CERTIFIED MENTAL PERFORMANCE CONSULTANT (CMPC) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://cmpc.examzify.com

Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright 1

Table of Contents 2

Introduction 3

How to Use This Guide 4

Questions 5

Answers 8

Explanations 10

Next Steps 15

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

SAMPLE

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

SAMPLE

Questions

SAMPLE

1. **Systematic program evaluation using basic and applied research methods will encourage the development of credible scientific knowledge within applied sport and performance psychology.**

   A. Sometimes true

   B. True

   C. False

   D. Not applicable

2. **Which existential therapy concept is NOT typically addressed according to the material?**

   A. Living and Dying

   B. Nature and Nurture

   C. Freedom and Responsibility

   D. Isolation and Relationships

3. **Cheryl states to her client Andre, 'It sounds like you feel angry when your coach gives you corrective feedback, especially after a swim when you achieved a personal best.' In this instance, Cheryl is using the skill of:**

   A. Focusing

   B. Paraphrasing

   C. Reflection of feelings

   D. Summarizing

4. **According to Giges and Petitpas (2000), brief-contact interventions:**

   A. are time-limited, action-oriented, and present-focused

   B. are long-term, broad in scope, and process-oriented

   C. are time limited, action oriented, and present focused

   D. require ongoing therapy

5. **The working alliance comprises which elements?**

   A. The affective bond

   B. The agreement on goals

   C. The collaborative nature of the relationship

   D. All of the above

SAMPLE

6. Which of the following is a core component of ACT's hexaflex model?

A. Values

B. Cognitive fusion

C. Control

D. Judgment

7. Which of the following is NOT listed as a self-efficacy influence?

A. Goal setting

B. Emotional state

C. Imaging

D. Physiological state

8. Which of the following would not be considered a case examined in a case study evaluation of effectiveness?

A. a fantasy football team

B. an athlete

C. a team

D. a client-MPC consulting relationship

9. Which theory of motor control suggests that a generalized motor program is stored in memory and then retrieved to execute a skill?

A. constrained action hypothesis

B. dynamical systems theory

C. elaboration hypothesis

D. schema theory

10. Standard Dialectical Behavior Therapy helps clients learn which sets of behavioral skills?

A. Goal setting

B. Attention regulation

C. Change tolerance

D. Interpersonal effectiveness

SAMPLE

Answers

SAMPLE

1. B
2. B
3. D
4. C
5. D
6. A
7. A
8. A
9. D
10. D

SAMPLE

Explanations

SAMPLE

1. Systematic program evaluation using basic and applied research methods will encourage the development of credible scientific knowledge within applied sport and performance psychology.

A. Sometimes true

B. True

C. False

D. Not applicable

Systematic program evaluation combines rigorous measurement with real-world application, which makes findings trustworthy and useful. When you use basic research methods, you connect what you're studying to established theories and seek understanding that can generalize beyond a single case. When you apply those ideas in practical settings, you assess how interventions work in real life, including for different athletes or teams and under varying conditions. Bringing these approaches together creates data-driven conclusions about what is effective, for whom, and why, rather than relying on anecdote or intuition. This blend helps produce credible scientific knowledge within applied sport and performance psychology because conclusions are grounded in systematic inquiry, transparent methods, and evidence that can be replicated or refined over time. While challenges in real-world research exist, the overall effect is to strengthen the credibility of what we know and how we apply it.

2. Which existential therapy concept is NOT typically addressed according to the material?

A. Living and Dying

B. Nature and Nurture

C. Freedom and Responsibility

D. Isolation and Relationships

Existential therapy centers on questions of human existence and meaning, focusing on how people confront life, death, freedom, responsibility, and relationships. It emphasizes living with mortality, making authentic choices, and navigating isolation to create personal meaning. The topic of Nature and Nurture—biological versus environmental influences on behavior—is not a central focus in existential therapy materials, so it's not typically addressed. Therefore, Nature and Nurture is the best answer.

SAMPLE

3. Cheryl states to her client Andre, 'It sounds like you feel angry when your coach gives you corrective feedback, especially after a swim when you achieved a personal best.' In this instance, Cheryl is using the skill of:

A. Focusing

B. Paraphrasing

C. Reflection of feelings

D. Summarizing

Summarizing involves condensing and integrating what the client has expressed into a concise overview that captures the main issue and its context. In this example, Cheryl doesn't just label the emotion or repeat exact words; she combines the feeling (anger) with the triggering context (receiving corrective feedback after a personal-best swim) to present a compact, coherent interpretation of the client's experience. This helps both coach and client see the overarching pattern and provides a clear takeaway to address. A brief note on related skills: focusing directs attention or shifts awareness, which isn't about capturing the bigger pattern. Paraphrasing restates the client's exact words or content without necessarily synthesizing the broader theme. Reflecting of feelings identifies the emotion but may not tie it to the broader situation as smoothly as a summary does.

4. According to Giges and Petitpas (2000), brief-contact interventions:

A. are time-limited, action-oriented, and present-focused

B. are long-term, broad in scope, and process-oriented

C. are time limited, action oriented, and present focused

D. require ongoing therapy

Brief-contact interventions are designed to provide quick, practical help in the athlete's current situation. The defining features are time-limited, action-oriented, and present-focused. Being time-limited means the support is concise and goal-driven, not open-ended. Being action-oriented emphasizes concrete steps the athlete can take right away, rather than extensive exploration or long-term plans. Being present-focused centers on the here-and-now issues and solutions, rather than delving deeply into past experiences or broad, ongoing change. This combination helps stabilize the situation quickly and build immediate momentum, without turning into long-term therapy or broad, process-oriented work. In practice, these interventions are useful after a performance issue to establish what the athlete can do next, with a plan for follow-up or referral if more help is needed.

5. The working alliance comprises which elements?

A. The affective bond

B. The agreement on goals

C. The collaborative nature of the relationship

D. All of the above

The working alliance is built on three intertwined elements: the affective bond between therapist and client, the agreement on the goals to pursue, and the collaborative engagement in the tasks and methods used to reach those goals. The emotional bond fosters safety, trust, and mutual respect; agreeing on clear, shared goals ensures both parties are aiming for the same outcomes; and the collaborative nature means both are actively involved in choosing and carrying out the steps needed to progress. Because each component is essential to a strong alliance, all of these elements together form the working alliance.

SAMPLE

6. Which of the following is a core component of ACT's hexaflex model?

A. Values

B. Cognitive fusion

C. Control

D. Judgment

Values provide the directional purpose for behavior in ACT's hexaflex. Psychological flexibility comes from living in ways that matter to you, and values are the chosen life directions—what you want your life to stand for—rather than specific outcomes. When values are clear, you can take committed action even in the face of discomfort because your actions align with meaning rather than avoidance. Cognitive defusion is the process that helps you see thoughts as thoughts, not literal truths, and it's distinct from cognitive fusion, which ACT aims to reduce; control and judgment are not components of the hexaflex. By grounding behavior in values, you create motivation and consistency for actions that matter, which is why values is the best choice.

7. Which of the following is NOT listed as a self-efficacy influence?

A. Goal setting

B. Emotional state

C. Imaging

D. Physiological state

Self-efficacy beliefs come from four main sources: mastery experiences (successes and failures), vicarious experiences (observing others), social persuasion (encouragement and feedback from others), and physiological/affective states (arousal, mood, anxiety). Imaging, or mental rehearsal, can influence self-efficacy by helping you rehearse successful performance and reduce doubt. Emotional state fits into the physiological/affective category, and physiological state is one of the explicit sources. Goal setting, while important for motivation and planning, does not directly serve as one of the four self-efficacy influences, so it is the option that is not listed as a self-efficacy influence.

8. Which of the following would not be considered a case examined in a case study evaluation of effectiveness?

A. a fantasy football team

B. an athlete

C. a team

D. a client-MPC consulting relationship

Case study evaluations of effectiveness focus on how a mental performance intervention works in real performance settings, involving actual clients or performance units and a documented coaching relationship over time. A fantasy football team wouldn't fit because it's not a real-world performance context or a genuine client seeking performance improvement; there's no structured MPC engagement and no authentic competitive outcomes to measure. In contrast, studying an individual athlete, a team, or a client-MPC consulting relationship reflects authentic cases where mental skills training or consulting is applied and outcomes can be observed and analyzed.

SAMPLE

9. Which theory of motor control suggests that a generalized motor program is stored in memory and then retrieved to execute a skill?

A. constrained action hypothesis

B. dynamical systems theory

C. elaboration hypothesis

D. schema theory

The idea being tested is that a generalized motor program is stored in memory and then retrieved to execute a skill. This is the essence of schema theory, which proposes that we don't hold a single fixed script for every movement. Instead, we store generalized plans and use memory-based rules to retrieve and adapt them for different situations. In schema theory, there are recall and recognition schemas. The recall schema helps determine which parameters to use when initiating a movement (such as how much force, how fast, and how long), based on the current initial conditions and the desired outcome. The recognition schema evaluates the results of the movement—its sensory consequences and success—and uses that feedback to tweak future performances. This framework explains how you can perform the same skill in slightly different contexts (different distances, angles, or speeds) by adjusting parameters while relying on the same underlying generalized program. Other theories describe motor control in ways that don't rely on stored generalized programs. Dynamical systems theory emphasizes movement emerging from the interaction of person, task, and environment; constrained action hypothesis focuses on attentional focus and control; elaboration hypothesis pertains to cognitive processing during practice. None of these center on storing and retrieving a generalized motor program to execute a skill, which is why schema theory is the best fit here.

10. Standard Dialectical Behavior Therapy helps clients learn which sets of behavioral skills?

A. Goal setting

B. Attention regulation

C. Change tolerance

D. Interpersonal effectiveness

Interpersonal effectiveness is a DBT skill module focused on how to interact with others to get what you need while preserving self-respect and healthy relationships. Students learn practical strategies for making requests, saying no, negotiating, and setting boundaries, along with using validation and assertive communication. The main tools aim to help with communication, relationship management, and protecting self-respect in social situations. Techniques like DEAR MAN for making requests, GIVE for maintaining relationships, and FAST for staying true to values are core examples of this skill set. This focus directly targets managing interpersonal exchanges to achieve goals, which is why it's the best fit. Other options relate to broader or adjacent areas of DBT (such as attention regulation within mindfulness, or distress tolerance for crisis coping) but do not constitute the primary set of skills for navigating interpersonal interactions.

SAMPLE

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://cmpc.examzify.com

We wish you the very best on your exam journey. You've got this!

SAMPLE