

FINAL REPORT

SPORT PSYCHOLOGY CERTIFICATION

JOB TASK ANALYSIS AND VALIDATION

Prepared for:



In partnership with:

The American College of Sports Medicine

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Introduction

The Association for Applied Sport Psychology (AASP), in partnership with the American College of Sports Medicine (ACSM), has undertaken the task of developing and implementing a certification examination for professionals in sport psychology. A necessary first step in the process of developing a practice-based examination is to perform a job task analysis (JTA) identifying the domains of practice, tasks performed, and knowledge required for effective performance on the job. Once in place, these domains, tasks and knowledge statements form the basis of examination construction in accordance with the weights specified in this report.

The practice analysis development process described in this report began in June 2015 and concluded in December 2015. The purpose of the practice analysis was to create a document that identifies the domains of practice, tasks performed, and knowledge required for effective performance on the job as a professional in sport psychology. The practice analysis document, along with the assigned category weights, will establish the specifications to be used for the item writing and examination construction phases of the development of the AASP certification examination.

Procedure

Process — Rationale

Practice analysis methodologies including both empirical and logical were considered. Although the two methodologies differ in many ways, a critical difference is that empirical practice analyses are essentially survey-based and depend on a broad sampling of practitioners. Logical job analyses are focus group-based and depend on the pooled judgments of a carefully selected, representative committee of subject-matter experts (SMEs). The logical practice analysis methodology was chosen for the following reasons:

- 1) The availability of sufficient qualified SMEs from which to select a focus group committee.
- 2) The determination that the logical method could be better supported given organization structure and resources.
- 3) The determination that a logical practical analysis could be accomplished in a shorter time frame, thereby making it more compatible with organization goals.
- 4) The organization's comfort with the logical practice analysis methodology.

Job Task Analysis Workshop Meeting

An SME selection committee was formed that included 5 AASP members. This committee was created from a subset of the Future of Certification Ad Hoc Committee that had been established to help move certification forward. All of these individuals volunteered to take part in this selection process. The members were all AASP Certified Consultants, were all mid level to more established professionals, worked in academics, university athletics, or in private practice. The committee was made up of three licensed psychologists and 2 non-psychologists. A nomination form was created and sent out to possible SMEs through multiple avenues (eBlast to organizational members, SportPsy listserve x2, APA Division 47 listserve x2, APA Division 29 and 42, to a list of potential SMEs created by the Ad Hoc Committee who might not normally be reached by previously established avenues, and through emails sent to 45 academic programs within North America). The nomination form asked for professional and demographic information related to Gender, Geography, Practice Setting, Level of Practice, Training Background, Diversity, and Type of Practice. Sixty-one submissions were received. Each member of the selection committee evaluated each nomination and was able to apportion 20 votes each of 1 (strong candidate should receive full consideration) and 2 (good candidate, should receive consideration), and 21 votes of 3 (weaker candidate, should not be considered further). These evaluations were added to a spreadsheet and each candidate was rated. These ratings were used to start discussion about the candidates, with the goal of finding a diverse group of SMEs to represent the profession of applied sport psychology within North America. From this process, 13 candidates were chosen to participate. Because one of the candidates withdrew her nomination prior to being extended an invitation; another comparable candidate from a similar background was invited to attend.

On June 29 & 30, a workshop was conducted in Indianapolis, IN wherein the AASP selected group of 14 subject-matter experts (see Table 1 below) met to conduct the job task analysis for the Sports/Performance Psychology examination program. (The agenda for the job task analysis meeting can be found in Appendix 1.) Specifically, the purpose of this meeting was to:

- 1) Produce a document delineating the knowledge required for the competent and effective performance of the tasks carried out by the certification-level professionals in sport psychology.
- 2) Identify weighting factors for examination development based on the pooled judgments of the SMEs of the relative importance and frequency of performance of the major practice areas.
- 3) Produce a list of performance domains, and associated tasks and knowledge statements to be used as the basis for examination item (question) writing and test construction.

To produce the practice analysis the SMEs relied upon:

- 1) Their knowledge of practice gained from their combined years of professional experience.
- 2) Academic program content.
- 3) Professional job descriptions.
- 4) Articles from professional and scholarly journals

Table 1: Job Task Analysis Workshop Participants-July 29 – 30, 2015- Indianapolis, IN

<u>Name</u>	<u>Credentials</u>	<u>City</u>	<u>State</u>	<u>Current Position</u>	<u>Organization</u>	<u>Yrs. Exp</u>
Anderson, Justin	Psy.D.	Minneapolis	MN	Sport & Performance Psychologist	Premier Sport Psychology, PLCC	11
Anderson, Treva L.	Ph.D. CC-AASP	Columbia	SC	Lead Master Resilience Trainer- Performance Expert Comprehensive Soldier & Family Fitness	Department of the Army	10
Aoyagi, Mark	Ph.D. CC-AASP	Denver	CO	Director of Sport & Performance Psychology	University of Denver	10
Athey, Amy B.	Psy.D. CC-AASP	Tucson	AZ	Director of Clinical & Sport Psychology Services	University of Arizona- Department of Athletics	15
Burton, Damon	Ph.D. CC-AASP	Moscow	ID	Professor of Sports & Exercise Psychology	University of Idaho	35

Carr, Chris	Ph.D. CC-AASP HSPP	Indianapolis	IN	Sport & Performance Psychologist	St. Vincent Sports Performance	26
Cohen, Alexander	Ph.D. CC-AASP	Park City	UT	Senior Sports Psychologist	U.S. Olympic Committee	12
Connole, Ian	Ph.D. CC-AASP	Manhattan	KS	Director of Sports Psychology	Kansas State University Athletics	8
Fifer, Angela	Ph.D. CC-AASP	West Point	NY	Performance Enhancement Trainer	U.S. Military Academy	6
Holliday, Bernie	Ph.D. CSCS	Bradenton	FL	Director of Mental Conditioning	Pittsburgh Pirates Baseball	13
Lesyk, Jack J.	Ph.D. CC-AASP	Cleveland	OH	Director Sport Psychologist Adjunct Asst. Professor	Ohio Center for Sport Psychology Cleveland Cavaliers Cleveland State University	32
Morgan, Taryn	Ph.D. CC-AASP	Bradenton	FL	Asst. Director of Athletic & Personal Development	IMG Academy	9
Tebbe Priebe, Carmen	Ph.D. CC-AASP	Norman	OK	Director of Psychological Resources for Oklahoma Student Athletes	University of Oklahoma Athletics Department	8
Watson II, Jack C. Ex-Officio	Ph.D. CC-AASP	Morgantown	WV	Professor & Department Chair	Department of Sports Sciences West Virginia University	16

Process — Developing the Draft Test Specifications

A logical job task analysis relies upon the pooled judgments of the assembled representative committee of SMEs. It is, in essence, a “brainstorming” process that proceeds until consensus is reached on each point under investigation or discussion. One of the more formal names for the brainstorming employed in the context of job analysis is “role delineation.” The purpose of role delineation, as a job task analysis technique, is to develop practice-based test specifications for the certification-level professional. It achieves this goal by identifying the major and specific work activities (tasks) that define the profession along with the knowledge required of the certification-level candidate.

The procedure used involved a number of steps including:

- 1) Identification of competency or performance domains.
- 2) Preparation of task statements.
- 3) Identification of necessary knowledge.
- 4) Development of domain weights.
- 5) Validation of task, knowledge statements and weights.
- 6) Preparation of final test specifications.

The following is a brief outline of each of the steps as employed in this practice analysis:

1. The major performance domains were identified. These are the principal areas of responsibility or activity that comprise the practice of sport psychology professionals. They are the major headings in the outline format of the document.
2. After the identification of the domains, the next step was to break each domain into its component tasks. A task is defined as a specific, goal-directed activity or set of activities having a common objective or type of output. The set of tasks for each domain was delineated in such a manner as to be exhaustive and mutually exclusive for and cover all aspects of the profession relevant to the objectives of the job task analysis (i.e., the development of practice-based test specifications).
3. The committee (see Table 1) prepared the draft tasks while ensuring clarity of meaning and comprehensiveness.
4. The committee identified the “learnable knowledge” associated with the performance of each task. In so doing, the committee answered the following question for each task: “What learnable knowledge must the certification-level candidate master in order to successfully complete this task?”
5. The committee prepared the finalized draft knowledge statements while ensuring clarity of meaning and comprehensiveness.

Preliminary weights were obtained from each participant and the mean weights were computed. The mean weights served as the starting point for the discussion and debate that continued until consensus was reached on the committee’s final weights. The weights drive the question writing process and are used in the examination construction process to ensure content validity.

6. The product of the workshop was a draft practice analysis and set of test specifications that was presented to the committee and then circulated to selected members of the certification task force for wider review and comment. (See Appendix 2: Final practice

analysis and test specifications.)

7. Subsequently, a validation survey was conducted as described later in this report.

Process —Job Task Analysis Validation

Because the product of this workshop represented the consensus obtained from a limited number of individuals working at a single meeting, the decision was made to validate the practice analysis. The practice analysis validation process consisted of a survey of practitioners from the various regions of North America, plus selected individuals in South America, Europe, Australia, and Asia. All currently certified individuals within the organization were invited to take part in the survey. These are individuals that are known to have received supervision and experience working in applied sport psychology. A total of 403 active Certified Consultants were invited to participate in the survey. A total of 103 responded by completing the survey. This represents a response rate of 25.6%. The survey was conducted online using proprietary software.

In addition to the draft job task analysis document, survey participants were provided with a set of detailed instructions for reviewing and commenting on the job task analysis content and weights. The respondents were asked to review the job task analysis document and:

- (1) Identify those domains, tasks, or knowledge statements they would like to remove, reword, or revise
- (2) Suggest new domains, tasks, or knowledge statements that they would like to add to the practice analysis
- (3) Confirm or suggest changes to the domain weights
- (4) Rate the task statements according to their importance and frequency using the scales below.

Importance: 1. Unimportant
 2. Somewhat Important
 3. Important
 4. Very Important

Frequency: 1. Rarely
 2. Infrequently
 3. Frequently
 4. Very Frequently

Results

Survey Distribution

An online validation survey went live on September 30, 2015 to 403 Certified Consultants. This report is based on responses accumulated by the October 9, 2015 deadline. A total of 103 timely responses were received, representing a response rate of 25.6%

The demographic characteristics of the survey respondents can be found in Tables 2A through 2Q.

Table 2: Demographic Characteristics of the 103 Validation Survey Respondents

<u>A. Gender</u>	<u>Number</u>	<u>Percent</u>
Male	50	48.5%
Female	51	49.5%
Prefer not to answer	1	1.0%
No Response	1	1.0%
Total	103	100.0%

<u>B. Where practicing sport psychology</u>	<u>Number</u>	<u>Percent</u>
<u>Region</u>		
New England (CT, RI, MA, NH,VT)	4	3.9%
Mid-Atlantic (NY, NJ, PA, MD, DE)	14	13.6%
South (VA, NC, SC, GA, FL, LA, AL, MS, AR, TN,KY, WV)	21	20.4%
Southwest (TX, OK, NM, AZ)	8	7.8%
West (CA, OR, WA, ID, MT, WY, UT, CO, NV, AK, HI)	24	23.3%
Midwest (ND, SD, NE, IA, MN, KS, MO WI, IL, IN, OH, MI)	17	16.5%
“a range of states and countries”	1	1.0%
Non-US	5	4.9%
No Response	9	8.7%
Total	103	100.0%

<u>B. Where practicing sport psychology</u>	<u>Number</u>	<u>Percent</u>
<u>Country</u>		
USA	92	89.3%
Australia	3	2.9%
Canada	1	1.0%
Hong Kong	1	1.0%
Japan	1	1.0%
No Response	5	4.9%
Total	103	100.0%

<u>C. Highest degree completed</u>	<u>Number</u>	<u>Percent</u>
Master's	13	12.6%
Doctorate	90	87.4%
No Response	0	0.0%
Total	103	100.0%

<u>D. Years since completion of highest degree</u>	<u>Number</u>	<u>Percent</u>
5 years or less	28	27.2%
6 – 10 years	22	21.4%
11 – 15 years	17	16.5%
16 – 20 years	12	11.7%
21 – 25 years	7	6.8%
26 – 30 years	7	6.8%
More than 30 years	10	9.7%
No Response	0	0.0%
Total	103	100.0%

<u>E. Primary training background</u>	<u>Number</u>	<u>Percent</u>
Sport Science	21	20.4%
Psychology	28	27.2%
Both Sport Science & Psychology	51	49.5%
Other	3	2.9%
No Response	0	0.0%
Total	103	100.0%

<u>F. Years practicing applied sport psychology</u>	<u>Number</u>	<u>Percent</u>
5 years or less	18	17.5%
6 – 10 years	28	27.2%
11 – 15 years	20	19.4%
16 – 20 years	14	13.6%
More than 20 years	23	22.3%
No Response	0	0.0%
Total	103	100.0%

<u>G. Years since initial CC-AASP Certification</u>	<u>Number</u>	<u>Percent</u>
5 years or less	45	43.7%
6 – 10 years	25	24.3%
11 – 15 years	18	17.7%
16 – 20 years	4	3.9%
More than 20 years	11	10.7%
No Response	0	0.0%
Total	103	100.0%

<u>I. Current Job Title</u>	<u>Number</u>	<u>Percent</u>
Academic	31	30.1%
Professional (Psychologist)	14	13.6%
Sport Consultant	12	11.7%
Mental Skills Coach/Specialist	11	10.7%
Multiple Job Titles	11	10.7%
Administrative (Dir/Asst Dir Academic Program or Department)	10	9.7%
CEO/Head Sports Psychology Consulting Firm	4	3.9%
Instructional	2	1.9%
No Response	8	7.8%
Total	103	100.0%

<u>J. Practice setting (Multiple responses permitted)</u>	<u>Number</u>	<u>Percent</u>
Private practice	69	67.0%
Employed by team/organization	66	64.1%
Academic/Educator	58	56.3%
Other	18	17.5%
No Response	3	2.9%

<u>K. Licensure status</u>	<u>Number</u>	<u>Percent</u>
Not licensed in any field	61	59.2%
Licensed psychologist	30	29.1%
Licensed counselor	5	4.9%
Licensed in another healthcare profession	3	2.9%
No Response	4	3.9%
Total	103	100.0%

<u>L. Percent of time spent practicing applied sport psychology</u>	<u>Number</u>	<u>Percent</u>
0 -20%	33	32.0%
21 – 40%	26	25.2%
41 – 60%	15	14%
61 – 80%	9	6%
81 – 100%	19	18.5%
No Response	1	1.0%
Total	103	100.0%

<u>M. Served as mentor/supervisor for individuals applying for CC-AASP status</u>	<u>Number</u>	<u>Percent</u>
Yes	66	64.0%
No	36	35.0%
No Response	1	1.0%
Total	103	100.0%

<u>N. Hours mentoring received for sport psychology services</u>	<u>Number</u>	<u>Percent</u>
400 – 499 hours	29	28.2%
500 – 599 hours	14	13.6%
600 – 699 hours	10	9.7%
700 – 799 hours	10	9.7%
800 - 899 hours	7	6.8%
900+ hours	24	23.3%
No Response	9	8.7%
Total	103	100.0%

<u>O. Received formal training in mentoring/supervision?</u>	<u>Number</u>	<u>Percent</u>
Yes	66	64.1%
No	37	35.9%
No Response	1	1.0%
Total	103	100.0%

P. Primary theoretical orientation(s) (<i>Multiple responses permitted; 92 respondents</i>)	<u>Number</u>
Cognitive Behavioral Therapy (CBT)	59
Acceptance & Commitment Therapy (ACT)	12
Eclectic/Interdisciplinary	9
Humanistic/Gestalt	10
Mindfulness	7
Systems Theory	7
Self-Determination Theory	6
Solution-Focused	5
Interpersonal/Dynamic	4
Person/Client/Athlete Centered	4
Positive Psychology	3
Developmental (various)	5
Social-Psychological Foundations	2
Scientist-Practitioner Model	2
Phenomenology	2
Self-efficacy	2
Trans-Theoretical Model (TTM)	2
Biopsychosocial Model	2
* Miscellaneous Theoretical Models	24
No Response	11
Total	178

* Miscellaneous Theoretical Models: Motivational Interviewing, Sports Transition, Mental Skills, Psychology of High Performance, Rational Emotive Therapy, MAC, Social-Cognitive, Behavioral, Achievement Goal Theory, Mindset, Toolbox Philosophy, Self-Regulation Model, Dialectical Behavior Therapy, Barnard & Goodyear's Discrimination Model, Rotellian, Ravissian, Shelleyian, Life Coaching, Performance Psychology, Inverted-U Theory, Drive Theory, Quiescence Theory, Optimal Arousal Theory, Holistic Model.

Q. Additional certifications held (<i>Multiple responses permitted</i>)	Number
CC-AASP*	14
Certified Strength and Conditioning Specialist (CSCS)	5
Licensed/Registered Psychologist	2
Certified School Psychologist	2
Coach (various sports)	6
USOC Registry of Sport Psychologists	2
Certified Teacher/Educator/Instructor	3
Eye Movement Desensitization and Reprocessing Training	2
Mindfulness Based Attention Training	1
CPR/First Aid	1
RYT-200 (Yoga Therapy)	1
National Certified Counselor (NCC)	1
Certified Grief Recovery Specialist	1
Certified Exercise Physiologist ACSM	1
Certified Mental Training Consultant	1
HoM Trainer	1
Fellow - ACSM	1
Program Evaluation	1
No Response or No Additional Certification	62

* All respondents already hold AASP certification.

Survey Findings

A. Domain Weights

Survey recipients were asked to consider the Domain weights, rate them on Importance and Frequency and, if appropriate or applicable, suggest revisions. The Domain weights were recalculated based on the input from the 103 survey respondents including those who suggested changes and those who accepted the draft weights as delineated by the job task analysis committee. No Domain categories were changed, added, or dropped as a result of any comments received from the survey.

Table 3: Recalculated Job Task Analysis Weights

Domain	Draft Weights N=14	Recalculated Weights N=117
I. Rapport, Roles and Expectations	12%	13%
II. Assessment	17%	16%
III. Goals, Outcomes and Planning	21%	20%
IV. Implementation	35%	33%
V. Evaluation	10%	11%
VI. Professional Issues	5%	7%
TOTAL	100%	100%

B. Task and Knowledge Statement Changes

Comments received from the survey were initially reviewed and screened by AASP Certification staff. Relevant comments were then reviewed by consulting psychometricians and by a subset of subject matter experts who had attended the JTA workshop. After discussion was completed and relevant changes had been made, the document was forwarded to AASP leadership for review and comment. No Tasks were dropped or added as a result of comments received. However, some refinements in wording were made to the tasks listed below in Table 4.

Table 4: Tasks that were changed as a result of comments received

Task	Content
T-2	Explain the professional/consultant role within the specific setting or system with clients and important others.
T-5	Discuss and/or clarify the consulting process (e.g., Informed consent, documentation, contract, confidentiality, limits of availability) to help clients make informed decisions.
T-6	Obtain and summarize individual, team/group and organizational assessment data and information pertaining to performance via interviews, direct observation, the administration of questionnaires and standardized tests, collaboration with other professionals, etc. Assessment includes but is not limited to: <ul style="list-style-type: none"> • 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
T-8	Collaborate with the client/performer(s), and when appropriate, members of the performance team (e.g., coaches, colleagues, and other professionals) to formulate a plan to determine and prioritize goals and desired outcomes.
T-12	Assess progress, reset goals and/or revise implementation strategies and techniques either as part of a continuing process/relationship (e.g., on continuing basis, yearly, season-by-season) or as part of assisting clients in making progress towards established goals.
T-13	When possible and appropriate, obtain feedback from clients/performer(s) on consultant effectiveness.
T-14	When ethically appropriate, obtain feedback from coaches/leadership regarding performer utilization of mental skills training and consultant effectiveness.
T-15	Consolidate progress and conclude the professional relationship when appropriate based upon client and/or professional opinion.

No Knowledge statements were dropped as a result of comments received. However, some refinements in wording were made to the knowledge statements listed below in Table 5.

Table 5: Knowledge Statements that were changed or added as a result of comments

Statement	Knowledge of:
<u>Changed</u>	
K-2	Techniques for promoting client/performers' self-awareness
K-8	Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
<u>Added</u>	
K-30	Theories of learning effectiveness (e.g., how information is absorbed, processed and retained)
K-37	Systematic reflective practice

C. Task Statement Ratings

Table 6: Task Ratings of Importance and Frequency

Domain I. Rapport, Roles and Expectations

Importance					
	Not Important	Somewhat Important	Important	Very Important	Total
T-1: Establish rapport with the client/performer(s).	0.00% 0	0.00% 0	4.12% 4	95.88% 93	
T-2: Explain the professional/consultant role within the specific setting or system.	2.06% 2	3.09% 3	28.87% 28	65.98% 64	
T-3: Explain what is expected of the client/performer(s).	0.00% 0	9.28% 9	36.08% 35	54.64% 53	
T-4: Explain/describe the consulting process.	1.03% 1	10.31% 10	35.05% 34	53.61% 52	
T-5: Provide documents that pertain to the consulting process (e.g., Informed consent, contract, confidentiality, limits of availability).	3.13% 3	8.33% 8	27.08% 26	61.46% 59	96
Frequency					
	Never	Occasionally	Frequently	Very Frequently	Total
T-1: Establish rapport with the client/performer(s).	0.00% 0	1.08% 1	8.60% 8	90.32% 84	
T-2: Explain the professional/consultant role within the specific setting or system.	1.08% 1	10.75% 10	32.26% 30	55.91% 52	
T-3: Explain what is expected of the client/performer(s).	0.00% 0	10.75% 10	34.41% 32	54.84% 51	93
T-4: Explain/describe the consulting process.	0.00% 0	15.05% 14	36.56% 34	48.39% 45	
T-5: Provide documents that pertain to the consulting process (e.g., Informed consent, contract, confidentiality, limits of availability).	2.17% 2	21.74% 20	20.65% 19	55.43% 51	92

Domain II. Assessment

Importance					
	Not Important	Somewhat Important	Important	Very Important	Total
<p>T-6 Obtain and summarize individual, team/group and organizational assessment data and information pertaining to performance via interviews, direct observation, the administration of questionnaires and standardized tests, collaboration with other professionals, etc. Assessment includes but is not limited to:</p> <ul style="list-style-type: none"> • 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 	<p>0.00% 0</p>	<p>5.49% 5</p>	<p>23.08% 21</p>	<p>71.43% 65</p>	<p>91</p>

Frequency					
	Never	Occasionally	Frequently	Very Frequently	Total
<p>T-6: Obtain and summarize individual, team/group and organizational assessment data and information pertaining to performance via interviews, direct observation, the administration of questionnaires and standardized tests, collaboration with other professionals, etc. Assessment includes but is not limited to:</p> <ul style="list-style-type: none"> • 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 	<p>0.00% 0</p>	<p>11.11% 10</p>	<p>32.22% 29</p>	<p>56.67% 51</p>	<p>90</p>

Domain III – Goals, Outcomes and Planning

Importance					
	Not Important	Somewhat Important	Important	Very Important	Total
T-7: Integrate and evaluate assessment data within a theoretical framework, evidence-based practice and professional judgment.	0.00% 0	11.96% 11	36.96% 34	51.09% 47	92
T-8: Collaborate with the client/performer(s), performance team (e.g., coaches, colleagues, and other professionals) to formulate a plan to determine and prioritize goals and desired outcomes.	0.00% 0	9.78% 9	29.35% 27	60.87% 56	92
T-9: Identify personal and systemic resources and barriers related to the achievement of goals and desired outcomes.	1.09% 1	6.52% 6	34.78% 32	57.61% 53	92
Frequency					
	Never	Occasionally	Frequently	Very Frequently	Total
T-7: Integrate and evaluate assessment data within a theoretical framework, evidence-based practice and professional judgment.	1.10% 1	20.88% 19	41.76% 38	36.26% 33	91
T-8: Collaborate with the client/performer(s), performance team (e.g., coaches, colleagues, and other professionals) to formulate a plan to determine and prioritize goals and desired outcomes.	0.00% 0	17.58% 16	34.07% 31	48.35% 44	91
T-9: Identify personal and systemic resources and barriers related to the achievement of goals and desired outcomes.	0.00% 0	14.29% 13	37.36% 34	48.35% 44	91

Domain IV – Implementation

Importance					
	Not Important	Somewhat Important	Important	Very Important	Total
T-10: Implement a performance plan combining awareness, education and action to facilitate achievement of desired outcomes.	1.11% 1	4.44% 4	34.44% 31	60.00% 54	90
T-11: Implement a performance plan providing and obtaining feedback as the client/performer(s) work toward achieving the goals and desired outcomes.	1.11% 1	3.33% 3	34.44% 31	61.11% 55	90
Frequency					
	Never	Occasionally	Frequently	Very Frequently	Total
T-10: Implement a performance plan combining awareness, education and action to facilitate achievement of desired outcomes.	0.00% 0	5.62% 5	40.45% 36	53.93% 48	89
T-11: Implement a performance plan providing and obtaining feedback as the client/performer(s) work toward achieving the goals and desired outcomes.	0.00% 0	7.95% 7	42.05% 37	50.00% 44	88

Domain V – Evaluation

Importance					
	Not Important	Somewhat Important	Important	Very Important	Total
T-12: Assess progress, reset goals and revise implementations strategies and techniques either as part of a continuing process/relationship (e.g., yearly, season-by-season) or as part of assisting clients in maintaining gains made.	0.00% 0	4.40% 4	19.78% 18	75.82% 69	91
T-13: Obtain feedback from clients/performer(s) on consultant effectiveness.	1.10% 1	9.89% 9	42.86% 39	46.15% 42	
T-14: Obtain feedback from coaches/leadership regarding performer utilization of mental skills training and consultant effectiveness.	3.30% 3	23.08% 21	34.07% 31	39.56% 36	91
T-15: Consolidate progress and, when appropriate, conclude the professional relationship.	1.10% 1	6.59% 6	41.76% 38	50.55% 46	91
Frequency					
	Never	Occasionally	Frequently	Very Frequently	Total
T-12: Assess progress, reset goals and revise implementations strategies and techniques either as part of a continuing process/relationship (e.g., yearly, season-by-season) or as part of assisting clients in maintaining gains made.	1.11% 1	8.89% 8	44.44% 40	45.56% 41	90
T-13: Obtain feedback from clients/performer(s) on consultant effectiveness.	0.00% 0	24.44% 22	44.44% 40	31.11% 28	
T-14: Obtain feedback from coaches/leadership regarding performer utilization of mental skills training and consultant effectiveness.	4.44% 4	37.78% 34	35.56% 32	22.22% 20	90
T-15: Consolidate progress and, when appropriate, conclude the professional relationship.	3.37% 3	21.35% 19	42.70% 38	32.58% 29	89

Domain VI – Professional Issues

Importance					
	Not Important	Somewhat Important	Important	Very Important	Total
T-16: Certified practitioners engage in activities to maintain and enhance professional competence.	0.00% 0	2.20% 2	15.38% 14	82.42% 75	91
T-17: Certified practitioners practice in a manner consistent with applicable laws, regulations and the AASP Code of Ethical Principles and Standards.	0.00% 0	1.10% 1	8.79% 8	90.11% 82	91
T-18: Certified practitioners engage in a process of self-reflective practice that includes a process of continuous learning.	0.00% 0	1.10% 1	26.37% 24	72.53% 66	91
T-19: Certified practitioners recognize their own biases, stereotypes and misconceptions to prevent them from interfering with their relationships with clients/performer(s).	0.00% 0	1.10% 1	19.78% 18	79.12% 72	91
T-20: Certified practitioners recognize the limits of their knowledge and skills and accordingly refer clients/performers to, or seek collaboration with other qualified professionals, as necessary.	0.00% 0	2.20% 2	10.99% 10	86.81% 79	91
T-21: Certified practitioners engage in activities that enhance their knowledge and skills that relate to their supervision of professional colleagues seeking certification.	2.20% 2	18.68% 17	18.68% 17	60.44% 55	91
Frequency					
	Never	Occasionally	Frequently	Very Frequently	Total
T-16: Certified practitioners engage in activities to maintain and enhance professional competence.	0.00% 0	6.74% 6	39.33% 35	53.93% 48	89
T-17: Certified practitioners practice in a manner consistent with applicable laws, regulations and the AASP Code of Ethical Principles and Standards.	0.00% 0	1.12% 1	15.73% 14	83.15% 74	89
T-18: Certified practitioners engage in a process of self-reflective practice that includes a process of continuous learning.	0.00% 0	6.74% 6	34.83% 31	58.43% 52	89
T-19: Certified practitioners recognize their own biases, stereotypes and misconceptions to prevent them from interfering with their relationships with clients/performer(s).	0.00% 0	11.24% 10	32.58% 29	56.18% 50	89

T-20: Certified practitioners recognize the limits of their knowledge and skills and accordingly refer clients/performers to, or seek collaboration with other qualified professionals, as necessary.	1.12% 1	11.24% 10	20.22% 18	67.42% 60	89
T-21: Certified practitioners engage in activities that enhance their knowledge and skills that relate to their supervision of professional colleagues seeking certification.	8.99% 8	29.21% 26	23.60% 21	38.20% 34	89

Conclusion

Conclusion

The draft final report of the Job Task Analysis and Validation was submitted to the Certification Task Force and Presidents of the Association on January 16, 2016 for review. At a meeting held on January 21, 2016 the report was discussed in detail and accepted with one change. The test construction weight associated with Domain VI Professional Issues was reduced from 7% to 5% and the test construction weight associated with Domain IV Implementation was increased from 33% to 35%. This decision was made because of the anticipated difficulty in crafting professional issues questions that could contribute to reliable pass/fail (i.e. credentialing) decisions. It was noted that in assessing professional issues with multiple choice questions, correct answers are often obvious and plausible, incorrect options are a challenge to write. The change to the weight of Domain IV – Implementation was justified by its' status as the largest and most important Domain category. The Sport Psychology Job Task Analysis and Test Specifications in Appendix 2 of this report reflect this change.

Table 8: Recommended Job Task Analysis Weights

Domain	Proposed Final Weights
Domain I – Rapport, Roles and Expectations	13%
Domain II – Assessment	16%
Domain III – Goals, Outcomes and Planning	20%
Domain IV – Implementation	35%
Domain V – Evaluation	11%
Domain VI – Professional Issues	5%
TOTAL	100%

Appendix 1: JOB TASK ANALYSIS MEETING AGENDA

**Association for Applied Sport Psychology
Sport Psychology and Exercise Psychology Certification Program(s)
Job Task Analysis Workshop
June 29-30, 2015 | Indianapolis, IN**

AGENDA*

Monday, June 29#

8:00 am - 8:15 am	Welcome & Introductions
8:15 am - 8:45 am	Discussion of practice (job) analysis philosophy and utility
8:45 am - Noon	Delineation of Domains of Practice
12:00 pm - 1:00 pm	Working Lunch
1:00 pm - 5:00 pm	Delineation of Tasks
6:30pm	Group Dinner at Weber Grill, 10 N Illinois St.

Tuesday, June 30*

8:00 am - Noon	Delineation of Knowledge Statements
12:00 pm - 1:00 pm	Working Lunch
1:00 pm - 2:00 pm	Calculation of Draft Weights
2:00 pm	Adjourn

*Times are approximate and are subject to adjustment. Breaks will be scheduled as needed.

Please note that, depending on how the delineation of domain and tasks progresses, the group may split into two to conduct a sport psychology JTA and an exercise psychology JTA.

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

Sport Psychology Job Task Analysis

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

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

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

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

The effective performance of this task requires knowledge of:

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

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

The effective performance of this task requires knowledge of:

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

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

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

The effective performance of this task requires knowledge of:

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

T-4 Explain/describe the consulting process.

The effective performance of this task requires knowledge of:

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

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

The effective performance of this task requires knowledge of:

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

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

Domain II – Assessment (16%)

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

The effective performance of this task requires knowledge of:

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

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

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

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

The effective performance of this task requires knowledge of:

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

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

The effective performance of this task requires knowledge of:

- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-15 Interviewing techniques (e.g., motivational interviewing, micro skills, effective questioning)
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-25 Neuropsychology of performance
- K-26 Performance psychophysiology
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)
- K-30 Theories of learning effectiveness (e.g., how information is absorbed, processed and retained)

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

The effective performance of this task requires knowledge of:

- K-2 Techniques for promoting client/performers' self-awareness
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-12 Application of counseling and consulting theory to performance
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles

Domain IV – Implementation (35%)

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

The effective performance of this task requires knowledge of:

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

- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-10 Intervention research and its applications
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-12 Application of counseling and consulting theory to performance
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)

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

The effective performance of this task requires knowledge of:

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

- K-4 Techniques for establishing a safe environment (e.g., non-judgmental, neutral stance, assurance of confidentiality)
- K-5 Contextual intelligence factors (e.g., culture, values, attitudes, history and language of the performance domain, consultant role within performance and training environment, and organizational structure)
- K-6 Developmentally appropriate communication techniques
- K-7 Components of the professional/consultant role (e.g., boundaries of competence)
- K-8 Conceptual orientations (e.g., cognitive-behavioral, acceptance/mindfulness)
- K-9 Systems theory
- K-11 Change processes (e.g., trans-theoretical model, motivational interviewing)
- K-12 Application of counseling and consulting theory to performance
- K-16 Multi-cultural and diversity issues
- K-17 Leadership development theory and application
- K-18 Psychology of injury and rehabilitation
- K-19 Techniques for identifying possible physical and mental health conditions requiring referral
- K-20 Verbal and non-verbal performance indicators (e.g., body language, emotional displays, communication patterns, response to adversity)
- K-21 Coaching techniques and effectiveness
- K-22 Motor learning/biomechanics, skill acquisition and execution
- K-23 Physiological bases of sports/performance (e.g., preparation, and recovery)
- K-24 Periodization and training cycles
- K-27 Theories of performance excellence
- K-28 Mental skills related to performance (i.e., energy management, concentration, emotional control, self-confidence, motivation, interpersonal etc.)
- K-29 Performance psychology interventions/methods (i.e., relaxation training, mindfulness, imagery, goal setting, self-talk, team building, brief interventions, on-site intervention, interventions targeting chaotic, high pressure moments, etc.)
- K-31 Techniques for group facilitation

Domain V – Evaluation (11%)

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

The effective performance of this task requires knowledge of:

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

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

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

The effective performance of this task requires knowledge of:

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

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

The effective performance of this task requires knowledge of:

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

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

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

The effective performance of this task requires knowledge of:

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

Domain VI – Professional Issues (5%)

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

The effective performance of this task requires knowledge of:

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

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

The effective performance of this task requires knowledge of:

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

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

The effective performance of this task requires knowledge of:

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

K-37 Systematic reflective practice

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

The effective performance of this task requires knowledge of:

K-16 Multi-cultural and diversity issues

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

The effective performance of this task requires knowledge of:

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

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

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

The effective performance of this task requires knowledge of:

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

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

Knowledge Statement Summary

The effective performance of these various tasks require knowledge of:

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

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

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

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

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

K-6 Developmentally appropriate communication techniques

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

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

K-9 Systems theory

K-10 Intervention research and its applications

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

K-12 Application of counseling and consulting theory to performance

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

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

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

K-16 Multi-cultural and diversity issues

K-17 Leadership development theory and application

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