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COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT Mental Performance Consulting Graduate Certificate PROGRAM HANDBOOK

2026-2027

About this Handbook

This Handbook supplements and elaborates upon the material in the William James College *Graduate Student Handbook*, providing information specific to the Counseling and Behavioral Health Department.

In order to retain necessary flexibility in the administration of program-specific policies and procedures, William James College reserves the right to change, revise, or eliminate any of the policies or procedures described in this Handbook. Revisions to the policies or procedures contained in this Handbook will only become effective when approved by the Department Chair. When such changes are made, the Counseling and Behavioral Health Department community will be informed via appropriate and means.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Graduate Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Counseling and Behavioral Health Department of William James College.

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WILLIAM JAMES COLLEGE

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Accreditation

William James College is a recognized non-profit institution of higher learning offering graduate certificates and degrees. **The Board of Regents for Higher Education of the Commonwealth of Massachusetts** has authorized William James College to award the Psy.D., M.S., M.A., and B.S. degrees and the Certificate of Advanced Graduate Study C.A.G.S. (Contact information: The Board of Regents of Higher Education of the Commonwealth of Massachusetts, 1 Ashburton Place, Room 1401, Boston, MA, 02108; 617-994-6950.)

William James College is accredited by the **New England Council on Higher Education, Inc. (NECHE)**, the accrediting body for the six New England states. Accreditation by this association signifies that the institution has been determined to have the available resources to achieve its stated purposes through its educational program and gives evidence that it will continue to do so in the foreseeable future. (Contact information: The New England Council on Higher Education, 301 Edgewater Place, Suite 210, Wakefield, MA 01880; 781-425-7785; info@neche.org)

Introduction

The following is the guide for the William James College Mental Performance Consulting (MPC) Graduate Certificate. This guide is in effect for the Academic Year 2026-2027 and beyond. All policies and procedures of William James College are subject to change in response to the evolving needs and/or demands of the programs. Appropriate notification of any such changes will be made accordingly.

Information, policies, and/or procedures described in this Handbook will be overridden by the *Graduate Student Handbook*, but supersede those described in any manual, brochure, publication, or oral presentation provided by or through any component of the Counseling and Behavioral Health Department of William James College.

Department Chair's Message

William James College and the Counseling and Behavioral Health Department are pleased to offer a Graduate Certificate in Mental Performance Consulting. This is an area of significant growth with an impact in sports, performing arts, business, military settings, healthcare and others. We are fortunate to have an experienced and dedicated director and faculty in the program that will ensure this program reflects the values, qualities, and academic rigor that are an intrinsic part of William James College.

Welcome to the program and I wish you much success!

Nilda M. Laboy, Psy.D.
Professor and Chair
Assistant Vice President for Academic Affairs

Welcome from the Program Director

Welcome to the MPC Graduate Certificate at William James College. The MPC Graduate Certificate is designed for professionals who have already earned a qualifying graduate degree and wish to develop specialized expertise in mental performance consulting. Whether your interests lie in sport, business, performing arts, healthcare, education, military settings, or other high-performance domains, you are joining a profession dedicated to helping individuals and teams perform at their best while maintaining well-being, purpose, and balance.

Mental performance consulting is a growing and evolving field. Effective consultants draw upon science, ethics, cultural humility, strong interpersonal skills, and a commitment to lifelong learning. They understand that performance is about more than outcomes - it is about helping people navigate pressure, uncertainty, setbacks, relationships, and growth.

The goal of this Graduate Certificate is not to produce fully developed experts in a single semester. Rather, it is to provide the educational foundation upon which students build a lifetime of ethical, evidence-based professional practice. Throughout the program, you will develop foundational knowledge, applied consulting skills, professional identity, and an understanding of your future

pathway toward mentorship, fieldwork, and potential Certified Mental Performance Consultant® (CMPC) certification.

You will be challenged to think critically, practice intentionally, seek feedback, and reflect on the type of consultant you hope to become. Along the way, you will join a growing community of professionals who are passionate about helping others thrive in high-performance environments.

I look forward to supporting you throughout your journey.

Warmly,

A handwritten signature in blue ink, appearing to read "Laura Hayden", with a long horizontal flourish extending to the right.

Laura Hayden, Ed.D., CMPC
Associate Professor and Program Director
Mental Performance Consulting Graduate Certificate & Concentration

Counseling and Behavioral Health Department Mission

We support the WJC mission by providing Counseling and Behavioral Health Department students, faculty, and staff with a learning community that fosters dedication, collaboration, respect for diversity/difference, and transparency. We believe in providing a safe environment that empowers, supports, and validates students' self-exploration and self-awareness to facilitate transformative development toward becoming professional mental health counselors.

Using This Handbook

This handbook serves two purposes. First, it outlines the policies and procedures of the Counseling and Behavioral Health Department and William James College. Second, it provides information specific to the MPC Graduate Certificate, including curriculum, professional development opportunities, CMPC certification pathways, mentorship, and fieldwork preparation.

Students looking for Graduate Certificate-specific information may find the following sections especially helpful:

- Welcome from the Program Director
- Philosophy of the MPC Graduate Certificate
- MPC Graduate Certificate Objectives and Competencies
- Professional Involvement and Identity Development
- Fieldwork, Mentorship, and Professional Preparation
- Appendix A: MPC Student Roadmap
- Appendix B: Pathway to CMPC Certification
- Appendix C: Mentorship and Fieldwork FAQ

GENERAL CAMPUS POLICIES/INFORMATION

Graduate Student Handbook

This manual is specific to the MPC Graduate Certificate. For institutional policies and procedures, please refer to the *Graduate Student Handbook* on the WJC website.

The Mission of William James College

William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

The Core Values of William James College

Experiential Education — Integrate rigorous academic instruction with substantial clinical experience.

Social Responsibility — Educate providers to meet a diverse society's evolving mental health needs, including cultural competence and language training. Develop programs and partnerships to ensure access to mental health care for all persons.

Personal Growth — Foster a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

COUNSELING AND BEHAVIORAL HEALTH DEPARTMENT

Philosophy Guiding the Mental Performance (MPC) Graduate Certificate

Graduate training in MPC at William James College is grounded in an integrative, scientist-practitioner philosophy that emphasizes the application of psychological skills to optimize performance, well-being, and personal development across sport, exercise, leadership, and high-performance domains. The curriculum is intentionally sequenced so that students complete foundational and applied coursework prior to fieldwork, ensuring they enter applied settings with the knowledge, skills, and professional readiness required for effective supervised practice.

Underlying this model of professional training is a sustained focus on the development of the consultant's personal and professional identity, ethical decision-making, cultural humility, and reflective practice. Students are trained to work collaboratively with clients and multidisciplinary teams, with an orientation toward service, leadership, and positive impact within their communities. Respect for clients, colleagues, and the complexity of human performance guides all components of the training.

What is Mental Performance Consulting?

MPC is the application of evidence-based psychological principles and skills to help individuals and groups optimize performance, well-being, resilience, and personal development in high-performance environments. Mental performance consultants work with athletes, coaches, executives, performing artists, military personnel, first responders, students, and other performers to develop skills such as goal setting, attentional control, confidence, emotional regulation, communication, leadership, and resilience.

Who Is This Program Designed For?

The MPC Graduate Certificate is designed for professionals and graduate-trained individuals who wish to expand their expertise in performance psychology and develop the knowledge and skills needed to support performance, well-being, and human potential across a variety of high-performance settings. Students come from a wide range of professional backgrounds and are united by a shared interest in helping individuals and teams perform at their best. The program is particularly well suited for:

- Licensed mental health counselors and psychotherapists seeking to incorporate mental performance consulting into their professional practice
- Psychologists and psychology professionals interested in performance enhancement and applied sport and performance psychology
- Coaches, coach educators, and athletic administrators seeking evidence-based approaches to optimize individual and team performance

- Athletic trainers, strength and conditioning professionals, and other sport science practitioners interested in the psychological aspects of performance
- Educators and school professionals who support student performance, resilience, motivation, and well-being
- Military, healthcare, business, performing arts, and other professionals working in high-performance environments
- Individuals interested in pursuing the CMPC credential through the Association for Applied Sport Psychology (AASP)

Whether your goal is to integrate mental performance principles into your current profession, transition into applied performance consulting, or pursue CMPC certification, the Graduate Certificate provides a strong educational foundation grounded in evidence-based practice, ethical decision-making, cultural humility, and professional development.

What MPC Includes

- Psychological skills training
- Performance enhancement
- Leadership development
- Team dynamics and culture development
- Mental preparation and recovery
- Consultation with coaches, leaders, and organizations
- Building resilience, confidence, and adaptability

What MPC Does Not Include

- Diagnosis of mental disorders
- Psychotherapy (unless separately licensed and practicing within scope)
- Independent treatment of psychopathology
- Crisis intervention beyond training and competence
- Clinical practice outside of professional credentials and supervision

The MPC Graduate Certificate is designed to complement, rather than replace, the student's primary profession and professional training. Students are expected to understand the distinction between performance consulting and clinical mental health practice and to always operate within their professional scope.

Time Commitment

The MPC Graduate Certificate is a 12-credit, full-time academic commitment typically completed within a single spring semester. Students enroll in four graduate-level courses (two sets of two 7-week intensive semesters), each of which requires consistent preparation, engagement, and applied practice. As a general guideline, students should expect to devote approximately 12-15 hours per week per course. This includes time spent in class, completing readings and

assignments, participating in experiential learning activities, engaging in applied practice, and collaborating with peers.

Given the intensive and applied nature of the program, students are strongly encouraged to carefully evaluate their professional, personal, and academic responsibilities to ensure they can fully engage in the program and maximize their learning experience.

Following completion of the four courses, students who wish to pursue CMPC certification are expected to independently secure mentorship and required field experience in accordance with AASP guidelines. While William James College does not secure field placement opportunities, the program will provide guidance and resources to support students in this process.

MPC Graduate Certificate Goals

The overarching goal of the MPC Graduate Certificate is to prepare students to become ethical, reflective, and effective mental performance consultants who can support performance, well-being, and personal development across a variety of high-performance domains.

The MPC Graduate Certificate provides students with foundational knowledge in sport and performance psychology, sport science, coaching psychology, and applied consulting techniques. Through coursework, professional development, and reflective practice, students develop the competencies necessary to engage in supervised mental performance consulting and collaborate effectively with performers, coaches, leaders, and interdisciplinary teams.

The MPC Graduate Certificate is designed to serve as the educational foundation for students interested in pursuing the CMPC credential through AASP. Students will develop knowledge and skills aligned with CMPC standards while gaining an understanding of the mentorship, fieldwork, and professional development experiences required for continued growth within the profession. Because CMPC eligibility depends on a student's complete academic history, students should work with the Program Director to review prior coursework and develop an individualized certification plan.

Ultimately, the Graduate Certificate seeks to foster lifelong learners who approach mental performance consulting with cultural humility, ethical integrity, evidence-based decision-making, and a commitment to helping individuals and teams perform and thrive.

MPC Graduate Certificate Objectives

Upon completion of the MPC Graduate Certificate, students will be able to:

Integrate Foundational and Applied Knowledge: Synthesize knowledge from sport and performance psychology, counseling, and sport science to inform mental performance consulting practice across individual, team, and organizational contexts.

Conduct Comprehensive Performance Assessments and Conceptualization: Use systematic, theory-driven approaches to assess performance concerns and develop biopsychosocial case

conceptualizations that reflect the dynamic interaction of cognitive, emotional, physiological, and environmental factors.

Design, Implement, and Evaluate Evidence-Based Interventions: Develop and deliver psychological skills training (PST) and performance enhancement interventions grounded in empirical literature, and evaluate their effectiveness using appropriate outcome indicators.

Demonstrate Advanced Consulting and Interpersonal Effectiveness: Apply core consulting competencies (e.g., relationship building, communication, motivational interviewing) to effectively engage performers, teams, and stakeholders.

Practice Ethically Within Professional Scope and Standards: Adhere to ethical principles and professional standards consistent with the Association for Applied Sport Psychology (AASP), including maintaining appropriate boundaries, recognizing limits of competence, differentiating performance from clinical concerns, and making appropriate referrals when warranted.

Collaborate Effectively in Interdisciplinary Settings: Work collaboratively with professionals across performance domains (e.g., coaching, strength and conditioning, nutrition, leadership) to support integrated, holistic approaches to performance and well-being.

Apply Cultural Humility and Contextual Responsiveness: Demonstrate cultural awareness and humility by adapting assessments and intervention approaches to align with the identities, values, and contexts of diverse performers and performance environments.

Engage in Reflective Practice and Professional Development: Utilize self-reflection, supervision, and feedback to evaluate personal effectiveness, manage bias, and support ongoing professional growth and ethical decision-making.

Translate Research into Practice: Critically evaluate and apply scientific literature to inform consulting decisions, ensuring that practice reflects current evidence and best practices in the field.

Demonstrate Readiness for the CMPC Certification Pathway: Exhibit foundational competencies aligned with CMPC standards, including knowledge application, ethical practice, and preparedness for supervised applied experience and mentorship.

The MPC Graduate Certificate and the CMPC Pathway

Many students enroll in the Graduate Certificate because they are interested in pursuing the CMPC credential offered through AASP. The MPC Graduate Certificate is designed to provide foundational coursework aligned with multiple CMPC Knowledge Areas. However, completion of the Graduate Certificate alone does not result in CMPC certification.

Students pursuing CMPC certification should be aware that certification generally includes:

1. Completion of a qualifying degree
2. Completion of required coursework across CMPC Knowledge Areas
3. Completion of mentored applied experience

4. Passing the CMPC Certification Examination
5. Adherence to ethical standards and continuing professional development requirements

The MPC Graduate Certificate is designed to support student development across the eight core knowledge areas required for CMPC certification through AASP.

The following table provides a brief overview of the eight CMPC Knowledge Areas and the competencies students begin developing through the Graduate Certificate.

CMPC Knowledge Area	Focus
K1. Professional Ethics and Standards	Ethical decision-making, professional roles, and standards of practice
K2. Sport Psychology	Psychological factors influencing performance and evidence-based performance enhancement strategies
K3. Sport Science	Physiological, biomechanical, motor learning, and sociocultural foundations of performance
K4. Psychopathology	Recognition and understanding of mental health concerns and scope of practice considerations
K5. Helping Relationships	Counseling, consultation, communication, and relationship-building skills
K6. Research Methods and Statistics	Research literacy, critical evaluation of evidence, and data-informed practice
K7. Psychological Foundations of Behavior	Biological, cognitive, affective, developmental, and social influences on behavior
K8. Diversity and Culture	Cultural humility, diversity, equity, inclusion, and culturally responsive practice

Students develop competency in these areas through coursework, professional development activities, reflection, and preparation for future mentorship and applied experience. The Graduate Certificate serves as the academic foundation for this process. Students are encouraged to review current CMPC requirements through AASP and develop an individualized plan with the Program Director.

Additional information regarding CMPC Knowledge Areas and certification requirements can be found in **Appendix B: Pathway to CMPC Certification** and through AASP.

Admission Requirements

Application Process: The MPC Graduate Certificate is designed for individuals who have completed a qualifying graduate degree and wish to develop specialized expertise in mental performance consulting. To be eligible for admission, applicants must have earned a bachelor's degree from an accredited institution and have earned (or be in the final year of completing) a master's degree in psychology, counseling, sport psychology, education, exercise science, social

work, or a closely related field. Priority consideration is given to applicants with applied experience in high-performance settings and to those with a cumulative GPA of 3.0 or higher (on a 4.0 scale).

Applicants must submit all materials required by the William James College Office of Admissions, including official transcripts, a current curriculum vitae or résumé, letters of recommendation, and a personal statement. Qualified applicants will be invited to participate in an individual admissions interview conducted via Zoom. The interview provides an opportunity for faculty to learn more about the applicant's professional background, interest in mental performance consulting, career goals, and readiness for the academic and professional expectations of the program.

Because eligibility for the CMPC credential is based on an individual's complete academic history, graduate transcripts are reviewed to determine whether applicants have completed coursework covering the required CMPC Knowledge Areas. Applicants who are missing one or more required knowledge areas may need to complete additional graduate coursework to satisfy future CMPC certification requirements. Completion of the Graduate Certificate alone does not guarantee eligibility for CMPC certification. Students are responsible for meeting all certification requirements established by AASP.

Admission is competitive and based on the applicant's academic preparation, professional experience, commitment to ethical practice, and potential to contribute to the learning community. Because cohort size is intentionally limited, admission decisions also consider the program's capacity to provide a high-quality educational experience for all students. Applications are accepted year-round, and admissions are granted on a rolling basis until the cohort spaces are filled. The MPC Graduate Certificate admits students to start in the Spring semester of each year, with a required orientation the week prior to the start of classes.

Ethical and Professional Behavior

Professional Behavior: Please refer to the section entitled “William James College Guidelines on Professional Behavior” in the *Graduate Student Handbook* for other issues important for students in the Counseling and Behavioral Health.

Ethical Behavior: Students enrolled in the MPC Graduate Certificate are expected to uphold the highest standards of ethical and professional conduct throughout their academic, professional, and applied experiences.

Because students enter the program from a variety of professional backgrounds, they are expected to adhere to the ethical standards governing their respective professions (e.g., the American Counseling Association [ACA], American Mental Health Counselors Association [AMHCA], American Psychological Association [APA], National Association of School Psychologists [NASP], or other relevant professional organizations).

In addition, all students are expected to follow the AASP Code of Ethics, which serves as the primary ethical framework for mental performance consulting practice. Students are expected to integrate the ethical principles of their profession with those of applied sport and performance psychology while maintaining appropriate professional boundaries, practicing within their scope of competence, protecting client welfare, and demonstrating cultural humility.

When ethical dilemmas arise, students are expected to consult relevant ethical standards, seek supervision when appropriate, and engage in thoughtful, evidence-informed ethical decision-making. Ethical conduct is considered a core professional competency and is expected in all academic, professional, and applied settings.

Professional Designation: Students may include their year of study, primary degree program, and MPC Graduate Certificate in their email signature and other professional communications. Students should clearly represent themselves as students or trainees and should not represent themselves as licensed professionals or CMPCs unless they have earned those credentials.

A sample email signature is provided below:

Jane Smith (she/her)
Mental Performance Consulting Graduate Certificate Student
William James College
Phone: XXX-XXX-XXXX

Students are expected to accurately represent their training status in all professional communications, including email, presentations, applied work settings, and networking opportunities. Misrepresentation of one's credentials, training status, or certification status is considered a violation of professional and ethical standards. Students may not use the title "Mental Performance Consultant," "Sport Psychologist," or "CMPC" unless they have met the qualifications and credentialing requirements established by the Association for Applied Sport Psychology (AASP) or the appropriate licensing board.

Psychotherapy with Faculty or Supervisors: Students may not establish or continue psychotherapy with any department or affiliate faculty member (including adjunct faculty) under any circumstances while registered in their course or while under their supervision. Any pre-existing therapeutic relationship with a faculty member should be resolved prior to program matriculation. Please consult with the Department Chair if you have any questions regarding this policy.

Practicing Outside of Training Scope: Students may not engage in professional activities that are beyond their current training, competence, or professional scope. Students must represent themselves as trainees or students and may not present themselves as licensed professionals, psychologists, or CMPCs unless they have earned those credentials. Students must not use titles such as "Mental Performance Consultant," "Sport Psychologist," or similar professional titles in employment or private practice settings unless appropriately supervised and permitted under their training status.

Engaging in Private Practice: WJC students are not permitted to engage in independent, private practice unless they are independently licensed in another specialty to do so (e.g., LMHC, LP/HSP, LICSW, RN, LABA, among others). Students considering supervised employment by licensed mental health professionals apart from their programmatically prescribed field training are referred to the Director of Field Education for consultation regarding clarification of the legal, professional, and ethical issues attendant to professional involvement outside of the WJC training experience. In addition, the Counseling and Behavioral Health Department Chair or any other WJC faculty/staff is

available to students who might seek opinions in such matters.

Protection of Public Welfare (Gatekeeping): Our primary responsibility is to the public.

Academic integrity is expected in all aspects of the students' graduate work, and this includes scholarship, course work, fieldwork, professional working relationships, collegial relationships and client contact, as well as participation in any official activity sanctioned by William James College. In addition, students who are pursuing a Graduate Certificate in MPC should be suited for professional work in sport and performance psychology. Should a student show signs that they are likely to cause harm to those we serve, immediate action will be taken to mitigate such risk of harm, ranging from requiring additional education and remediation to disciplinary action. Students who fail to comply with ethical and professional behavior guidelines or despite remediation efforts fail to demonstrate the appropriate competencies or ethical behavior required for practice in the field of counseling are subject to department remediation and/or referral to the Academic Policies and Standards Committee, up to dismissal from the program. Any changes in the student's ability to engage in professional practice, for example, through the commission of a crime that prevents licensure, may prompt the Department to determine that completion of the program is not possible and the student may be dismissed from the program. Please refer specifically to the sections on Grievances and Dismissal in the *Graduate Student Handbook*.

Use of Technology

William James College strives to use technology as an integral component of education, training and communication. Students are expected to be able to use electronic mail (email), computer software (the school uses Microsoft Office programs as the standard, which are provided to students free of charge), the internet, *MyCampus* (our intranet), *WJC Navigate* (our student success software) and *Canvas* as our learning management system. Online training is provided for the use of our education technology tools (Canvas, TurnItIn, and YuJa, among others). Additional support is available for these tools. Please inquire with the department coordinator for more information.

For courses that meet live remotely (via Zoom): please make sure that you are dressed as if you are attending classes in person, that your surroundings look appropriate to a classroom setting, and that noises are kept to a minimum. Given that you may be discussing sensitive material, we ask students to wear a headset to prevent others from hearing the content of your classmates and/or professors' talk. You should also ensure that others cannot hear you to preserve confidentiality. The college's policy on drugs and alcohol contained in the *Graduate Student Handbook* apply to the online instruction.

WJC Artificial Intelligence Tool Policy

The allowed use of Artificial Intelligence (AI) tools is at the discretion of each faculty within their course. Students are responsible for the accuracy of any information in their work including AI-generated content. Students must disclose AI tools for their specific purposes, such as editing. It is never appropriate for students to submit assignments not written by themselves, nor is it appropriate to submit assignments without a proper citation and reference, including the use of any AI tool.

Inputting client information into an AI tool is a HIPAA violation and is not permitted. To protect their privacy and data security, students should avoid putting sensitive, identifiable information into AI tools. These systems can inadvertently store, misuse, or share this data. If work produced by an AI tool without proper citation is submitted, it is a violation of the William James College Academic Integrity Policy and is a form of plagiarism. Further information on plagiarism can be found on the Academic Resource Center (ARC) webpage.

Academics

Attendance and Participation: Attendance to classes and appointments with faculty advisors and other academic-related meetings are an essential component to the participation of our department's programs. Students who fail to comply with our attendance and participation policy will be referred to the Department Chair, and their standing in the program may be affected.

Students in the MPC Graduate Certificate are expected to:

1. Be prepared to discuss the assigned readings weekly.
2. Complete all course readings and assignments for the dates for which they are assigned.
3. Attend all meetings assigned. This includes class time (if applicable), appointments with Academic Advisors, and any other required departmental or William James College activity. Students are expected to contact their instructors or the person they are meeting should an absence be anticipated. Please refer to the section "Class and Field Placement Attendance" in the *Graduate Student Handbook* for specific details about the attendance policy. Students who are absent from posting to their asynchronous courses for one week will receive a warning. Missing two weeks without discussing it with the instructor may result in failing the course.

Late work is not accepted for grade (unless you have spoken to the instructor before the due date, or it is so noted in the course syllabus), and students will receive "zero" points for that learning activity (unless otherwise specified in the syllabus), but students still have to complete all required assignments in order to pass the course.

Corrective Action Notice: To respond as quickly as possible to students who are having difficulties at William James College, procedures have been developed to facilitate appropriate intervention in these situations. Instructors should file a *Corrective Action Notice* for students who are having academic difficulties either in the classroom or in the field and may receive an unsatisfactory grade. The Department Chair will take appropriate intervening or consultative action.

Student Accessibility Services

Please refer to the *Graduate Student Handbook* for detailed information on how to access services through the office of the Dean of Students, specifically the Office of Accessibility Services (accessibility@williamjames.edu). It is important that students access any accommodations needed through the office of the Dean of Students as individual instructors are not allowed to make ADA accommodations on their own. More information about the student's responsibilities in this area is specified in each course syllabus.

Academic Integrity

Academic dishonesty is a very serious matter. It includes plagiarism, cheating and fabrication.

In all formal written work (with the exception of closed book exams), all sources must be documented through references and citations. Submitted work containing undocumented sources will be considered plagiarism and may result in failure of the course and referral to the student's academic advisor and academic disciplinary actions up to and including expulsion from the program. All papers submitted for all courses may be uploaded to Turnitin.com or other resources to verify the originality of submitted work. Instructors will provide students with pertinent information at the beginning of the courses if it is not specified elsewhere on the syllabus. Please refer to the *Graduate Student Handbook* for more information in this area.

General Academic Requirements

The MPC Graduate Certificate has the following general academic requirements:

1. Students enrolled in MPC Graduate Certificate typically complete four designated graduate-level courses during the Spring semester. Together, these courses provide a comprehensive introduction to the knowledge, skills, and professional competencies required for ethical and effective mental performance consulting practice. The curriculum is intentionally sequenced to build from foundational concepts in human performance and sport science to applied consulting techniques and coaching psychology. This developmental progression allows students to integrate theory with practice while developing the competencies needed to work effectively with performers, teams, and organizations across high-performance settings.

Although students enter the Graduate Certificate with diverse educational and professional backgrounds, the program is designed to provide a common foundation in mental performance consulting and to prepare students for future supervised fieldwork, mentorship, and, for those who choose to pursue it, the CMPC credential through AASP.

2. Students complete the following 4 core courses (3 credits each), lasting 7 weeks:
 - a. CN540: Psychology of Human Performance
 - b. CN542: Psychology Techniques and Interventions to Enhance Performance
 - c. CN640 : Psychology of Coaching
 - d. CN642: Sport Science

Overview of MPC Courses

The MPC curriculum is intentionally developmental in design, beginning with foundational knowledge in human performance and sport science before progressing to applied consulting techniques, coaching psychology, and the complex interpersonal and organizational factors that influence performance. The course descriptions are available in the Academic Course Catalog,

published by the Division of Academic Affairs, and available on the WJC website on the Counseling and Behavioral Health Department page.

CN540: Psychology of Human Performance: Introduces the foundational theories, research, and principles that influence performance across sport, business, performing arts, military, and other high-performance environments. Students examine topics such as motivation, confidence, attention, resilience, emotional regulation, identity, and well-being while developing a conceptual framework for understanding human performance through a mental performance consulting lens.

CN642: Sport Science: Provides an overview of the physiological, biomechanical, motor learning, sociocultural, and philosophical foundations of sport and performance. Students develop an understanding of the sport sciences and learn how to collaborate effectively with professionals from related disciplines within interdisciplinary performance environments.

CN542: Psychology Techniques and Interventions to Enhance Performance: Focuses on the application of evidence-based psychological skills training and performance enhancement strategies. Students learn to assess performance challenges, develop intervention plans, and apply techniques such as goal setting, imagery, self-talk, attentional control, arousal regulation, and performance routines while building foundational consulting skills.

CN640: Psychology of Coaching: Examines the psychological foundations of effective coaching, leadership, communication, team dynamics, and culture development. Students explore how mental performance consultants work with coaches, teams, and organizations to enhance performance, support well-being, and foster healthy, high-performing environments.

Course Delivery

Each **asynchronous online course** consists of 7 weeks of instruction that include asynchronous (not live) lectures, assigned readings, and learning activities consisting of discussion on a discussion board, and completing other learning activities (e.g., exams, papers) as assigned by the faculty. Although students do not have to log in at a specific time (e.g., to see a live lecture), they have deadlines to complete work on a weekly basis. Students are encouraged to schedule appointments to discuss course progress with their faculty advisor and/or course instructor.

Grading and Academic Performance Feedback

Grading and Evaluation: Grades are assigned for each course. Course grades assist the school, the Department Chair, the Program Director, the academic advisor and the student to monitor the student's progress in the program. Faculty and academic advisors may discuss students who are having academic or other professional difficulties during departmental faculty meetings and appropriate referrals may be made for follow up with the Department Chair, the Dean of Students, the Academic Resource Center, and/or the Academic Policies and Standards Committee. Please refer to the Graduate Student Handbook for institutional standards on grading.

Within the MPC Graduate Certificate, evaluation is regarded as routine, regular, ongoing and reciprocal. Formal student evaluations are completed by instructors at the end of each term in each class, while grades are submitted. Students are required to submit course evaluations at the end of each term. Additionally, students are asked to evaluate their advisors. Periodically, students are asked to participate in overall program evaluation through meetings with administration and/or surveys.

Evaluation Completion:

Policy Statement on Course Evaluation completion:

The *Integrative* philosophy of professional education at WJC includes an understanding of the importance and reciprocal nature of evaluation. All students are evaluated in the classroom and in the field throughout all ranges of professional growth. The expectation that all students assume a responsibility for evaluating their professional training experience as well as themselves throughout the scope of professional training is critical to instill a sense of professional responsibility in the students.

Equally relevant is the systemic need for evaluative feedback. We consider course and faculty evaluations, among other sources of data, as necessary information regarding ongoing quality assurance review of the WJC program. Moreover, accrediting and regulatory bodies and the New England Council on Higher Education (NECHE), require that we regularly generate such information.

It is a **requirement** of all WJC programs that students complete a Course Evaluation on each of the classes in which they have been enrolled during any given term. The Department of Academic Data, Development, and Institutional Effectiveness (ADDIE) announces the availability of the online Course Evaluations within two weeks of the end of a given term and provides instructions to the student body regarding access to and completion of the evaluations. All information is communicated via WJC email.

Please note the following:

- Course Evaluation results are presented anonymously.
- Course Evaluation content is received electronically and aggregated. No student feedback is presented with any identifying information.
- ADDIE generates two kinds of reports:
 1. An overall report aggregating all data, including narrative statements, as an evaluative summary for each class.
 2. A record of who has or has not completed evaluations based upon course enrollment records during a given academic term. This list is presented administratively to the Department Chair and the Department Coordinator; individual course instructors are not informed of who has or has not completed a Course Evaluation.
- Course Evaluations must be completed as stipulated in the Academic Calendar.

Failure to complete Course Evaluations will result in the Program Coordinator notifying the student and asking that the evaluations are completed. Repeated non-compliance with this requirement will result in a Corrective Action Notice filed for failure to meet standards of responsible professional behavior, and it may lead to a probationary status.

Attendance Notification and Plan Form and Corrective Action Notice

To respond as quickly as possible to students who are having difficulties at William James College, procedures have been developed to facilitate appropriate intervention in these situations. Instructors should file a *Corrective Action Notice* for students who are having academic difficulties either in the

classroom or in the field and may receive an unsatisfactory grade. The Department Chair will take appropriate intervening or consultative action.

Our MPC Graduate Certificate has been designed to foster an engaging and rich learning environment. Thus, we require our students to be present and partners in creating an engaged experience in the online classroom. Our program has not been designed as an independent study. We understand that sometimes absences are inevitable, but we are also tasked with ensuring that students are meeting the learning objectives and expectations of each course in the program and that we comply with licensure regulations.

The Absence Notification and Plan form has been created to make sure students are complying with the program's objectives and expectations. When a student is absent for a week in a 7-week course, the student will receive this notification (for each course where this occurs). This will prompt a meeting with the faculty member and the student's advisor to create a plan to address any barriers to attendance and related engagement concerns. Outcomes of the meeting and subsequent plan may include, but are not limited to, a referral to the Office of Accessibility Services, in case a temporary (or permanent) accommodation is needed.

To pass the course, the student is required to complete all assigned materials for the week in which they were absent. Given the nature of the accelerated 7-week courses, falling behind for more than a week may impact the ability to finish the course.

Please note that students will receive an *Attendance Notification and Plan Form* documenting the attendance issue, regardless of whether the student has presented documentation related to the absence.

Academic Standards

- Please see the *Graduate Student Handbook* for institutional Academic Standards policies.
- Grievances/Appeals instructions can be found in the *Graduate Student Handbook*.

Certification of Eligibility for Graduation

Certification of eligibility for graduation is determined by the Registrar's Office. In addition to completing all curricular and field placement requirements, a student must complete the following administrative procedures by the designated deadlines to be certified as eligible for graduation:

1. An Application for Graduation must be submitted to the Registrar's Office by the dates stipulated in the Academic Calendar.
2. An audit of the student's file is conducted by the Advisor, the Department Chair, and the Registrar. Certification of eligibility for graduation can be made only when the student's record has been reviewed, and documentation of completion of all degree requirements is on file. Students are then notified whether all degree requirements have been met.
3. Students who are anticipating graduation, and who have not met their financial obligations as outlined in the Graduate Student Handbook may, only at the discretion of the President, participate in commencement activities.

Between the time that a student is certified to be eligible for graduation by the Registrar and before the Board of Trustees confers the degree, names of potential graduates are presented to the faculty *and/or to the Chair of the Counseling and Behavioral Health Department (in lieu of faculty*

availability). In this review, the faculty may raise any last concerns before voting to recommend that the Board confer the degrees on the proposed candidates.

Academic Advising

Good advising and ongoing feedback have been identified as essential components of students' success in and enjoyment of their educational experience at all levels of study. Advisors are available to students as mentors, aid in problem solving and career planning, and facilitate professional growth and development. The advisor manages the student review process that takes place at the end of each academic year.

Advising is not a confidential and/or therapeutic relationship; advisors might need to identify those issues that belong in personal therapy rather than in advising and discuss this with the student to recommend appropriate resources.

Advisors have significant roles in overseeing students' progress and can have a major impact on the development of their professional identities. As educators, advocates, evaluators, and mentors their responsibilities include:

- Making themselves available for regular contact with advisees. Advisors are allocated an average of ten (10) hours per student per academic year. The frequency of this contact may vary over the course of a student's years at WJC, but regular contact scheduled by the Advisor is important, especially as students enter the program.
- Assessing students' academic backgrounds, strengths, training needs, and goals.
- Discussing students' registration, coursework selections, and reviewing field site selections.
- Monitoring the students' progress toward completion of Graduate Certificate requirements.
- Identifying the students' personal issues if they impinge on learning and provide appropriate guidance or intervention. It is within the province of an advisor to recommend personal therapy where such a need is perceived.
- Monitoring student progress toward completion of Graduate Certificate requirements, addressing difficulties as they may arise and facilitate, where possible, resolutions of problematic situations. Advisors are responsible for maintaining an awareness of changes in policy and/or program requirements as they may affect a student's course of study.
- Helping to address problems; consulting with course instructors, Department Chair, Dean, and/or the Academic Policies and Standards Committee in situations where problems arise; and advocating on behalf of the student in such situations when such advocacy is appropriate.

Assignment of Advisees: Every incoming student will be advised by Dr. Laura Hayden, the Program Director, who will oversee the student's progress throughout their course of study and will deliver ongoing feedback regarding the student's status in the program. Although students may request a change in Advisor, all such requests must go through the Department Chair or Program Director for review. A student who wishes to change advisor must email the Department Chair or Program Director and ask for a meeting to discuss the request.

Responsibilities of Advisors: Advisors should have regular contact with their advisees, but must at a minimum initiate contact and meet with each advisee at the following times for the stated purposes:

- Beginning of the Spring semester: goal setting and orientation
- Midpoint of the semester: progress review and support
- End of the semester: reflection and planning

Responsibilities of Advisees: Students are expected to be active participants in the advising process as part of their professional training. Students need to meet with their advisors on a regular basis at the college (at least twice per semester). Missing advising meetings is a serious problem that will trigger a Corrective Action Notice and a meeting with the Department Chair or Program Director. Continuous disregard for this matter may warrant probation for unprofessional behavior. Students are also expected to complete the Advisor Survey once a year, distributed by the Office of Institutional Research. We expect 100% participation from all students.

Continuing Education

Students are welcomed and encouraged to attend William James College Continuing Education (CE) programs. William James College students can attend most CE programs, space permitting, at a discounted rate. Students must register in advance and must cancel if unable to attend. Students may only sign up for one event at a time. Information about CE offerings can be found on the William James College website. There are several online programs available, or students in the WJC geographical area may attend in person training.

PROFESSIONAL DEVELOPMENT AND COMMUNITY ENGAGEMENT

The MPC Graduate Certificate is designed to be more than a sequence of courses. Students are encouraged to actively engage in the broader mental performance consulting community and begin developing their professional identity throughout their time at William James College.

Professional growth occurs through coursework, mentorship, networking, reflection, and active participation in the field. Students are encouraged to take advantage of the opportunities available through William James College, AASP, and the broader performance psychology community.

MPC Connects

MPC Connects is the Graduate Certificate's professional development series designed to connect students with practitioners, faculty, alumni, and leaders within the field of mental performance consulting.

Sessions may include:

- Career pathway discussions
- CMPC certification guidance
- Guest speakers and practitioner panels
- Networking opportunities
- Professional development workshops
- Discussions regarding mentorship and field experience

Students are strongly encouraged to participate in MPC Connects events whenever possible.

AASP Membership

Students are required to join AASP at the beginning of their Spring semester. As the primary professional organization for individuals working in sport, exercise, and performance psychology, AASP provides access to research, webinars, professional practice resources, ethical guidelines, networking opportunities, and information regarding CMPC certification.

Professional Identity

Graduate training in MPC extends beyond coursework. Developing as a mental performance consultant also involves becoming an active member of the professional community, engaging in ongoing learning, and beginning to develop a professional identity.

The MPC Student Hub serves as the central location for program resources, announcements, professional development opportunities, certification information, and student support materials. Students are encouraged to regularly engage with these resources and participate actively in the MPC community.

Students are strongly encouraged to take advantage of professional development opportunities throughout their time in the program, including:

- MPC Connects events
- AASP webinars and educational resources
- The AASP Annual Conference
- Regional conferences, workshops, and professional events
- Networking opportunities with faculty, guest speakers, alumni, mentors, and practitioners
- Professional online communities and discussion groups

Professional identity development is an ongoing process that extends beyond graduation. Students are encouraged to approach the Graduate Certificate as the beginning of a lifelong professional journey characterized by reflective practice, cultural humility, ethical decision-making, evidence-based practice, and a commitment to helping individuals and teams perform and thrive.

Understanding the CMPC Process

The path toward CMPC certification includes three primary components:

1. Educational preparation
2. Mentored field experience
3. CMPC certification examination

The MPC Graduate Certificate addresses the educational component of this pathway. Mentorship and fieldwork are completed independently following coursework and are administered according to current CMPC requirements established by AASP.

The MPC Program Provides

- Graduate-level coursework
- Applied skill development
- Professional preparation
- Academic advising
- Networking opportunities
- Guidance regarding certification pathways

Students Are Responsible For

- Securing a CMPC mentor
- Securing fieldwork opportunities
- Tracking mentorship and fieldwork hours
- Completing certification requirements
- Applying for CMPC certification

Fieldwork & Mentorship

Fieldwork and mentorship are important components of professional development for students who intend to pursue the CMPC credential through AASP. Although fieldwork and mentorship occur after completion of MPC coursework, students are encouraged to begin preparing for these experiences throughout their time in the program. The MPC Graduate Certificate is designed to provide the educational foundation, professional preparation, and applied skills necessary to pursue future mentorship and fieldwork opportunities. WJC prepares students for mentorship and fieldwork but does not place students in mentorship relationships or fieldwork positions. Students are responsible for identifying mentors, securing fieldwork opportunities, documenting required experiences, and satisfying certification requirements established by AASP.

Fieldwork consists of applied mental performance consulting experiences completed under the supervision of an approved CMPC mentor. Examples of fieldwork experiences may include:

- Individual mental performance consulting sessions
- Team workshops
- Mental skills training programs
- Performance assessments
- Group consulting sessions
- Educational workshops and presentations
- Program development activities
- Observation of consulting sessions
- Co-facilitation of workshops and interventions

Students should be aware that fieldwork requirements are determined by AASP and may change over time.

Mentorship

Candidates pursuing CMPC certification must complete mentorship under the supervision of an approved CMPC mentor. Mentorship provides opportunities for:

- Case consultation
- Feedback on consulting work
- Ethical decision-making discussions
- Professional development
- Career guidance
- Review of fieldwork experiences
- Preparation for the CMPC certification examination

Students are encouraged to begin learning about mentorship early in their professional development journey, even if formal mentorship occurs after graduation.

Preparing for Fieldwork While in the MPC Program

Students can strengthen their readiness for mentorship and fieldwork by:

- Developing mental performance consulting skills
- Practicing workshop design and delivery
- Building knowledge of performance domains
- Participating in professional development opportunities
- Attending MPC Connects events
- Networking with professionals in the field
- Exploring areas of professional interest
- Developing a professional résumé or curriculum vitae

The most successful candidates begin preparing for mentorship and fieldwork long before formal supervision begins.

Students interested in pursuing CMPC certification should review the current CMPC Handbook and consult with the Program Director regarding their individual professional development plan. Because certification requirements are established and maintained by AASP, students should regularly consult official CMPC materials for the most current information regarding mentorship, fieldwork, and certification requirements.

Written Endorsement Policy for Recommending Students for Credentialing and Employment

Students seeking letters of recommendation should ask professors and their academic advisor one month in advance. Professors may elect to decline to give a recommendation for students or alumni seeking admission to other graduate programs. For licensure and other credentialing

purposes, students should follow the instructions posted in the Registrar's office webpage to obtain transcripts and certifications. For academic requirement verification as well as practicum and internship verification, please contact the Department Chair by sending an email with information about the state and license you are pursuing, and send any pertinent forms. For employment recommendations, please contact the faculty member or advisor directly and obtain permission to use them as a reference prior to giving their name to a future employer. Professors may elect to decline to give a recommendation for students or alumni seeking employment.

Student Governance

The Dean of Student's Office published the following Student Governance structure:

Four Academic Department Student Leadership Bodies – Department Academic Councils Engaging Students (Department ACES)

Each academic department will have its own student leadership to represent student needs as they relate to their department. These Councils will be set up in each individual department to meet the needs of their students. This will be done by a team comprised of the Department Chair, the Dean of Students team, and students. The size, scope, number of meetings, and how they are chosen will be done in a way to best suit that department. The Dean of Students Office will meet with them as often as they wish, and will also offer financial support to these Councils.

The main function of these Councils is to be the voice of the discipline's students to their Department Chair on anything and everything related to academics. This group must also select one student to be the department representative to the Leading Excellence Across Departments Team.

Four Academic Department Student Representatives – Leading Excellence Across Departments Team (LEAD Team)

Each academic department will choose a student leader representative to serve as a liaison between their department's faculty, staff, students and the upper administration of the college. The four student leaders will meet monthly with the Dean of Students Office team and the VPAA to discuss nonacademic related issues, academic issues that are relevant to all students, and anything else pertinent to student life. These student leaders will report to their Department Chair and respective Academic Council Engaging Students.

Three Open Student Committees

The four student representative leaders will also provide leadership, along with support from the Dean of Students office for three school-wide committees: Social Committee, Community Service Committee and Interprofessional Committee. These committees are open to the entire student body and anyone can volunteer, with no limits to department and/or overall number. Each committee will only meet to accomplish their designated event with no other responsibilities assigned. These committees provide students with the opportunity to be involved in a meaningful way that is not over burdensome in terms of time. An estimated commitment for each of these would be a handful of meetings with the rest of the collaboration done online.

- ***Social Committee***

This Committee will plan one social mixer for all students either on or off-campus, once per semester. One event will take place at the beginning of the school year (Aug/Sept) and one will take place at the end of the school year (April/May).

- ***Community Service Committee***

This Committee will plan one community service event for all students either on or off-campus, once per semester. One event will take place at the beginning of the school year (Aug/Sept) and one will take place at the end of the school year (April/May).

- ***Inter-professional Committee***

This Committee will plan one lecture/panel with a social networking component on a topic that appeals/is relevant to all programs at William James College. This program may happen either on or off-campus. The presentation will be one hour and the social networking will be one hour with food/beverages. An example of a topic: Stigma in Mental Health – a NAMI member or two can talk about their experience navigating the mental healthcare system.

Welcome to the beginning of your journey as a mental performance consultant. We look forward to partnering with you as you develop the knowledge, skills, professional identity, and ethical foundation to help others perform and thrive.

APPENDIX A

MPC Student Roadmap

Your Journey Through the Mental Performance Consulting Program

The MPC Graduate Certificate is designed to provide a structured pathway toward developing the knowledge, skills, and professional identity of a mental performance consultant. This roadmap outlines key milestones and recommended activities from enrollment through potential CMPC certification.

STAGE 1: GET STARTED

Before Your First Course

Recommended Activities:

- ☐ Attend program orientation
- ☐ Review the MPC Student Hub
- ☐ Meet with your academic advisor
- ☐ Join the Association for Applied Sport Psychology (AASP)
- ☐ Introduce yourself to your MPC cohort
- ☐ Explore professional interests (e.g., sport, business, performing arts, military, education)

Goal: Begin building your professional identity and understanding the field of mental performance consulting.



STAGE 2: BUILD YOUR FOUNDATION

CN540 Psychology of Human Performance

Develop foundational knowledge related to motivation, confidence, attention, emotion, resilience, and human performance.

CN642 Foundations of Sport Science

Build an understanding of exercise science, physiology, recovery, fatigue, and performance-related sport science concepts.

Recommended Activities:

- ☐ Attend MPC Connects events
- ☐ Begin professional networking
- ☐ Explore potential mentorship pathways
- ☐ Attend webinars or conferences

Goal: Develop a strong scientific and theoretical foundation for mental performance consulting.



STAGE 3: DEVELOP APPLIED CONSULTING SKILLS

CN542 Psychology Techniques and Interventions to Enhance Performance

Learn and practice evidence-based mental performance interventions and consulting techniques.

Recommended Activities:

- ☐ Practice mental skills training techniques
- ☐ Develop consulting case examples
- ☐ Build professional resources and toolkits
- ☐ Continue networking with practitioners

Goal: Learn how to translate theory into practical consulting strategies.



STAGE 4: EXPAND YOUR SYSTEMS PERSPECTIVE

CN640 Psychology of Coaching

Examine coaching psychology, leadership, communication, team dynamics, culture, and organizational influences on performance.

Recommended Activities:

- ☐ Explore consulting within teams and organizations
- ☐ Reflect on your personal consulting philosophy
- ☐ Identify populations of interest
- ☐ Meet with the Program Director to discuss next steps

Goal: Understand performance within broader interpersonal and organizational systems.



STAGE 5: PREPARE FOR PROFESSIONAL PRACTICE

Upon Completion of the Program

Recommended Activities:

- ☐ Review CMPC certification requirements
- ☐ Identify an approved CMPC mentor
- ☐ Develop a mentorship and fieldwork plan
- ☐ Join professional communities and networking groups
- ☐ Continue professional development

Goal: Transition from academic preparation to supervised applied experience.



STAGE 6: MENTORED FIELD EXPERIENCE

Under the Supervision of an Approved CMPC Mentor

- ☐ Apply mental performance consulting skills in real-world settings
- ☐ Receive feedback and supervision
- ☐ Develop professional competencies
- ☐ Build confidence and professional identity

Goal: Demonstrate competence in applied mental performance consulting.



STAGE 7: CMPC CERTIFICATION EXAM

After completing educational and mentorship requirements:

- ☐ Apply for the CMPC Certification Examination
- ☐ Successfully complete the examination
- ☐ Earn the CMPC credential
- ☐ Continue lifelong learning and professional development

Goal: Establish yourself as a credentialed mental performance consultant.

PROFESSIONAL DEVELOPMENT THROUGHOUT THE JOURNEY

Students are encouraged to participate in:

- MPC Connects events
- AASP membership and conferences
- Guest speaker presentations
- Professional networking opportunities
- Research and scholarship
- Mentorship exploration
- Student Hub resources
- Cohort engagement and community-building

REMEMBER

The journey to becoming a mental performance consultant extends beyond coursework. The most successful professionals continuously learn, seek feedback, build relationships, and engage in reflective practice throughout their careers. The most current version of the MPC Student Roadmap is maintained within the MPC Student Hub. Students should refer to the Canvas version for updated resources, events, and certification information.

APPENDIX B

How the MPC Graduate Certificate Supports Your Professional Development

The CMPC credential, administered AASP, is a professional certification for individuals who help athletes, performers, leaders, military personnel, and other high achievers optimize performance and well-being.

The MPC Graduate Certificate at William James College is designed to support you as you build the educational foundation required for future CMPC certification.



STEP 1: COMPLETE YOUR EDUCATIONAL PREPARATION

The MPC Graduate Certificate provides the educational foundation for individuals seeking to develop expertise in applied mental performance consulting. Through four graduate-level courses, students build knowledge and skills in sport and performance psychology, sport science, coaching psychology, and evidence-based consulting techniques while developing the professional competencies expected of ethical mental performance consultants.

For students interested in pursuing the CMPC credential, the Graduate Certificate supports learning across the eight CMPC Knowledge Areas. Because students enter the program with diverse academic and professional backgrounds, eligibility for CMPC certification is determined by an individual's complete graduate academic record rather than the Graduate Certificate alone. Faculty advisors are available to help students understand how prior and current graduate coursework aligns with CMPC educational requirements and to identify any additional coursework that may be needed.

The eight CMPC Knowledge Areas include:

- Professional Ethics and Standards
- Sport Psychology
- Sport Science
- Psychopathology
- Helping Relationships
- Research Methods and Statistics
- Psychological Foundations of Behavior
- Diversity and Culture

STEP 2: COMPLETE MENTORED FIELD EXPERIENCE

After completing educational requirements, students pursuing CMPC certification must complete a mentored field experience under the supervision of an approved CMPC mentor. Through mentorship, candidates:

- Apply mental performance consulting principles in real-world settings
- Develop professional competencies
- Receive supervision and feedback
- Build consulting experience across performance domains

Although mentorship occurs independently after coursework, WJC provides guidance regarding mentorship resources, networking opportunities, and next steps toward certification.

STEP 3: PASS THE CMPC CERTIFICATION EXAM

After completing the required educational preparation and mentored field experience, candidates who meet all eligibility requirements established by AASP may apply to sit for the CMPC Certification Examination.

How William James College Supports Students

WJC is committed to supporting students throughout their professional development by providing:

- Graduate-level coursework aligned with the practice of mental performance consulting
- Academic advising and individualized educational planning
- Guidance in understanding CMPC educational requirements
- Professional networking opportunities with faculty, alumni, and practitioners
- MPC Connects professional development programming
- Resources to support mentorship planning and career development

Important Note

The CMPC credential is administered by AASP. Certification requirements, including educational, mentorship, and examination requirements, are established and periodically revised by AASP. Students are responsible for reviewing the most current certification requirements published by AASP.

Completion of the MPC Graduate Certificate does not, by itself, confer CMPC certification or guarantee eligibility for the credential. Eligibility is determined by AASP based on an applicant's complete academic record, mentored field experience, examination results, and fulfillment of all other certification requirements in effect at the time of application.

APPENDIX C

Frequently Asked Questions About CMPC Mentorship and Fieldwork

This appendix provides general guidance regarding mentorship and fieldwork for students interested in pursuing the CMPC credential through AASP.

Because certification requirements may change, students should always consult the current CMPC Handbook and AASP resources for the most up-to-date information.

Q1: What is the difference between fieldwork and mentorship?

Fieldwork refers to the applied mental performance consulting experiences completed with athletes, performers, teams, leaders, or other high-performance populations. Mentorship refers to the supervision, guidance, and professional development provided by an approved CMPC mentor while fieldwork is being completed. Fieldwork and mentorship occur together and are both required components of the CMPC certification process.

Q2: When do mentorship and fieldwork occur?

For most students, mentorship and fieldwork occur after completing MPC coursework and graduating from their degree program. Students are encouraged to begin learning about mentorship, networking with professionals, and exploring potential opportunities while enrolled in the MPC program.

Q3: Does William James College place students in mentorships or fieldwork positions?

No. WJC prepares students for mentorship and fieldwork through coursework, professional development opportunities, advising, and networking support.

Students are responsible for:

- Identifying an approved CMPC mentor
- Securing fieldwork opportunities
- Tracking required hours
- Completing mentorship requirements
- Applying for CMPC certification

Q4: What types of experiences may count as fieldwork?

Examples of fieldwork activities may include:

- Individual mental performance consulting sessions
- Team workshops

- Mental skills training programs
- Performance assessments
- Group consulting sessions
- Educational presentations
- Program development activities
- Observation of consulting sessions
- Co-facilitation of workshops

Acceptable fieldwork activities are determined by current CMPC requirements. Students should consult the CMPC Handbook for specific definitions and eligibility criteria.

Q5: How many mentorship and fieldwork hours are required?

At the time of publication, CMPC certification requires both mentored field experience and mentorship completed under the supervision of an approved CMPC mentor.

Current mentorship requirements include:

- A minimum of 50 hours of mentorship with an approved CMPC mentor
- At least 20 hours must be completed through individual mentorship
- Remaining mentorship hours may be completed through individual and/or group mentorship

Current fieldwork requirements include:

- A minimum of 400 total applied experience hours
- At least 200 hours must be direct client contact hours
- Remaining hours may be completed through indirect service activities that support consulting work

Examples of direct client contact hours may include:

- Individual mental performance consulting sessions
- Team workshops
- Group consulting sessions
- Mental skills training programs

Examples of indirect service hours may include:

- Session preparation
- Case notes and documentation
- Program development
- Consultation planning
- Professional development activities related to client services

Students should be aware that all fieldwork hours must be completed in accordance with current CMPC requirements and under the supervision of an approved CMPC mentor to count toward certification. Because certification requirements are established by AASP and may change over time, students should consult the current CMPC Handbook for the most up-to-date requirements.

Q6: What occurs during mentorship?

Mentorship commonly includes:

- Case consultation
- Feedback on workshops and consulting sessions
- Ethical and scope-of-practice discussions
- Professional development planning
- Career guidance
- Review of fieldwork experiences
- Preparation for the CMPC Certification Examination

Mentorship is intended to support the development of professional competence, ethical decision-making, and consulting effectiveness.

Q7: How do I find a CMPC mentor?

Students may identify mentors through:

- The WJC Preferred Mentor List
- The AASP CMPC Mentor Directory
- Professional conferences and networking events
- MPC Connects events
- Faculty referrals
- Professional networking and outreach
- Students are encouraged to begin exploring mentorship opportunities early in their professional development journey.

Q8: How much does mentorship cost?

Mentorship is a professional service, and mentors establish their own rates and fee structures. While costs vary, students should plan financially for mentorship as part of their professional development.

Students may wish to explore:

- Professional development funding
- Employer sponsorship
- Continuing education benefits
- Mentor payment plans

Mentorship costs may vary considerably depending on the mentor, format, and duration of the mentorship experience.

Q9: How can I prepare for mentorship and fieldwork while in the MPC program?

Students are encouraged to:

- Develop strong mental performance consulting skills
- Practice workshop development and delivery
- Build knowledge of sport and performance psychology
- Attend professional development events
- Participate in MPC Connects sessions
- Network with professionals in the field
- Attend AASP conferences and webinars
- Develop a professional résumé or curriculum vitae
- Explore populations and performance domains of interest

Preparation during graduate training can strengthen readiness for future mentorship and applied experiences.

Q10: Where can I find the most current information?

The official source of information regarding mentorship, fieldwork, certification requirements, documentation procedures, and eligibility standards is the CMPC Handbook published by AASP. Students pursuing certification should review the CMPC Handbook regularly and remain informed regarding any updates to certification requirements.