

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SPHE423

Course Summary

Course : SPHE423 **Title :** Advanced Strength and Conditioning
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course provides the student with the skills necessary to develop an annual training program for athletes of all levels. Emphasis will be placed on the principles of periodization and how to determine the appropriate training program for each sport. The topics of plyometrics, speed, agility, strength, and power will be demonstrated in videos and through other course materials. Students will be required to complete a 52-week training plan for an athlete based on the principles of periodization.

Course Scope:

This course will provide the student with the skills necessary to analyze the annual strength and conditioning needs and goals of athletes within specific sports. Emphasis will be placed on developing systematic training and recovery plans for athletes of all levels through periodization and programming models. Students will design conditioning and training procedures using scientific rationale within periodization, programming, athletic development, and high performance principles.

Objectives

After successfully completing this course, students will fulfill the following Learning Objectives (L.O.):

- LO1: Analyze a sport in order to determine the training needs of sport.
 - LO2: Develop an evaluation protocol and select appropriate testing procedures for specific athletes/sports
 - LO3: Apply knowledge obtained from research on strength and conditioning
 - LO4: Implement fundamental movements that are crucial for athletic development, high performance, and injury prevention
 - LO5: Identify the variables that determine training cycles involved in periodization
 - LO6: Apply strength and power, including sustained power (i.e. endurance) within a training program
 - LO7: Develop systematic training and recovery plan using periodization methodology
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Outline

Week 1: Periodization Models & Training Programs

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO5: Identify the variables that determine training cycles involved in periodization

Required Readings

PES:

McGill, E., Montel, I., (2019). *NASM Essentials of Performance Training (Second Ed.)*. Jones & Bartlett Learning.

Ch 1. Integrated Training Essentials

CPT:

Clark, M.A., Lucett, S.C., McGill, E., Montel, I., Sutton, B., (2018). *NASM Essentials of Personal Fitness Training. (6Ed.)*. Jones & Bartlett Learning.

Ch 14. Integrated program Design and the Optimum Performance Training (OPT) Model.

The training process: Planning for strength–power training in track and field. Part 1: Theoretical aspects

The training process: Planning for strength–power training in track and field. Part 2: Practical and applied aspects

Annual Planning, Periodization

Central Concepts Related to Periodization

New Horizons for the Methodology and Physiology of Training Periodization Periodization...Kravitz*

Assignments

Week 1 Discussion

Quizzes: PES Chapter 1, CPT Chapter 14

Week 2: Training Concepts

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO4: Implement fundamental movements that are crucial for athletic development, high performance, and injury prevention.

LO6: Apply strength and power, including sustained power (i.e. endurance) within a training program

Required Readings

PES:

McGill, E., Montel, I., (2019). *NASM Essentials of Performance Training (Second Ed.)*. Jones & Bartlett Learning.

Ch 4. Flexibility Training Concepts

Ch 5. Metabolic Energy System Training Ch 6. Core Training Concepts

Ch 7. Balance Training Concepts Ch 8. Plyometric Training Concepts

Ch 9. Speed, Agility, and Quickness Training

Progression Models in Resistance Training for Healthy Adults

Method Related Principles of Strength Conditioning for Attaining Positive Transfer of Training

Assignments

Discussion 2

Quizzes: PES Chapters 4, 5, 6, 7, 8, & 9

Week 3: Athlete Assessments

Learning Outcomes

LO1: Analyze a sport in order to determine the training needs of sport.

LO2: Develop an evaluation protocol and select appropriate testing procedures for specific athletes/sports

LO3: Apply knowledge obtained from research on strength and conditioning

Required Readings

PES:

McGill, E., Montel, I., (2019). *NASM Essentials of Performance Training (Second Ed.)*. Jones & Bartlett Learning.

Ch 3. Testing in Sports Performance

Appendix A. Sport-Specific Assessment and Program Strategies.

CES:

Clark, M.A., Lucett, S.C., Sutton, B.G. (2014). *NASM Essentials of Corrective Exercise Training. (First Ed. Rev.)*. Jones & Bartlett Learning.

Ch 4. Health Risk Appraisal

Ch 5. Static Postural Assessment Ch 6. Movement Assessments

Monitoring the Elite Athlete

NSCA Long-Term Athletic Development position statement*

Assignments

Discussion 3

Assignment #1

Quizzes: PES Chapter 3, CES Chapters 4, 5, & 6

Week 4: Week 4: Preparatory Period – Off Season

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO5: Identify the variables that determine training cycles involved in periodization

LO7: Develop systematic training and recovery plan using periodization methodology

Required Readings

PES:

McGill, E., Montel, I., (2019). *NASM Essentials of Performance Training (Second Ed.)*. Jones & Bartlett Learning.

Ch 10. Resistance Training Concepts

Ch 11. Olympic Lifting for Performance Enhancement

Ch 12. The Science of Periodization and the OPT™ Model Appendix A. Sport-Specific Assessment and Program Strategies.

Block periodization versus traditional

Tools and Benefits of Periodization: Developing an Annual Training Plan and Promoting Performance Improvements in Athletes

Assignments

Discussion 4

Quizzes: PES Chapter 10, 11, & 12

Week 5: Transition Period – Pre-Season

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO5: Identify the variables that determine training cycles involved in periodization

LO7: Develop systematic training and recovery plan using periodization methodology

Required Readings

PES:

McGill, E., Montel, I., (2019). *NASM Essentials of Performance Training (Second Ed.)*. Jones & Bartlett Learning.

Appendix A. Sport-Specific Assessment and Program Strategies.

What is the fitness-fatigue model?

Short-term Periodization Models: Effects on Strength and Speed-strength Performance

Improving Muscle Strength and Size: The importance of Training Volume, Intensity and Status

Assignments

Discussion 5

Week 6: Competition Period – In Season, Team Sports

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO5: Identify the variables that determine training cycles involved in periodization

LO7: Develop systematic training and recovery plan using periodization methodology

Required Readings

PES:

McGill, E., Montel, I., (2019). NASM Essentials of Performance Training (Second Ed.). Jones & Bartlett Learning.

Appendix A. Sport-Specific Assessment and Program Strategies.

Benefits and Limitations of Block Periodized Training Approaches to Athletes Preparation A Review

Periodization of Training for Team Sports Athletes

An Integrated, Multifactorial Approach to Periodization for Optimal Performance in Individual and Team Sports

Assignments

Discussion 6

Week 7: Competition Period – In Season, Individual Events

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO5: Identify the variables that determine training cycles involved in periodization

LO7: Develop systematic training and recovery plan using periodization methodology

Required Readings

PES:

McGill, E., Montel, I., (2019). NASM Essentials of Performance Training (Second Ed.). Jones & Bartlett Learning.

Appendix A. Sport-Specific Assessment and Program Strategies.

Block v. Traditional Periodization of HIT: Two Different Paths to Success for the Worlds Best Cross-Country Skier

Effects of 12 weeks of block periodization on performance and performance indices in well-trained cyclists

Effects of block periodization training versus traditional periodization training trained cross country skiers

Assignments

Discussion 7

Assignment #2

Week 8: Transition Period – Post Season, Rest and Recovery

Learning Outcomes

LO3: Apply knowledge obtained from research on strength and conditioning

LO5: Identify the variables that determine training cycles involved in periodization

LO7: Develop systematic training and recovery plan using periodization methodology

Required Readings

PES:

McGill, E., Montel, I., (2019). NASM Essentials of Performance Training (Second Ed.). Jones & Bartlett Learning.

Appendix A. Sport-Specific Assessment and Program Strategies.

Current Concepts in Periodization of Strength and Conditioning for the Sports Therapist

The Science and Practice of Periodization: A Brief Review*

Assignments

Discussion 8

Assignment #3

Evaluation

Reading Assignments: Will be evaluated as demonstrated in discussions and written essays.

Supplemental Readings: Are found in the “Content” in the online classroom.

Discussion Assignments: All discussions require an initial post due by Wednesday 11:59 PM EST of the assigned week and at least 2 responses to classmates by Sunday 11:59 PM EST of the assigned week. Please see discussion description for rubric.

Assignments: Assignment directions are found in the “Assignments” of the online classroom. All assignments are due no later than 11:59pm EST each Sunday of the corresponding week. All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

Quizzes: Quizzes are located in the “Quizzes” of the online classroom. There are no formal quizzes

however "Industry Applications" assignments will be submitted in this area.

Grading:

Name	Grade %
Discussions (8 total)	35.00 %
Quizzes (15 total)	25.00 %
Assignments (4 total)	40.00 %

Grading:

Name	Grade %
Discussions	35.00 %
Discussion Week 1	4.38 %
Discussion Week 2	4.38 %
Discussion Week 3	4.38 %
Discussion Week 4	4.38 %
Discussion Week 5	4.38 %
Discussion Week 6	4.38 %
Discussion Week 7	4.38 %
Discussion Week 8	4.38 %
Quizzes	25.00 %
Quiz week 1	6.25 %
Quiz Week 2	6.25 %
Quiz Week 3	6.25 %
Quiz Week 4	6.25 %
Assignments	40.00 %
Assignment 1 (WK3)	13.33 %
Assignment 2 (WK7)	13.33 %
Assignment 3 (WK8)	13.33 %

Materials

Book Title: Various resources from Trefry Library and/or the Open Web are used. Links provided inside the classroom.

Author:

Publication Info:

ISBN: D2L Note

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit [eReserve](#) to locate the course.*

This course uses Open Access Resources. All of the resources for this class are located in the LESSONS area of our classroom in the [Reading and Resources](#) Content Tab

for each week of the course. Simplyselect this link to access the Required Readings and Resources, from which you will find a selectable link to each week's list of readings and resources.

Site Name Website URL/Address

The OWL at Purdue <http://owl.english.purdue.edu/>

APA Style Homepage <http://www.apastyle.org/index.aspx>

NATA <http://nata.org>

Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for the full APUS policy.](#)

In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the [Plagiarism Office](#) and the [Student Conduct Office](#) with the possibility of [failing the course](#) and/or [expulsion](#) from APUS. Use of said materials is [academic dishonesty](#) and will not be tolerated.

Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom--please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

Writing Expectations

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA

formatting here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1 margins all around (no additional indenting except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person this means no personal opinions, no sentences with I my or other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university setting basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;-), :))

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.