

# Course Outline (Higher Education)

<b>School:</b>	School of Science, Psychology and Sports
<b>Course Title:</b>	STRENGTH AND CONDITIONING PROGRAM PLANNING, DESIGN AND IMPLEMENTATION
<b>Course ID:</b>	SCOND6000
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	069903

## Description of the Course :

This course provides a broad overview of strength and conditioning as a profession, to set the foundation for forthcoming courses in the Master of Strength and Conditioning program. Topics explored include the knowledge, skills, professional and personal attributes required to work as an effective strength and conditioning coach. The course discusses accreditation requirements, including legal issues, ethical and effective evidence-based coaching practice. The course prepares students to analyse the physical needs of individual and team sport athletes, to inform short and long-term planning of training programs. Long term athlete development and principles of periodisation are used to generate evidence-based programs to foster athletic performance and minimise the risk of injuries. Session design is also discussed, providing students with the knowledge to apply fundamental training principles to create specific training, warmup, cool down, recovery and injury prevention strategies. Principles of effective instruction will be applied enabling students to develop effective coaching skills for a variety of strength and conditioning methods and exercises.

**Grade Scheme:** Graded (HD, D, C, etc.)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Develop a report on the important knowledge, skills and attributes for effective strength and conditioning coaching
- K2.** Analyse accreditation requirements for working in strength and conditioning
- K3.** Judge the behaviours and actions of the S&C professional in relation to scope of practice, alongside safe, legal and ethical conduct in practice
- K4.** Evaluate the use of evidence to support the design of training programs
- K5.** Create a strength and conditioning training philosophy
- K6.** Evaluate how long term athlete development applies to the planning and design of strength and conditioning programs
- K7.** Analyse the role of movement screens and injury prevention exercise for maintaining a healthy athlete
- K8.** Compare the evidence base for various recovery modalities

#### Skills:

- S1.** Analyse a sport to determine the training requirements and goals of athletes
- S2.** Design training sessions, including warm-ups and cool-downs
- S3.** Design an annual periodised training program for an elite athlete or team
- S4.** Design and conduct effective recovery sessions for the specific needs of athletes

#### Application of knowledge and skills:

- A1.** Apply training principles to design training plans that optimise targeted adaptations
- A2.** Implement training sessions with effective coaching strategies
- A3.** Integrate theories of periodisation to develop safe and effective training
- A4.** Evaluate exercise technique to determine faults and develop remedial coaching strategies
- A5.** Implement warm-ups and cool-downs
- A6.** Integrate screening procedures to guide injury prevention training prescription
- A7.** Create and implement a targeted injury prevention program

#### Course Content:

- Strength and conditioning as a profession, scope of practice, professional and personal attributes, professional settings & relationships, accreditation, professional development, use of social media, individual and team sport applications
- Laws, policies, ethical practice, anti-doping
- Safety and risk assessment
- Effective communication
- Developing a coaching philosophy

- Using evidence to inform best practice
- Conducting a needs analysis, goal setting
- Long term athlete development
- Application of training principles, role of cross training
- Periodisation of training
- Use of recovery modalities, nutrition, supplements
- Body composition
- Screening procedures, injury prevention and rehabilitation
- Principles of program design, warm-ups, cool-downs
- Skill acquisition and coaching instruction
- Flexibility and stretching
- Analysing exercise technique and correcting faults

### Values:

- V1.** Appreciate the role of the strength and conditioning coach for athlete development and role in sports organisations
- V2.** Appreciate professional accreditation requirements and the importance of ethical practice
- V3.** Acknowledge the need and complexities of gathering and using evidence to determine best practice
- V4.** Acknowledge the need for professional development, self-evaluation and reflection

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2,K7,S1	A	AT1, AT3, AT7	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1,K5,S1,S2,S3,S4,A1	A	AT4, AT6	A

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4, K8, A4	A	AT2	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K6, A2,A5	A	AT2	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3,A3, A6	B	AT2	C

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K5, K8, S2, S4, A1, A3-6	Students will participate and engage in tutorial and practical activities. Students will complete group case studies, engage in group discussions, and analyse and participate in coaching scenarios addressing their competency and comprehension of the content.	Class participation	S/U
K3	Ethics and anti-doping online modules	Exams Online MCQ	S/U
K1, K3, K5, A2, A4, A5	Students will be required observe and interview an experienced strength and conditioning professional	Assignment case study	15-25%
K4, K6, K7, S1-4, A1, A3, A6	Students will be required to complete a needs analysis and periodised training program	Assignment	20-30%
K4, , A7, A2	This task will require students to design and deliver an injury prevention session	Simulated professional tasks	15-25%
K4, , S4, A2, A1	This case study will allow students to construct and justify a suitable recovery program based upon a given scenario.	Assignment case study	15-25%
K2, K3, K6, K7, K8, S1, , A3, A6	Understanding, interpretation and written communication of material presented in all classes and on-line	Written exam short answer and multiple choice	10-20%

### Adopted Reference Style:

Other (Journal of Strength and Conditioning Research )