

# Strength Cond For Adv Practitioners

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APK6176 | Class # 26677 | 3 Credits | Spring 2023



## Course Info

### INSTRUCTOR

**Blain Harrison, Ph.D, CSCS\*D**  
Office: 106B FLG  
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Preferred Method of Contact: **email**

### OFFICE HOURS

Office Hours are by appointment on [zoom](#). You can schedule an appointment with me [here](#).

### MEETING TIME/LOCATION

Mondays, Period 5 – 7 (11:45am – 2:45pm).

## 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 training 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) as well as a graded module quiz. Additional assignments are due throughout the course. A midterm exam and final exam are included in addition to the module assignments. Students will have access to learning modules and assignments a minimum of one week before they are assigned according to the course schedule. 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**

This is an asynchronous online course; therefore, there are no required days nor times that a student must be in attendance online. However, active participation in the course is mandatory. Interaction with the course online Yellowdig discussion board makes up the participation grade and is part of the final grade in the course. Further explanation is provided in the "Grading" section of this syllabus.

### **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 or TA in this class.

## EXAM MAKE-UP POLICY

Exams may NOT be submitted late. Students will be permitted to access the exams early upon receipt of evidence of a viable explanation for the need for such an accommodation. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

## 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. Accommodations are 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](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

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](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

Evaluation Components	Course Objectives Met	Points Per Component	Weighted % of Total Grade
Module Quizzes	1-12	255 points	10%
Yellowdig Participation	1-12	100 points	10%
Applied Assignments	1-12	100 points	10%
Article Synopses (x4)	1-12	4 x 10pts = 40 pt	10%
Midterm Exam	1-12	100 points	25%
Cumulative Final Exam	1-12	100 points	35%

**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 24 total points. The overall total amount of points earned via module quizzes is 255. 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. Honorlock is NOT needed for Module Quizzes.

**Yellowdig Participation** - This course incorporates an application called Yellowdig that provides a social media-like discussion board providing opportunities for engagement, discussion, and reflection of course topics between classmates and the instructor. Points are earned for each interaction a student has with the Yellowdig platform. Students have the ability to earn a maximum total of 2,000 points each week in Yellowdig and the app sums the weekly totals throughout the semester to create a cumulative final point total. Students earning totals of 14,000 points or higher in Yellowdig by the last day of classes in this academic semester will earn a score of "100" for the Yellowdig Participation assignment on Canvas. The percentage of total points out of 14,000 will be used as the grade for the Yellowdig Participation Assignment on

Canvas for students earning less than 14,000 total points. Yellowdig is included within e-Learning, no additional downloads are required.

**Applied Assignments** – Ten learning modules include an applied assignment asking students to utilize course content to analyze a sport, determine appropriate assessments to conduct on athletes in the sport, write exercise prescriptions, or demonstrate the ability to coach an athlete to use safe and effective resistance training exercise technique. 3 out of the 10 Applied Assignments require the student to record video of themselves coaching another individual through a pre-selected resistance training exercise according to guidelines outlined in the course. 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.

#### Sample Exercise Program Rubric

Exercise Name Do the exercise names on the spreadsheet match the names provided in the course readings?	<b>1 pts Full Marks</b> Yes, the exercise names match those provided in the course readings	<b>0 pts No Marks</b> One or more exercise names do not match those provided in the course readings
Exercise Sub-Category Do the exercise sub-category labels on the spreadsheet match the exercise?	<b>1 pts Full Marks</b> All exercise sub-category labels match the exercise names provided on the spreadsheet.	<b>0 pts No Marks</b> One or more exercise sub-category labels do not match the exercise names provided on the spreadsheet.
Exercise Sets Do the exercise set prescriptions meet recommendations discussed in course readings?	<b>1 pts Full Marks</b> All exercise set prescriptions meet the recommendations discussed in the course readings.	<b>0 pts No Marks</b> One or more set volume prescriptions do not meet the recommendations from course readings.
Exercise Intensity Do the exercise intensity prescriptions meet recommendations discussed in course readings?	<b>1 pts Full Marks</b> All exercise intensity prescriptions meet the recommendations discussed in the course readings.	<b>0 pts No Marks</b> One or more exercise intensity prescriptions do not meet the recommendations from course readings

<p>Exercise Rest Intervals</p> <p>Do the exercise rest interval prescriptions meet recommendations discussed in course readings?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>All exercise rest interval prescriptions meet the recommendations discussed in the course readings.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>One or more exercise rest interval prescriptions do not meet the recommendations from course readings</p>
<p>Exercise Response</p> <p>Do the exercise response labels for each exercise match the exercise prescriptions provided for each exercise?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>All exercise response labels match the prescriptions provided in succeeding rows on the spreadsheet.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>One or more exercise response labels do not match the exercise prescriptions provided in succeeding rows on the spreadsheet.</p>
<p>Exercise Reps</p> <p>Do the exercise repetition prescriptions meet recommendations discussed in course readings?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>All exercise repetition prescriptions meet the recommendations discussed in the course readings.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>One or more exercise rep prescriptions do not meet the recommendations from course readings.</p>
<p>Exercise Tempo</p> <p>Do the exercise tempo prescriptions meet recommendations discussed in course readings?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>All exercise tempo prescriptions meet the recommendations discussed in the course readings.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>One or more exercise tempo prescriptions do not meet the recommendations from course readings</p>
<p>Exercise Velocity</p> <p>Do the exercise velocity prescriptions meet recommendations discussed in course readings?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>All exercise velocity prescriptions meet the recommendations discussed in the course readings.</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>One or more exercise velocity prescriptions do not meet the recommendations from course readings.</p>
<p>Exercise Load Volume</p> <p>Is the calculation of exercise load volume accurate for all exercises and managed within the excel spreadsheet?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>All exercise load volume calculations are accurate and managed within the excel spreadsheet</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>One or more exercise load volume calculations is inaccurate and/or not managed within the excel spreadsheet</p>

### Sample Exercise Technique Assignment Rubric

<p>Equipment and Set Up</p> <p>Does the student verbally describe and physically demonstrate the set-up of the exercise according to CSCCa guidelines?</p>	<p><b>1 pts</b></p> <p><b>Full Marks</b></p> <p>Yes, the student verbally describes and physically demonstrates the set-up of the exercise according to CSCCa guidelines</p>	<p><b>0 pts</b></p> <p><b>No Marks</b></p> <p>No, the student either does not verbally describe and/or does not physically demonstrate the set-up of the exercise according to CSCCa guidelines</p>
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<p>Primary Muscles Involved Does the student verbally describe the correct primary muscles involved in the execution of the exercise according to CSCCa instructions?</p>	<p><b>1 pts</b> <b>Full Marks</b> Yes, the student verbally describes the correct primary muscles involved in the execution of the exercise according to CSCCa instructions?</p>	<p><b>0 pts</b> <b>No Marks</b> No, the student does not verbally describe the correct primary muscles involved in the execution of the exercise according to CSCCa instructions?</p>
<p>Starting Position and Movement Execution Does the student verbally describe and physically demonstrate the successful start and movement execution of the exercise according to CSCCa guidelines?</p>	<p><b>1 pts</b> <b>Full Marks</b> Yes, the student verbally describes and physically demonstrates the successful start and movement execution of the exercise according to CSCCa guidelines</p>	<p><b>0 pts</b> <b>No Marks</b> No, the student either does not verbally describe and/or does not physically demonstrate the successful start and movement execution of the exercise according to CSCCa guidelines</p>
<p>Safety and Spotting Techniques Does the student verbally identify safety considerations for the exercise and spot the exercise according to CSCCa guidelines, where applicable?</p>	<p><b>1 pts</b> <b>Full Marks</b> Yes, the student verbally identifies safety considerations for the exercise and spots the exercise according to CSCCa guidelines</p>	<p><b>0 pts</b> <b>No Marks</b> No, the student either does not verbally identify safety considerations for the exercise and/or does not spot the exercise according to CSCCa guidelines</p>
<p>Common Errors and Corrections Does the student verbally identify common errors regarding the execution of the exercise and offer verbal descriptions of appropriate corrections according to CSCCa guidelines?</p>	<p><b>1 pts</b> <b>Full Marks</b> Yes, the student verbally identifies common errors regarding the execution of the exercise and offers verbal descriptions of appropriate corrections according to CSCCa guidelines?</p>	<p><b>0 pts</b> <b>No Marks</b> No, the student either does not verbally identify common errors regarding the execution of the exercise and/or does not offer verbal descriptions of appropriate corrections according to CSCCa guidelines?</p>

**Article Synopses** - Students will post 4 research article synopses to the Yellowdig discussion board throughout the course. One research article synopsis is due at the end of weeks 4, 7, 11, and 15, respectively. Each article synopsis requires students to search a relevant database of research journals (i.e. Google Scholar, SportDiscus, PubMed) to find a peer-reviewed research article related to one of the course topics for deeper reflection. Students should read the selected articles in their entirety and then post a brief synopsis of the article(s) to Yellowdig and to the corresponding assignment in e-Learning. The synopsis should be written and should include the following headers: 1. Reason for Selection 2. Research Problem 3. Methods 4. Results/Conclusions 5. Takeaways. Students should briefly summarize why they selected the article, what research problem was addressed in the article, how the experiment was conducted, the most important results and explanations for the results provided by the authors of the study, and what information from the article can be used by classmates in their nutrition recommendation decision making processes. A pdf copy of the article should be uploaded to both the Yellowdig post and e-Learning assignment. The same written synopsis can be submitted to both Yellowdig and e-Learning.

**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 7 learning modules. Exam questions are generated by the course instructor and are randomly selected from the first 7 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. Bonus points earned from the submission of extra credit practice questions (see “Extra Credit” below) are added to the exam score following the due date. The exam will be available for one week following Module 7 in the course schedule.

**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 15 learning modules. Exam questions are generated by the course instructor and are randomly selected from all 15 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 “raw” final exam score (i.e. the score without any bonus points added) is higher than the midterm exam score (including added bonus points), the raw final exam score will replace the midterm score when calculating the final grade in the course. Bonus points earned from the submission of extra credit practice questions (see “Extra Credit” below) are added to the exam score following the due date. The exam will be available for the week of final exams as outlined in the academic calendar for this semester.



**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 3 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 next closest exam to the module (either the midterm or the final exam). Extra credit assignments are due at 11:59pm EST on Fridays at the end of the week the module is assigned in the course schedule.
2. Students earning 30,000 points in Yellowdig by the last day of classes will earn 1 bonus point that will be added to their final overall grade.
3. Students who include one multiple choice question related to an article synopsis they post to Yellowdig will receive one bonus point to be added to a low module quiz score at the end of the semester. Students who answer multiple choice questions related to article synopses on Yellowdig will also earn one bonus point to be added to a low module quiz score at the end of the semester. A maximum of **10 bonus points** to be added to module quiz scores can be earned from this opportunity.

## 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

## Weekly Course Schedule

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2021-2022/>

### WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	January 9 - 13	Nesser Ch. 2 – Bioenergetics French Ch. 1 – Performance Dimensions Exercise Technique – Neck Exercises	Module 1 Quiz (Due Monday Jan 23rd at 2:59am EST)
2	January 16 - 20	Nesser Ch. 3 – Cardiorespiratory Responses and Adaptations to Training Exercise Technique – Bench Press <i>Monday, January 16<sup>th</sup> – No Class</i>	Module 2 Quiz
3	January 23 - 27	Nesser Ch. 4 – Neuromuscular Response French Ch. 28 – Motor Performance Exercise Technique: Overhead Press	Module 3 Quiz Applied Assignment 1
4	Jan 30 – Feb 3	Nesser Ch. 5 – Biomechanics of Resistance Exercise French Ch. 2 – Training Load Model Exercise Technique – Upper Body Pull	Module 4 Quiz Applied Assignment 2 Article Synopsis 1
5	February 6 - 10	Nesser Ch. 6 – Role of the Endocrine System in Exercise Training French Ch. 5 – Key Performance Indicators Exercise Technique – Knee Dominant	Module 5 Quiz
6	February 13 - 17	Nesser Ch. 7 – Screening for Injury and Assessing Athletic Performance French Ch. 6 – Profiling and Benchmarking Exercise Technique – Hip Extension	Module 6 Quiz Applied Assignment 3
7	February 20 - 24	Nesser Ch. 8 – Program Design Exercise Technique – Knee Flexion	Module 7 Quiz Article Synopsis 2 Applied Assignment 4
8	Feb 27 – Mar 3	Nesser Ch. 9 – Aerobic & Anaerobic Conditioning and Program Design French Ch. 4 – Periodization for Team Sports Exercise Technique: Explosive Lifts	Module 8 Quiz Applied Assignment 5
9	March 6 - 10	Midterm Exam	<b>Midterm Exam Monday 3/6 in class</b>

10	March 13 - 17	Spring Break	None
11	March 20 - 24	French Ch. 3 – Periodization for Individual Sports Exercise Technique - Jumps	Module 9 Quiz Applied Assignment 6
12	March 27 - 31	Nesser Ch. 10 – Warm Up and Flexibility Nesser Ch. 11 – Self Care with Tissue and Joint Mobilization Exercise Technique – Warm Up Part 1	Module 10 Quiz Applied Assignment 7 Article Synopsis 3
13	April 3 - 7	Nesser Ch. 13 – Considerations for Training Modifications French Ch. 29 – Sport Science of Injury Exercise Technique – Stretches Part 1	Module 11 Quiz Applied Assignment 8
14	April 10 - 14	Nesser Ch. 14 – Sport Psychology French Ch. 26 – Psychobiology: Flow State as a Countermeasure to Mental Fatigue Exercise Technique – Stretches Part 2	Module 12 Quiz Applied Assignment 9
15	April 17 - 21	Nesser Ch. 15 – Practical Considerations for Exercising in Extreme Environments French Ch. 25 – Environmental Stress Exercise Technique - Throws	Module 13 Quiz Applied Assignment 10
16	April 24 - 26	Nesser Ch. 17 – Strength and Conditioning Facility Design, Operation, and Management French Ch. 23 – Recovery and Sleep	Module 14 Quiz Final Applied Assignment Submission Article Synopsis 4

**Comprehensive Final Exam – Due Wednesday May 3rd 7:30 – 9:30 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
- Twenty percent of the final grade comes from participation activities including posting comments to the Yellowdig board and submitting the research article synopses. 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