

Tactical Strength & Conditioning

APK6611 | Class # 26470 | 3 Credits | Fall 2023

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Course Info

INSTRUCTOR

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Preferred Method of Contact: **email**

OFFICE HOURS

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

MEETING TIME/LOCATION

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

COURSE DESCRIPTION

Examines fundamental concepts in bioenergetics, biomechanics, cardiopulmonary responses, and skeletal muscle function & adaptation. Includes evidence-based program design and practical skills necessary for success in fire and rescue, law enforcement, and military careers. Content will prepare students to sit for the NSCA Tactical Strength and Conditioning Facilitator certification.

PREREQUISITE KNOWLEDGE AND SKILLS

None

REQUIRED AND RECOMMENDED MATERIALS

Required: NSCA's Essentials of Tactical Strength and Conditioning. Alavar, B.A., K. Sell, P.A. Deuster, Eds. Human Kinetics, 2017. ISBN: 978-1-4504-5730-9 (e-book version also available)

COURSE FORMAT

Students access and complete course assignments through the APK6611 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 reading and associated lecture videos) as well as a graded module quiz. A midterm exam and final exam are included in addition to the module assignments. Students will have access to all learning modules and assignments from the first day of the course. Students may work at their own pace but must progress according to the course schedule of topics and abide by graded assignment due dates provided on the eLearning course page.

COURSE LEARNING OBJECTIVES:

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

1. Summarize and explain general concepts related to tactical strength and conditioning.
2. Explain the acute responses and chronic adaptations of the cardiopulmonary and endocrine systems to exercise and high-stress situations
3. Apply kinesiological and biomechanical principles to exercise selection and tactical job performance
4. Analyze the training variables that can affect performance outcomes as they relate to physiological adaptations from aerobic and anaerobic training
5. Evaluate results of properly administered performance tests in tactical athletes
6. Design exercise programs including modalities such as resistance, mobility, power, speed, agility, and aerobic endurance using a periodization model
7. Identify common acute and chronic injuries and risk factors for injury in different tactical populations
8. Differentiate the unique physiological and biomechanical occupational demands of law enforcement, fire/rescue, and military professionals
9. Identify wellness strategies and interventions to decrease the risk and consequences of illness and disease
10. Give examples of strategies to create a safe training environment and reduce litigation

Course & University Policies

PARTICIPATION POLICY

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

PERSONAL CONDUCT POLICY

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

EXAM MAKE-UP POLICY

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

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

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

Getting Help

HEALTH & WELLNESS

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

ACADEMIC RESOURCES

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

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

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

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

Grading

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

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

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

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

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

Applied Assignments – Students will complete weekly assignments involving the application of program design principles using that week's topic. Instructions for completing each week's assignment are provided on Canvas. Many, though not all, of these assignments will provide the student with an opportunity to build an evidence-based strength and conditioning program for a tactical population of their choice to use as a template in their careers. The remaining assignments require students to analyze a tactical population different from the one they selected. Each assignment is worth 5 points. Students will perform a Peer Review on each applied assignment submitted by one of their classmates following each submission. A rubric for conducting the peer review is provided for each applied assignment. Students receive a grade of "complete" for the applied assignments when they have submitted their assignment and completed the peer review. Submissions are due each Monday by 2:59am EST (Sunday by 11:59pm PST) and **all peer reviews are due within one week of being assigned**. You will be given a

grade of "incomplete" on Canvas until the Peer Review is finished, at which point the grade will be changed to "complete". Each individual applied assignment submission and peer review combined is worth 5 points (for a total of 50 points). Following the submission, review, and editing of all 10 applied assignments, students will submit a final version of all 10 assignments to the course instructor for evaluation. The instructor will use the same rubrics from the peer reviews to assess the attainment of course objectives. The instructor's final review is worth 50 points. Peer review rubrics differ across applied assignments, but an example of one is provided below:

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| Exercise Label: Are all exercises correctly labeled in each of the 4 required training sessions? | 1 pts All All of the exercises are labeled correctly in all 4 training sessions | 0.5 pts Some One or more of the exercises are labeled incorrectly in one or more training sessions. | 0 pts None None of the exercises are labeled correctly in any of the training sessions |
| Exercise Intensity: Are all exercise intensity prescriptions appropriate for improving maximal strength (resistance exercises), maximal power (plyometric exercises), or maximal speed and agility (SAQ exercises) in a trained individual? | 1 pts All All exercise intensity prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), and maximal speed/agility (SAQ) in a trained tactical athlete. | 0.5 pts Some One or more of the exercise intensity prescriptions are not appropriate for improving the maximal strength (RT), maximal power (Plyo), or maximal speed/agility (SAQ) in a trained tactical athlete in one or more of the training sessions. | 0 pts None None of the exercise intensity prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), nor maximal speed/agility (SAQ) in a trained tactical athlete in any of the training sessions. |
| Exercise Volume: Are all exercise volume prescriptions appropriate for improving maximal strength (resistance exercises), maximal power (plyometric exercises), or maximal speed and agility (SAQ exercises) in a trained individual? | 1 pts All All exercise volume prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), and maximal speed/agility (SAQ) in a trained tactical athlete. | 0.5 pts Some One or more of the exercise volume prescriptions are not appropriate for improving the maximal strength (RT), maximal power (Plyo), or maximal speed/agility (SAQ) in a trained tactical athlete in one or more of the training sessions. | 0 pts None None of the exercise volume prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), nor maximal speed/agility (SAQ) in a trained tactical athlete in any of the training sessions. |
| Exercise Rest Interval: Are all exercise rest interval prescriptions appropriate for improving maximal strength (resistance exercises), maximal power (plyometric exercises), or maximal speed and agility (SAQ | 1 pts All All exercise rest interval prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), and maximal speed/agility | 0.5 pts Some One or more of the exercise rest interval prescriptions are not appropriate for improving the maximal strength (RT), maximal power (Plyo), or maximal speed/agility | 0 pts None None of the exercise rest interval prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), nor maximal speed/agility |

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| exercises) in a trained individual? | (SAQ) in a trained tactical athlete. | (SAQ) in a trained tactical athlete in one or more of the training sessions. | (SAQ) in a trained tactical athlete in any of the training sessions. |
| Exercise Repetition Velocity: Are all exercise repetition velocity prescriptions appropriate for improving maximal strength (resistance exercises), maximal power (plyometric exercises), or maximal speed and agility (SAQ exercises) in a trained individual? | 1 pts All All exercise repetition velocity prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), and maximal speed/agility (SAQ) in a trained tactical athlete. | 0.5 pts Some One or more of the exercise repetition velocity prescriptions are not appropriate for improving the maximal strength (RT), maximal power (Plyo), or maximal speed/agility (SAQ) in a trained tactical athlete in one or more of the training sessions. | 0 pts None None of the exercise repetition velocity prescriptions are appropriate for improving the maximal strength (RT), maximal power (Plyo), nor maximal speed/agility (SAQ) in a trained tactical athlete in any of the training sessions. |

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

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| Reason for Selection | 1 pts Full Marks A description of why the student selected the article is provided. | 0 pts No Marks A description of why the student selected the article is not provided. |
| Transferability | 1 pts Full Marks The post demonstrates a thoughtful response to the reflection of how the results may impact different populations from those in the study. | 0 pts No Marks The post does not demonstrate a thoughtful response to the reflection of how the results may impact different populations from those in the study. |

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| Takeaways | 1 pts Full Marks The student describes what aspects of the article they will use in their own practice.. | 0 pts No Marks The student does not describe what aspects of the article they will use in their own practice. |
| Follow Up Study | 1 pts Full Marks The student proposes a design for a follow up study. | 0 pts No Marks The student does not propose a design for a follow up study. |
| Limitations | 1 pts Full Marks The student describes what they would have done differently had they designed the study themselves. | 0 pts No Marks The student does not describe what they would have done differently had they designed the study themselves |

Strength and Conditioning Training Modality Presentation - Students will record a 10-minute presentation regarding a strength and conditioning training modality (i.e. equipment) by selecting one from a list of equipment provided by the instructor. The presentation is recorded using Voicethread and includes a description of the modality, common techniques and errors when using the modality, common exercise prescription characteristics when using the modality, evidence supporting effectiveness of the modality, and resources related to available certifications involving the modality. Detailed instructions for creating the presentation are provided in Canvas. The Strength and Conditioning Training Modality Presentation assignment is worth 50 points. A rubric is used for grading and is provided below:

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| Modality Description and Development | 10 pts 6-10points Thorough and Complete description of the modality and its use in strength and conditioning. | 5 pts 1-5 points Partial Description of the Modality and/or its development. | 0 pts 0 points No descriptor of modality nor discussion of its development. |
| Common Techniques and Errors | 10 pts Full Marks Details on 3 or more common exercises utilizing the modality. | 5 pts 1-5 points Details on 1-2 common exercises utilizing the modality. | 0 pts No Marks No details of any exercises using the modality. |
| Common Prescription Characteristics | 10 pts 6-10 points Thorough and complete description of how intensity, volume, and frequency are commonly prescribed. | 5 pts 1-5 points Partial description of how intensity, volume, and frequency are commonly prescribed. | 0 pts 0 points No description of how intensity, volume, nor frequency are commonly prescribed. |
| Evidence Supporting Use | 10 pts 6-10 points Description of 2 or more original research | 5 pts 1-5 points Description of 1 research article | 0 pts 0 points No description of any research articles |

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| | articles involving use of the modality in an athletic population. | involving the use of the modality in an athletic population. | involving the use of the modality in an athletic population. |
| Certification Resources | 10 pts Full Marks Complete listing of organizations offering certifications with modality. | 5 pts 1-5 points Partial listing of organizations offering certifications with modality. | 0 pts No Marks No organizations offering certifications in the modality provided. |

Program Design Summary Flyer - Students will create an educational flyer that could be provided to patients, clients, or athletes throughout their career and that contains a summary of the program design recommendations for resistance training, cardiovascular training, load carriage training, flexibility training, and SAQ training. Detailed instructions for creating the flyer are provided on Canvas. The Program Design Summary Flyer assignment is worth 50 points. A rubric is used for grading and is provided below:

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| Resistance Training Program Design | 10 pts Full Marks Description of how to effectively prescribe frequency, intensity, volume, rest interval, and tempo for resistance exercise according to evidence-based recommendations are provided. | 5 pts Half Marks One to three of the following components are missing or improperly described based on information provided in the course content: Frequency, Intensity, Volume, Rest Interval, Tempo | 0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Frequency, Intensity, Volume, Rest Interval, Tempo |
| Cardiovascular Training Program Design | 10 pts Full Marks Description of how to effectively prescribe type, frequency, intensity, volume, and rest interval for cardiovascular exercise according to evidence-based recommendations are provided. | 5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations and examples of how to calculate each. | 0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations and examples of how to calculate each. |

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| Load Carriage Program Design | <p>10 pts Full Marks Description of how to effectively prescribe type, frequency, intensity, volume, and rest interval for Load Carriage exercise according to evidence-based recommendations are provided.</p> | <p>5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations and examples of how to calculate each.</p> | <p>0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations and examples of how to calculate each.</p> |
| Flexibility/Mobility Program Design | <p>10 pts Full Marks Description of how to effectively prescribe type, frequency, intensity, volume, and rest interval for Flexibility/Mobility exercise according to evidence-based recommendations are provided.</p> | <p>5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations and examples of how to calculate each.</p> | <p>0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations and examples of how to calculate each.</p> |
| Speed/Agility/Quickness Program Design | <p>10 pts Full Marks Description of how to effectively prescribe type, frequency, intensity, volume, and rest interval for SAQ exercise according to evidence-based recommendations are provided.</p> | <p>5 pts Half marks One to three of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations</p> | <p>0 pts No Marks Four or more of the following components are missing or improperly described based on information provided in the course content: Type, Frequency, Intensity, Volume, Rest Interval, Tempo recommendations</p> |

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

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

Final Exam Substitute Option – Students have the option to complete the [TSAC-F](#) certification exam offered by the National Strength and Conditioning Association as a substitute for the course final exam. Students who select this option are required to pay for the exam out of pocket. The instructor will provide instructions for registering for the exam early in the course. Students who complete the exam must submit their score report to the instructor and their score will be substituted for their final exam grade only if the certification exam score is higher than the course final exam score. All students must complete the APK6611 course final exam regardless of whether they choose to complete the TSAC-F exam. The substitution option described here only applies if a student receives a higher percentile score on the TSAC-F exam (averaged between the two sections of the CSCS exam) than the APK6611 course final exam and

wishes to use it as a substitute.

Module Activities - Approximately three 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.

Extra Credit – This course includes 2 extra credit opportunities:

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

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

GRADING SCALE

All course assignments are administered and graded within the APK6611 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 |
| C+ | 76.5-79.49% | 2.33 |
| C | 72.5-76.49% | 2.0 |
| D+ | 66.5-69.49% | 1.33 |
| D | 62.5-66.49% | 1.0 |
| E | 0-59.49% | 0 |

Addressing Student Concerns

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

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

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

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available [here](#)

WEEKLY SCHEDULE

| Week | Dates | Assigned Module & Schedule Notes | Assessments Due |
|------|----------------------|--|--|
| 1 | August/Sep 23 - 1 | Module 1 | Module 1 Quiz (Due Tuesday Sep 5 at 2:59am EST) Module 1 Discussion |
| 2 | September 4 - 8 | Monday is a holiday Module 2 | Module 2 Quiz Module 2 Discussion Applied Assignment 1 |
| 3 | September 11 - 15 | Module 3 | Module 3 Quiz Module 3 Discussion Applied Assignment 2 Article Synopsis 1 |
| 4 | September 18 - 22 | Module 4 | Module 4 Quiz Applied Assignment 3 Module 4 Discussion |
| 5 | September 25 - 29 | Module 5 | Module 5 Quiz Applied Assignment 4 Module 5 Discussion |
| 6 | October 2 - 6 | Module 6 | Module 6 Quiz Applied Assignment 5 Module 6 Discussion Article Synopsis 2 |
| 7 | October 9 - 13 | Midterm Exam | Midterm Exam Due Monday 10/16 by 2:59am EST |
| 8 | October 16 - 20 | Module 7 | Module 7 Quiz Applied Assignment 6 Module 7 Discussion |
| 9 | October 23 - 27 | Module 8 | Module 8 Quiz Applied Assignment 7 Module 8 Discussion |
| 10 | Oct/Nov 30 - 3 | Module 9 | Module 9 Quiz Applied Assignment 8 Module 9 Discussion Article Synopsis 3 |
| 11 | November | Module 10 | Module 10 Quiz |

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| | 6 - 10 | | Applied Assignment 9 Module 10 Discussion APK6611 Training Modality Presentation |
| 12 | November 13 - 17 | Module 11 | Module 11 Quiz Applied Assignment 10 Module 11 Discussion |
| 13 | Nov/Dec 27 - 1 | Module 12 | Module 12 Quiz Module 12 Discussion Final Applied Assignment Article Synopsis 4 Strength and Conditioning Summary Flyer |

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

SUCCESS AND STUDY TIPS

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

*Note Regarding Program Comprehensive Exam - If you choose APK6611 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 APK6611 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