

# PRINCIPLES OF STRENGTH & CONDITIONING

APK3113C | 3 Credits | FALL 2022

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## Course Info

### INSTRUCTOR

Ben Gordon, Ph.D., NSCA-CSCS, ACSM C-EP  
Office: FLG 106I  
Office Phone: 352-294-1755  
Email: bgordon1@ufl.edu  
Preferred Method of Contact: email

### OFFICE HOURS

Weekly office hours by appointment, schedule a zoom meeting with the instructor at your preferred time.

### MEETING TIME/LOCATION

CSE A101, MWF Period 3 9:35-10:25A

## COURSE DESCRIPTION

This course is designed to develop the knowledge and practical skills necessary to design and implement strength and conditioning programs. For individuals who are interested in becoming certified personal trainers (NSCA-PT) or certified strength and conditioning specialists (CSCS) through the National Strength and Conditioning Association.

## PREREQUISITE KNOWLEDGE AND SKILLS

APK 2100C and APK 2105C with minimum grades of C. While these are the only courses that are prerequisites for the course, the course will cover material from APK 3110 and APK 4125. Students who haven't had these course will need to dedicate more time to certain material.

## REQUIRED AND RECOMMENDED MATERIALS

All required course materials will be provided on the APK3113 Canvas page and through PowerPoint. While there is no required text, the overwhelming majority of the course content comes from the following book: *Haff, G. Gregory, and N. Travis Triplett, eds. Essentials of strength training and conditioning 4th edition. Human kinetics, 2015.*

## COURSE FORMAT

Students will have a different topic of Strength and Conditioning to focus on each week of the semester. All lectures of that week will be dedicated to that topic. At the end of the week there will be a quiz dedicated to that same topic.

## COURSE LEARNING OBJECTIVES:

The following table describes the UF General Education student learning outcomes (SLOs) and the specific learning objectives for APK 3113c. By the end of this course, students should be able to:

Gen Ed SLOs	APK 3113c Course Goals	Assessment Method
<b>Content:</b> Demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.	<ul style="list-style-type: none"><li>• Describe the basic physiology of the skeletal, neuromuscular, and cardiovascular systems as they pertain to an athlete engaged in a strength and conditioning program</li><li>• Identify the biomechanical factors that influence strength, power, and speed performance</li><li>• Compare the expected physiological adaptations of anaerobic and aerobic training programs.</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Lecture Exams</li><li>• Comprehensive Final</li></ul>
<b>Communication:</b> Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.	<ul style="list-style-type: none"><li>• Recommend appropriate assessments of athletic performance and interpret test results.</li><li>• Prescribe exercise training sessions with the intention of improving athletic performance in the areas of strength, power, speed, agility, aerobic capacity, anaerobic capacity, hypertrophy, and flexibility</li><li>• Create a periodized annual strength and conditioning program incorporating all of the variables described above.</li></ul>	<ul style="list-style-type: none"><li>• Oral Program Exam</li></ul>
<b>Critical Thinking:</b> Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.	<ul style="list-style-type: none"><li>• Analyze a sport with regards to the primary energy system, motor skills, joint movements, and skeletal muscles involved in its execution</li><li>• Sit for the NSCA CSCS exam in your senior year, or upon graduation, if desired.</li></ul>	<ul style="list-style-type: none"><li>• Lecture exams</li><li>• Comprehensive Final</li><li>• Oral Programming Exam</li></ul>

## Course & University Policies

## ATTENDANCE POLICY

Students are expected to make every effort to attend all lectures and labs. If students cannot make it to the live lecture than they should watch the recorded version of the zoom lecture.

## PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus
- Show respect for the course instructor and graduate TAs through politeness and use of proper titles
- Use professional, courteous standards for all emails and discussions:
  - Descriptive subject line
  - Address the reader using proper title and name
  - Body of the email should be concise but have sufficient detail
- Adherence to the UF Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
  - Report any condition that facilitates academic misconduct to appropriate personnel
  - Any use, access, or handling of technology during an individual assessment will result in a zero on the assessment – at minimum
  - Honor code violations of any kind will not be tolerated, and all allegations will be reported to the Dean of Students Office

## EXAM MAKE-UP POLICY

Students who will be unavailable on the day of an exam may provide the instructor with evidence of their excuse and may be permitted the opportunity to complete the exam early or later at the discretion of the instructor.

## ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Any variation of this statement is acceptable. More details are always helpful to DRC-registered students.**

## 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

Please feel free to list as many or as few resources here as you would like. However, the **counseling and wellness center** and the **UFPD** contacts are required.

## HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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

For suggestions or concerns related to IDEA, please reach out to any of the following:

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

## Grading

The following table outlines the percentage-accruing components of the course.

Evaluation Components (number of each)	% of Total Grade
Lecture Exams	35%
Module Quizzes	20%
Comprehensive Final	15%
Oral Exam (Program Design)	25%
Your Story Assignment	5%

**Lecture Exams** – Each exam will consist of multiple-choice, true-false and short answer questions. Students will complete the exam in class on the day designated on the course schedule.

**Module Quizzes** – A quiz pertaining to each week’s module will be assigned each Friday throughout the semester. The 10 to 15 question quiz will be available for 18 hours and students will have 25 min to complete it, once they open the quiz. Module quizzes are open-book and open-note with questions focusing on the practical application of course material.

**Comprehensive Final** – The final exam will consist of multiple-choice, true-false, and short answer questions each worth 1 point and 4 short-answer question each worth 10 points. The exam will be completed through the APK3113 Canvas page and will have a 2-hour time limit. The exam will be administered on the assigned exam day. Students are NOT permitted to use course materials on the exam.

**Oral Exam Program Design** – Students will sign up for an oral exam in the last two weeks of the semester. When arriving at the oral exam, the student will be given an athlete with a specific health history, specific performance goals, and a specific time in the periodization of the athlete. The student will then be given 25 minutes to write out a session of training for this athlete in the specified time of their training. A rubric will be provided on Canvas.

**Your Story Assignment** - This is a short assignment at the start of the semester to help Dr. Gordon get to know you. There are 10 simple questions to answer about yourself that you'll turn in. Once you turn in the document, you'll sign up for a 10 minute time slot to meet with Dr. Gordon, so you can get to know each other.

**APK IRON GATORS** – This is an extra-credit project to get APK students more involved in fitness testing and physical activity. APK IRON GATORS will post record assessment scores for every component of fitness (skill and health related) for anyone in APK. Within IRON GATORS there is a specific challenge known as the IRON GATOR challenge. The challenge requires a student to score in the 85<sup>th</sup> percentile in 10 different assessments of fitness. Every assessment a student attempts is worth .02% on a student's final grade, and an attempt of 10 assessments for the IRON GATOR challenge is worth 1% on a student's final grade.

To Schedule Iron Gator Assessments Please Contact one of the following undergraduate TA's:

- **Wasanti Sharma (Undergraduate TA)** – [wasantisharma@ufl.edu](mailto:wasantisharma@ufl.edu)
- **Catalina Uribe (Undergraduate TA)** – [c.uribe@ufl.edu](mailto:c.uribe@ufl.edu)
- **Megan Ward (Undergraduate TA)** – [meganward@ufl.edu](mailto:meganward@ufl.edu)

Letter Grade	Percent Associated with Grade	GPA Impact
A	90.00-100%	4.0
B+	87.00-89.99%	3.33
B	80.00-86.99%	3.0
C+	77.00-79.99%	2.33
C	70.00-76.99%	2.0
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
F	0-59.99%	0

## Weekly Course Schedule

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- No Class: MLK Day, January 16<sup>th</sup>
- No Class: Spring Break March 11<sup>th</sup> – 19<sup>th</sup>

## WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assignments
1	January 9,11,13	1/9 – Needs Analysis 1/11 – Needs Analysis	No Quiz
2	January 16, 18, 20	1/16 – <b>NO CLASS</b> 1/18 – Needs Analysis 1/20 – FMS in Lab (FL 105)	Quiz 1
3	January 23, 25, 27	1/23 – Periodization – Annual Plan 1/25 – Periodization – Annual Plan 1/27 – Periodization – Annual Plan	Quiz 2
4	February 30, 1, 3	1/30 – Modality Integration – Annual Plan 2/1 - Modality Integration – Annual Plan 2/3 – Periodization Work in Lab (FL 105)	Quiz 3
5	February 6, 8, 10	2/6 – Corrective Exercise Program Design 2/8 – Corrective Exercise Program Design 2/10 – Corrective Exercise Program Design	No Assignments
6	February 13,15,17	2/13 – Corrective Exercise Program Design 2/15 – Flexibility Program Design 2/17 - Corrective Exercise Work in Lab (FL 105)	Quiz 4
7	February 20, 22, 24	2/20 – Flexibility Program Design 2/22 – PNF Stretching in Lab (FL 105) 2/24 – Core Training Program Design	Quiz 5
8	March 27, 1, 3	2/27 – Core Training Program Design 3/1 – Core Training Work in Lab (FL 105) 3/3- Exam 1	Exam 1
9	March 6, 8, 10	3/6 – Resistance Training Program 3/8 – Resistance Training Program 3/10 – Resistance Training Program	No Assignments
10	March 13, 15, 17	3/13 – <b>NO CLASS</b> 3/15 – <b>NO CLASS</b> 3/17 – <b>NO CLASS</b>	No Assignments
11	March 20, 22, 24	3/20 – Resistance Training Program 3/22 – Resistance Training in Lab (FL 105) 2/24 – Power Training Program	Quiz 6
12	March	3/27 – Power Training Program	Quiz 7

	27, 29, 31	3/29 – Power Training Program 3/31 – Power Training Program	
13	April 3, 5, 7	4/3 – Olympic Lifting in Lab (FL 105) 4/5 – Exam 2 4/7 – Linear Speed Program Design	Exam 2
14	April 10, 12, 14	4/10 – Linear Speed Program Design 4/12 – Linear Speed Program Design 4/14 – SAQ Programming	Quiz 8
15	April 17, 19, 21	4/17 – SAQ Programming 4/19 – Linear Speed and SAQ in Lab (FL 105) 4/21 – Conditioning Programming	Quiz 9
16	April 24, 26	4/24 – Conditioning Programming 4/26 – Conditioning Programming	
FINAL EXAM: MAY 4 <sup>TH</sup> 12:30PM – IN NORMAL LECTURE ROOM			

## SUCCESS AND STUDY TIPS

- Do not fall behind. This course moves at a FAST pace...and you can easily get overwhelmed if you procrastinate. Avoid studying at the last minute.
- Snow-ball your lecture notes. Begin studying lecture material immediately after the first lecture. Then, after the second lecture, begin your studies with day one lecture material. Continue this all the way up to each exam.
- If there is something in the textbook that was NOT in lectures, you are not expected to know it. There is a lot in the text that we don't have time to cover.
- Re-write questions. Taking complex questions and breaking them down to identify exactly what the question is REALLY asking for is very helpful. It is also very helpful to look at incorrect answer choices and identify what makes those choices wrong. Ask yourself, "How could I make that statement correct?" You can practice this with the critical thinking questions at the end of each chapter.
- Stay organized. Keep track of all important due dates and move through each day in a uniform manner so that you are always aware of what you have done and what is left to be completed. Make a list every Monday morning of what you need to do that week and stick to the plan.
- Have a positive attitude! THIS STUFF IS COOL!