b. Diversity – 6 CEUs
- c. Mentorship/Supervision (required for mentors only) – 6 CEUs

### 4. Annual Recertification Period and Fee Schedule:

The recertification period will occur annually from September 1 through November 30. A complete recertification application includes: 1) Payment of the recertification fee, 2) A completed Continuing Education Units Log documenting CEUs accrued during the 5-year period and the corresponding CEU certificates for each activity and if needed, 3) Verification that the consultant has passed the exam.

The month of December will be designated as the late recertification period. As of January 1, all certificants who have not submitted a complete application will be designated as having an expired certification status. Once in expired status, certificants will need to apply for reinstatement to regain “good standing.”

The chart below outlines each recertification period, required documentation and associated fees:

Recertification status	Time	Required materials	Fee	Use of CMPC
Regular	September 1 – November 30	Documentation of CEUs Verification of passage of exam. (If needed)	\$125	Status = Active Can use designation
Late	December 1-31	Documentation of CEUs Verification of passage of exam. (If needed)	\$150 This includes \$125 regular fee + \$25 late fee.	Status = Active Can use designation
As of January 1, certificants who have not met the recertification requirements are considered to be in expired status and cannot use the CMPC® designation. A consultant may renew an expired certification by completing the reinstatement requirements outlined below.				
Reinstatement Less than 2 years – In expired status for less than 2 years after certification date	Can apply for reinstatement at any time.	Documentation of the required 75 CEUs. Verification of a previous passing exam score. Completed reinstatement form. Pay all necessary fees.	\$200 This includes \$125 regular fee + \$25 late fee + \$50 reinstatement fee.	Status = Expired Cannot use designation
Reinstatement More than 2 years - In expired status for more than 2 years after recertification date	Can apply for reinstatement at any time.	Re-apply for AASP Certification which includes meeting the required eligibility criteria in effect at the time the individual is re-applying. Successfully pass the certification exam. Pay all application and examination fees.	Must pay all application and examination fees associated with re-applying for certification.	Status = Expired Cannot use Designation

### 5. Reinstatement from expired status:

**The reinstatement process from expired status is determined by the amount of time since the certification status had been expired.**

For certification that is reinstated within 2 years of the initial due date, there is no change in the recertification cycle time period. The next recertification due date is not extended as a result of reinstatement. For example, if certification expires in 2020 and is reinstated in 2021 the next certification expiration date will be 2025.

- If a person is in expired status for **less than 2 years** from their recertification date, to be reinstated the consultant will be required to provide:

- Documentation of the required 75 CEUs. Accepted CEUs must be completed dating back 5 years from the date that the reinstatement application is received by the AASP home office or Certification Council (e.g., reinstatement application received April 2018, only activities completed between April 2013-2018 would be accepted).
  - Verification of a previous passing exam score.
  - Completed reinstatement form.
  - Pay all necessary fees.
- If a person is in expired status for **more than 2 years** from their recertification date, to be reinstated the consultant will be required to complete the following:
    - Reapply for AASP Certification which includes meeting the required eligibility criteria in effect at the time the individual is re-applying.
    - Successfully pass the certification exam.
    - Pay all application and examination fees.

### **Prorated System for CMPCs Re-Certifying 2017-2021**

Recertification Process for 2017 – 2021: For those CMPCs who are currently within their 5-year certification period, the following is the prorated system that consists of taking the examination and completing a designated number of CEUs based on the individual's recertification year. **The examination fees will serve as the recertification fees during the prorated period.**

Using 2017 as the inaugural year of the new program and 75 CEUs in 5 years as the new recertification standard, the following prorated system will be employed. CMPCs up for recertification in 2017 or 2018 are now past the 2-year window to reinstate and would need to apply as a new applicant.

Recertification year	Exam requirement	CEU requirement (total and required areas)
2019	Take the exam	30 CEUs Required: 2 CEUs for each – Ethic, Diversity, & Mentorship/Supervision (if a mentor). Self-Study: Maximum 4 CEUs of total 30.
2020	Take the exam	45 CEUs Required: 3 CEUs for each – Ethics, Diversity, & Mentorship/Supervision (if a mentor). Self-Study: Maximum 6 CEUs of total 45.
2021	Take the exam	60CEUs Required: 4 CEUs for each – Ethics, Diversity, Mentorship/Supervision (if a mentor).

		Self-Study: Maximum 8 CEUs of total 60.
2022	Everyone should be up to date with the current criteria – Successfully passing the exam; 75 CEUs.	

**\*\*Please note the adjusted numbers for required CEUs & the amount of self-study hours that will be accepted during the prorated period.**

## **Emeritus Status**

Certificants who no longer intend to practice as a CMPC® may request to deactivate their certification status. The certification status of certificants who are granted such a request will be considered CMPC® Emeritus. An example of certificants who may request to deactivate their certification status include those who permanently suspend their consulting practice and mentoring of students due to their decision to retire from their university faculty position yet choose to remain active as a member of AASP.

Certificants may request that their certification status be placed on Emeritus status by submitting the [Request to Change Certification Status form](#). Ten years of service as a CMPC® (may include former CC-AASP years) (or the approval of the Certification Council) is needed to be granted CMPC® Emeritus status. While on emeritus status certificants must pay reduced annual certification fees of \$10 and agree to not practice or provide mentorship as a CMPC® unless they [apply for and are accepted for inclusion in the Registry of Approved Mentors](#). CMPC® Emeriti are not required to recertify.

CMPC® Emeriti who do not pay their annual, reduced CMPC® dues by the March 1 deadline will be required to pay CMPC® dues plus late fees (\$10 for CMPC) by September 1 of that same year to maintain their emeritus status.

While on Emeritus status, certificants cannot use the CMPC® designation without adding the Emeritus descriptor. Certificants must represent their credential as being in Emeritus status. The use of “CMPC-Emeritus” is acceptable.

Individuals in Emeritus status cannot return to use of the CMPC® credential unless they reapply for certification, meet the eligibility requirements in effect at the time of application, and pass the exam.

## **Recertification and Maintenance Fees**

Recertification fee (with exam)	\$275
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Retest fee	\$200
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Recertification fee (no exam)	\$125
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Annual CMPC Certification Maintenance fees are listed below. Fees increase by \$10 after March 1.

AASP member	\$25
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Non-member	\$50
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For certificants who are in arrears with annual certification maintenance fees, these total fees must be paid at recertification (along with the recertification fees) to maintain active status as a CMPC®.

## **Audit and Verification Process**

In order to maintain the credibility and integrity of the certification process, the Council reserves the right to verify any information provided on renewal applications. Requests for verification may be made prior to recertification or at a future time.

A portion of renewal applications will be audited to ensure that all renewal requirements are met.

Audits may occur up to one year following the renewal deadline, therefore certificants are required to retain all renewal documentation for at least 1 year after their renewal deadline.

If any areas of non-compliance are identified during the audit (or any review of a recertification application) the individual will have 30 days to submit any required information. If the required information is not provided, the individual's certification will expire at the end of the allowed time or on the normal expiration date (whichever comes last).

If an application is selected for audit and the certificant does not respond or does not submit the requested documentation, certification will not be renewed.

## **Recertification Acceptance**

The Council will issue a renewal letter and new certificate to the certificant once all renewal requirements have been met.

Renewal applications will not be accepted from individuals whose certification is in a state of suspension or has been revoked.

## **Changes in Contact Information**

Applicants and certificants are responsible for notifying the Certification Council, in writing, of any changes in contact information.

## Section Seven: Code of Ethics

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### Introduction

AASP is dedicated to the development and professionalization of the field of sport psychology. As we establish ourselves as a profession, we must attend to both the privileges and responsibilities of a profession. Privileges derive from society's agreement to accept our designation as a group of trained individuals possessing specialized knowledge and, therefore, the power implicit in this knowledge. Our responsibilities, in turn, result from the society's trust that the profession will regulate itself to do no harm, and to govern itself to ensure the dignity and welfare of individuals we serve and the public. To maintain this status, professional organizations must develop and enforce guidelines that regulate their members' and certificants' professional conduct. A code of ethical principles and standards is one such set of self-regulatory guidelines. This code guides professionals to act responsibly as they employ the privileges granted by society. A profession's inability to regulate itself violates the public's trust and undermines the profession's potential to be of service to society.

Ethical codes of conduct that professions adopt are based in the values of the society. Consequently, these values include the balance between the rights and privacy of the individual and the general welfare of society. Each profession must determine its values and social function. The profession must then develop and adopt an ethics code which guides professional conduct. While no set of guidelines can anticipate all situations, a useful code should provide guidance when problems or dilemmas arise. This code should also proactively direct the actions of its members in work-related settings. If this is accomplished, the code will ensure society's trust in the profession.

The Association for Applied Sport Psychology's (AASP) Ethical Principles and Standards (hereinafter referred to as the Ethics Code) is presented here and consists of this Introduction, a Preamble, six general Principles, and 26 Standards. The Introduction discusses the intent and organizational considerations of the Ethics Code. The Preamble and General Principles are intended to guide AASP members and certificants toward the highest ideals of the profession. The Standards more precisely specify the boundaries of ethical conduct. Although the Preamble and the General Principles are not themselves enforceable rules, they should be considered in arriving at an ethical course of action. Ethical Standards are enforceable rules that mandate behavioral choices.

AASP membership and/or certification individuals to adhere to the AASP Ethics Code. AASP members and certificants should be aware that, in many situations, additional ethical and legal codes may be applied to them by other professional organizations or public bodies. In the process of making decisions regarding their professional behavior, AASP members and certificants must consider this Ethics Code, in addition to other ethical guidelines or legal codes. If the Ethics Code suggests a higher standard of conduct than is required by legal codes or other ethical guidelines, AASP members and certificants should meet the higher ethical standard. If the Ethics Code standard appears to conflict with the requirements of law, then AASP members and certificants must make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner. If neither law nor the Ethics Code resolves an issue, AASP members and certificants should consider other professional materials (e.g., guidelines and standards that have been adopted or endorsed by other professional physical education, sport science, and social science organizations), the dictates of their own conscience, and consultation with others within the field when this is practical.

## Purpose

AASP's Ethical Principles and Standards (hereinafter referred to as the Ethics Code) applies to all individuals credentialed by AASP, as well as individuals seeking certification (applicants or candidates) from AASP, and all AASP members, regardless of certification status.

All applicants will agree to adhere to the Ethics Code as a condition of certification. Violation of any portion of the Ethics Code may result in disciplinary action as outlined in the Disciplinary Policy.

The Ethics Code will be publicly available.

## Code of Ethics

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### PREAMBLE

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AASP members and certificants may fulfill many roles based on their professional training and competence. In these roles they may work to develop a valid and reliable body of scientific knowledge based on research; they may apply that knowledge to human behavior in a variety of sport, exercise, physical activity, and health contexts. Their goals are to broaden knowledge of this behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. AASP members and certificants respect the central importance of freedom of inquiry and expression in research, teaching, and consulting. They also strive to help the public to develop informed judgments and choices concerning sport, exercise, physical activity, and health behavior. This Ethics Code provides a common set of values upon which AASP members and certificants build their professional and scientific work.

This Code is intended to provide the general principles and specific ethical standards for managing many situations encountered by AASP members and certificants. It has as its primary goal the welfare and protection of the individuals and groups with whom AASP members and certificants work. It is the individual responsibility of each AASP member and certificant to aspire to the highest possible standards of conduct. AASP members and certificants respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic ethical code for an individual's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each AASP member and certificant supplements, but does not violate, the Ethics Code's values, on the basis of guidance drawn from personal values, culture, and experience.

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### GENERAL PRINCIPLES

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#### Principle A: Competence

AASP members and certificants maintain the highest standards of competence in their work. They recognize the boundaries of their professional competencies and the limitations of their expertise. They maintain knowledge related to the services they render, and they recognize the need for ongoing education. AASP members and certificants make appropriate use of scientific, professional, technical, and administrative resources. They provide only those services and use only those techniques for

which they are qualified by education, training, or experience. AASP members and certificants are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, AASP members and certificants exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.

**Principle B: Integrity**

AASP members and certificants promote integrity in the science, teaching, and practice of their profession. In these activities AASP members and certificants are honest and fair. When describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. They clarify for relevant parties the roles they are performing and the obligations they adopt. They function appropriately in accordance with those roles and obligations. AASP members and certificants avoid improper and potentially harmful dual relationships.

**Principle C: Professional and Scientific Responsibility**

AASP members and certificants are responsible for safeguarding the public and AASP from members and certificants who are deficient in ethical conduct. They uphold professional standards of conduct and accept appropriate responsibility for their behavior. AASP members and certificants consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of the recipients of their services. AASP members' and certificants' moral standards and conduct are personal matters to the same degree as is true for any other person, except as their conduct may compromise their professional responsibilities or reduce the public's trust in the profession and the organization. AASP members and certificants are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent, avoid, or terminate unethical conduct.

**Principle D: Respect for People's Rights and Dignity**

AASP members and certificants accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. AASP members and certificants are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. AASP members and certificants try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

**Principle E: Concern for Others' Welfare**

AASP members and certificants seek to contribute to the welfare of those with whom they interact professionally. When conflicts occur among AASP members' and certificants' obligations or concerns, they attempt to resolve those conflicts and to perform those roles in a responsible fashion that avoids or minimizes harm. AASP members and certificants are sensitive to real and ascribed differences in power between themselves and others. They do not exploit or mislead other people during or after professional relationships.

## **Principle F: Social Responsibility**

AASP members and certificants are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge in order to contribute to human welfare. When undertaking research, AASP members and certificants strive to advance human welfare and their profession while always protecting the rights of the participants. AASP members and certificants try to avoid misuse of their work, and they comply with the law.

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### **GENERAL ETHICAL STANDARDS**

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These General Standards are applicable to AASP members and certificants across all their professional roles and in all their professional interactions and communications.

#### **1. Professional and Scientific Relationship**

AASP members and certificants provide diagnostic, therapeutic, teaching, research, educational, supervisory, or other consultative services only in the context of a defined professional or scientific relationship or role.

#### **2. Boundaries of Competence**

(a) AASP members and certificants represent diverse academic and professional backgrounds. These different training histories provide different competencies. Those trained in clinical and counseling psychology must be aware of potential limitations in their sport science competencies. AASP members and certificants trained in the sport sciences must be aware of their limitations in clinical and counseling psychology. Individuals from different training backgrounds must deliver services, teach, and conduct research only within the boundaries of their competence.

(b) AASP members and certificants provide services, teach, or conduct research in new areas only after taking the necessary actions to guarantee a high level of competence in those areas.

(c) AASP members and certificants who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

(d) AASP members and certificants are aware of the limitations of their scientific work and do not make claims or take actions that exceed these limitations.

#### **3. Human Differences**

(a) AASP members and certificants recognize that differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status can significantly affect their work. AASP members and certificants working with specific populations have the responsibility to develop the necessary skills to be competent with these populations, or they make appropriate referrals.

(b) AASP members and certificants do not engage in unfair discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

#### **4. Exploitation and Harassment**

(a) AASP members and certificants do not exploit persons over whom they have supervisory, evaluative, or other authority, such as students, supervisees, employees, research participants, and clients or patients.

(b) AASP members and certificants do not engage in behavior that is harassing or demeaning to persons with whom they interact in their work.

(c) AASP members and certificants do not solicit testimonials from current psychotherapy clients or patients or other persons who because of their particular circumstances are vulnerable to undue influence.

#### **5. Personal Problems and Conflicts**

(a) AASP members and certificants recognize that personal problems, including addictions, and personal conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when their personal problems may harm others to whom they may owe a professional or scientific obligation.

(b) AASP members and certificants are aware that the extreme visibility and notoriety of some of the clients and organizations that they work with may compromise their professional objectivity and competence. In such situations, it is the individuals' responsibility to take corrective action, including consultation with other professionals and termination and referral if necessary.

(c) In their professional roles AASP members and certificants may obtain privileged information about clients or client organizations. AASP members and certificants do not use this information for personal gain.

#### **6. Avoiding Harm**

AASP members and certificants take reasonable steps to avoid harming their patients or clients, research participants, students, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

#### **7. Misuse of AASP Members'/Certificants' Influence**

Because AASP members' and certificants' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

#### **8. Misuse of AASP Members'/Certificants' Work**

AASP members and certificants do not participate in activities in which it appears likely that their skills or products will be misused by others. If AASP members and certificants learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

#### **9. Multiple Relationships**

(a) AASP members and certificants must always be sensitive to the potential harmful if unintended effects of social or other nonprofessional contacts on their work and on those persons with whom they

deal. Such multiple relationships might impair the individuals' objectivity or might harm or exploit the other party.

(b) An AASP member/certificant refrains from taking on professional or scientific obligations when preexisting relationships would create a risk of such harm.

(c) AASP members and certificants do not engage in sexual relationships with students, supervisees, and clients over whom the AASP member/certificant has evaluative, direct, or indirect authority, because such relationships are so likely to impair judgment or be exploitative.

(d) AASP members and certificants avoid personal, scientific, professional, financial, or other relationships with family members of minor clients because such relationships are so likely to impair judgment or be exploitative.

(e) If an AASP member/certificant finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the individual attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

## **10. Barter (with Patients or Clients)**

AASP members and certificants refrain from accepting goods, services, or other nonmonetary remuneration from patients, clients, students, supervisees, or research subjects in return for services, because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. In certain circumstances AASP members and certificants may receive tokens of appreciation from clients or client organizations. In these situations it is the AASP member's/certificant's responsibility to determine that the gifts are appropriate for the setting, not exploitative, and that the gifts do not serve as payment for services.

## **11. Consultations and Referrals**

(a) AASP members and certificants arrange for appropriate consultations and referrals based principally on the best interests of their patients or clients, with appropriate consent and subject to other relevant considerations, including applicable law and contractual obligations.

(b) AASP members and certificants cooperate with other professionals in order to serve their patients or clients effectively and appropriately.

## **12. Third-Party Requests for Services**

(a) When an AASP member/certificant agrees to provide services to a person or entity at the request of a third party, the AASP member/certificant clarifies, at the outset of the service, the nature of the relationship with each party. This clarification includes the role of the AASP member/certificant, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

(b) If there is a foreseeable risk of the individual being called upon to perform conflicting roles because of the involvement of a third party, the AASP member/certificant clarifies the nature and direction of his or her responsibilities, keeps all parties appropriately informed as matters develop, and resolves the situation in accordance with the Ethics Code.

### **13. Delegation to and Supervision of Subordinates**

(a) AASP members and certificants delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently.

(b) AASP members and certificants provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

### **14. Documentation of Professional and Scientific Work**

AASP members and certificants appropriately document their professional and scientific work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.

### **15. Fees and Financial Arrangements**

(a) As early as is feasible in a professional or scientific relationship, the AASP member/certificant and the patient, client, or other appropriate recipient of services reach an agreement clearly specifying the compensation and the billing arrangements.

(b) AASP members and certificants do not exploit recipients of services or payers with respect to fees.

(c) If limitations to services can be anticipated because of limitations in financing, this is discussed with the patient, client, or other appropriate recipient of services as early as is feasible.

(d) AASP members and certificants do not deliver services for future remuneration based on the client's future achievements nor do they accept testimonials in place of fees for services.

### **16. Definition of Public Statements**

AASP members and certificants are responsible for the clarity and honesty of public statements about their work made to students, clients, colleagues, or the public, by themselves or others representing them. If AASP members/certificants learn of deceptive statements about their work made by others, AASP members/certificants make reasonable efforts to correct such statements.

### **17. Informed Consent to Practice**

(a) AASP members and certificants obtain appropriate informed consent to educational and counseling procedures, using language that is reasonably understandable to participants. The content of informed consent will vary depending on circumstances. However, informed consent generally implies that the person (1) has the capacity to consent, (2) has been informed of significant information concerning the procedure, (3) has freely and without undue influence expressed consent, and (4) consent has been appropriately documented.

(b) When persons are legally incapable of giving informed consent, AASP members and certificants obtain informed permission from a legally authorized person, if such substitute consent is permitted by law.

(c) In addition, AASP members and certificants (1) inform those persons who are legally incapable of giving informed consent about the proposed interventions in a manner commensurate with the persons psychological capacities, (2) seek their assent to those interventions, and (3) consider such persons' preferences and best interests.

## 18. Maintaining Confidentiality

- (a) AASP members and certificants have a primary obligation to uphold and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, and/or professional or scientific relationships.
- (b) AASP members and certificants discuss with persons and organizations with whom they work (1) the relevant limitations on confidentiality, including limitations where applicable in group, marital, and family counseling or in organizational consulting, and (2) the foreseeable uses of the information generated through their services.
- (c) AASP members and certificants do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.

## 19. Informed Consent to Research

- (a) Prior to conducting research (except research involving only anonymous surveys, naturalistic observations, or similar methods where the risk of harm is minimal), AASP members/certificants enter into an agreement with participants that clarifies the nature of the research and the responsibilities of each party.
- (b) AASP members and certificants use language that is reasonably understandable to research participants in obtaining their appropriate informed consent. Such informed consent is appropriately documented.
- (c) Using language that is reasonably understandable to participants, AASP members and certificants inform participants of the nature of the research; they inform participants that they are free to participate or to decline to participate or to withdraw from the research; they explain the foreseeable consequences of declining or withdrawing; they inform participants of significant factors that may be expected to influence their willingness to participate (such as risks, discomfort, adverse effects, or limitations on confidentiality); and they explain other aspects about which the prospective participants inquire.
- (d) When AASP members and certificants conduct research with individuals such as students or subordinates, AASP members and certificants take special care to protect the prospective participants from adverse consequences of declining or withdrawing from participation.
- (e) When research participation is a course or team requirement or opportunity for extra course credit, the prospective participant is given the choice of equitable alternative activities.
- (f) For persons who are legally incapable of giving informed consent, AASP members and certificants nevertheless (1) provide an appropriate explanation, (2) where possible, obtain the participant's assent, and (3) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted by law.

## **20. Conduct of Research**

- (a) AASP members and certificants design, conduct, and report research in accordance with recognized standards of scientific competence and ethical research.
- (b) AASP members and certificants plan their research so as to minimize the possibility that results will be misleading.
- (c) AASP members and certificants take reasonable steps to implement appropriate protections for the rights and welfare of human participants, other persons affected by the research, and the welfare of animal subjects.
- (d) AASP members and certificants obtain from host institutions or organizations appropriate approval prior to conducting research, and they provide accurate information about their research proposals. They conduct the research in accordance with the approved research protocol.
- (e) AASP members and certificants do not offer excessive or inappropriate financial or other inducements to obtain research participants, particularly when it might tend to coerce participation.

## **21. Deception in Research**

- (a) AASP members and certificants do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's prospective scientific, educational, or applied value, will not harm the participant, and that equally effective alternative procedures that do not use deception are not feasible.
- (b) AASP members and certificants never deceive research participants about significant aspects that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.
- (c) Any other deception that is an integral feature of the design and conduct of an experiment must be explained to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the research. If scientific or humane values justify delaying or withholding this information, AASP members and certificants take reasonable measures to reduce the risk of harm.

## **22. Minimizing Invasiveness**

In conducting research, AASP members and certificants interfere with the participants or milieu from which data are collected only in a manner that is warranted by an appropriate research design and that is consistent with individuals' roles as scientific investigators.

## **23. Honesty in Research**

- (a) AASP members and certificants do not fabricate data or falsify results in their publications.
- (b) If AASP members and certificants discover errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.
- (c) AASP members and certificants do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally. AASP members and certificants only accept publication and other credit for work that they have created or performed.

## **24. Conflicts Between Ethics and Organizational Demands**

If the demands of an organization with which AASP members and certificants are affiliated conflict with the Ethics Code, members and certificants clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

## **25. Resolution of Ethical Conflicts**

The successful implementation of an ethics code requires a personal commitment to act ethically, encourage ethical behavior by others, and consult with others concerning ethical problems. When applying the code of ethical conduct, AASP members and certificants may encounter problems in identifying unethical conduct or in resolving ethical conflict. When faced with significant ethical concerns, one should consider the following courses of action. The successful implementation of an ethics code requires a personal commitment to act ethically, encourage ethical behavior by others, and consult with others concerning ethical problems. When applying the code of ethical conduct, AASP members and certificants may encounter problems in identifying unethical conduct or in resolving ethical conflict. When faced with significant ethical concerns, one should consider the following courses of action.

Before any action is taken, one may benefit from advice from uninvolved and objective advisors or peers familiar with ethical issues.

When members/certificants believe that there may have been an ethical violation by another member/certificant, they may attempt to clarify and resolve the issue by bringing the matter to the attention of the other involved parties if such an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

Discuss ethical problems with your immediate supervisor except when it appears that the supervisor is involved in the ethical issue, in which case the problem should be presented to the next higher administrative level. If satisfactory resolution cannot be achieved when the problem is initially presented, the issue should be submitted to the next higher administrative level.

Contact with levels above the immediate administrator should be initiated only with the administrator's knowledge, assuming that the administrator is not involved. If the ethical problem or conflict still exists after exhausting all levels of internal review, support from appropriate professional organizations should be obtained.

It is important for AASP members and certificants to understand that unethical conduct is a serious matter. However, the primary aims of these ethical principles are to inform and motivate the highest standards of conduct among AASP members and certificants as we serve our clients, our professions, and our community.

## **26. The Integration of Technology in Professional and Scientific Work within Sport, Exercise and Health Psychology**

Because technology develops and changes so quickly, it is not possible for the ethics code to keep an up-to-date list of all forms of technology. However, technological communication might include, but is not limited to: video conferencing; e-mailing; social networking; instant messaging; and text

messaging. This technology is often incorporated through the use of computers and tablets and/or with the use of smart phone devices.

(a) AASP members and certificants should only incorporate the various forms of technology in their professional and scientific work in which they have appropriate technical and practical competencies, and when such technology does not subject another party to harm or discomfort.

(b) AASP members and certificants should be sensitive to the needs and interests of their client(s) and should only make the decision to incorporate specific forms of technology in their professional practice with the consent of their client(s), and only once the client fully understands the strengths and weaknesses pertaining to the specific medium of telecommunication. Precisely, AASP members and certificants shall inform the client(s) as early as possible, to the privacy risks and limits to confidentiality with this type of telecommunication.

(c) When the decision is made to incorporate specific forms of technology in a professional practice relationship, the AASP member/certificant should clearly delineate to the client the types of technology that will be utilized and the parameters for using such technology in each relationship.

(d) AASP members and certificants will take reasonable steps to ensure the identity of the clients with whom they work.

(e) AASP members and certificants will take reasonable precautions to verify the privacy and confidentiality of electronic communications in their professional and scientific work.

(f) AASP members and certificants are encouraged to have clients sign a confidentiality waiver related to their use of computer technology whilst working with clients / participants.

(g) Should any ethical concerns arise during the use of technology as part of applied services, appropriate steps should be taken immediately to deal with any potential client harm/problems.

(h) It is recommended that AASP members and certificants be responsible for understanding and abiding by the laws and ethical guidelines related to service delivery within the states, regions, provinces and countries in which they and their clients are located at the time of service delivery.

(i) AASP members and certificants should be aware that the use of new technology might require the implementation of new and empirically validated techniques and strategies for working with clients.

## Section Eight: AASP Policies

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### Accommodations for Those with Disabilities

AASP and the Certification Council comply with the Americans with Disabilities Act. Reasonable accommodations provide candidates with disabilities a fair and equal opportunity to demonstrate their knowledge and skill in the essential knowledge being measured by the examination.

Reasonable accommodations are decided upon based on:

- the individual's specific request
- the individual's specific disability
- documentation submitted
- the appropriateness of the request

Reasonable accommodations do not include steps that fundamentally alter the purpose or nature of the examination.

Reasonable accommodations generally are provided for candidates who:

- have a physical or mental impairment that substantially limits that person in one or more major life activities (e.g. walking, talking, hearing, performing manual tasks)
- have a record of such physical or mental impairment
- are regarded as having a physical or mental impairment

To apply for accommodation(s), the candidate must:

- Submit the Special Testing Accommodations Request Form and Documentation of Disability-Related Needs Form in this handbook.
- Submit documentation provided by an appropriate licensed professional on the professional's letterhead to the Council which includes a diagnosis of the disability and specific recommendations for accommodations.
- Submit documentation at least 30 days prior to the testing date. All documentation is subject to verification.

### Aggregate Data

Aggregate exam statistics (including the number of exam candidates, pass/fail rates, and total number of certificants) will be publicly available and updated annually. Aggregate exam statistics, studies and reports concerning applicants/certificants will contain no information identifiable with any applicant/certificant.

### Confidentiality

The Council is committed to protecting confidential and/or proprietary information related to applicants; candidates; certificants; and the examination development, maintenance, and administration process.

To ensure the security of the examination, all test materials are confidential and will not be released to any person or agency.

Information about an applicant/candidate/certificant will only be released to that applicant/candidate/certificant unless release of the information is authorized in writing by the individual or is required by law. Personal information submitted by an applicant/candidate/certificant with an application or recertification application is considered confidential. Personal information retained within the database will be kept confidential.

All application information is confidential and will not be shared with any party other than AASP's examination development or administration vendors for certification processing purposes.

Examination scores are released only to the examination candidate unless a signed release is provided in writing by the individual or release is required by law.

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### **Confidentiality Agreements**

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Applicants for certification will be required to read and acknowledge a confidentiality statement as part of the application process.

## **Use of the Certification Credentials**

The CMPC® credentials may be used by individuals who have earned the CMPC® designation as long as certification remains valid and in good standing. Individuals may not use the CMPC® credentials until they have received specific written notification that they have successfully completed all requirements, including passing the exam. Certificants must comply with all recertification requirements to maintain use of the credentials.

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### **Proper Use of Credentials**

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#### *Certification Mark*

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After meeting all eligibility requirements and passing the examination, individuals may use the certification mark in all correspondence and professional relations. The certification mark may be used only as long as certification is valid.

The certification mark is typically used after the certificant's name following any academic degrees and licensure (e.g., Mary Smith, Ph.D., CMPC or Mary Smith, CMPC). The registered trademark symbol ® is not needed when the CMPC acronym is listed after the certificant's name.

The full name of the credential – Certified Mental Performance Consultant® – also can be spelled out and utilized in one of the following two ways:

Certified Mental Performance Consultant®

-OR-

Certified Mental Performance Consultant® (CMPC)

In addition, the following usage of the certification mark and AASP association name together is permitted, but not required, where the line “administered by the Association for Applied Sport Psychology (AASP)” appears underneath and 2 font points smaller than CMPC or Certified Mental Performance Consultant® and also is italicized. For example:

John Smith, Ph.D., CMPC

*administered by the Association for Applied Sport Psychology (AASP)*

John Smith, Ph.D.

Certified Mental Performance Consultant®

*administered by the Association for Applied Sport Psychology (AASP)*

Examples of incorrect usage of the credential, include:

- Certified Mental Performance Consultant #613 (*cannot use your certification number*)
- CMPC-AASP (*AASP is not part of the certification mark*)
- Certified Mental Performance Consultant - Association for Applied Sport Psychology (*Association for Applied Sport Psychology is not part of the certification mark*)
- CC-AASP or Certified Consultant-AASP (*cannot use previous certification credential which has been sun-setted*)

### *Certification Logo*

The Certified Mental Performance Consultant® (CMPC®) Logo is for use exclusively by certificants as long as certification is valid. The Logo may only be used to publicize an individual’s certification as a CMPC®. The CMPC® Logo is the proprietary property of the Association for Applied Sport Psychology (AASP), and the use of said logo is defined by guidelines provided in the *Usage Guidelines for the Certification Mark and CMPC® Logo*.

## **Reconsideration Requests**

Candidates whose eligibility for initial certification or recertification has been denied and who believe the denial is a result of an error in the application review process, a failure to follow application review policies, or a breach of policy during exam administration, may request reconsideration of the decision.

The appeal must be submitted in writing to the Council within 45 days of the Council’s official decision. In the case of adverse eligibility/recertification determinations, the appeal should clearly state the reasons why the candidate feels his/her application for certification/recertification was incorrectly denied and how s/he complies with the published requirements. In the case of an exam administration policy breach, the appeal should clearly describe in detail the situation that occurred during testing and the policy breach. Supporting documentation should be provided when applicable.

Reconsideration requests regarding the examination content outline (e.g., specific questions and the domain weights/specifications/blueprint that results from the Job Task Analysis) are not accepted.

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## **Review Process**

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An ad-hoc Reconsideration Committee will review the applicant's request and supporting documentation and materials when reconsidering the Council's decision, and the Council Chair will notify the applicant in writing of the Reconsideration Committee's decision within 30 days of receiving the request.

## **Statement of Nondiscrimination**

AASP, the Council, and the selected testing vendor do not discriminate against any applicant/candidate for certification on the basis of race, color, creed, age, gender, national origin, religion, disability, marital status, parental status, ancestry, sexual orientation, military discharge status, source of income, or any other status protected by law. All applicants/candidates for certification will be judged solely on the criteria determined by the Council.

## **Verification of Certification**

An individuals' certification status is not considered confidential. The names of certified individuals are not considered confidential and may be published by the Council.

AASP will provide confirmation of certification status to anyone who requests the information, and verification will be accessible via the certification program's website. Verification of certification status will include the individual's name and current certification status.

Application status, information about whether or not an individual has taken the exam, and score information will not be released.

## Special Accommodations Request Form

If you have a disability covered by the Americans with Disabilities Act (ADA), please complete this form and the Documentation of Disability-Related Needs Form. The information you provide, and any documentation regarding your disability and special accommodation, will be treated with strict confidentiality and will not be shared with any source, without your express written permission, except for AASP.

Please submit forms to: [certification@appliedsportpsych.org](mailto:certification@appliedsportpsych.org)

### APPLICANT INFORMATION

First Name: \_\_\_\_\_ MI: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### SPECIAL ACCOMMODATIONS

Please provide (check all that apply)

- |  |   |
|--|---|
| <input type="radio"/> Accessible Testing Site            | <input type="radio"/> Screen Magnifier (Large Font)           |
| <input type="radio"/> Separate Testing Room              | <input type="radio"/> Reader Required for Learning Disability |
| <input type="radio"/> Extended Testing Time              | <input type="radio"/> Reader Required for Visual Disability   |
| <input type="radio"/> Other special accommodation: _____ |   |

Comments: \_\_\_\_\_

\_\_\_\_\_

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Documentation of Disability-Related Needs Form

Candidates for the CMPC® certification examination who have a learning, psychological, or other disability that requires accommodation during testing must provide a written disability report prepared by an appropriately qualified, licensed health care professional (e.g. physician, nurse practitioner, psychologist, psychiatrist). The information you provide, and any documentation regarding your disability and special accommodation request, will be treated with strict confidentiality.

### LICENSED HEALTHCARE PROVIDER DOCUMENTATION

I have known \_\_\_\_\_ since \_\_\_\_/\_\_\_\_/\_\_\_\_\_  
*Test applicant*

in my capacity as a \_\_\_\_\_  
*Professional Title*

### SPECIAL ACCOMMODATIONS

Given the nature of the test to be taken by the above-named candidate, it is my opinion that he/she should be accommodated by providing the following special arrangements:

**Check all that apply:**

- ☐ Accessible testing site
- ☐ Screen Magnifier (Large Font)
- ☐ Separate testing room
- ☐ Reader Required for Learning Disability
- ☐ Extended testing time
- ☐ Reader Required for Visual Disability
- ☐ Other special accommodation: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ License \_\_\_\_\_  
*(if applicable)*