Special Issue: Journal of Clinical Sport Psychology

Competence and Mentorship in Clinical Sport Psychology

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Researchers and practitioners have debated about core competencies and experiences necessary to practice within the field of applied sport psychology, which ultimately led to certification (or licensure standards in various countries), such as the requirements to become a Certified Mental Performance Consultant (CMPC). Although scholarship in clinical sport psychology has increased dramatically over the past 20 years, there remains a dearth of research and scientific dialogue on the topic of core competencies for clinical practice with athletes. Several scholars have argued that ethical clinical practice with athletes/performers requires training in both applied clinical fields (i.e., clinical psychology, counseling, social work) and mental skills training (i.e., applied sport psychology). However, there have not yet been sufficient deliberations about the specific knowledge, skills, degrees, coursework, or supervised experiences necessary to practice with competence. In addition, there is a lack of standard nomenclature in the field; for example, there are no agreed upon requirements for calling oneself a "clinical sport psychology" provider. Overall, lack of clarity regarding titles as well as benchmarks for competence could pose risks to clients, as practitioners may be unaware of what constitutes ethical clinical practice with athletes and performers.

A highly related concern is that the subfield of training practitioners who wish to engage in both clinical work and applied sport psychology/mental skills training lacks sufficient dialogue regarding theoretical frameworks of mentorship/supervision. Literature from the fields of clinical psychology and counseling can inform mentorship/supervision and best practices, yet norms and stressors unique to sport and performance settings, as well as the various types of sport/performer clientele, should be taken into account when putting forth training and supervision models.

Accordingly, this special issue is devoted to promoting dialogue about competence as well as advancing the practice of mentorship/supervision within the subfield of clinical sport psychology. Submissions on theoretical understandings of competence and/or mentorship specifically within clinical sport psychology, as well as applied research and practice papers are encouraged. Submissions should appeal to and be relevant for both applied practitioners and researchers. Consideration will be given for the impact of scholarly findings, relevance, and associated applications for educators and practitioners in the areas listed below:

- Evaluation of knowledge, skills, training, and dispositions, with implications for developing foundational competencies for entry to the field of clinical sport psychology, or standards to demonstrate continued competence for experienced practitioners
- Systematic reviews of theoretical or conceptual models of supervision that apply to clinical sport psychology or clinical sport counseling
- Reflections on professional philosophies addressing challenges, risks, and lessons learned related to mentorship, gatekeeping, and remediation
- Case studies that illustrate conceptualization and intervention strategies related the mentor/mentee relationship within clinical sport psychology settings
- Papers that review or test methodologies and measurements for the evaluation of both mentee and mentor

For inquiries and to discuss potential contributions, authors can contact Editor-in-Chief, Dr. Justine Reel at reelj@uncw.edu or guest editors:
- Dr. Teresa Fletcher at tfletcher@adler.edu
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Submissions will undergo blind peer review and should be prepared according to JCSP submission guidelines, linked here.

Manuscripts for original research studies should be no more than 30 double-spaced pages in length, including abstract, tables, figures, and references, For this special issue, shorter and applied articles like practice papers (20 pages maximum), commentaries (10 pages maximum), and case illustrations (7 pages maximum) are encouraged. Authors must conform to the Publication Manual of the American Psychological Association, Seventh Edition.

Authors can submit their work at https://mc.manuscriptcentral.com/hk_jcsp, beginning **October 1st, 2022** through **March 1, 2023**. Authors MUST indicate "**Article for Special Issue**" in the menu for the type of article. All articles will be peer reviewed no later than June 1, 2023 following the journal's procedural requirements. Publication of this special issue is projected for late 2023 or early 2024.