

REVISED CERTIFIED MENTAL PERFORMANCE CONSULTANT®
CERTIFICATION EXAM
TEST SPECIFICATIONS
May 11, 2018

CONTAINING TASK DOMAINS AND WEIGHTS
WITH RELEVANT KNOWLEDGE GROUPS WEIGHTED WITHIN EACH DOMAIN

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

Tasks

- 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

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 GROUPS¹ (A, B, J; 3%)

Domain II – Assessment (16%)

Tasks

- 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)

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

- 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

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%)

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

Tasks

- 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

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)
(in alphabetical order by Group name)
With Weights and Component Knowledge Statements

- 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
- 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