

### Praxis of Strength Training and Conditioning

Meeting Days:	WF	Instructor:	Jacob R. Goodin, PhD, CSCS
Meeting Times:	8:30-9:30 am	Phone:	Email to set up a phone meeting
Meeting Location(s):	RS 195, SPC (weight room)	Email:	<a href="mailto:jgoodin@pointloma.edu">jgoodin@pointloma.edu</a>
Final Exam:	Due 12/17, at 11:59pm (online)	Office Hours:	See Canvas for appt. details

#### PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### COURSE DESCRIPTION

This course provides an in-depth study of the principles and techniques used to assess physical fitness and to design and prescribe exercise programs and physical activities. Concepts of exercise science will be applied to the development **and practice** of strength training and conditioning programs. Students will acquire the knowledge and skills necessary to sit for the NSCA's certification exam—Certified Strength and Conditioning Specialist (CSCS)—or another fitness related certification exam (e.g. ACSM, ACE, NASM). Furthermore, students will leave this class with the knowledge and tools necessary to safely and effectively plan and supervise evidence-based strength training and conditioning plans in a variety of settings.

Prerequisite: KIN 3040.

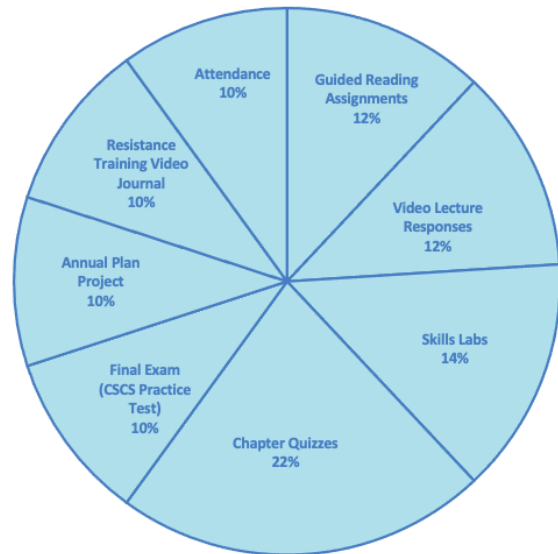
#### COURSE LEARNING OUTCOMES

- Demonstrate and analyze proper lifting, sprinting, change-of-direction, plyometric, and stretching technique.
- Explain how energy systems work in our body during exercise and sport.
- Assess and evaluate clients for various components of fitness.
- Design and implement safe and effective strength training, conditioning, and personal training programs by applying exercise prescription principles for training variation, injury prevention, and reconditioning.
- Learn how to provide guidance regarding nutrition and performance-enhancing substances.

- Understand the similarities and differences between training for sport and training for fitness and health.

### COURSE GRADING AND ASSIGNMENTS

Guided Reading Assignments:	24x5 pts
Video Lecture Responses:	24x5 pts
Skills Labs:	12x10 pts
Chapter Quizzes (IRAT/TRAT):	24x10 pts
Annual Plan Project	1x100 pts
Resistance Training Video Journal	1x100 pts
Attendance	1x100 pts
Total:	1000 pts



Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. The final grade percentage will be rounded to the nearest percent with grades being recorded as follows:

Grade	Percent	Grade	Percent	Grade	Percent
A	93 - 100	B-	80 - 82.9	D+	67 - 69.9
A-	90 - 92.9	C+	77 - 79.9	D	63 - 66.9
B+	87 - 89.9	C	73 - 76.9	D-	60 - 62.9
B	83 - 86.9	C-	70 - 72.9	F	0 - 59.9

### EDUCATIONAL OPPORTUNITIES

**Note:** All assignments are to be submitted before the start of class (through Canvas) on the day specified on the course schedule.

- 1) **Guided Reading Assignments:** A guided reading assignment will be completed for each chapter that in the textbook. Templates for these can be downloaded from Canvas and contain the major headings and subheadings for each chapter. Complete these as a team (Google Docs is helpful) and submit them to Canvas. For each module I will randomly select one team and grade their notes closely. If their notes are complete and thorough, every team that submitted an assignment will receive full points. If not, I will grade every team's work closely, subtracting points for incomplete or sub-par notes. These assignments are intended to introduce students to content that we will build on in class, to cover topics that are on the CSCS exam but that we don't have time to directly address during lecture, and to give students points for reading that they should be doing already. Students can compile

their notes to create a comprehensive study guide leading up to the final exam. See Canvas for example.

- 2) **Lecture Video Responses:** The lecture videos are created to give you an overview or sometimes a deeper look into concepts that we will cover in this course. Earn participation points by "Liking" the video and then leaving a comment to let me know you watched it (you have to be signed in to your YouTube, Google, or Gmail account for this to work). Your comment can be a 1-2 sentence executive summary, a thoughtful question, or funny comment relevant to the video or topic discussed. The only caveat is that it must in some way be related to the material in the video as well. In addition to your comment, feel free to upvote other's comments that you related to, laughed at, or that you found yourself asking the same question.
  - At the end-screen of the video, click on the link to be taken to the next video in the sequence without needing to leave YouTube (although sometimes we won't cover chapters in the same order that the videos are in, so be sure to refer to Canvas and the syllabus).
  - Don't forget to subscribe to the channel so you're alerted when new videos are added.
  
- 3) **Individual Readiness Assessment Test (IRAT):** Each week, an IRAT will be administered at the beginning of class. These assessments are designed to provide you, your team, and your professor with feedback on your readiness for the activity or discussion topic of the day.
  - The assessment is timed to be available for the first 15 minutes of class.
  - No provision is made for make-up or late arrival assessments.
  - Unlike the TRAT, students do not get immediate feedback on the IRAT
  - We will vote on whether the IRAT constitutes 40%, 50%, or 60% of your total IRAT/TRAT score (10 pts total).
  - Bring your laptop to take the quiz through Canvas. Phones, tablets, and other devices will not work for the assessment.
  
- 4) **Team Readiness Assessment Test (TRAT):** Taken after the IRAT is completed. Enhances mastery through team-based learning and discussion to determine correct answers.
  - Work together with your team to reach a consensus on each answer.
  - Your team's answer to each question is scratched off the answer sheet.
  - The correct answer will reveal a star shape under the scratcher, an incorrect answer will be blank.
  - We will vote on whether the TRAT constitutes 40%, 50%, or 60% of your total IRAT/TRAT score (10 pts total).
  - The score for each item is based upon the number of attempts the team takes to get the correct answer
    - 1<sup>st</sup> attempt = 4 pts
    - 2<sup>nd</sup> attempt = 2 pts
    - 3<sup>rd</sup> attempt = 1 pts
    - 4<sup>th</sup> attempt = 0 pts

- Divide total by 4, and multiply by the percent voted on above

- 5) **Skills Labs:** Every Friday we will learn fundamental strength training and conditioning skills. This is not a time to goof around and get a quick lift in, or to show off. You are meant to engage with the material with both your mind and body in order to perfect the skills of the day, and to help your teammates do the same.
- Skills labs are Fridays, 8:30am, at the weight shed and/or track. Arrive 10 minutes early to help set up equipment. Be prepared to help put away equipment when the session is over.
  - Eat breakfast beforehand. Hydrate. Bring water.
  - Dress in athletic gear. Be prepared to put in serious mental and physical work to learn the skills of the day. It is rewarding to work hard and improve.
  - Even though we will be working hard, proper masking and 6-foot spacing **MUST** be maintained at all times.
  - The only exception to the 6-foot rule will be when spotting your peers.
  - Proper sanitization protocols will be explained and followed.
  - I will take attendance and note who is working hard.
  - Skills labs can count as 1 of your 2 weekly training sessions for the Video Training Journal assignment (see below).
- 6) **Attendance/Participation:** Active participation in class is important. We will utilize class time effectively through team-based assessment and learning activities, as well as hands-on skills labs in the weight room. Showing up to class unprepared will result in a loss of participation points, and unexcused absences will result in a loss of attendance points.
- Arrive to **in-class session** having watched the lecture videos. Be ready to engage with the concepts and with your teammates. Ask questions and volunteer answers. This is a learning community.
  - Arrive to **skills labs** ready to actively participate. It doesn't matter if you have many years of weight training experience or are brand new to it—there are always ways to refine technique.
- 7) **Annual Plan Project:** Each student will develop a year-long sport-specific strength and conditioning program for a sport of their choice. Accompanying this program will be a paper (2000 word minimum) with a thorough rationale behind each component of the training plan. The program is to include:
- A realistic and comprehensive travel, holiday, and competition schedule for your athlete or team
  - Schedules for Off-Season, Pre-Season, In-Season, & Post-Season training, as well as Active Rest periods (i.e. the entire year)
  - Movement drills specific to the sport for warm-up and skill development
  - Weight training exercise program including:
    - Frequency
    - Intensity

- Sets
- Reps
- Exercise selection and variation
- Rest
- Volume
- Correct terminology and sequencing for mesocycles, training blocks, and microcycles
- A minimum of five (5) reliable, peer-reviewed sources are to be referenced in APA format in the paper to support your rationale.
- This is not a team project. Copying-and-pasting, verbatim explanations, or duplicate programs will be viewed as plagiarism. However, sharing of common methods, templates, and resources is encouraged.
- An Excel template will be posted in Canvas. This template can be extensively modified to fit your specific athlete or sport, but the basic format (weeks across the top, components of the plan down the left-hand side) should stay the same.
- See Canvas for examples.

8) **Training Journal Video:** The purpose of this project is to instill a habit of resistance training. You will engage in some form of resistance training outside of class two or more times for each week of the semester. This can be free-weight, bodyweight, circuit, HIIT, change-of-direction, plyometric, or sprint training. During each session, record a short clip of yourself mid-lift, celebrating a PR, high-fiving your gym partner, or dancing between sets. Upload these videos to the app 1 Second Everyday (1SE) to create a training montage as evidence of your consistency. It will compile a video with a 1 second clip for each training session you completed. You will also keep a hand-written workout journal that you will turn in as well (examples in Canvas). These will both be due at the end of the semester. The weekly skills labs will also count towards this requirement *as long as you record the session* in your journal and take a short video of it.

9) **Final Exam (CSCS Practice Exam):** The final exam will resemble the NSCA CSCS Practice Exam, which is a comprehensive multiple-choice test. All questions are taken directly from official NSCA practice exams. The final exam will be proctored remotely using Honorlock.

#### REQUIRED TEXTS AND RECOMMENDED RESOURCES

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##### REQUIRED:

Haff, GG, and Triplett, NT, eds. *Essentials of Strength Training and Conditioning*, 4th ed.

Champaign, IL: Human Kinetics, 2016

Purchase here: <https://amzn.to/3sRqqHo>

##### RECOMMENDED:

Stone, Stone, and Sands. *Principles and Practice of Resistance Training*. Champaign, IL: Human Kinetics, 2007

Purchase here: <https://amzn.to/3ztdZUK>

Isratel, M., J. Hoffman, and C. W. Smith. [\*Scientific Principles of Strength Training\*](#). Juggernaut Training Systems (2016).

Purchase here: <https://amzn.to/3kwRLL9>

#### VIRTUAL LEARNING SOFTWARE REQUIREMENTS:

Zoom: <https://zoom.us/>

- Sign up for a free account using your PLNU email address. Download the app to your laptop, phone, and/or tablet.

Google Drive: <https://www.google.com/drive/>

- You already have a free account associated with your PLNU email address. Use the browser-based document functionality.

Google Chrome: <https://www.google.com/chrome/>

- Google Chrome is the required browser for Honorlock, and must be downloaded and used on a laptop or desktop for the IRATs.

Laptop or desktop computer equipped with a microphone and webcam

#### COURSE CREDIT HOUR INFORMATION

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes (based on 37.5 hours of student engagement per credit hour). Specific details about how the class meets the credit hour requirement can be provided upon request.

#### LATE AND INCOMPLETE ASSIGNMENTS

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All assignments are to be submitted/turned in according to the specified time in Canvas. Late assignments/quizzes will be docked 20% per day with assignments/quizzes submitted over 5 days late receiving a 0. Completes will only be assigned in extremely unusual circumstances.

#### FINAL EXAMINATION POLICY

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Successful completion of this class requires completing the final examination online using Honorlock by the date specified in Canvas.

#### PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

#### PLNU ACADEMIC HONESTY POLICY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

#### STATE AUTHORIZATION

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

#### PLNU ACADEMIC ACCOMMODATIONS POLICY

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

#### PLNU ATTENDANCE AND PARTICIPATION POLICY

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

## TUTORING

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The PLNU Tutorial Center is available free of charge for all current, undergraduate PLNU students. It offers tutoring for most subjects, as well as for general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. Tutoring is available over the phone at (619) 849 2593, or via email at [TutorialServices@pointloma.edu](mailto:TutorialServices@pointloma.edu).

## SPIRITUAL CARE

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

## USE OF TECHNOLOGY

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In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## OFFICE HOURS

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It is important to me that I get to know each of you on an individual level, therefore I will be posting virtual office hours via the Zoom virtual conferencing app. I will send out more details on this soon. I have an open-door policy for questions, nerdy training theory discussions, or if you just need someone to listen and pray for you. I often won't have all the answers, but I'm positive we can figure it out together!



**Tentative Semester Schedule & Module Setup**

**KIN 3070**

Module	Tue	Wed	Fri	Mon	Wed	Fri
<b>Module 1 (wk 1-2)</b>	Date: 8/31	9/1	9/3	9/6	9/8	9/10
Module 1  ch. 1, 14 & 2	Meeting: Rohr Lab	Rohr Lab	Rohr Lab	asynchronous	Rohr Lab	weight room
	Activity: Course Intro, Team Formation, Syllabus Info	Practice quiz (IRAT/TRAT)	Ch. 1, 14 quiz & activity	Ch. 2 lecture vids & reading	Ch. 2 quiz & activity	bodyweight, warm-up, & core stability skills
	Due*		Ch. 1, 14 lecture vid comments & reading guide(s)	warm-up lab sheet	Ch. 2 lecture vid comments & reading guide(s)	bodyweight, warm-up, & core stability skills vid
<b>Module 2 (wk 3-4)</b>	Date: 9/13	9/15	9/17	9/20	9/22	9/24
Module 2  ch. 3 & 4	Meeting: asynchronous	Rohr Lab	weight room	asynchronous	Rohr Lab	weight room
	Activity: Ch. 3 lecture vids & reading	Ch. 3 quiz & activity	static & dynamic stretching skills	Ch. 4 lecture vids & reading	Ch. 4 quiz & activity	human movement pattern skills
	Due*	bodyweight, warm-up, & core stability lab sheet	Ch. 3 lecture vid comments & reading guide(s)	static & dynamic stretching skills vid comments	Ch. 4 lecture vid comments & reading guide(s)	human movement pattern skills vid comments
<b>Module 3 (wk 5-6)</b>	Date: 9/27	9/29	10/1	10/4	10/6	10/8
Module 3  ch. 5, 15 & 6	Meeting: asynchronous	Rohr Lab	weight room	asynchronous	Rohr Lab	weight room
	Activity: Ch. 5, 15 lecture vids & reading	Ch. 5, 15 quiz & activity	barbell training & safety skills	Ch. 6 lecture vids & reading	Ch. 6 quiz & activity	dumbbell training & safety skills
	Due*	human movement pattern lab sheet	Ch. 5, 15 lecture vid comments & reading guide(s)	barbell training & safety skills vid comments	barbell training & safety lab sheet	Ch. 6 lecture vid comments & reading guide(s)
<b>Module 4 (wk 7-8)</b>	Date: 10/11	10/13	10/15	10/18	10/20	10/22
Module 4  ch. 7, 8 & 17	Meeting: asynchronous	Rohr Lab	weight room	asynchronous	Rohr Lab	weight room
	Activity: Ch. 7, 8 lecture vids & reading	Ch. 7, 8 quiz & activity	weightlifting (snatch) skills	Ch. 17 lecture vids & reading	Ch. 17 quiz & activity	weightlifting (clean) skills
	Due*	dumbbell training & safety lab sheet	Ch. 7, 8 lecture vid comments & reading guide(s)	weightlifting (snatch) skills vid comments	weightlifting (snatch) lab sheet	Ch. 17 lecture vid comments & reading guide(s)
<b>Module 5 (wk 9-10)</b>	Date: 10/25	10/27	10/29	11/1	11/3	11/5
Module 5  ch. 18 & 9, 10, 11	Meeting: asynchronous	Rohr Lab	weight room	asynchronous	Rohr Lab	no class
	Activity: Ch. 18 lecture vids & reading	Ch. 18 quiz & activity	weightlifting (jerk) skills	Ch. 9, 10, 11 lecture vids & reading	Ch. 9, 10, 11 quiz & activity	
	Due*	weightlifting (clean) lab sheet	Ch. 18 lecture vid comments & reading guide(s)	weightlifting (jerk) skills vid comments	weightlifting (jerk) lab sheet	Ch. 9, 10, 11 lecture vid comments &
<b>Module 6 (wk 11-12)</b>	Date: 11/8	11/10	11/12	11/15	11/17	11/19
Module 6  ch. 19 & 20, 16	Meeting: asynchronous	Rohr Lab	weight room	asynchronous	Rohr Lab	weight room
	Activity: Ch. 19 lecture vids & reading	Ch. 19 quiz & activity	weightlifting (derivatives) skills	Ch. 20, 16 lecture vids & reading	Ch. 20, 16 quiz & activity	odd-object & strongman skills
	Due*	Annual Plan Project Part I	Ch. 19 lecture vid comments & reading guide(s)	weightlifting (derivatives) skills vid comments	weightlifting (derivatives) lab sheet	Ch. 20, 16 lecture vid comments & reading guide(s)
<b>Module 7 (wk 13-14)</b>	Date: 11/22	11/24	11/26	11/29	12/1	12/3
Module 7  ch. 21 & 12, 13	Meeting: asynchronous	Thanksgiving	Thanksgiving	asynchronous	Rohr Lab	weight room
	Activity: Ch. 21 lecture vids & reading	Ch. 21 quiz (online)		Ch. 12, 13 lecture vids & reading	Ch. 12, 13 quiz & activity	unilateral training skills
	Due*	odd-object & strongman lab sheet	Ch. 21 lecture vid comments & reading guide(s)		Annual Plan Project Part II	Ch. 12, 13 lecture vid comments & reading guide(s)
<b>Module 8 (wk 15-16)</b>	Date: 12/6	12/8	12/10	12/13	12/15	12/17
Module 8	Meeting: asynchronous	Rohr Lab	weight room			asynchronous
	Activity: Ch. 22 lecture vids & reading	Ch. 22 quiz & activity	variable & accomodating resistance skills			Final Exam (online in Canvas)
	Due*	unilateral training lab sheet	Ch. 22 lecture vid comments & reading guide(s)	variable & accomodating resistance skills	variable & accomodating resistance lab	

\*Assignments are due *before* the start of class on the specified day. E.g., lecture video comments & reading guides are always due before the start of class on Mondays. The only exception is on 12/17, when assignments are due by 11:59pm.