

Program/ Applied Training Handbook

Master of Science in
Sport Psychology

Summer 2023



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Disclaimer about this Handbook

Please read this handbook carefully and keep it handy for ready reference. It provides a comprehensive review of the **Sport Psychology** program and is your best source of help to successfully set up and complete your applied training experience.



1 – Sport Psychology Program Overview

The **Master of Science in Sport Psychology (MSSP)** program at National University helps you develop the skills and personal and professional growth needed for sport psychology by critically analyzing a broad range of theories and practical knowledge. In this integrated learning experience, you will have the opportunity to engage in field work and supervision.

This program may appeal to individuals who would like to work with athletes and other high-performance people on the psychological aspects of their performance. This program may also appeal to those who are already working in a Mental Health/Counseling environment and are looking to broaden their clientele and engage in non-clinical work. Other current professionals working in the athletic field, including Coaches, Physical Therapists, Strength and Conditioning Coaches, and Athletic Administrators may be able to enhance their marketability and advance their careers by having this secondary degree and expertise in Sport and Performance Psychology. Additionally, individuals working in other high-performance fields such as Law Enforcement, Military, and Executive Coaching, may benefit from this type of educational training.

Note on Licensure: NU psychology programs **are not** licensure programs and **do not** prepare an individual to become a licensed psychology or counseling professional, however, this program complies with the eight knowledge areas as required for the Association for Applied Sport Psychology Certification Council for the Certified Mental Performance Consultant (CMPC). In addition, during the optional field work experiences, you will have the opportunity to complete hours that can count towards the mentored experience required for the CMPC certification.

Program Learning Outcomes

1. Explore theories and principles in sport psychology to inform professional contexts and promote performance enhancement.
2. Examine research methods and data analysis in sport psychology.
3. Apply psychological principles and research to personal, social, and organizational issues.
4. Develop a personalized approach to professional service.
5. Employ ethical principles of sport psychology in academic and professional matters.
6. Examine diversity issues in professional contexts.

The policy of the University related to COVID-19 or other communicable diseases is that students in an internship, practicum, or applied training course must follow the policies and requirements of the local placement site. This policy pertains only to students actively engaged in applied or clinical practice.





2 – Course Sequence

NU's Master of Science in Sport Psychology program is 36 credit hours. During this program, you will fulfill the academic requirements for the Certified Mental Performance Consultant (CMPC) Certification by covering the eight knowledge areas as required by the Association for Applied Sport Psychology (AASP).

*All courses are subject to change and availability. For the most up-to-date information please visit NU's Catalog.

Core Courses (30 credit hours)

PSY-6904 – Foundations of Sport Psychology

In this course, you will study theoretical foundations and empirical research of psychological factors related to performance and participation in athletic settings. You will learn about the physical, affective, and cognitive behaviors associated with sport participation and will also examine the psychological theories and research related to sport performance. You will be introduced to performance enhancement techniques and strategies. You will also learn about injury in sports, team dynamics, youth sport and athletic coaching. The topics covered in this course are designed to increase your understanding of the psychological makeup of athletes and how psychological factors influence involvement and performance in sport.

PSY-6905 – Professional Ethics in Sport Psychology

In this course, you will be introduced to different ethical principles, decision-making models and ethical guidelines, and professional issues for the field of sport psychology. You will review the guidelines presented by AASP and other professional organizations. You will explore common ethical challenges and situations that arise when working in the field and critically analyze research articles that are pertinent to ethical issues in sport psychology. You will explore sport psychology as a professional identity.



PSY-6906 – Research Methods in Sport Psychology

In this course, you will gain an overview of various qualitative and quantitative research methods, learn about basic concepts in descriptive and inferential statistics, parametric and non-parametric statistical tests, and be exposed to different types of experimental research methodologies. You will learn about tests and measurements. You will develop critical-thinking skills and an understanding of the methodological tools necessary for functioning as an applied sport psychology consultant.

PSY-6907 – Kinesiology

This course will introduce you to each of the major biophysical sub-disciplines of kinesiology— anatomy, biomechanics, exercise physiology, and motor control. You will gain insight into the integrated study of human movement and learn how to apply this knowledge to human performance and physical activity across the lifespan.

PSY-6908 – Psychopathology in Sport

In this course, you will be familiarized with the major classifications of psychopathology and their impact on individual performance. You will be introduced to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Emphasis will be placed on assessing for mental health conditions that require referrals to appropriate treating professionals. The course will focus on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders. You will become familiar with counseling strategies in psychology.

PSY-6909 – Applied Sport Psychology

In this course, you will be exposed to a variety of performance-enhancement techniques used in sport psychology to help athletes. You will gain competence in performance enhancement skills and techniques for use in working with athletes in a variety of diverse settings while also developing the foundation for your own personal consulting style. You will explore the process of becoming an applied practitioner in the field and begin creating a binder of performance-enhancement activities to be used in your applied training experience and in professional practice.

PSY-6910 – Counseling Skills for Sport Psychology

In this course, you will be provided with a fundamental overview of the helping relationship provided within the context of applied sport psychology. You will gain a broad understanding of the philosophic bases of helping processes: counseling theories and their application, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PSY-6911 – Psychological Foundations of Human Behavior

In this course, you will be exposed to an overview of cognitive, social, and affective bases of behavior in psychology. You will be familiarized with theories of personality, individual differences, problem-solving and decision-making skills, and human lifespan development. You will then be required to integrate theoretical knowledge with practical strategies and interventions found in positive psychology that enhance meaning and well-being in individuals.

PSY-6912 – Diversity, Culture, and Society

In this course, you will be given an overview of historical and current topics relevant to the understanding of diversity and culture in sport. You will be exposed to various sociological theories and how diversity issues have impacted the development of sport. You will gain an understanding of the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, race, age, and disability as it relates to current sport practices. You will also be exposed to culturally competent counseling and consulting strategies for facilitating acceptance of diversity within individual and team sports. You will learn to challenge the idea of sport as an innocent leisure pursuit, to consider its social, cultural, political, and economic significance and its rise to significance, in contemporary society.



PSY-6913 – Team Building and Group Dynamics

In this course, you will learn how to facilitate team building, through interactive experiences, in an effective way. You will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. You will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. You will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

Electives

Students may choose 1 course from the following options:

PSY-6914 – Psychology of Athletic Injury

In this course, you will learn how to work with an injured athlete as part of an integrated approach to sport rehabilitation. Using mental training strategies for rehabilitation, this course will address the principles of sport psychology, which will assist injured athletes, as well as those working with injured athletes, in identifying variables responsible for hindering and enhancing performance. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of behaviors, psychological intervention of performance problems, and psychosocial strategies/ mental health issues related to injury.

PSY-6915 – Applied Training I

In this internship placement, you will gain applied experience in sport psychology consulting. The internship-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues that pertain to the applied training experience.

Students may choose 1 course from the following options:

PSY-6916 – Applied Training II

In this internship placement you will gain applied experience in sport psychology consulting. The internship-placement aspect will require you to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Under the supervision of a faculty member, you will be provided with weekly one-on-one meetings to discuss your experiences, challenges, and ethical issues. The supervision will provide you with a supportive environment for discussions exploring issues which pertain to the applied training experience.

PSY-6917 – Capstone Course in Sport Psychology

The Capstone course in Sport Psychology is an opportunity to incorporate your knowledge and understanding of educational concepts and processes that have been learned throughout the program. You will demonstrate a range of competencies, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the program. The final product for the course will include a written document summarizing this work.

*All courses are subject to change and availability. For the most up-to-date information please visit NU's Catalog.



Certified Mental Performance Consultant (CMPC)

The Association for Applied Sport Psychology (AASP) is the leading organization for sport psychology professionals, promotes the development of science and ethical practice in the field of sport psychology, and offers a certification as a Certified Mental Performance Consultant (CMPC) which is accredited by the National Commission for Certifying Agencies. A practitioner with the CMPC designation has met the highest standards of professional practice, the eight educational knowledge areas as outlined by the Certification Council of AASP, and has successfully passed the certification exam.

The Master of Science in Sport Psychology program at NU meets the eight educational knowledge areas and offers up to two Applied Training Experiences where students will have the opportunity to gain experience working with athletes, coaches, and teams while under the supervision of an AASP-Certified faculty member at NU. The applied training and mentorship hours will count towards a student's preparation for CMPC Certification.

An individual with a Master of Science in Sport Psychology from NU can provide mental conditioning services within the field of sport psychology. This degree does not allow individuals to provide clinical therapy or diagnose clinical issues. Additionally, students who earn their degree through the NU program cannot refer to themselves as a Sport Psychologist since the term 'psychologist' is a legally-protected title for those who are clinically trained and licensed.





3 – Master of Science in Sport Psychology

Purpose of the MS in Sport Psychology (MSSP) Program

The purpose of the Master of Science in Sport Psychology (MSSP) is to prepare **competent, ethical, culturally sensitive, and experienced master's level sport psychology practitioners**. Students seeking a Master of Science in Sport Psychology may opt to complete their degree by enrolling in an applied training course and the Capstone course or by enrolling in two applied training courses. During the applied training placement, students will gain applied experience in Sport Psychology consulting, develop competencies demonstrated through application in practice, and accrue hours that will count towards Certified Mental Performance Consultant (CMPC) certification. Faculty engage students in a one-on-one process that invites students to grow both professionally and personally through the development of critical thinking skills, information literacy, an appreciation of research, a **valuing of diversity**, and a lifelong **commitment to learning and service**.

Program Learning Outcomes

The applied training experience program at NU has been built around outcomes, which operationalize the program mission. Some courses and assignments focus specifically on one student's learning outcome. Applied training experience courses at NU include assignments and evaluation measures that relate to each of the five program learning outcomes:

1. Demonstrate ability to teach performance enhancement techniques in applied settings.
2. Apply ethical and professional behaviors in applied settings.
3. Critique counseling skills and integration of theories into practice in diverse settings.
4. Integrate multicultural competency into applied work with clients.
5. Develop skills in promoting and marketing the benefits of sport psychology coaching.

Students are expected to develop and **demonstrate competence** in applying theoretical knowledge to real-world situations. In addition, students are expected to demonstrate competence in applying the **Association for Applied Sport Psychology (AASP) Code of Ethics** to situations.

The application of this knowledge is an educational experience designed to assist Student Interns in their training of implementing performance enhancement techniques and team-building strategies for athletes.





4 – Applied Training Experience

Introduction to Applied Training Experience

Welcome to your Applied Training Experience. This will be an opportunity for you to get some practical experience and work with teams, coaches, and individual athletes.

The purpose of the Applied Training Experience is to provide structured experiences for students to practice applying knowledge they have gained from their program to a real-world context, and thus grow in their professional skills and identity.

Time Frame

The Applied Training Experience at National University (NU) consists of approximately 100 hours over a 12-week course, which equates to an experience of 8-10 clock hours per week.

- Students must enroll in the Applied Training Course during this time.
- Students are encouraged to start looking for applied training sites at least 6 months in advance as sites must be vetted and approved no later than the 8th course.
- Students with a vetted and approved site may begin their applied training any time after completing their 5th course in the program. Students must be enrolled in the applied training course before they can start their applied training experience.

*For some applied training experiences additional hours might be approved.

Applied Training Preparation

- Students must complete the Applied Training Preparation Tasks in order to be eligible for enrollment in the Applied Training course. All tasks, including the Applied Training Preparation Task List must be completed prior to enrollment in the Applied Training Course.



- NU has a Program Coordinator that support students in their search for an appropriate applied training site and will help students locate applied training sites within 50 miles of their home address. For some students, finding an appropriate training site is the most difficult part of the applied training preparation process. Start looking early in your program. **It is the responsibility of NU students to find an applied training site, NU makes no guarantee that every student will be able to find an appropriate site in their area, thus you should start early and work diligently in your search.**
- All emails related to applied training related questions, such as supervision, placement sites, etc., must go to the Program Coordinator - Dr. Grayson Kimball – sportpsych.internship@nu.edu

MS Applied Training Requirements

General Requirement

The applied training experience may include practice/game observation, group workshops, and private mental training sessions with an athlete. Students will NOT engage in any clinical work during their applied training experience.

Background Check

Students who want to participate in the applied training experience will need to complete a background check. After meeting with the Program Coordinator and the site has been approved, the student will complete the background check through www.castlebranch.com. NU will pay for one background check. In some cases, the student's applied training site may require a background check. If students have questions about their background check results, they are encouraged to discuss the results of the background check with the Program Coordinator.

Supervision

You are required to participate in weekly supervision with your NU supervisor over the course of your applied training. This will be in the form of weekly written assignments, for which you will receive feedback and a one-hour synchronous meeting with your NU faculty/supervisor. To do this, you will need to meet certain technology standards (such as a webcam and a microphone).

Ensure that you actively **protect the confidentiality** of each athlete you meet with during all supervision and assignments. It is your ethical responsibility to be sure to maintain confidentiality of those you may meet or work with at your site. Please be sure that any documents uploaded to the course shell **never contain names** or any other personally identifiable information about the individual who may receive services at your site.

Hours Tracking

Students will electronically submit their applied training hours to their NU supervisor for approval each week in Supervision Assist. **A final hour report will need to be completed and signed in Supervision Assist by the NU supervisor at the end of the applied training course.**

Critical Considerations: When can I start?

1. Students only have permission to start earning hours at their applied training site after completing 5 prerequisite courses in the sport psychology program.
2. Students can only accrue applied training hours if they are enrolled in the applied training course.
3. Students must have completed all Applied Training Preparation Tasks in Supervision Assist.
4. These include tasks you must complete, resources you may utilize, and documents to review. The following documents, tasks, and resources are included in Supervision Assist



Supervision Assist Documents

- Sport Psychology Applied Training Preparation Welcome Letter
- Sport Psychology Applied Training Handbook
- Background Check
- FORM A: Applied Training Site Placement Structure & Considerations
- FORM B: Prerequisite Course Review
- FORM C: Technology Checklist
- FORM D: Tips for Finding an Applied Training Placement
- FORM E: Tip Sheet for Interviewing
- FORM F: Applied Training Rules & Regulations
- FORM G: Applied Training Meeting Verification
- FORM H: Three-Way Contract
- FORM I: Referral List
- FORM J: Athlete Informed Consent
- Evaluation 1: Student Self-Evaluation & Reflection
- Evaluation 2: NU Supervisor Evaluation
- Summary of Hours
- Mentorship Verification Form – *to be completed by Supervisor*
- Record of Mentored Experience Hours Form – *to be completed by Supervisor*

Critical Considerations: Steps for Students

Setting up the applied training process can be tricky. Here you will find a general overview of the steps to the process, so you understand what needs to happen and when to help facilitate your success in this process.

- Review your handbook and start looking for sites.
- Once you have found sites you think will work, reach out to them, and find out about their process, already existing applied training programs, etc. At some point in this process, you should give the site the letter provided by NU (Letter to Potential Sites) which will explain your needs as an intern to the site. You may wish to do this prior to applying to the site, submit it with your application, or review this with them after they indicate interest in bringing you on board.
- During this process, please check Supervision Assist and complete all required forms and documents needed that you can complete at this time.
- Complete and submit your vetting forms to the program coordinator. Keep in mind that there is an approval process for the applied training so you will not be able to start immediately upon finding a site, even if they want to take you on.
- Once your site is initially approved, we will request verification from your site (typically the head coach of a team, Athletic Director at High School or College, or the manager at a sports training facility).
- When all Supervision Assist documents are received, verified, and approved, you will set up a synchronous meeting with the NU program coordinator, the on-site official (e.g., head coach of a team, Athletic Director at High School or College, or the manager at a sports training facility) and your NU Supervisor to go over the details of the applied training. You should be prepared to answer and address general questions such as the following:
 - What is your role? (Master's student providing individual and team mental skills training in a non-clinical manner).
 - How often you will be there (minimum 3-4 days per week, directly working with the team and observing practices and competitions).
 - You will be audio and video recording your work for your weekly meetings with your NU supervisor.
- After the meeting, all necessary contracts or paperwork will be submitted and signed, and you are ready to start your applied training!

Students may NOT participate at a site that has not been fully approved by the NU Program Coordinator.





Preparing for Applied Training

The following content outlines all the steps needed to be eligible and prepared to start your applied training experience

Course Prerequisites

Before you are eligible to begin your applied training, the following courses need to have been completed with a passing grade:

- **PSY-6904: Foundations of Sport Psychology**
- **PSY-6905: Professional Ethics in Sport Psychology**
- **PSY-6909: Applied Sport Psychology**
- **PSY-6910: Counseling Skills for Sport Psychology**
- **PSY-6912: Diversity, Culture, and Society**

*All courses are subject to change and availability. For the most up-to-date information please visit NU's Catalog.

Applied Training Requirements

Please be aware that some sites will have additional requirements, such as approval through the school district. It is your responsibility to find out what these requirements are and give yourself plenty of time to address these requirements. Student-interns can expect an array of requirements such as Background Checks, Live/Scan, Fingerprinting, Registration with the National Governing Body (NGB) or another associated organization (e.g. AAU, etc.), Human Resources Requirements, Safety Training (e.g. CPR, First Aid, etc.), SafeSport Training, Mandated Reporter Training, Concussion Protocol Training, and many more. **Please ensure that you inquire about and follow all required procedures to become an intern at your approved site.**



General Applied Training Information

Students in the MSSP program are not required to enroll in an applied training course, but it is highly recommended. When searching for potential sites, student-interns should locate and secure more than one site during their placement sequencing. It is strongly recommended that a student set up *more than one* for the experience of marketing and pitching sport psychology services to coaches, teams, athletes, and sports training facilities. It is not uncommon for enthusiastic and willing sites to go cold and unresponsive despite expressed interest and desired alignment of agreement.

Diversity of Sites

If you choose to register for two applied training experiences, we will encourage students to have diversity in their sites. Diversity includes populations that are different from each other (e.g., youth competitive team, adult recreational team, collegiate individual athletes), but also working with individuals who have different backgrounds from each other and from the student. Diversity of experiences will challenge students and create additional opportunity for growth and will also be of value when seeking consulting work when you have completed your degree.

Signed Informed Consent Forms (Form J): Signed informed consents are due **by the end of the first week** at your site. Please make 2 copies of all the signed informed consents – one to give to the client, and one to upload to Supervision Assist. You may not begin any group or individual work with any clients until the Informed Consents have been signed and submitted in Supervision Assist.

Post-Applied Training Evaluations & Forms:

The following evaluations are due at the conclusion of the applied training experience. All paperwork must be submitted to Supervision Assist

- Evaluation 1 – Student Self-Evaluation & Reflection
- Evaluation 2 – NU Supervisor Evaluation
- Summary of Hours Form

If applying for AASP/CMPC Certification

- Mentorship Verification Form – *to be completed by Supervisor*
- Record of Mentored Experience Hours Form – *to be completed by Supervisor*

Getting Started at Your Applied Training Site

Students must be registered in the Applied Training Course (PSY-6915 or PSY6916) to be at an applied training location.

When you have started with the team

- Get contact information for clients, including an emergency contact name and number. If your client(s) is a minor, best practices dictate that you will include parents/guardians on ANY communication between you and your minor client.
- Distribute Informed Consent forms and get them back ASAP; if clients are youth, both parent/guardian and athlete must sign. You must turn in consent forms prior to beginning your work with the athletes.



- We suggest connecting with the coach to have the forms given to athletes with all other paperwork before the start of the applied training. You must submit all informed consents no later than one week after you begin. Talk to your supervisor if you need assistance with collecting informed consents.
 - Your name and signature should be on all consent forms
 - All consent forms must be collected prior to group and individual meetings.
 - You may do one general group introduction meeting without having consent forms signed.
 - Keep a copy of consent forms for your records and upload them to Supervision Assist.
- You are encouraged to begin scheduling individual meetings right away.
 - Think about creating a sign-up sheet and utilizing it for athletes to sign up at the first team/group meeting (Keep this sign-up sheet close to you and do not display publicly in order to preserve confidentiality).
 - Think about how you can get the individual athletes interested in individual meetings.
 - You must meet on-site for all individual and group sessions. If meeting in a room/office with a client, keep the door ajar. While this may inhibit complete confidentiality, you will still have privacy without creating a situation that could be uncomfortable for you and the client.
 - This must be followed especially when working with youth clients and those of the gender opposite to you.
 - You may not use Skype, phone, FaceTime, Zoom, or similar platforms for your individual meetings, unless discussed with, and approved by, your supervisor prior to the meeting, and are due to extraordinary circumstances. If approved it will be due to your client traveling, as you must meet with your clients face-to-face as the primary mode of consultation.
- Complete your Summary of Hours Form daily as you work with the athletes.

Meeting with Athletes

- Once you begin meeting with individual athletes, schedule their next meeting at the conclusion of the first one. Sessions should be a minimum of 30-minutes.
- Communicate directly with the coach and the athlete about meeting times. You are encouraged to reconfirm and remind athletes of meeting times to minimize the likelihood that an athlete forgets about the meeting.
- Confirm if it is best to utilize email or text. Best practices for youth athletes: Group chat/text and include parents/guardians on ALL communication. This adds transparency and protects you when entering into a working relationship with a youth athlete.
- In the event that the athlete does not arrive for a meeting or if they cancel at the last minute, think about how you can best utilize this newly available time: see if another athlete is available to meet, plan your next team meeting, work on handouts, etc.
- Keep complete case notes for all athletes and utilize that information to help further guide your work with the client.
- If you are not familiar with keeping case notes, discuss how to take effective notes during/after sessions with your supervisor.

Electronic Communication with Athletes (Email and Text)

- Keep the subject matter to reminders about meetings (such as time and location).
- Anything beyond what is noted above should happen in a live conversation to avoid potential miscommunication, as well as to capture the live interaction via recording for your growth and development.
- For youth clients: Before you send: Think about how a parent would respond if they were to read the information you have sent. Best practice would be to group text/chat with the parent **and** client.
- Consider the time of day that you text/email. Late night texts and emails are not appropriate (especially with youth clients). Consider keeping all communication prior to 7:00 PM.
- Clearly communicate with your clients about boundaries around communicating with you: For example, "You have my cell phone number in case you need to reschedule a session at the last minute..."



Referrals

For your applied training experience you will need to have at least two referrals. The referrals are for clinical psychology/therapy. Clinical referrals are necessary in the event that a client needs to address something outside of your scope of training/expertise.

Before making any referral, you will work closely with your supervisor to determine the appropriate course of action.

- Be aware in a school setting (high school and college), there is likely to be student support services including, but not limited to, a school psychologist and/or counselor(s).
- These intra-school services are likely to be your primary referral, and, in some cases, mandated as far as the Informed Consent agreement by site authorities.
- Please document the conversation when you make the referral, when possible, and always document the details of the conversation.

To find referrals in your area: You can do a Google search, ask peers, ask professionals in the JFK School of Psychology at Social Sciences at National University, or faculty members of the sport psychology program. Many people have websites where you can obtain information. Look for:

- Individuals who have expertise related to your population (for example, in a youth setting, you would want a referral who works with youth and adolescents).
- See if you can gather any information about their philosophy of practice, and/or how they work with clients. When you refer a client to someone, you want your clients to be comfortable, and it is often a good choice to find a referral that you would be compatible with professionally and personally.
- When you have found potential referrals, you must call and speak to them. If a therapist has a full schedule, or is on vacation, then this would not be an ideal referral. Let the individual know you are a student, and the capacity that you are working in, and discuss how they work with clients. If they seem like a good fit, then ask if they would be willing to be a referral for you if needed.
- For school sites, if there is a school counseling center and mental health services are provided find out their process for making referrals, so that you understand how to refer a student if needed without breaking confidentiality. Follow all site protocols, especially at the NCAA level.
- The reason for a second referral is that some student-athletes may not want to utilize school services or your first referral is not available.

Recording Sessions

- Each student must turn in to their Supervisor at least 1 audio and/or video session a week (minimum **6 audio** sessions and **6 video** sessions for a total of 12 contact hour recordings. Sessions must be equal to 1 contact hour (this can be one 1-hour session, or two 30-minute sessions, etc., but must equal 1 contact hour. This Supervisory audio/video requirement may include group presentations audio/video recordings of the student work.
- The **minimum of 6 video** sessions is required unless prohibited by site contract and/or Individual Informed Consent. **Audio/video session(s) from the week must be uploaded in Supervision Assist to earn credit for the contact hours at that site for that particular week -- NO EXCEPTIONS.**
- All of your work must be audio recorded (the exception is in-the-moment work)
- The purpose of recording is to help you grow as a student: we want you to be present, and in the moment when you are working. The only way that you can get feedback, suggestions, and be assessed is if your supervisor is able to listen to your work on a weekly basis.



How to record and submit your audio/video files

- Recordings (both audio and video) must be uploaded to Supervision Assist.
- Best practices for Recording Audio and Video is your smart phone (be sure it is charged prior to or during the session), but feel free to use whatever medium you are most comfortable with.
- It is up to the student to ensure that recordings are submitted to the supervisor in a way that he or she can listen/view.

In the event that you do not turn in an audio/video recording, you will not get credit for the hours that week. Audio/video sessions are the most direct way that your supervisor can assess your work, as well as give you valuable feedback and suggestions. You will then be expected to make adjustments on a weekly basis to best serve your clients.

Reflective Practice

Students may elect to keep a reflective journal, as it is a valuable tool to help you grow as a student and future consultant. Topics that may be included are progress on goals, awareness of student's style and impact on consultation, ethical concerns, etc.

More specifically, weekly written reflections may detail the following:

- What happened?
- What did you (student-intern) do well?
- What could you have done better or differently, and how might you make adjustments in the future?

These reflections can help you prepare for your weekly synchronous meetings with your NU supervisor.

Balance of School and Applied Training

When you begin your applied training, it is important to note that you will be spending a lot of time with your team/athletes. It is important that you make the applied training a priority. Make sure that when petitioning to do your applied training that you have enough time in your schedule to be at your site a minimum of 3-4 days per week. In addition to being at your site and having your weekly individual supervision, you may another class during this time. It is up to you to maintain an appropriate balance of these areas of your work.

Evaluation & Completion of Applied Training

Evaluation of Your Training Experience

- Because the focus of your applied training is growth in competence and professional identity, formal and informal evaluations are expected and necessary. At the end of the applied training course, you will receive a **formal evaluation from your NU Supervisor**. Your supervisor should discuss this evaluation with you for your continued growth. In addition, your NU Supervisor will complete the appropriate CMPC paperwork if you are seeking CMPC certification.
- The ability to accurately self-evaluate your work is a vital professional skill that you will want to cultivate during your time at NU.
- Your experience is a critical part of the evaluation process, so you can expect to complete some formal evaluations too. You can expect to submit a **self-evaluation and reflection** at the conclusion of the applied training course.

Documentation of Your Experience

- NU has an ethical, legal, and moral responsibility to verify that all students have, in fact, completed the required applied training training. From the legal perspective, our diploma is verification that you have met the standards contained in this document.



- Your NU Supervisor will **verify your hours by approving your hours and supervision online**. During **Week 4 and Week 8** of your applied training, your NU Supervisor will contact your site to verify your work with team or facility. Additionally, your NU Supervisor submits a **formal evaluation** of the student's work. The due dates for these assignments are specified in the course syllabus. These two sets of documentation – the evaluation and the hour verification log – complement each other and provide us at NU the confidence that we can indeed certify that our students have met the standards for competence and professional identity.

Completion of Applied Training

- There are two equally important requirements to mark the completion of the Applied Training. **One is the training hour requirement**. Your NU Supervisor is primarily responsible for certifying your completion of this requirement to the standards specified in this handbook. The other is the **academic requirement**. The applied training course is an academic class, just like any other course at NU. You must complete all of the syllabus requirements to pass the course, **including your applied training project**.
- For students taking Applied Training I (PSY6915), your signature assignment will require you to compile all the activities you utilized with your athletes/team, provide a reflection of the success and challenges you faced, and to identify ways in which you can better promote and market the field of sport and performance psychology. This assignment will culminate in a 6-8-page paper where you will be graded on the following:
 - Providing empirical support on team activities used
 - Reflection on individual coaching sessions
 - Identifying problems and challenges and methods for resolving them
 - Suggestions for promoting and marketing the field
 - Reflection of the overall applied training experience
- For students taking Applied Training II (PSY6916), your signature assignment will consist of the creation of a mental training skills program and the promotion and marketing of the field. You will design the program around a particular psychological concept such as motivation, self-confidence, or performance anxiety. You will also discuss how the program may be implemented within a diverse team setting and identify ethical and professional behaviors specific to the team environment. This assignment will culminate in a presentation where you will be graded on the following:
 - Your presentation style and professionalism
 - Use of scholarly resources to influence your work
 - Thoroughness of your project

Code of Conduct

We want all our students to succeed and have a positive applied training experience by demonstrating the highest standards of professionalism when working at your site. Student-interns will act responsibly and conscientiously when conducting professional activities, dress appropriately, recognize limits of competence, arrive on time, be prepared and organized for workshops and/or private sessions with athletes and coaches, understand and accept the impact of their role in their applied training and take responsibility for their own actions. Any serious violation of the NU Code of Conduct or the AASP Code of Ethics may result in a dismissal from your applied training site. These violations include, but are not limited to, the following:

- Unable to identify or apply ethical principles in a professional manner
- Inability to demonstrate appropriate sport and performance psychology knowledge and skills
- Insensitive to ethical and legal standards
- Unorganized, unprepared, and unprofessional
- Socializing inappropriately with athletes or coaches on/off-site
- Ineffective time management skills/consistently late to meetings



Additional Policies & Processes

Mediation Process:

Any NU Faculty Supervisor or Applied Training Site Contact with concerns about the professional development of a student intern may refer a student to the Sport Psychology Program Coordinator. It is expected that prior to a referral to the Program Coordinator that the Faculty Supervisor has attempted to discuss the concerning behavior with the student. If a student is dismissed from an applied training site, the student is automatically referred to the Program Coordinator.

Administrative Procedure:

Once a referral has been made to the Program Coordinator, a synchronous meeting with the student, NU Supervisor, Department Chair, Program Coordinator for the Sport Psychology program, and Applied Training Site Contact will be set up. During the meeting, the committee will discuss the concerns and invite the student to share his/her perspective of the situation. The committee will discuss and outline an action plan to address the concerning behavior. The Program Coordinator will email a summary letter to the student and a copy of the letter will be sent to the appropriate NU Faculty Supervisor. Additionally, a copy of the letter will also be housed in the documents section of the student's file. If the referral involves work-life balance (due to health, grief, unexpected life changes, etc.) and/or interpersonal concerns, students may be required to meet with the Program Coordinator for additional support. The Program Coordinator may also choose to suggest a code of conduct action.

****Dismissal Policy:** Once a student has been dismissed/terminated from an applied training site, the student will meet with the Program Coordinator to develop an action plan and/or discuss academic options which may include a discontinuation of future applied training training.

**** Insufficient Competence:** Insufficient Competence is indicated when an NU Faculty Supervisor evaluates a student as below a developmentally appropriate standard for the student's training level by either: 1) marking 50% or more of the evaluation items as "not observed" or; 2) providing a written comment about the student's lack of progress and/or lack of responsiveness to supervision.





5 – Frequently Asked Questions

Q: If I have a history of misdemeanors or felonies, will this impact my ability to get an applied training placement?

Possibly. Some sites, particularly those which serve children or adolescents, or sites that serve vulnerable populations, may not permit individuals with certain criminal histories to be employed at their site, even as an intern. Being aware of this early on will help you better direct your search for an appropriate applied training site.

Q: Do I need to obtain Professional Liability Insurance in order to participate in the applied training experience?

No, you don't need to purchase Professional Liability Insurance to participate in the applied training experience. Please contact the Program Coordinator for additional resources if you are interested in obtaining liability insurance in the future.

Q: Can I be paid for applied training training?

In most cases, students are not paid for applied training, but if this is an option offered by your applied training site, you can be paid for your work. For this length of the applied training, it is unlikely that you will be paid.



Q: How early should I think about the applied training experience?

You can begin thinking about your applied training when you begin the program as it may take up to 6 months to find a suitable site.

Q: Where do I find paperwork?

All applied training related forms can be found in Supervision Assist.

Q: How do I turn in paperwork?

All paperwork should be uploaded to Supervision Assist prior to beginning the applied training experience. Once you are enrolled in the applied training course, you should upload all the required weekly assignments to their appropriate Dropbox in the course shell.

Q: What if my applied training falls through?

If you are working with a site and it will not work out (maybe the coach moves on, the board doesn't approve, the schedule doesn't work out, etc.), you must notify the Program Coordinator and you will then look at your options based on the specific situation and the time available before seasons/teams begin.

Q: Can I finish my applied training in less than 12 weeks?

No. Students should space their time out over the course of 12 weeks to go along with the course as well as give you time to complete the applied training project.

Q: Are there any sites I cannot work with?

Yes. Non-eligible sites include places you work or coach; places a classmate or friend works or coaches; a family member's team; a facility you have trained in, etc. Any place that will create a potential multiple-role relationship or possible conflict of interest will not be approved.

Q. Can I attend team functions?

You can attend team functions if they are functions that all of the coaches and clients will be at (e.g., pre-competition meal, post-season banquet, etc.). If you choose to attend the events, please keep in mind this is part of your "job", and you should stay in your professional role (e.g., professional attire, etc.), should not be bringing a guest, and should not drink alcohol at any team function.

Q. Can I travel with the team?

You may travel with your team, but there are a few things to consider. Before participating in any travel, be sure to check in with your supervisor, as this is not an exhaustive list of items to consider:

- An out-of-town trip with a team can be funded by the site/organization you are doing your internship with
- You cannot stay in a room with any clients, only approved team support staff (athletic trainer, coach, etc.)
- You cannot drive/ride in any personal cars with clients; however, you can travel on a team bus/van, as long as you are not the only adult (non-client) in the vehicle.



Q: Can I Skype, Google Chat, FaceTime, Zoom, or use other forms of digital media, etc. with my client?

Within all applied training experiences, students need to meet with all clients face-to-face unless approved by the Supervisor.

Q: What if am I short on hours at the end of the applied training?

If you are short on hours and do not meet the observational and/or contact hour minimum requirements, you will not receive credit for the Applied Training course you were registered for. Given that students are required to maintain an updated log of their hours from week to given week, awareness of any deficiency in these hours needs to be addressed early in the Applied Training experience. Both the student and NU supervisor are responsible for alerting the Program Coordinator of any significant deficiencies in hourly requirements well in advance of the end of a placement term. Occasionally, there are situational circumstances where a student may receive credit when short on hours. If there are extraordinary circumstances surrounding their placement experience, a few components will be taken into consideration (such as how many hours you are short, what is the reason hours were not met, and feedback/input from your supervisor on effort, time spent at site, etc.).

Q. What constitutes Contact Hours?

Contact hours can be acquired through individual sessions, group sessions, coach education/meetings, parent education/meetings, and work spent with clients in vivo (i.e., helping a golfer prior to putting, huddling up a team to regroup prior to reentering play, checking in with a client during competition, etc.) Be sure to accurately record all hours spent with clients, coaches, and parents. Please be sure to check in with your NU Supervisor if you need clarification on what may or may not count as hours.





6 – Appendix

NATIONAL UNIVERSITY COVID-19 INTERNSHIP AND VOLUNTEER GUIDELINES

Due to the serious threat to the safety and welfare posed by Covid-19, National—like many institutions of higher education—is encouraging students to move the in-person, on-site Internships to virtual internships. However, in recognition of the variability of the threat posed by Covid-19 as well as stay-at-home orders across states and municipalities, National University will allow students to receive academic credit for internships where the student, internship supervisor, and site verify the following:

- 1. That in-person activities to be performed as a part of the internship do not violate relevant federal, state, or local laws, regulations, or orders. *(Please explain below.)*

- 2. That the internship site will comply with all relevant safety guidance from the Centers for Disease Control and state and local health authorities regarding workplace health and safety, such as social distancing, size of gatherings, and face coverings. *(Please describe below.)*

By signing below, the Student, Internship Supervisor, and internship site agree that it is their responsibility to comply with the guidance and supplement the above responses if relevant laws, guidance, or circumstances would require a change to the above answers. Student, Internship Supervisor, and internship sites may direct questions to Dr. Bettina Shapira at bshapira@nu.edu.

Student Signature _____ Date _____

Print Name _____

Internship Supervisor Signature _____ Date _____

Print Name _____

Site Signature _____ Date _____

Print Name _____



FOR STUDENTS ONLY – COVID-19 INTERNSHIP WAIVER AND RELEASE

I acknowledge that I have been advised by National University to move the Internship to a virtual format due to concerns regarding COVID-19. I am knowingly electing to perform my internship hours on-site at _____ (“Internship Site”) and accepting the potential risks posed by the internship, including the health risks associated with the COVID-19 pandemic.

To the extent my academic program includes internship hours, I acknowledge that the National University has encouraged all students to perform any required internship hours remotely. I further understand that I have been provided an option to complete a Capstone course instead of an internship course. I also understand that the guidance from the CDC and National University may change, and I may be required to adhere to those changes. However, I choose to complete the internship placement at this time, and I understand that my participation is completely voluntary and may include inherently dangerous activities that expose me to certain damages and risks, including but not limited to all risk associated with the COVID-19 virus such as serious illness, hospitalization or death, as well as risk that is elevated for individuals with underlying medical conditions such as diabetes, lung disease, and heart disease.

I further understand that if I become ill or symptomatic or there are additional advisories or other external restrictions on my participation in the internship experience, National University or the Internship Site may remove me from the Internship Site immediately. In consideration of being permitted to participate in the internship placement at Internship Site, I do hereby release, waive and discharge National University and its respective representatives, trustees, officers, employees, agents, contractors and advisors (“Released Parties”) from any and all actions, damages, claims or demands which I, my heirs, personal representatives, executors, administrators, or assigns may have against any and all of the aforementioned for any and all personal injuries, accidents, or illnesses (including death), known or unknown, which I have or may incur by participation in the above stated Event and for all damages and loss to my property. The foregoing acknowledgment of risk and waiver of liability is intended to be as broad and inclusive as is permitted by the law of the State of the Internship placement, and that if any portion is held invalid, it is agreed that the balances shall, notwithstanding, continue in full legal force and effect.

I, the undersigned, am at least 18 years of age. I have read this Acknowledgement of Risk and Waiver of Liability and fully understand its terms. I acknowledge that I am signing this waiver freely and voluntarily with full knowledge of its significance.

Student Signature _____ Date _____

Please return signed version to:

Dr. Bettina Shapira
at bshapira@nu.edu





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