

Strength Cond For Adv Practitioners

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APK6176 | Class # 24418, 23230 | 3 Credits | Fall 2023



Course Info

INSTRUCTOR

Blain Harrison, Ph.D, CSCS*D
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Email: blainharrison@ufl.edu
Preferred Method of Contact: **email**

OFFICE HOURS

Office Hours are Wednesday and Sunday from 8-9pm Eastern Standard time (EST) on [zoom](#). If these times do not fit your schedule, you can schedule an appointment with me [here](#).

MEETING TIME/LOCATION

Access course through Canvas on [UF e-Learning](#) & the **Canvas** mobile app by **Instructure**. This is a fully online course, so there are no in-person meetings. Lectures are pre-recorded so that you may watch them on-demand; please refer to the "Course Schedule" below for the suggested timeline to follow.

COURSE DESCRIPTION

Addresses advanced physiological, biomechanical, and exercise program design principles relevant to the practice of strength and conditioning. Emphasis is placed on making informed decisions from available data when designing training programs to optimize athletic performance. Prepares students for advanced strength and conditioning certification exams including the CSCCa's SCCC and NSCA's CPSS.

PREREQUISITE KNOWLEDGE AND SKILLS

While there are no formal course pre-requisites, students should have experience with creating basic resistance, power, speed, agility, mobility, and aerobic exercise prescriptions.

REQUIRED AND RECOMMENDED MATERIALS

There are 2 required textbooks for this course:

Nesser, T.W. *The Professional's Guide to Strength & Conditioning*. BYU Academic Publishing. 2019. ISBN: 9781611650419

French, D.N., and L.T. Ronda. *NSCA's Essentials of Sport Science*. Human Kinetics. 2022. ISBN: 97814925933355

COURSE FORMAT

Students access and complete course assignments through the APK6176 Canvas page. Course topics are organized into weekly learning modules. Each module includes ~4 practice activities corresponding with the module's learning materials (i.e. textbook readings and associated lecture videos) In addition, each module contains the following graded assignments: an applied assignment, a discussion board, and a module quiz. A midterm exam and final exam are included in addition to the module assignments. Students will have access to all learning modules and assignments from the first day of the course. Students may work at their own pace but must progress according to the course schedule of topics and abide by graded assignment due dates provided on the eLearning course page.

COURSE LEARNING OBJECTIVES:

By the end of this course students will be able to:

1. Differentiate bioenergetic pathways based on their role in muscle metabolism and trainability.
2. Explain the structure and function of the neuromuscular system.
3. Describe the cardiorespiratory responses and adaptations to exercise training.
4. Use principles of biomechanics to analyze outcomes of exercise performance.
5. Recommend training loads to optimize athletic performance.
6. Prescribe progressive exercise training sessions with the intention of improving athletic performance.
7. Conduct performance analyses on a sport or individual utilizing key performance indicators.
8. Create an integrated and periodized annual strength and conditioning plan.
9. Coach athletes on appropriate resistance exercise technique utilizing CSCCAa standards.
10. Identify characteristics of common sports injuries and rehabilitation strategies.
11. Summarize the practical considerations when exercising in extreme environments.
12. Recommend evidence-based post-training recovery and sleep strategies to athletes.

Course & University Policies

PARTICIPATION POLICY

Active participation in the course is mandatory. Interaction with the course through graded Discussion boards in each module makes up the participation grade and is part of the final grade in the course.

PERSONAL CONDUCT POLICY

Students are expected to review and adhere to the [UF Netiquette](#) guide for online courses. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor in this class. According to [UF Policy](#), a student shall not represent as the student's own work all or any portion of the work of another.

EXAM MAKE-UP POLICY

Unless excused based on [University policies](#) missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0. Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Students with medically or emergency related circumstances should utilize the UF Care Team's [Contact My Instructor](#) service provided by the UF Dean of Students Office. Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the [Dean of Students Office](#). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodation is not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

The instructor strives to create an accessible and inclusive environment that is equal for all students regardless of race, gender, ethnicity, or ability. Derogatory, rude, or hurtful interactions with classmates or the instructor are not tolerated. Questions or concerns related to this statement are welcomed by the instructor or may be addressed to members of the APK IDEA Committee:

- Dr. Linda Nguyen, APK IDEA Liaison, linda.nguyen@hhp.ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Evaluation Components	Course Objectives Met	Points Per Component	Weighted % of Total Grade
Module Quizzes	1-12	186 points	15%
Discussion Boards	1-12	65 points	10%
Applied Assignments	1-12	100 points	15%
Article Synopses (x4)	1-12	20 points	10%
Program Design Presentation	6	50 points	10%
Program Design Summary Flyer	6	50 points	10%
Midterm Exam	1-6	100 points	15%
Cumulative Final Exam	1-12	100 points	15%
Extra-credit Bonus points earned from writing module practice questions	1-12	12 total bonus points possible to be added to low quiz scores	Final grade % improvement cannot exceed 2% from all extra-credit opportunities
Final exam score replacing midterm exam score	1-12	If the final exam score is higher than the midterm exam score, the final exam score will replace the midterm exam score	Final grade % improvement cannot exceed 2% from all extra-credit opportunities

Module Quizzes - Each learning module contains a graded quiz consisting of 10 objective questions related to all components of the module plus one objective question from each previous learning module. This means that the first quiz will be worth 10 total points, followed by 11 total points for the second, and so on until the final quiz is worth 21 total points. The overall total amount of points earned via module quizzes is 186. Quiz questions will be randomly selected from a question bank specific to each module. Each module quiz question bank contains multiple questions aligning with each individual module objective provided at the top of each learning module page in e-Learning. All quizzes are available from the first day of classes, but each module has a due date corresponding to the end of the week of the module according to the course schedule. Specifically, quizzes are due by Monday at 2:59am EST (Sunday at 11:59pm PST) each week. Students are permitted **ONE** attempt on each module quiz. Students are permitted to utilize their textbooks, lecture notes, or lecture videos while completing the quizzes. Explanations are provided for every

question within the quiz question banks and students will be able to see the correct answer along with the corresponding explanation upon submitting the quiz. Honorlock is **NOT** needed for Module Quizzes.

Discussion Boards – Each of the 12 learning modules contains a graded Discussion Board assignment. These assignments offer students an opportunity to reflect on the application of the course material and how it may impact their personal life and career. Each Discussion Board assignment is worth 5 points. A rubric is used to grade responses to ensure students provide thoughtful reflections and meaningful interactions with their classmates. The rubric used is provided below:

Length of Post: Discussion thread posts should be 25 words or more in length.	1 pts Full Marks Post is 25 or more words in length.	0 pts No Marks Post is less than 25 words in length.
Depth of post: The post demonstrates a thoughtful response to the discussion question.	1 pts Full Marks A thoughtful response to the discussion question is evident in the post.	0 pts No Marks A thoughtful response to the discussion question is not evident in the post.
Accuracy of Post: The post contains information that is supported by the class learning materials.	1 pts Full Marks The post contains information that is supported by the class learning materials.	0 pts No Marks The post contains information that is not supported by the class learning materials.
Writing skill of post: The post should contain proper grammar and spelling.	1 pts Full Marks The post is written with proper grammar and spelling.	0 pts No Marks The post contains one or more grammar or spelling errors.
Collegiality: Each student should reply to at least one of their classmate's posts by the due date of the discussion.	1 pts Full Marks Student replied to at least one of their classmate's posts by the due date.	0 pts No Marks Student did not reply to one of their classmate's posts by the due date.

Applied Assignments – Students will complete weekly assignments involving the application of program design principles using that week's topic. Instructions for completing each week's assignment are provided on Canvas. Many, though not all, of these assignments will provide the student with an opportunity to build an evidence-based strength and conditioning program for an athletic population provided to them by the instructor. Each assignment is worth 5 points. Students will perform a Peer Review on each applied assignment submitted by one of their classmates following each submission. A rubric for conducting the peer review is provided for each applied assignment. Students receive a grade of "complete" for the applied assignments when they have submitted their assignment and completed the peer review. Submissions are due each Monday by 2:59am EST (Sunday by 11:59pm PST) and **all peer reviews are due within one week of being assigned**. You will be given a grade of "incomplete" on Canvas until the Peer Review is finished, at which point the grade will be changed to "complete". Each individual applied assignment submission and peer review combined is worth 5 points (for a total of 50

points). Following the submission, review, and editing of all 10 applied assignments, students will submit a final version of all 10 assignments to the course instructor for evaluation. The instructor will use the same rubrics from the peer reviews to assess the attainment of course objectives. The instructor's final review is worth 50 points. Peer review rubrics differ across applied assignments, but an example of one is provided below:

Sample Applied Assignment Rubric

Type of Conditioning Session	1 pts All Each of the 5 types of conditioning sessions is prescribed once during the week and 2 off-days are provided.	0 pts None One or more of the 5 conditioning session types is missing from the week or less than 2 off-days are prescribed.
Sets Prescription	1 pts All One set is prescribed for LSD, Tempo, and Fartlek sessions. More than one set is prescribed for Interval and HIIT sessions.	0 pts None More than one set is prescribed for LSD, Tempo, and Fartlek sessions or only one set is prescribed for interval or HIIT sessions.
Work:Rest prescriptions	1 pts All The work and rest interval prescriptions meet the recommendations discussed in Chapter 9 of the Nesser text.	0 pts None The work and rest interval prescriptions do not meet the recommendations discussed in Chapter 9 of the Nesser text.
Speed Prescription	1 pts All The speed prescription for each session meets the recommendations discussed in Chapter 9 of the Nesser text.	0 pts None The speed prescription for each session does not meet the recommendations discussed in Chapter 9 of the Nesser text.
Heart Rate Prescription	1 pts All The heart rate prescription for each session meets the recommendations discussed in Chapter 9 of the Nesser text.	0 pts None The heart rate prescription for each session does not meet the recommendations discussed in Chapter 9 of the Nesser text.

Article Synopses - Students will search the available strength and conditioning literature using a relevant database of research journals (i.e., Google Scholar, SportDiscus, PubMed) to find 4 peer-reviewed research articles related to one of the course topics for deeper reflection. Article synopses are due at the end of modules 3, 6, 9, and 12, respectively. After reading the article, the student will write a synopsis of it to include the following 5 topic headers: 1. Reason for Selection 2. Takeaways 3. Limitations 4. Follow-up Study 5. Transferability. Students should briefly summarize why they selected the article, what conclusions you derived from the article that you plan to put into use in your own practice, how you would have designed the study differently, how you would design a follow-up study, and how the results might impact a population other than that in the study. The discussion board assignments in modules 3, 6, 9, and 12 will ask students to post responses to different prompts related to their article and a pdf copy of the article to the board so that every member of the class may benefit from the information each other provided. Each article synopsis assignment is worth 5 points and a rubric is used for grading. The rubric is provided below:

Reason for Selection	1 pts Full Marks A description of why the student selected the article is provided.	0 pts No Marks A description of why the student selected the article is not provided.
Transferability	1 pts Full Marks The post demonstrates a thoughtful response to the reflection of how the results may impact different populations from those in the study.	0 pts No Marks The post does not demonstrate a thoughtful response to the reflection of how the results may impact different populations from those in the study.
Takeaways	1 pts Full Marks The student describes what aspects of the article they will use in their own practice..	0 pts No Marks The student does not describe what aspects of the article they will use in their own practice.
Follow Up Study	1 pts Full Marks The student proposes a design for a follow up study.	0 pts No Marks The student does not propose a design for a follow up study
Limitations	1 pts Full Marks The student describes what they would have done differently had they designed the study themselves..	0 pts No Marks The student does not describe what they would have done differently had they designed the study themselves.

Strength and Conditioning Program Design Presentation - Students will record a 10-minute presentation regarding a strength and conditioning program by selecting one from a list of programs provided by the instructor. The presentation is recorded using Voicethread and includes a description of the training program or periodization model that you chose, discussion of any available evidence from research involving the program or model, and your reflections on the program or model. Detailed instructions for creating the presentation are provided in Canvas. The Strength and Conditioning Training Program Presentation assignment is worth 50 points. A rubric is used for grading and is provided below:

Training Program or Periodization Model Description	20 pts Thorough and complete description of the training program or periodization model is provided. Any pertinent history related to the program or model is also provided..	10 pts Partial or incomplete description of the training program or periodization model is provided. Pertinent background related to the program or model may also be missing.	0 pts 0 points No description of the training program or periodization model is provided.
Available Evidence	15 pts Results from at least one study utilizing the training program or periodization model is provided OR the student provides a study design for a hypothetical research study involving the training program or periodization model.		0 pts Results from at least one study utilizing the training program or periodization model is NOT provided AND the student does not provide a study design for a hypothetical research study involving the training program or periodization model.
Reflection	15 pts Thorough and complete reflection of the student's impression of the training program or periodization model is provided and all questions asked in the assignment instructions are addressed.	8 pts Partial or incomplete reflection of the student's impression of the training program or periodization model is provided with some questions asked in the assignment instructions being addressed, but not all.	0 pts No reflection of the student's impressions of the training program or periodization model are provided.

Program Design Summary Flyer - Students will create an educational flyer that could

be provided to clients or athletes throughout their career and that contains a summary of the program design recommendations for strength, power, conditioning, flexibility, and speed. Detailed instructions for creating the flyer are provided on Canvas. The Program Design Summary Flyer assignment is worth 50 points. A rubric is used for grading and is provided below:

Strength Program Design	<p>10 pts Full Marks Prescription recommendations for Frequency, Intensity, Volume, Rest Interval, and Repetition Velocity are provided and match the recommendations provided in the course textbook.</p>	<p>5 pts Half Marks One to three of the following components are missing or improperly described based on information provided in the course textbook: Prescription recommendations for Frequency, Intensity, Volume, Rest Interval, and Repetition Velocity.</p>	<p>0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Frequency, Intensity, Volume, Rest Interval, and Repetition Velocity.</p>
Power Program Design	<p>10 pts Full Marks Prescription recommendations for Frequency, Intensity, Volume, Rest Interval, and Repetition Velocity are provided and match the recommendations provided in the course textbook.</p>	<p>5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course textbook: Prescription recommendations for Frequency, Intensity, Volume, Rest Interval, and Repetition Velocity.</p>	<p>0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Frequency, Intensity, Volume, Rest Interval, and Repetition Velocity.</p>
Conditioning Program Design	<p>10 pts Full Marks Prescription recommendations for Session type, Frequency, Intensity, Duration, and Work:Rest ratio are provided and match the recommendations provided in the course textbook.</p>	<p>5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Session type, Frequency, Intensity, Duration, and Work:Rest ratio.</p>	<p>0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Session type, Frequency, Intensity, Duration, and Work:Rest ratio.</p>

Flexibility/Mobility Program Design	10 pts Full Marks Prescription recommendations for Session type, Frequency, Intensity, Duration, and Work:Rest ratio are provided and match the recommendations provided in the course textbook.	5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Session type, Frequency, Intensity, Duration, and Work:Rest ratio.	0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Session type, Frequency, Intensity, Duration, and Work:Rest ratio.
Speed/Agility/Quickness Program Design	10 pts Full Marks Prescription recommendations for Session type, Frequency, Intensity, Duration, and Work:Rest ratio are provided and match the recommendations provided in the course textbook.	5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Session type, Frequency, Intensity, Duration, and Work:Rest ratio.	0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Session type, Frequency, Intensity, Duration, and Work:Rest ratio.

Midterm Exam – The midterm exam consists of 50 objective questions (multiple choice, matching, true/false) worth **2 points** each. Questions will require the application of course material or knowledge of basic scientific principles covered within each of the first 6 learning modules. Exam questions are generated by the course instructor and are randomly selected from the first 6 module quiz question banks. Students should prepare for the exam by completing all weekly course readings, practice activities, and module quizzes prior to the exam. The exam is not timed; however, the **Honorlock proctoring service is required to complete it**. Honorlock is included on the e-Learning platform and no additional downloads are required. **ONE** attempt is allowed on the midterm exam. Explanations are provided for every question within the quiz question banks and students will be able to see the correct answer along with the corresponding explanation upon submitting the exam. The exam will be available for one week following Module 6 in the course schedule and is due Monday, October 16 at 2:59am EST (Sunday, October 15 at 11:59pm PST).

Cumulative Final Exam - The cumulative final exam will consist of 100 objective questions (multiple choice, matching, true/false) worth **1 point** each. Questions will require the application of course material or knowledge of basic scientific principles covered within each of the 12 learning modules. Exam questions are generated by the course instructor and are randomly selected from all 12 module quiz question banks. Students should prepare for the exam by completing all weekly course readings, practice activities, and module quizzes prior to the exam. The exam is not timed; however, the Honorlock proctoring service is required to complete it. Honorlock is included on the e-Learning platform and no additional downloads are required. **ONE attempt** is allowed on the final exam. In the event that the final exam score is higher than the midterm exam scores the final exam score will replace the midterm score when calculating the final grade in the course. Explanations are provided for every question within the quiz question banks and students will be able to see the correct answer along with the corresponding explanation upon submitting the exam. The exam will be available for one week following Module 12 in the course schedule and is due Monday, **December 18th at 2:59AM EST** (Sunday, December 17th at 11:59pm PST).

Final Exam Substitute Option – Students have the option to complete the CSCS certification exam offered by the National Strength and Conditioning Association as a substitute for their score on the course final exam. Students who select this option are required to pay for the exam out of pocket. The instructor will provide instructions for registering for the exam early in the course. Students who complete the exam must submit their score report to the instructor and their score will be substituted for their final exam grade only if the certification exam score is higher than the course final exam score. All students must complete the APK6176 course final exam regardless of whether they choose to complete the CSCS exam. The substitution option described here only applies if a student receives a higher percentile score on the CSCS exam (averaged between the two sections of the CSCS exam) than the APK6176 course final exam and wishes to use it as a substitute.

Module Activities - Approximately four ungraded practice assignments are available in each of the 12 learning modules. Links to the practice assignments are under the "Practice" header on the module learning pages. The practice assignments correspond to the learning material in the module. They may be completed an unlimited number of times, Honorlock is not required, and questions and answers are viewable between attempts. All practice assignments are available from the first day of the course and there are no due dates. These are optional assignments designed to help students gauge their comprehension and application of course learning material as it pertains to stated course objectives. Scores earned from any practice assignment **DO NOT** affect a student's final grade in any way. Aligns with course objectives 1-12.

Extra Credit – This course includes 2 extra credit opportunities:

1. Each learning module contains an extra credit practice-questions assignment. The assignment involves students creating up to 2 practice questions from the module's learning material for inclusion within the practice question banks in the course. Each new question created is worth 0.5 bonus points to be added to the lowest quiz scores following the completion of all 12 module quizzes. This means that a maximum of 12 bonus points could be added to quiz scores. Extra credit assignments are due at 2:59am EST on Mondays at the end of the week the module is assigned in the course schedule.
2. If the grade on the final exam is better than the grade on the midterm exam, the final exam grade will replace the midterm exam grade. If a student chooses to substitute their CSCS exam score for their final exam score, and that score is higher than the midterm exam score, then it will also replace the midterm exam score.

NOTE: UF policy limits the ability of extra credit assignments to improve a student's final grade more than 2%. **Therefore, any combination of the extra credit assignments listed above will be limited to increasing the student's final grade no more than 2 percentage points.** For example, if a student's final grade is calculated at 89% (B+) after all required graded assignments, quizzes, and exams have been completed, but the student has earned extra credit via the opportunities listed above, the highest grade they are eligible to earn via the extra credit is a 91% (A-).

GRADING SCALE

All course assignments are administered and graded within the APK6176 Canvas course page, so students will have access to all grades as they submit assignments. Any assignment that requires the instructor to manually grade some aspect of it will be graded within one week of its due date. Final Grades will be rounded up at .5 and above. The table below provides a reference. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e. asking for preferential treatment and will be handled accordingly).

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	92.5-100%	4.0
A-	89.5 – 92.49%	3.7
B+	86.5-89.49%	3.33
B	82.5-86.49%	3.0
B-	79.5 – 82.49	2.7
C+	76.5-79.49%	2.33
C	72.5-76.49%	2.0
C-	69.5 – 72.49	1.7
D+	66.5-69.49%	1.33
D	62.5-66.49%	1.0
D-	59.5 – 62.49	0.7
E	0-59.49%	0

Addressing Student Concerns

Students should bring any questions or concerns related to the course to the attention of the instructor via email through Canvas or directly at blaincharrison@ufl.edu. Examples of concerns include, but are not limited to:

- Clarification on quiz or exam questions
- Clarification on instructions for article synopsis, discussion board, nutrition supplement, or sports Nutrition flyer assignments
- Difficulty accessing course materials.
- Clarification on the suitability of a research article to review for the article synopsis assignments

The instructor will respond to all questions or concerns within 24 hours on weekdays and 48 hours on weekends and will recommend a zoom appointment if needed.

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available [here](#)

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	August/Sep 23 - 1	Nesser Ch. 2 – Bioenergetics French Ch. 1 – Performance Dimensions Exercise Technique – Neck Exercises	Module 1 Quiz (Due Tuesday Sep 5 at 2:59am EST) Module 1 Discussion
2	September 4 - 8	<i>Monday is a holiday</i> Nesser Ch. 4 – Neuromuscular Response French Ch. 28 – Motor Performance Exercise Technique – Upper Body Push	Module 2 Quiz Module 2 Discussion Applied Assignment 1
3	September 11 - 15	Nesser Ch. 5 – Biomechanics of Resistance Exercise French Ch. 2 – Training Load Model Exercise Technique – Upper Body Pull	Module 3 Quiz Module 3 Discussion Applied Assignment 2 Article Synopsis 1
4	September 18 - 22	Nesser Ch. 6 – Role of the Endocrine System in Exercise Training French Ch. 5 – Key Performance Indicators Exercise Technique – Knee Dominant	Module 4 Quiz Module 4 Discussion Applied Assignment 3
5	September 25 - 29	Nesser Ch. 7 – Screening for Injury and Assessing Athletic Performance French Ch. 6 – Profiling and Benchmarking Exercise Technique – Hip Dominant	Module 5 Quiz Module 5 Discussion Applied Assignment 4
6	October 2 - 6	Nesser Ch. 3 – Cardiorespiratory Responses and Adaptations to Training Nesser Ch. 9 – Aerobic & Anaerobic Conditioning and Program Design Exercise Technique: Explosive Lifts	Module 6 Quiz Module 6 Discussion Applied Assignment 5 Article Synopsis 2
7	October 9 - 13	Midterm Exam	Midterm Exam Due Monday 10/16 by 2:59am EST
8	October 16 - 20	Nesser Ch. 10 – Warm Up and Flexibility Nesser Ch. 11 – Self Care with Tissue and Joint Mobilization Exercise Technique: Warm-Up/Flexibility	Module 7 Quiz Module 7 Discussion Applied Assignment 6
9	October 23 - 27	Nesser Ch. 8 – Program Design SAQ Program Design Exercise Technique: SAQ Drills	Module 8 Quiz Module 8 Discussion Applied Assignment 7

10	Oct/Nov 30 - 3	French Ch. 3 – Periodization for Individual Sports French Ch. 4 – Periodization for Team Sports Exercise Technique: Jumps	Module 9 Quiz Module 9 Discussion Applied Assignment 8 Article Synopsis 3
11	November 6 - 10	French Ch. 29 – Sport Science of Injury French Ch. 23 – Recovery and Sleep Exercise Technique: Throws	Module 10 Quiz Module 10 Discussion Applied Assignment 9 APK6176 Program Design Presentation
12	November 13 - 17	Nesser Ch. 14 – Sport Psychology French Ch. 26 – Psychobiology: Flow State as a Countermeasure to Mental Fatigue Exercise Technique: Core Function	Module 11 Quiz Module 11 Discussion Applied Assignment 10
13	Nov/Dec 27 - 1	Nesser Ch. 15 – Practical Considerations for Exercising in Extreme Environments French Ch. 25 – Environmental Stress Exercise Technique: Balance	Module 12 Quiz Module 12 Discussion Final Applied Assignment Article Synopsis 4 Strength and Conditioning Summary Flyer

Comprehensive Final Exam – Due Monday, Dec 18 at 2:59am EST

SUCCESS AND STUDY TIPS:

SUCCESS AND STUDY TIPS

- Utilize the module practice assignments as study tools. You may complete them as many times as you like. Complete the assignments while you are working through the module and then again when you are reviewing for the exams
- Complete the extra credit opportunities.
- Sixty percent of the final grade comes from graded assignments that allow you to use any learning material to complete them. Take advantage of these assignments to bring up any quiz or exam grades in which you are disappointed.
- Perform well on the final exam.

*Note Regarding Program Comprehensive Exam - If you choose APK6176 as one of the courses to include within your comprehensive exam, know that the exam will contain 60 objective questions (multiple choice, true/false, matching) that are pulled at random from a question bank similar to the quizzes and exams in this course. If you complete the exam in a future semester, you will be able to access this APK6176 Canvas course and review lecture videos and exam questions and answers. If you complete the exam during this semester, you will need to work ahead in the course to ensure you have been introduced to all of the topics that are found on it. All modules and assignments are available from the first week of the course. I recommend completing the practice

quizzes in each module as many times as needed to gain practice with course content not yet covered by the time you take the exam