

**Report on the Transportability Study
for the Canadian Sport Psychology Association
Assessing Equivalency of the Jobs of
AASP Certified Mental Performance Consultant®
and CSPA Mental Performance Consultant**

Prepared by

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October 17, 2020

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Executive Summary

The purpose of the Transportability Study was to determine the equivalence of the jobs of Certified Mental Performance Consultant® (CMPC®) affiliated with the Association for Applied Sport Psychology (AASP) and the Mental Performance Consultant (MPC) affiliated with the Canadian Sport Psychology Association (CSPA). Twenty-one subject matter experts (SMEs) participated in this three-part study.

The objective of Step 1 was to determine if the Task Domains required in the CMPC® and MPC jobs are equivalent. In Step 1, SMEs allocated 100 points across the six Task Domains that comprise the CMPC® job. MPC SMEs were given the opportunity to identify additional Task Domains; no additional Task Domains were identified for the MPC job. SMEs were asked to estimate the percentage of the MPC job that was captured by the six Task Domains; the mean of the estimates was that 95% (SD = 7.75) of the MPC job was captured by the six CMPC® Task Domains. The Task Domain weights derived in Step 1 were highly correlated with CMPC® Task Domain weights ($r = .98$; $r^2 = .96$), indicating the tasks performed in each job are equivalent.

The objective of Step 2 was to assess whether the knowledge needed to perform the CMPC® job and the knowledge needed to perform the MPC jobs are equivalent. In Step 2, SMEs weighted 15 Knowledge Groups across the Task Domains to proportionally represent the importance of each Knowledge Group for performing the tasks in a given domain. The Knowledge Group weights summed across the six Domains equal 100, representing 100% of the knowledge needed to perform the MPC job. The mean weights from Step 2 were correlated with the Knowledge Group weights from the AASP CMPC® Revised Job Task Analysis ($r = .98$, $r^2 = .97$), which indicated substantial common variance between the knowledge required for the two jobs. That is, the knowledge needed to perform the job of MPC is equivalent to the knowledge needed to perform the job of CMPC®.

Step 3 had two objectives: one, to establish the reliability of Knowledge Groups weights derived in Step 2 by asking SMEs to consider the MPC job in toto and to then assign weights to the 15 Knowledge Groups; and, second, to determine if this allocation of weights to Knowledge Groups converged with CMPC® Knowledge Group weights. The results indicate high convergence of Knowledge Group weights between Step 2 and Step 3 ($r = .98$, $r^2 = .97$). High convergence also was observed in comparing the MPC Knowledge Group weights from Step 3 to the CMPC® Knowledge Group weights ($r = .93$, $r^2 = .87$).

In conclusion, the results of all three steps in this job analysis study indicate that the jobs of MPC and CMPC® are substantially equivalent at both the Task Domain level ($r = .98$; $r^2 = .96$) and the Knowledge Group level ($r = .98$, $r^2 = .97$). Thus, there is strong support for the transportability of the validity of the CMPC® Certification Exam for use with the job of MPC.

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Background

In December 2019, the Certified Mental Performance Consultant® (CMPC®) Certification Program of the Association for Applied Sport Psychology (AASP) received accreditation from the National Commission for Certifying Agencies (NCCA). This transportability study was conducted at the request of the Canadian Sport Psychology Association (CSPA)/Dr. Natalie Durand-Bush. The objective of this transportability study is to determine if the job of the Canadian Mental Performance Consultant (MPC) is sufficiently similar to the job of CMPC® that the two jobs can be considered equivalent, enabling CSPA to partner with the AASP CMPC® Certification Program, including the use of CMPC® Certification Exam requirement.

A transportability study is a type of job analysis conducted to determine if exam validity evidence for a test validated for one job can be transported to a second job. The feasibility of transporting the validity evidence to a second job (MPC) rests upon a job analysis of the second job that quantitatively assesses its similarity to the original job (CMPC®). If the two jobs are determined to be equivalent, the exam validity evidence for the first job can support the use of the exam for the second job. This report details the methodology used and the results of the transportability study to determine the equivalence of the jobs of CMPC® affiliated with AASP and the MPC affiliated with CSPA, as required by NCCA for accreditation purposes.

Overview of Method

The purpose of the Transportability Study was to determine the equivalence of the jobs of Certified Mental Performance Consultant® (CMPC®) affiliated with the Association for Applied Sport Psychology (AASP) and the Mental Performance Consultant (MPC) affiliated with the Canadian Sport Psychology Association (CSPA). The job analysis process used to evaluate the equivalency of the two jobs included three steps. The first step was assessing equivalency of CMPC® Task Domains for the jobs of MPC and CMPC®. The second step, weighting the Knowledge Groups within Task Domains, and the third step, a reliability check of the Step 2 weights for the Knowledge Groups, were to determine if the knowledge needed to perform the jobs of MPC and CMPC® is equivalent.

Subject Matter Experts

The CSPA Transportability Project Steering Committee comprised Drs. Natalie Durand-Bush, Sharleen Hoar, and Diane Culver. The Steering Committee issued a call out to MPCs to serve as Subject Matter Experts (SMEs) in the study. The call out was offered in both English and French and may be found in Appendix A. SMEs were required to have practiced a minimum of 3 years as a MPC and to be able to complete the required tasks in English. Some 21 SMEs representing diversity in terms of areas of specialization, experience in different settings and with different populations, years of experience, and geographic location were selected by the Project Steering Committee. SMEs comprised 15 women and 6 men, with a mean of 12.69 (SD = 8.79) years of experience as a MPC. Please see Appendix B for additional SME demographic information.

Materials for each step of the transportability study were distributed to SMEs via emails containing specific directions for task completion with files attached containing detailed directions, content files, and an Excel file for entering task data. SMEs read the directions, completed the task, and returned the completed Excel file for each step to the researcher. The process and results for each of the three steps in the Transportability Study are described in detail below.

Step 1: Assessing Equivalency of CMPC® Task Domains for the Job of MPC

The first step of this transportability study involved SMEs independently weighting the Task Domain components of the MPC job. SMEs were instructed to study a description of the MPC job formatted as a chronology of tasks within Task Domains before allocating points to reflect the time and effort the typical MPC spends in each Task Domain when performing MPC activities. The six Task Domains used in this transportability study were identified in a Job Task Analysis of the AASP CMPC® job (Rosen & Lipkins, 2016). MPC SMEs were reminded to think in terms of a minimally competent MPC when responding. Directions for Task 1 may be found in Appendix C; Task Domain definitions may be found in Appendix D. The mean weights for each of the six Task Domains are found in Table 1.

Table 1. Mean MPC SME Weights for the Six Task Domains

DOMAINS OF TASK PERFORMANCE FOR A MINIMALLY COMPETENT PERFORMANCE CONSULTANT (Do NOT include performance in other aspects of a job such as administrative duties, teaching, supervision, other clinical or counseling duties, etc.)		Allocation of Time/Effort/Points for Domain	Smoothed Weights	CMPC Weights
DOMAINS OF PERFORMANCE				
1	RAPPORT, ROLES, AND EXPECTATIONS	14.07	14	13
2	ASSESSMENT	14.69	15	16
3	GOALS, OUTCOMES, AND PLANNING	17.69	18	20
4	IMPLEMENTATION	28.45	28	35
5	EVALUATION	13.05	13	11
6	PROFESSIONAL ISSUES	12.05	12	5
*	OTHER (ONLY if NOT included above) Please indicate what is included in this domain below in comments)	0.00	0.000	-
TOTAL POINTS YOU ALLOCATED (summed automatically)		100	100	100
TOTAL POINTS MUST EQUAL 100 ->		100	100	100

SMEs were asked to indicate the percentage of the MPC job they believed was captured by the six Task Domains and, if additional tasks are involved in the MPC job, to identify any additional domain(s). The mean estimate of the percentage of the MPC job captured by the six Task Domains was 95% (SD = 7.75). No additional Task Domains were identified by the SMEs. Thus, SME perception indicates that the six Domains from the CMPC® Job Task Analysis capture most of the tasks in the job of MPC.

The similarity of the two jobs is apparent when one inspects the domain weights presented in Table 1. The only point of significant departure between the two jobs is for the domains of Professional Issues and Implementation where MPCs allocated 7% more weight to Professional Issues and CMPC®s allocated 7% more weight to Implementation.

The data resulting from Step 1 provided a quantified basis for evaluating the equivalency of Task Domains between the CMPC® and MPC jobs. That is, if SME weights for the MPC Task Domain converge with the weights for the Task Domains for the CMPC® job, it is an indication of equivalent Task Domains across the two jobs. The weights allocated to each domain by the 21 SMEs were averaged to derive the domain weights for the job of MPC. The exact MPC Task Domain weights from Step 1 were significantly correlated with the Task Domain weights for the CMPC® job ($r = .98$, $p < .01$; $r^2 = .96$). In practice, the domain weights are rounded or smoothed to a whole number. As such, the smoothed MPC weights for Task Domains also were correlated with the CMPC® Task Domain weights ($r = .97$, $p < .01$; $r^2 = .94$). The coefficient of determination (r^2) indicates the amount of variance in one variable (CMPC® job) that is accounted for by its relationship with a second variable (MPC job); this also is referred to as common variance or goodness of fit. The results of Step 1 indicate substantial common variance between the two jobs, 96% commonality when using the exact weights and 94% commonality when using the smoothed weights. Thus, at the Task Domain level, the jobs of MPC and CMPC® are equivalent.

Step 2: Weighting Knowledge Groups Within Domains

In addition to establishing the Task Domains as equivalent, it also is critical to establish that similar groups of knowledge are associated with each Task Domain across the CMPC® and MPC jobs. The AASP CMPC® Revised Job Task Analysis (Shoenfelt, 2018) identified 15 Knowledge Groups required to competently perform the job of CMPC®. These 15 CMPC® Knowledge Groups were used in Step 2 (and Step 3). Different Knowledge Groups are more or less critical for performing tasks in a given Task Domain. Across all six Task Domains, the 15 Knowledge Groups should be weighted such that the sum of weights across the six Task Domains sums to 100. That is, the weighted Knowledge Groups should represent 100% of what a minimally qualified mental performance consultant should know to acceptably perform the job.

Twenty-one SMEs participated in the assigning Knowledge Group weights. Directions instructed SMEs to identify *the most critical Knowledge Groups for each domain*. Four SMEs allocated weights of mostly 1s and/or partial points (i.e., .5 or .25) for all Knowledge Groups across most/all Domains, essentially weighting all Knowledge Groups equivalently regardless of the Domain. These SMEs declined to follow the directions *to identify the most critical Knowledge Groups* for a given Domain and, as such, added noise (error) to the data. Accordingly, data for these four SMEs were not included in the data analyses for Step 2; the Step 2 results reflect data for the remaining 17 SMEs.

The directions for completing Step 2 may be found in Appendix E. SMEs were instructed to carefully review the 15 Knowledge Groups (Appendix F) and the six Task Domain definitions (Appendix D). SMEs then allocated the number of points represented by a domain weight across the 15 Knowledge Groups to represent the knowledge needed by a minimally competent mental performance consultant to appropriately perform the tasks contained in that domain. This process was repeated for each of the six Task Domains. The weights allocated to each Knowledge Group by the 21 SMEs were averaged to derive the Knowledge Group weights for the job of MPC.

The results of the MPC SME weighting process may be found in Table 2. These data provided the basis for assessing equivalency of the CMPC® and MPC jobs at the knowledge level.

Table 2. Mean MPC SME Weights for Knowledge Group within Domain

KNOWLEDGE NEEDED TO PERFORM AT A MINIMALLY COMPETENT LEVEL AS A MENTAL PERFORMANCE CONSULTANT		DI: Report, Roles, and Expectations	DII: Assessment	DIII: Goals, Outcomes, and Planning	DIV: Implementation	DV: Evaluation	DVI: Professional Issues	Total Knowledge Group Weights	Smoothed Weights	CMPC Weights
KNOWLEDGES AND DOMAIN WEIGHTS ->		13	16	20	35	11	5			
A	APPLICATION OF THEORIES AND PRINCIPLES OF COUNSELING AND CONSULTING	1.35	0.65	2.53	3.65	0.29	0.12	8.59	9	8
B	ASSESSMENT OF INDIVIDUALS, TEAMS/GROUPS, AND ORGANIZATIONS	0.41	5.71	0.94	0.94	1.12	0.00	9.12	9	11
C	COACHING EFFECTIVENESS	0.24	0.65	0.94	1.29	0.47	0.00	3.59	4	3
D	CULTURE AND DIVERSITY	1.65	1.35	0.94	0.94	0.29	0.94	6.12	6	6
E	ETHICS AND PROFESSIONAL ISSUES	2.41	0.65	0.59	1.06	1.00	2.29	8.00	8	8
F	EVALUATION OF CONSULTING AND PROGRAM EFFECTIVENESS	0.06	0.18	0.18	1.06	5.24	0.82	7.53	8	8
G	FOUNDATIONAL AND PSYCHOLOGICAL THEORIES, MODELS, and CONSTRUCTS	0.41	1.29	3.18	3.18	0.24	0.12	8.41	8	9
H	LEADERSHIP DEVELOPMENT	0.18	0.35	0.88	1.35	0.00	0.18	2.94	3	3
I	LEARNING AND SKILL ACQUISITION	0.00	0.59	0.76	1.41	0.18	0.06	3.00	3	3
J	MENTAL SKILLS AND TOOLS RELATED TO PERFORMANCE	0.59	0.94	2.94	6.62	0.59	0.12	11.79	12	11
K	NEUROPSYCHOLOGICAL BASES OF PERFORMANCE	0.00	0.41	0.59	1.29	0.00	0.00	2.29	2	2
L	PERFORMANCE PSYCHOLOGY INTERVENTIONS	0.18	0.41	2.53	7.03	0.47	0.18	10.79	11	11
M	PHYSIOLOGICAL BASES OF PERFORMANCE	0.00	0.47	0.74	1.29	0.00	0.00	2.50	2	3
N	PSYCHOLOGY OF INJURY AND REHABILITATION	0.12	0.53	0.97	0.94	0.00	0.00	2.56	3	2
O	TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS	5.41	1.82	1.29	2.94	1.12	0.18	12.76	13	12
Mean Domain Weight Sums ->		13	16	20	35	11	5	100	101	100

Again, the data from Step 2 provide the basis for evaluating the equivalency of Knowledge Groups necessary for a minimally competent MPC and CMPC[®]. If SME weights for the MPC Knowledge Groups converge with Knowledge Group weights for the CMPC[®] job, it is an indication of equivalent knowledge requirements across jobs. The exact mean weights from Step 2 were correlated with the Knowledge Group weights from the AASP CMPC[®] Revised Job Task Analysis ($r = .98, p < .01; r^2 = .97$). The correlation between the MPC smoothed weights and the CMPC[®] weights resulted in $r = .97 (p < .01, r^2 = .94)$. These results indicate substantial common variance between the Knowledge Groups required for the two jobs, 97% commonality when using the exact weights and 94% commonality when using the smoothed weights. Thus, at the Knowledge Group level, the jobs of MPC and CMPC are equivalent.

Step 3: Reliability Check on the Weights for the 15 Knowledge Groups

The same SMEs were asked to participate in a third task to check the reliability of the weights assigned in Step 2. In Step 2, SMEs allocated weights for each Knowledge Group *within* a given Task Domain. In Step 3, these same SMEs were asked to consider the job of mental performance consultant as a whole and to allocate weights to each of the 15 Knowledge Groups for the job in toto. SMEs were instructed to refer to the 15 Knowledge Groups (Appendix F) and the six Task Domain definitions (Appendix D) before beginning the task. SMEs were instructed NOT to consult their previous weight allocations from Step 2. Directions for Task 3 may be found in Appendix G. The results of Step 3 may be found in Table 3.

The data resulting from Steps 2 and 3 provide the basis for checking the reliability of the ratings obtained in Step 2. That is, if ratings for the requisite knowledge for each Task Domain (Step 2) converge with the ratings for the knowledge needed for the job as a whole (Step 3), then it is an indication of the reliability of knowledge weights assigned by SMEs. The exact mean Knowledge Group weights from Step 2 were correlated with the exact mean Knowledge Group weights from Step 3 ($r = .96, p < .01; r^2 = .93$). The smoothed Knowledge Group weights from Step 2 also were correlated with the smoothed Knowledge Group weights from Step 3 ($r = .96, p < .01; r^2 = .92$). The high convergence of Knowledge

Group weights across Step 2 and Step 3 demonstrate the stability and reliability of SME weights for the MPC Knowledge Groups. The coefficient of determination (r^2) indicates substantial common variance in the weights across the two Steps, 93% common variance when using exact weights and 92% common variance when using the smoothed weights.

Table 3. Mean MPC Weights for Knowledge Groups Considering the Job in Toto

	KNOWLEDGE NEEDED TO PERFORM AT A MINIMALLY COMPETENT LEVEL AS A MENTAL PERFORMANCE COACH (Do NOT include knowledge needed for other aspects of job such as administrative duties, teaching, supervision, other clinical or counseling duties, etc.)	Total Knowledge Group Weights	Smoothed Weights	CMPC Weights
15	KNOWLEDGE GROUPS			
1	APPLICATION OF THEORIES AND PRINCIPLES OF COUNSELING AND CONSULTING	7.90	8.00	8
2	ASSESSMENT OF INDIVIDUALS, TEAMS/GROUPS, AND ORGANIZATIONS	8.10	8.00	11
3	COACHING EFFECTIVENESS	2.95	3.00	3
4	CULTURE AND DIVERSITY	4.57	5.00	6
5	ETHICS AND PROFESSIONAL ISSUES	7.48	7.00	8
6	EVALUATION OF CONSULTING AND PROGRAM EFFECTIVENESS	6.29	6.00	8
7	FOUNDATIONAL PSYCHOLOGICAL THEORIES, MODELS, and CONSTRUCTS	8.76	9.00	9
8	LEADERSHIP DEVELOPMENT	3.14	3.00	3
9	LEARNING AND SKILL ACQUISITION	2.76	3.00	3
10	MENTAL SKILLS AND TOOLS RELATED TO PERFORMANCE	14.00	14.00	11
11	NEUROPSYCHOLOGICAL BASES OF PERFORMANCE	2.62	3.00	2
12	PERFORMANCE PSYCHOLOGY INTERVENTIONS	13.48	13.00	11
13	PHYSIOLOGICAL BASES OF PERFORMANCE	2.29	2.00	3
14	PSYCHOLOGY OF INJURY AND REHABILITATION	2.95	3.00	2
15	TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS	12.62	13.00	12
	Mean Weight Sums ->	99.90	100	100

The Knowledge Group weights from Step 3 also were correlated with CMPC® Knowledge Group weights resulting in $r = .93$ ($p < .01$; $r^2 = .87$). Thus, 87% of the variance accounted for the CMPC® weights can be accounted for by its relationship to the MPC Knowledge weights derived in Step 3. These results are indicative of the substantial equivalence of Knowledge Groups needed to perform both the MPC and CMPC® jobs.

Conclusion

In conclusion, the results of all three steps in this job analysis study indicate that the jobs of MPC and CMPC® are substantially equivalent at both the Task Domain level ($r = .98$; $r^2 = .96$) and the Knowledge Group level ($r = .98$, $r^2 = .97$). Thus, there is strong support for the transportability of the validity of the CMPC® Certification Exam for use with the job of MPC.

References

- Rosen, G. A. & Lipkins, R. H. (2016). *Final Report: Sport Psychology Certification Job Task Analysis and Validation*. Prepared for The Association for Applied Sport Psychology, Indianapolis, IN in partnership with The American College of Sports Medicine, Indianapolis, IN.
- Shoenfelt, E. L. (2018). *Report on the Revision of the Job Task Analysis Conducted for The Association for Applied Sport Psychology for the Development and Validation of the Certified Mental Performance Consultant® Certification Exam*. Prepared for the Certification Council of the Association for Applied Sport Psychology, Indianapolis, IN.

Project Personnel

Elizabeth L. Shoenfelt, Ph.D. Dr. Elizabeth (Betsy) Shoenfelt, University Distinguished Professor in the Department of Psychological Sciences at Western Kentucky University, is a licensed Industrial-Organizational (I-O) Psychologist, a Fellow in the Society for Industrial and Organizational Psychology (SIOP), and the Director of the WKU Graduate Program in I-O Psychology. Dr. Shoenfelt has more than 30 years of experience consulting in business, industry, government, education, and sport, including job analysis, test development and validation, and EEO law. Dr. Shoenfelt is a CMPC® and a Fellow in the Association for Applied Sport Psychology.

Siera Bramschreiber, M.A., M.S. Siera Bramschreiber holds a M.A. in Clinical Psychology and a M.S. in Industrial-Organizational Psychology from Western Kentucky University. Ms. Bramschreiber has expertise in job analysis, test validation, psychometrics, data management, and statistics. Ms. Bramschreiber is a consultant in Bowling Green, KY.

Appendix A
Call Out for SMEs in English and in French



Call for SUBJECT MATTER EXPERTS (SMEs)

Do you have a desire to contribute to an objective systematic study of the job of a Mental Performance Consultant (MPC) in Canada? If so, volunteer to become a Subject Matter Expert (SME) and take part in the Transportability Study that the CSPA Certification Committee is conducting with the Certification Council of the Association for Applied Sport Psychology (AASP). The Transportability Study is the first step that CSPA is taking to determine the feasibility of forming a partnership with AASP for certification. The objective of this study is to analyze the job of a MPC so that it can be determined if the job of MPC in Canada is congruent with that of a Certified Mental Performance Consultant (CMPC), as defined in AASP's certification program.

Who Qualifies as an SME?

A SME is an individual who actively works as a MPC and has a comprehensive understanding of the profession with respect to the competencies (i.e., knowledge and skills) required to be an effective MPC. All SMEs must:

- Have been a professional member of CSPA for a minimum of three years and be able to complete the study in English;
- Be willing to work independently and conscientiously on tasks that require attention to detail, following a specific timeline;
- Refrain from examining any documents or materials related to the CMPC program (i.e., Job Task Analysis, CMPC Certification Exam) while completing the tasks associated with the transportability study (excluding documents provided by the study contractor Dr. Betsy Shoenfelt).

The CSPA Certification Committee is seeking to recruit a representative sample of SMEs that will include MPCs representing various:

- Work settings (e.g., NSO/P50, CSI/CSC, uSport/university/college, sport schools, private practice, military/government)
- Genders, ethnicities and cultures (e.g., members of BIPOC and LGBTQIA2S+)
- Graduate training background and degrees (e.g., sport psychology, clinical counseling, clinical psychology)
- Years of practice/age (minimum of 3 years of practice, early/mid/late career)
- Areas of specialization (e.g., ~~biomechanics~~, eating disorders, concussions)
- Practice populations (e.g., varsity, youth, Olympic/Paralympic, professional, military, performing artists)
- Geographic areas of practice (e.g., coast to coast to coast)

Transportability Study Procedure and Tasks

The Transportability Study will be overseen by Dr. Betsy Shoenfelt, CMPC and psychometrician. The study involves three distinct tasks and each task must be completed separately and consecutively, between the period of September 14th to October 9th, 2020. SMEs will be required to pay careful attention to the process and procedures to help ensure a successful study. Following are the estimated total preparation and task completion time, and the deadline for each task:

- **Task 1:** Assessing the tasks involved in the job of an MPC
Estimated time 30-45 minutes; to be completed between September 15-22
- **Task 2:** Assessing the knowledge required to perform the job of an MPC
Estimated time of 45-80 minutes; to be completed following submission of Task 1 and by September 30th
- **Task 3:** Final check to verify the previous two tasks
Estimated time of 30 minutes; to be completed following submission of Task 2 and by October 9th

SMEs will be able to complete each task independently or with the support of Dr. Shoenfelt via a Zoom call that will be held on Thursday October 1, 2020 from 6:00-6:45 pm EDT (Task 1) and from 6:45-8:00 pm EDT (Task 2).

If you are interested in serving as an SME for this Transportability Study, please complete the SME APPLICATION and return it to Sharleen Hoar at sdhoar@gmail.com with the subject line "SME Application".

DEADLINE TO APPLY: Friday September 11th, 2020 4:00 pm PDT.



CANADIAN SPORT PSYCHOLOGY ASSOCIATION | CSPA
ASSOCIATION CANADIENNE DE LA PSYCHOLOGIE DU SPORT | ACPS
www.cspa-acps.com

Appel aux EXPERTS EN LA MATIÈRE (EM)

Désirez-vous contribuer à une étude objective systématique sur le travail de consultant en performance mentale (CPM) au Canada? Si oui, soumettez votre candidature afin de devenir un expert en la matière (EM) et participez à l'étude de transportabilité que le comité de certification de l'ACPS mène avec le conseil de certification de l'Association for Applied Sport Psychology (AASP). L'étude de transportabilité représente la première initiative que l'ACPS entreprend afin de déterminer la faisabilité de former un partenariat avec l'AASP pour la certification. L'objectif de cette étude est d'analyser le travail de CPM afin de déterminer si le travail de CPM au Canada est conforme à celui d'un Certified Mental Performance Consultant (CMPC), tel que défini dans le programme de certification de l'AASP.

Qui est considéré comme un EM?

Un expert en la matière est une personne qui travaille activement en tant que CPM et qui possède une compréhension approfondie de la profession, notamment en ce qui concerne les compétences (c.-à-d., connaissances et habiletés) requises pour être un CPM efficace.

Tous les EM doivent :

- Être membre professionnel de l'ACPS depuis au moins trois ans et être en mesure de compléter l'étude en anglais ;
- Être prêt à travailler de façon indépendante et consciencieuse sur des tâches qui nécessitent une attention aux détails, et ce, tout en suivant un échéancier précis ;
- S'abstenir d'examiner tout document ou matériel lié au programme de CMPC (c.-à-d., analyse des tâches du travail, examen de certification du CMPC) lors de la réalisation des tâches associées à l'étude de transportabilité (à l'exclusion des documents fournis par la personne engagée afin de mener l'étude, soit la Dre. Betsy Shoenfelt).

Le comité de certification de l'ACPS cherche à recruter un échantillon représentatif d'EM qui inclure des CPM représentant divers :

- Milieux de travail (p. ex., ONS/OPS, ICS/OCS, usport/université/college, écoles de sport, pratique privée, militaire/gouvernement)
- Genres, ethnies et cultures (p. ex., membres du BIPOC et LGBTQIA2S+)
- Formations d'études supérieures et diplômes (p. ex., psychologie du sport, counseling clinique, psychologie clinique)
- Années d'expérience/âge (minimum de 3 années d'expérience, début/milieu/fin de carrière)
- Domaines de spécialisation (p. ex., bigeun/esthète, troubles alimentaires, commotions cérébrales)
- Populations cibles (p. ex., universitaire, jeune, olympique/paralympique, professionnel, militaire, artistes de la scène)
- Endroits géographiques de pratique (p. ex., d'un océan à l'autre)

Procédures et tâches de l'étude de transportabilité

L'étude de transportabilité sera supervisée par la Dre. Betsy Shoenfelt, CMPC et psychométricienne. L'étude comporte trois tâches distinctes et chaque tâche doit être complétée séparément et de façon consécutive entre la période du 14 septembre au 9 octobre 2020. Les EM devront porter une attention particulière au processus ainsi qu'aux procédures afin d'assurer le succès de cette étude. Voici la durée approximative pour chacune des tâches ainsi que leur date limite respective :

- Tâche 1 : Évaluer les tâches faisant partie du travail de CPM
Durée approximative de 30-45 minutes ; doit être complétée entre le 15 et le 22 septembre
- Tâche 2 : Évaluer les connaissances requises afin d'effectuer le travail de CPM
Durée approximative de 45-60 minutes ; doit être complétée après avoir soumis la Tâche 1, et ce, d'ici le 30 septembre
- Tâche 3 : Révision finale afin de vérifier les deux tâches précédentes
Durée approximative de 30 minutes ; doit être complétée après avoir soumis la Tâche 2, et ce, d'ici le 9 octobre

Les EM seront en mesure de compléter chaque tâche de façon indépendante ou avec le soutien de la Dre. Shoenfelt via un appel Zoom qui aura lieu le jeudi 1er octobre 2020 de 18h à 18h45 HAE (Tâche 1) et de 18h45 à 20h HAE (Tâche 2).

Si vous êtes intéressé d'agir d'EM au sein de cette étude de transportabilité, veuillez compléter le document SME APPLICATION et retourner celui-ci à Sherleen Hoer au shoer@gmail.com avec comme sujet "SME Application".

DATE LIMITE AFIN DE SOUMETTRE VOTRE CANDIDATURE : Vendredi 11 septembre 2020 à 16h HAP.

LEADING EXCELLENCE IN SPORT PSYCHOLOGY PRACTICE: ONE INDIVIDUAL, ONE TEAM, ONE COMMUNITY AT A TIME.
VISER L'EXCELLENCE DANS LA PRATIQUE DE LA PSYCHOLOGIE DU SPORT: UNE PERSONNE, UNE ÉQUIPE, UNE COMMUNAUTÉ À LA FOIS

Appendix B
SME Demographic Data

First Name	Last Name	Language	Ethnic ID	Original Identity	Gender	Degree	Current Job Title	Current Employer	Yrs MPC	CSA	Specialization	Populations	Settings	Geographic Areas
Sieger	Roorda	English/Dutch	Dutch	Male	MP Coordinator	University of Ottawa - Sports Services	3	3	team/group dynamics	Professional	olympic/paralympic	Usports, NSO, CSI	Ontario, Quebec	
Sommer	Christie	English	English/Canadian	Female	MP Consultant	Hockey Canada, Concordia University	9	9	psychophysiology	professional	corporate leaders	CSI, NSO, PSC, USport, private	Canada, worldwide clients located worldwide	
Alex	Hodgins	English	English/Canadian	Male	Mental Performance Lead	Canadian Women's National Soccer Team, CSI Pacific	10	7+	team dynamics, culture, leadership	olympic/paralympic	corporate leaders	Cross, CSI Pacific, NHL, IMLS	Canada, wide	
Lisa	Hoffart	English	English/Canadian	Female	Registered Psychologist	Saskatchewan Sports Medicine and Science Council	11	4	athletic training, children and youth	olympic/paralympic	athletes, parents	CSI, USport, private practice	Saskatchewan	
Poppy	DesClouds	English	English/Canadian	Female	PhD Candidate / Careil	Saskatchewan University of Ottawa / Private Practice	6.5	6	social-emotional	olympic	athletes, parents	public schools, mental health centre, collaborative care	Ontario (Canada), telehealth	
Lori	Dihurbide	English	English/Canadian	Female	Assistant of Kinetics Lead	1-Dalhousie University / Canadian Sport Centre Atlantic	7	7	functioning	Paralympic	Paralympic	NSO, PSC, USport, private practice	Canada	
Penny	Werthner	English	English/Canadian	Female	Professor and Dean	University of Calgary	30	20	neurofeedback, sport performance, anxiety	various medical	various medical	NSO, University, IOC, IOTF, business	Canada	
Sharleen	Hoar	English	English/Canadian	Female	PhD Sport and Exercise Psychology	Canadian Sport Institute Pacific	24	10	generalist	Science Staff	Science Staff	CSI, NSO, Private Practice	BC	
Veronique	Boudreault	French	French/Canadian	Female	Professor	Université Sherbrooke / CMHS	5	3	anxiety, eating	olympic	olympic	High school, institute, sport	Quebec	
Veronique	Richard	French	French/Canadian	Female	Researcher National Circus School	Canadian Sports (contact) and National Circus School	9	8	team cohesion, integrating mental	olympic athletes, performing artists, youth, varsity	olympic athletes, performing artists, youth, varsity	National Circus School, schools, private practice	Canada, USA, Australia	
Jonathan	Lasnier	French	French/Canadian	Male	Mental Performance Consultant	Self-employed	3	2	mindfulness, exercise-induced pain	corporate	corporate	PSC, USport, schools, private practice, corporate	Quebec and Ontario	
Laura	Farres	English	English/Canadian	Female	Faculty	City University of Seattle / Douglas College	26	12	anxiety	olympic/paralympic	olympic/paralympic	USport, university/college, private practice	BC	
Nicole	Dubuc-Charbonneau	French	English/Canadian	Female	Manager / Course Lecturer	Laurentian University	13	10	burnout	national (provincial/national)	national (provincial/national)	University, private practice	Ontario	
Onika	Green	English	Caribbean	Female	MP Lead / Professor / Owner	Self-employed	3	3	n/a	professional and national	professional	NSO, PSC, USport, college, private practice	Ontario	
Rita	Wyczynski	French	French and Polish	Female	MP	Self-employed	8	7	performance anxiety	athletes	athletes	private practice	Ontario	
Karen	MacNeill	English	English/Canadian	Female	Head of Masters / Owner - MacNeil Sports Psychology	Self-employed	20	12	NR	various	various	NSO, sport school, private practice, games environment, CSI	Alberta	
Kyle	Stewart	English	English/Canadian	Male	Mental Performance Consultant / Coach	Self-employed / private practice / Konclum Mental Training	4	3.5	preparation, enhancement, mental	(Canada) National	(Canada) National	For 2019 National U17 Men's Hockey Team / World Hockey	Ontario (original) / from BC	
Joshua	Hoetmer	English	English/Canadian	Male	Centre Coordinator / Sessional Instructor / MPC	Alberta Sport Development Centre / SW / Lethbridge College / Self-employed	7	5	anxiety, leadership, development, team	professional	professional	NSO / PSC / USport / College / Sport schools, private practice	Canada	
Clare	Fewster	English	English/Canadian	Female	MP / Counsellor	Canadian Sport Institute and other organizations	25	14	health	specialization in mental	athletes, student-athletes	sport school, CSI, Calgary, uSports, private practice	Alberta	
Frank	van den Berg	Dutch	Dutch	Male	Masters in Science / Psychology	self-employed / Canadian Sport Institute / Calgary	22	7	coaching, psychometric	olympic/paralympic	olympic/paralympic	NSO / PSC / CSI / CSC / IOC / TEAM AB	Alberta	
Diane	Culver	English	English	Female	PhD Education / Sport Psychology / Professor	University of Ottawa	21	14	coach development	olympic/paralympic	olympic/paralympic	NSO / PSC / Private Practice	Ottawa, ON	

Appendix C
Directions for Task 1: Allocating Weights to Task Domains

CSPA Job Analysis Study of the Job of Mental Performance Consultant (MPC) INTRODUCTION

Thank you for serving as a Subject Matter Expert (SME) in this important study of the CSPA job of Mental Performance Consultant (MPC). The objective of this study is to analyze the job of MPC to identify the Task Domains (i.e., areas of practice; SME Task 1) and the knowledge required to perform those tasks (SME Task 2). SME Task 3 will be a reliability check on the first two steps. Ultimately, the result of this independent job analysis of the CSPA MPC job will be compared to the job analysis for the Association for Applied Sport Psychology Certified Mental Performance Consultant® to determine if the two jobs are similar enough to be considered the same job such that MPCs can join the AASP CMPC® Certification Program.

Your careful attention to this process will help ensure a successful study. You will find that for each of the three steps in the study, **preparing for** the tasks (reading directions and familiarizing yourself with task domains and knowledge groups) will take longer than the actual task. Estimated total time (prep time and task completion time) for each step is: Task 1 – 30 to 45 minutes. Task 2 – 45 to 80 minutes, Task 3 - 25 to 45 minutes. It is important that you conscientiously read directions and materials for each step before completing the task in that step. Thank you!

SME Directions for Task 1: Assigning 100 Points Across Task Domains

1. **Overview.** In this task, you are asked to study a description of the job of MPC formatted as a chronology of tasks and task domains in the document titled “Domain Definitions and Tasks.” You will then be asked to allocate points to reflect the time and effort the typical MPC spends in each task domain when performing MPC activities.
2. **You should have three documents:**
 - a. **SME Directions for Assigning 100 Points Across Knowledge Groups** (i.e., this document)
 - b. **Domain Definitions and Tasks**
 - c. **Domain Time Effort Allocation Worksheet** (This is an Excel File containing a table with Domains as rows and a single column that will sum to 100)
3. **Please print the SME Directions and the Domain Definitions** so that you may easily refer to them during this task. You should open the Excel file to review as you read the other documents.
4. **Carefully read the Domain Definitions so that you are familiar with the tasks performed by a minimally competent mental performance consultant.**
 - a. Note: The tasks listed in each Domain are exemplars. This task list is **NOT intended to be an exhaustive or comprehensive listing of tasks.** It is intended to illustrate typical tasks completed under each domain.

- b. **While completing the task, please remember to think in terms of “a minimally competent MPC.¹”** (This is the level of knowledge targeted by a certification program.)
 - c. **AVOID** thinking in terms of *your* specific job or in terms of an excellent MPC practitioner.
 - d. When conceptualizing the job, include only mental performance consulting practice. **Do NOT include** other job responsibilities such as administration, supervision, professional development, clinical or counseling services, teaching, etc.
 - e. Please focus on the tasks involved when performing as a MPC.
5. **Based on the activities/tasks performed by a minimally qualified mental performance consultant, proportionately allocate 100 points to represent 100% of what a MPC does when performing consultancy activities.**
- a. That is, **for each Domain (row) assign the percentage of 100% of time and effort spent by MPCs when practicing as a MPC.**
 - b. Note that the first five domains are in somewhat chronological order (although activities likely will not always follow this order). The sixth domain of Professional Issues likely occurs across the entire consulting process.
 - c. **The points you allocate across all six Domain should add up to exactly 100.**
 - i. If you feel the six Domains fail to capture an important component of the job of MPC, there is a seventh row where you may add a task domain. **Do not add a task domain unless it is a significant component of the MPC job.**
 - ii. If you add a domain, please lists the tasks in that domain in Row 19 of the Excel file.
 - d. Note that the bottom row of the table in the Excel file will indicate if you have allocated the correct number of total points (i.e., 100 total points).
 - e. **The important thing is that the points you assign proportionately reflect the tasks performed by a MPC across the six domains at a minimally competent level.**
 - f. On Row 17 in the Excel file, please enter the percentage of the MPC job that you believe is captured by the 6 Task Domains. This may or may not be 100%.

¹ Note: A certification program is designed to screen out those who are not qualified and to certify those who are minimally qualified and better. Thus, the criterion is what a minimally qualified mental performance consultant does to perform the tasks across the six domains.

- g. Remember to refer to the sheet with the 6 Task Domains as you complete this process.**

EXAMPLE: Take the first Domain of Rapport, Roles, and Expectations.

- i. Refer to the 6 Domain Definition Sheet to refresh your memory of the tasks contained in this Domain.
- ii. Consider out of 100% of what one does when performing as a MPC, what percent falls under the Domain of Rapport, Roles, and Expectations.
- iii. Put that percentage/that number of points in the cell at Row 5, Column D (to the right of the Domain of Rapport, Roles, and Expectations).
- iv. Do this for each of the 6 Domains. Your total point/percentage allocations across all 6 Domains should add to exactly 100. (Check the bottom row of the table in the Excel file to ensure your total points allocated is correct)
- v. Review your percentage/point allocations and, if needed, make any adjustments to reflect your perception of how the 100% of the tasks performed by a minimally competent MPC should be allocated.

Estimated time for this task: TOTAL TIME ~30 to 45 minutes

- **Reading directions and materials ~20 to 30 minutes**
- **Completing task ~10 to 15 minutes**

Hopefully, you will find Step 1/Task 1 to be straightforward. As mentioned, reading the directions and materials will take you longer than completing the task.

If you have any questions about how to complete this task, contact Dr. Betsy Shoenfelt at betsy.shoenfelt@wku.edu, 270-745-4418 (o), or 270-842-2106 (c)

After you have completed the task, **please (save the file and) return your completed Excel worksheet to Betsy Shoenfelt at betsy.shoenfelt@wku.edu no later than Tuesday, September 22, 2020.**

Once Betsy receives your Excel file for Step 1/Task 1, she will send the materials for Step 2/Task 2. Please let Betsy know if you are unable to meet this deadline or have questions.

Thank you for your time and effort with this important task!

Appendix D
Domain Definitions and Tasks

DOMAIN DEFINITIONS AND TASKS for Mental Performance Consultants

Domain I – Rapport, Roles and Expectations

- 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.

Domain II – Assessment

- 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

Domain III – Goals, Outcomes and Planning

- 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.

Domain IV – Implementation

- 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.

Domain V – Evaluation

- 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.
- 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.

Domain VI – Professional Issues

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

Appendix E

Task 2 Directions: Allocating Weights to Knowledge Groups Within Domains

STEP 2: SME Directions for Weighting Knowledges Within Domains

Thank you for serving as a Subject Matter Expert (SME) in this important study of the CSPA Mental Performance Consultant job. Your careful attention to this process will help ensure a successful MPC job analysis study.

6. **You should have four documents:**
 - a. **SME Directions for Weighting Knowledges Within Domains** (i.e., this document)
 - b. **15 Knowledge Groups with Knowledges**
 - c. **Domain Definitions and Tasks with Weights**
 - d. **Knowledge Weighting Worksheet** (This is an Excel File containing a table with Knowledge Groups as rows and Domains as columns)

7. **Please print the SME Directions, the 15 Knowledge Groups, and the Domain Definitions** so that you may easily refer to them during this task. You should open the Excel file to review as you read the other documents.

8. **Carefully read the 15 Knowledge Groups** document so that you are familiar with the knowledges contained in each group. The knowledges listed in each group are exemplars of the knowledge contained in that Knowledge Group and are not intended to be an exhaustive list.

9. **Carefully read the Domain Definitions** so that you are **familiar with the tasks contained in each domain. These are the same Domains used in Step 1.**
 - a. Note that the number in parenthesis for each Domain is the weight assigned to that Domain by SMEs.
 - b. The weights across all Domains add to 100% to proportionately represent what a MPC does when practicing as a MPC.

10. **Based on the knowledge needed by a minimally qualified MPC², proportionately allocate the weights/points for each Domain across the 15 Knowledge Groups.**
 - a. That is, **in the column for a given domain**, note the number/weight/points, and allocate those points down the column in the cell by the knowledges that are needed to perform the tasks in that domain. **The points you allocate should add up to exactly the weight for that domain.**
 - i. Note that the bottom row of the Excel file will indicate if you have allocated the correct number of points for each task domain.
 - b. Note that when assigning points within a domain:
 - i. It is possible that, for some domains, points may be allocated to only one or two Knowledge Groups.
 1. Some domains may need points allocated to more than two Knowledge Groups.
 - ii. There (frequently) will be Knowledge Groups that receive 0 points for a given domain.

² Note: Certification is designed to screen out those who are not qualified and to certify those who are minimally qualified and better. Thus, the criterion is what a minimally qualified MPC needs to know to perform the tasks in a domain.

- iii. **The important thing is that the points you assign proportionately reflect the knowledge needed by a MPC to perform the tasks in each domain.**
 1. Knowledges that are most critical for acceptable MPC performance should get more points, and those that are less critical should get fewer (or 0/zero) points.
 2. AVOID thinking in terms of your specific job or in terms of an excellent MPC practitioner. Think in terms of a minimally qualified MPC.
- c. A given Knowledge Group may receive points in more than one domain.
 - i. There likely are Knowledge Groups that are relevant to more than one domain.
 - ii. A Knowledge Group should be assigned points in the domains for which the Knowledge Group is critical for task performance.
- d. **Do NOT include** knowledge needed for other aspects of a job such as administrative duties, teaching, supervision, other clinical or counseling duties, etc.
- e. **Remember to refer to the sheets containing descriptions of the Domain and Task Definitions and the 15 Knowledge Groups as you complete this process.**

EXAMPLE: Take the first domain, DI: Rapport, Roles, and Expectations, which has a weight of 13.

- i. Read the domain definition for Domain I and note the tasks in this domain.
- ii. Refer to the 15 Knowledge Groups sheet to refresh your memory of the knowledges contained in each group.
- iii. Assign the 13 points for Domain I down the first column to the Knowledge Group(s) (i.e., put the numbers in the cells by the Knowledge Group) to proportionately reflect what a MPC needs to know to perform the tasks of establishing rapport, explaining expectations, and clarifying roles.
- iv. For Domain I, the points you allocate must add up to exactly 13. (Check the bottom row of the Excel file to ensure your total number of points allocated is correct)

Estimated time for this task: TOTAL TIME ~55 to 80 minutes

- **Reading directions and materials ~25 to 35 minutes**
- **Completing task ~30 to 45 minutes**

If you have any questions about how to complete this task, contact Dr. Betsy Shoenfelt at betsy.shoenfelt@wku.edu, 270-745-4418 (o), or 270-842-2106 (c)

After you have completed the task, please (save the file and) return your completed Excel worksheet to Betsy Shoenfelt at betsy.shoenfelt@wku.edu no later than Wednesday September 30, 2020. Once Betsy receives your Excel file for Step 2/Task 2, she will send the materials for Step3/Task 3. Please let Betsy know if you are unable to meet this deadline or have questions. Thank you for your time and effort with this important study.

Appendix F
15 Knowledge Groups and Component Knowledges

15 Knowledge Groups (A - O)
(in alphabetical order by Group name)
And Component Knowledges

- A APPLICATION OF THEORIES AND PRINCIPLES OF COUNSELING AND CONSULTING**
- 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**
- 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**
- Models of coaching, coaching methods and techniques, and evaluation of coaching effectiveness
- D CULTURE AND DIVERSITY**
- 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)
 - Multi-cultural and diversity issues
- E ETHICS AND PROFESSIONAL ISSUES**
- 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 Code of Ethics

F EVALUATION OF CONSULTING AND PROGRAM EFFECTIVENESS

- 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

- 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

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

I LEARNING AND SKILL ACQUISITION

- 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

- 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

- Neuropsychology of performance
- Performance psychophysiology

L PERFORMANCE PSYCHOLOGY INTERVENTIONS

- 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, high pressure moments, etc.)
- Techniques for group facilitation

M PHYSIOLOGICAL BASES OF PERFORMANCE

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

N PSYCHOLOGY OF INJURY AND REHABILITATION

- Psychology of injury and rehabilitation

O TECHNIQUES FOR DEVELOPING RAPPORT, TRUST, AND OPEN COMMUNICATION WITH CLIENTS

- 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

Appendix G
Directions for Task 3: Reliability Check on Task 2

SME Directions for Task 3: Assigning 100 Points Across Knowledge Groups

Thank you for again serving as a Subject Matter Expert (SME) in this important component of the CSPA SME study. Your careful attention to this process will help ensure a successful study.

11. This is a related but separate/independent task from the one you recently completed. **Please do NOT refer to your ratings from the previous SME tasks. You should complete this task based ONLY on the materials provided for this task.**
12. You should have four documents:
 - a. **SME Directions for Assigning 100 Points Across Knowledge Groups** (i.e., this document)
 - b. **15 Knowledge Groups with Knowledges**
 - c. **Domain Definitions and Tasks with Weights**
 - d. **Knowledge Groups Worksheet** (This is an Excel File containing a table with Knowledge Groups as rows and a single column that will sum to 100)
13. **Please print the SME Directions, the 15 Knowledge Groups, and the Domain Definitions** so that you may easily refer to them during this task. You should open the Excel file to review as you read the other documents.
14. **Carefully read the Domain Definitions** so that you again are **familiar with the tasks performed by a minimally competent mental performance consultant.**
 - a. **While completing the task, please remember to think in terms of “a minimally competent MPC.”**³ (This is the level of knowledge targeted by a certification program.)
 - b. AVOID thinking in terms of *your* specific job or in terms of an *excellent* MPC.
 - c. When conceptualizing the job, include only MPC practice. Do not include other job responsibilities such as administration, supervision, clinical or counseling services, teaching, etc.
15. **Carefully read the 15 Knowledge Groups** document so that you again are familiar with the knowledges contained in each group.
16. **Based on the knowledge needed by a minimally qualified MPC, proportionately allocate 100 points to represent 100% of the knowledge a minimally competent MPC should know.**
 - a. That is, **for each Knowledge Group (row) assign the percentage of 100% of total knowledge needed** across all six Task Domains to practice mental performance consulting (at a minimally competent level) that is included in that Knowledge Group.
 - b. **The points you allocate across all Knowledge Groups should add up to exactly 100.**
 - c. Note that the bottom row of the Excel file will indicate if you have allocated the correct number of total points (i.e., 100 total points).
 - d. Note that when assigning points to Knowledge Groups:
 - i. Some Knowledge Groups may receive very few points/percentage.

³ Note: A certification program is designed to screen out those who are not qualified and to certify those who are minimally qualified and better. Thus, the criterion is what a minimally qualified mental performance consultant needs to know to perform the tasks across the six domains.

- ii. It is possible that zero points may be assigned to some Knowledge Groups if the knowledge in that group is NOT needed to practice as a MPC at a minimally competent level.
- iii. **The important thing is that the points you assign proportionately reflect the knowledge needed by a MPC to perform the tasks across the six domains at a minimally competent level.**
 - 1. Knowledges that are most critical for acceptable MPC performance should get more points, and those that are less critical should get fewer points.
- e. **Do NOT include** knowledge needed for other job duties such as administrative duties, teaching, supervision, other clinical or counseling duties, etc.
- f. **Remember to refer to the sheet with the 15 Knowledge Group Definitions as you complete this process.**

EXAMPLE: Take the first Knowledge Group: Techniques for Developing Rapport, Trust, and Open Communication.

- i. **Refer to the 15 Knowledge Groups Sheet** to refresh your memory of the knowledge statements contained in this Knowledge Group.
- ii. **Consider, out of 100% of what one needs to know to practice as a MPC at a minimally competent level, what percentage of that knowledge is Knowledge Group A: Techniques for Developing Rapport, Trust and Open Communication?**
- iii. **Put that percentage/that number of points in the cell next to the Knowledge Group: Techniques for Developing Rapport, Trust, and Open Communication.**
- iv. **Do this for each of the 15 Knowledge Groups. Your total point/percentage allocations across all 15 Knowledge Groups should add to exactly 100.** (Check the bottom row of the Excel file to ensure your total points allocated is correct)
- v. **Review your percentage/point allocations** and, if needed, make any adjustments to reflect your perception of how to allocate 100% of the knowledge to perform as a minimally competent MPC.

Estimated time for this task: TOTAL TIME ~25 to 45 minutes

- **Reading directions and materials ~15 to 25 minutes**
- **Completing task ~10 to 20 minutes**

If you have any questions about how to complete this task, contact Dr. Betsy Shoenfelt at betsy.shoenfelt@wku.eu, 270-745-4418 (o), or 270-842-2106 (c)

After you have completed the task, **please (save the file and) return your completed Excel worksheet to Betsy Shoenfelt at betsy.shoenfelt@wku.edu no later than Friday, October 9, 2020.**

Please let Betsy know if you are unable to meet this deadline or have questions.

Thank you for your time and effort with this important task!