

INTENTIONAL PERFORMANCE CERTIFICATION · EXPERT REVIEW

Course Architecture & Syllabus

A complete map of the six-week IPCC curriculum for expert vetters. Framework progression, learning objectives, time commitment, and week-by-week detail.

OVERVIEW

The IPCC Program

The Intentional Performance Certified Coach (IPCC) program is a six-week intensive certification integrating evidence-based frameworks from sport psychology, motivational science, and mindfulness research into a coherent operating system for performance coaching. The credential is not a survey course — it is a practitioner certification with a specific philosophical position: lasting performance change begins at the level of identity, attention, and ritual.

Developed by John Baker, M.A. Performance Psychology (former MLB, Head Mental Performance Coach Chicago Cubs under Joe Maddon, VP Performance Pittsburgh Pirates). Every framework was applied in professional and collegiate environments before being systematized here.

CREDENTIAL

Intentional Performance Certified Coach (IPCC) · Ontological Performance Coaching — Identity · Attention · Ritual

PROGRAM STRUCTURE

Total Time Commitment

Lesson content (6 weeks x 5 lessons)	12–14 hrs	~2–2.5 hrs per week
MBAT personal practice (Days 1–28)	7 hrs	15 min/day x 28 days
Weekly reflections & assignments	6–8 hrs	Applied exercises
Case conceptualization (Week 6)	2–3 hrs	Written submission
Recorded coaching session	2–3 hrs	Includes self-review
Full program design (Week 6)	2–3 hrs	Six-session arc
Certification examination	1 hr	25 questions, 80% pass
Total	~32–39 hrs	Across six weeks

CURRICULUM MAP

Framework Progression

The six weeks are cumulative — not modular. Week 1 establishes the philosophical and psychological foundation every subsequent week builds on. Week 6 cannot be completed without Weeks 1–5.

1	The Coach's Inner Game	ACT Hexaflex, MI Spirit & OARS, Values Clarification	Foundation
2	Motivational Architecture	SDT, MI Advanced (Reflections, Change Talk), Need Diagnosis	ACT values (W1)
3	Mental Skills Suite I	Gucciardi, Evans Red/Blue, PETLEP, Wegner Defusion	SDT + ACT (W1–2)
4	Mental Skills Suite II	Nideffer, Wulf OPTIMAL, PPL, Ritual Construction	Full W1–3 stack
5	Expanding the Frame	3Cs/SDT Teams, Developmental Research, Systems Conceptualization	All individual tools
6	Certification	Ethics, Examination, Case Submission, Program Design	All five weeks

LEARNING OBJECTIVES

Week-by-Week Detail

WEEK 1

The Coach's Inner Game

LEARNING OBJECTIVES

Coach identifies their own values using ACT-based exercises. Coach understands all six Hexaflex processes and can identify which are operating in a client. Coach can conduct a basic MI conversation using OARS with appropriate spirit.

CORE CONTENT

5 lessons: Who Is This Coach? · ACT Hexaflex deep dive · MI Spirit & OARS · Values in practice · MBAT Week 1 — Focused Attention (Days 1–7, Narrow External quadrant)

KEY CONCEPT

The coach's own psychological flexibility is the prerequisite for teaching it. A coach operating from fusion and avoidance transmits those patterns regardless of technique.

ASSIGNMENTS

Personal values clarification complete. OARS conversation practice documented. 7 MBAT Focused Attention sessions logged. Personal experience summary written.

WEEK 2

Motivational Architecture

LEARNING OBJECTIVES

Coach diagnoses need frustration across SDT dimensions. Coach understands the parallel crises framing. Coach conducts advanced MI with accurate reflections and evocation.

CORE CONTENT

5 lessons: The Parallel Crises · SDT Deep Dive · MI Advanced · SDT Environment Audit · MBAT Week 2 — Body Scan (Days 8–14, Narrow Internal quadrant)

KEY CONCEPT

The environment is designed — intentionally or by default. SDT gives coaches a diagnostic lens and the tools to redesign it. Motivation is environmental architecture, not persuasion.

ASSIGNMENTS

SDT audit of one current athlete's environment. Advanced MI conversation documented with reflections and summaries. 7 MBAT Body Scan sessions logged.

WEEK 3

Mental Skills Suite Part I

LEARNING OBJECTIVES

Coach applies the Gucciardi attention model operationally. Coach teaches self-talk defusion with sport-specific examples. Coach applies Evans arousal model and conducts PETLEP and Plan B imagery sessions.

CORE CONTENT

5 lessons: Mental Toughness & Gucciardi · Self-Talk & Defusion · Arousal Regulation & Evans · PETLEP & Plan B Imagery · MBAT Week 3 — Open Monitoring (Days 15–21, Broad External quadrant)

KEY CONCEPT

Mental toughness is the ability to pay attention to the right thing, at the right time, regardless of circumstances (Gucciardi). The three-part definition is the diagnostic: which component is breaking down, and why?

ASSIGNMENTS

Self-talk audit and defusion sequence built for one client. Arousal regulation tool mapped. PETLEP imagery protocol designed. 7 MBAT Open Monitoring sessions logged.

WEEK 4 Mental Skills Suite Part II

LEARNING OBJECTIVES	Coach translates client values into behavioral standards. Coach maps attentional demands using Nideffer model. Coach understands Wulf's OPTIMAL Theory and can correct internal cueing. Coach designs and delivers PPL system and pre-performance ritual via MI.
CORE CONTENT	5 lessons: Goals vs. Values · Nideffer & Wulf OPTIMAL · Prime/Perform/Learn · Ritual Construction via MI · MBAT Completion (Days 22–28, Connection Practice, Broad Internal)
KEY CONCEPT	The MBAT 28-day program is a systematic, deliberate tour of the Nideffer attentional map — one quadrant per week. The embodied knowledge gained from doing the practice is irreplaceable for teaching it.
ASSIGNMENTS	Values to behavioral standards translation. Nideffer attention map of a complete client session. PPL sketched at two timescales. Full ritual canvas via MI. MBAT complete — 500-word experience summary required.

WEEK 5 Expanding the Frame

LEARNING OBJECTIVES	Coach distinguishes task from social cohesion. Coach identifies outsider dynamics and contextual entry points. Coach teaches 3Cs framework to coaching staff. Coach implements parent education protocol. Coach calibrates developmental frame to population.
CORE CONTENT	5 lessons: Team Cohesion & the Outsider · Coaching Coaches — 3Cs · Parents as Secondary Clients · Developmental Frame · Systems-Level Conceptualization
KEY CONCEPT	The question "Who is the client?" changes the entire coaching approach. A certified IP coach holds individual, team, coaching staff, and family system simultaneously — diagnosing where the leverage actually sits before intervening anywhere.
ASSIGNMENTS	Team outsider audit with MI question drafted. 3Cs check on coached athlete. Parent system audit. Developmental calibration self-assessment. Full systems canvas for one complex case.

WEEK 6 Certification

LEARNING OBJECTIVES	Coach articulates scope of practice and executes warm referral protocol. Coach passes 25-question exam at 80%+. Coach submits complete written case conceptualization (individual + systems levels). Coach submits recorded coaching session with self-evaluation. Coach designs full six-session program.
CORE CONTENT	5 lessons: Ethics & Scope of Practice · Certification Examination (25 questions) · Written Case Conceptualization · Recorded Session Self-Evaluation · Full Program Design
KEY CONCEPT	Certification is not a formality — it is evidence that the frameworks have been integrated, applied, and reflected upon. The submissions are designed to produce knowledge that cannot come from reading alone.
ASSIGNMENTS	Ethics & scope reflection complete. Examination passed (80%+). Written case conceptualization submitted. Recorded session with self-evaluation submitted. Six-session program design submitted.

PHILOSOPHY

The Position

This certification trains ontological performance coaches — practitioners working at the level of identity and meaning, not skill acquisition alone. The frameworks are evidence-based. The position is that lasting performance change requires addressing who the athlete is and what they stand for, not just what they execute. This is not a marketing distinction. It is a clinical one.

FOR VETTERS

Expert review is requested on: (1) framework fidelity — are ACT, SDT, MI, MBAT, and supporting models applied correctly and without distortion? (2) curriculum coherence — does the progression build defensibly across six weeks? (3) credential rigor — does the examination and submission standard reflect a meaningful threshold? Please return feedback to john@baker-hq.com — subject: IPCC Vetter Feedback — [Your Name].