

THE UNIVERSITY OF BRITISH COLUMBIA
SCHOOL OF KINESIOLOGY

Course Code and Title: KIN 483b/500J – Coaching Skills for Strength and Conditioning
Class/Lab Meeting time(s): Tuesday and Thursday from 12-3pm
Locations: Lecture - Osborne Unit 1, Room 203, Lab - Smith and Laycoe Varsity Training Centre

Instructor Name: Joe McCullum (he/him)

Contact Information: joe.mccullum@ubc.ca

Office: Smith and Laycoe Varsity Training Centre

Joe and TA Office Hours: By appointment (please email to set up a date/time)

Teaching Assistants: Matt Fliss (he/him) (matthew.fliss@ubc.ca)

FIRST POINT OF CONTACT: Please contact the TA first with course questions

Land Acknowledgements

We acknowledge that UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Equity & Diversity

I intend for students from diverse backgrounds and perspectives to be well-served by this course; diversity is viewed as a resource, strength, and benefit of this class. It is my intent to present materials and activities that are respectful of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Your suggestions are encouraged and appreciated.

COVID-19 Safety

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. Please eat or drink between classes. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. Attending class without a mask will result in an automatic absence.

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme can provide some flexibility so that you can prioritize your health and still succeed. Contact your instructor if you will be missing more than two classes and/or one laboratory. We can then discuss how you may need to make up for the missed time: however, it is strongly recommended you stay connected with a peer, get class notes, consult canvas read the textbook, attend virtual office hours, watch the lectures (if being recorded), etc.

Course Communication

The instructor will use weekly Canvas course announcements as a primary means for communicating. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is one you frequently check. If you have a question that might be of interest to your peers, please post it in the Q&A discussion on Canvas. Likewise, check the previously answered Q&A (and read the syllabus) before posting or contacting the

instructor or teaching assistant (TA). Questions through email are always welcome but please be aware that I might not be able to respond right away. It may take up to 24hrs for Joe or the TA to respond to your email(s) during the week and emails will not be checked or responded to on the weekends. Please include the course number and name in the subject heading of all emails to Joe and/or the TA.

Prerequisites

- Ideal Courses: Kin 320 – Exercise Testing and Prescription
- Background in sport, general weightlifting, powerlifting or Olympic lifting will be of great benefit.
- This course was developed for students strongly interested in strength and conditioning, sport performance, coaching and sport therapy/medicine. Students with limited resistance training experience or sport performance may not have the foundational knowledge for this course

Course Description

The objective of this course is to advance your knowledge within the realm of strength and conditioning through applying theory into practice (active participation and coaching). Students will learn how the principles of strength and conditioning intersect with the foundational and fundamental movements used to compete in sport. Fundamental movements such as the squat, deadlift, hang clean and derivatives of, will be covered in this course. Students will demonstrate, teach, coach, apply, modify and qualify for these specific movements during each lab. Each classroom and laboratory session will also include the non-technical or “soft skills” needed to enhance each of the learning objectives.

Disclaimer: You will be required to take part in physical activity within the lab component of this course to the best of your ability.

Rationale

To close the gap on technical and practical knowledge needed to coach for sport performance in the field of strength and conditioning. This course is designed to build on the theoretical knowledge acquired in the classroom and transform it into technical and practical knowledge in the laboratory/gym. This course will provide the student with the opportunity to build their coaching skills within a safe environment and in a progressive manner.

Aims and Outcomes:

- To execute, coach, modify and correct foundational movements and warmups for athletic performance.
- To practice set-ups, execution and technique of the core lifts and their derivatives and to identify related concerns for quick corrections.
- Evaluate how athletes may be assessed to qualify for specific movements.
- To develop warmups to be used as a key assessment tool
- To differentiate between the role of the kinetic chain in terms of mobility and stability and how it can affect movement.
- To interpret the role of the kinetic chain in both assessing and correcting movement in athletic populations.
- To problem solve in real time. Identify and distinguish current and potential issues and work backwards to form corrections.
- Session planning and understanding of, but not limited to: pre-activity plans and corrective exercises, warm ups, rating of perceived exertion, post fatigued preventive care and activation work.
- To examine the physiological and neurological adaptations that result from exercise prescription and how this may guide exercise selection.

- To identify and examine Newell’s Theory of Constraints and how this will affect exercise prescription.
- To improve coaching communication skills through practice.
- Become proficient in the use of video analysis as a means to critiquing movement.
- Express ideas and facts effectively in writing (lab reports), while accessing and make effective use of quantitative information collected from laboratories.

Specific Learning Objectives:

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

- Individually execute and coach the foundational movements covered in the course outline.
- Actively assess, intervene, correct and follow up on technique in the weight room and in warmups.
- Display confidence as to where the fundamental movements and attributes fit on the continuum for specific populations.
- Employ methods for performing various exercises including the proper use of exercise equipment, spotting, and exercise modifications.
- Analyze and triage the controllable and uncontrollable risk factors associated with the movements discussed in the classroom and laboratory (risk mitigation).
- Identify and develop the non-technical or “soft skills” and the role they may or may not play in increasing performance.

Format and Procedures

This course will consist of two 90-minute classroom sessions per week directly followed by a 90-minute laboratory session in the Smith and Laycoe Varsity Training Centre. Any changes to duration or times will be noted in Canvas. Classroom sessions will cover theory and laboratory sessions will be practical in nature. Students will be actively learning, coaching, and executing movements in each lab. Students should be dressed in active wear for the lab portion (comfortable clothing and shoes). Students will have the opportunity to move directly from the classroom to the laboratory to execute movements and principles that had just been covered.

Each class will include lecturing, class discussions and small group discussion. You are responsible for all material covered in class and any information given whether in attendance or not. You are also responsible for getting your own notes from class as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any examinations. Laboratory sessions are mandatory and will contribute towards your final grade.

Important Semester Dates

Classes begin/Our first class	May 17 th ,2022
Lecture Midterm Date	June 7 th , 2022
Laboratory Midterm Date	June 9 th , 2022
Last day of classes	June 22 nd 2022
Final examination period	June 26-June 30th, 2022 Do <u>not</u> schedule holiday travel during this period.

Marking/Grade Breakdown

Evaluation Component		Due Date	Value
Classroom & Lab Participation	PAR-Q submission	Before 2 nd lab	1%
	Class participation	n/a	3%
	Lab participation	n/a	3%
	Attendance	n/a	3%
Written Reports x 6		Weekly on Friday	20% (6 x 3.33%)
Lecture Midterm	Written	Tuesday of week 4	20%
Laboratory Midterm	Practical	Thursday of week 4	20%
Final Examination		June 26-June 30 th ,2022	30%
TOTAL			100%

Lecture and Lab Schedule

Dates	Lectures & Lab Topics
WEEK 1	
Tuesday	<p>Classroom:</p> <ul style="list-style-type: none"> - Basic principles of S&C - Safety & general considerations <p>Weight Room:</p> <ul style="list-style-type: none"> - Tour, safety, and emergency action plan
Thursday	<p>Classroom:</p> <ul style="list-style-type: none"> - Fundamental and foundational movements - Joint by joint approach - Passive assessments (mobility, flexibility, and stability) to qualify for specific movements - RAMP protocol and warmups <p>Weight Room:</p> <ul style="list-style-type: none"> - Using warmups to assess and enhance the fundamental and foundational movements
WEEK 2	
Tuesday	<p>Classroom:</p> <ul style="list-style-type: none"> - Breathing & resisting movement - Bracing & breathing strategies <p>Weight Room:</p> <ul style="list-style-type: none"> - Squat styles & derivatives of the continuum - Qualifying for the squat - Common issues with the squat - <i>Coach/athlete interactions and best practice</i>
Thursday	<p>Classroom:</p> <ul style="list-style-type: none"> - Specific warm up for the squat - Squat set up and technical review - Squat analysis and video review - <i>Video analysis and review</i> <p>Weight Room:</p> <ul style="list-style-type: none"> - Squat derivatives - Corrections for common issues with the squat
WEEK 3	
Tuesday	<p>Classroom:</p> <ul style="list-style-type: none"> - Key attributes in sport and how they can be enhanced in the weight room - <i>Cultural aspects/identifying values and traits</i> <p>Weight Room:</p> <ul style="list-style-type: none"> - Squat warmup and review - Key attributes in sport in a practical setting

Thursday	<p>Classroom:</p> <ul style="list-style-type: none"> - Constructing movement sessions/warmups around key attributes - <i>Identifying and operating successfully within your given environmental constraints</i> <p>Weight Room:</p> <ul style="list-style-type: none"> - Hinge styles, derivatives of the continuum - Qualifying for the hinge - Common issues with the hinge - <i>Garnering respect and attention in a group setting</i>
WEEK 4	
Tuesday	<p>Classroom:</p> <ul style="list-style-type: none"> - Lecture Midterm <p>Weight Room:</p> <ul style="list-style-type: none"> - Hip hinging & derivatives of the hinge continuum - Common issues with hinging - Common corrections for common issues with hinging - <i>Difference in coaching environments(team, individual, small group, public vs. private sector)</i>
Thursday	<p>Classroom:</p> <ul style="list-style-type: none"> - Specific warm up for the hinge - Hinge set up and technical review - Hinge: analysis and video review - Corrections for common issues with hinging <p>Weight Room:</p> <ul style="list-style-type: none"> - Laboratory Midterm
WEEK 5	
Tuesday	<p>Classroom:</p> <ul style="list-style-type: none"> - Specific warm up for the hang clean - Hang clean set up and technical review - Hang clean analysis and video review - Corrections for common issues with the hang clean <p>Weight Room:</p> <ul style="list-style-type: none"> - Intro to the hang clean - Jumping and landing & derivatives of the continuum - Qualifying for specific plyometrics - Common issues with jumping and landing
Thursday	<p>Classroom:</p> <ul style="list-style-type: none"> - Hang clean styles, derivatives of and the continuum - Qualifying for the clean - Common issues with the clean <p>Weight Room:</p> <ul style="list-style-type: none"> - Hang clean derivatives - Specific warm up for jumping and landing - Jumping and landing technical review - Corrections for common issues with jumping and landing
WEEK 6	
Tuesday	<p>Classroom:</p> <ul style="list-style-type: none"> - Injury management, pain scores, and pain management - Discuss differences in jump types - Pain modifications in the squat, hinge, and hang clean - <i>Efficacy of personality trait profiling and learning styles</i> <p>Weight Room:</p> <ul style="list-style-type: none"> - Upper body push/pull, derivatives of the continuum - Qualifying for push/pull movements - Common issues with pushing/pulling
Thursday	<p>Classroom:</p> <ul style="list-style-type: none"> - Pre fatigue prophylactic care (pre-hab)

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| <ul style="list-style-type: none"> - Post fatigue prophylactic care (per-hab) - <i>Working alongside therapy colleagues (Guest speaker)</i> Weight Room: - Specific warm up for pushing/pulling - Push/pull technical review - Push/pull analysis and video review - Corrections for common issues with pushing and pulling - <i>Strength and conditioning and the Lindy Effect</i> |
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*Guest speakers will be invited throughout the term. Dates will be communicated once confirmed.

There will be twelve 90-minute classroom and laboratory sessions each for the term. Students will come to their assigned lab on the specified dates and times. It is the student's responsibility to come prepared (read the lab and any text reading) and on time. Everyone **must attend** each laboratory and expected to participate fully in the lab sessions. Participation means serving as both the coach and the participant. Appropriate dress (gym wear, running or weightlifting shoes and athletic attire) is required during labs. Legitimate excuses for missing labs include illness (physician note required), and compassionate circumstances only. Extended vacations, extra work, etc. do not qualify.

Laboratory Safety procedures will be reviewed during the first lab of the term. Labs involve testing on your classmates and various forms of exercise. You are expected to adhere to the laboratory guidelines at all times. Failure to do so will result in removal from the laboratory setting. All risks and procedures are outlined in the labs posted online and it is your responsibility to review these prior to attending the lab.

Laboratories

Laboratory participation is expected for all participants. Modifications will be given for specific movements and sessions as needed. All laboratory sessions will include a physical component. This includes but is not limited to: demonstrations, participation in a group, leading portions of sessions and evaluation of class mates and guests.

Policies and Expectations

Class and Laboratory Attendance

Regular attendance is expected of students for all lectures and laboratories. Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes (documentation may be requested).

Classroom Participation

Participation will come in the form of daily interaction with the entire class, small groups and in the presence of guest speakers. Everyone will be expected to present to the class at least once during the term.

Laboratory Participation

Participation is mandatory. A large portion of this course will include a kinesthetic awareness that comes from demonstrating and executing given techniques, movement sessions and warmups.

Technology in the classroom and lab

Students are encouraged to take manual notes for both the class and lab portions of this course. Laptops are welcome but not encouraged. Note taking on a laptop encourages verbatim transcription and students no longer process information in a way that is conducive to the give-and-take of a classroom discussion. Laptops also create the temptation to surf the web, check e-mail, or instant message creating

a much less engaged classroom. Laptops will be allowed in the classroom. However, please make sure that you are focused on what is happening in the classroom and engaged in the discussion. Students may be asked to turn their computer off or leave the room if the computer becomes a disruption for the instructor or for other students.

Cell phones, however, are not welcome in the classroom. An exception will be made for the lab portion as you may be asked to film and critique technique. Photos and video filmed within the Smith and Laycoe Varsity Training Centre **may not** be used to share on social media sites or in projects outside of this course. Cell phones are not to be visible or used at any time in the classroom, especially not during quizzes or exams. Phones should be turned off before entering the room and remain off for the duration of class. If there is an extenuating circumstance which requires the student to use the phone during class, kindly step out of the room. Students who use their phone during class time will be asked to put the phone away and may be asked to leave room.

Course analytics:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas and Connect. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

Academic Accommodation for Students with Disabilities

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay.

Academic Integrity

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Copyright:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Permission to record classes must be granted by the instructor.

Readings and Resources

No textbook required. Selected readings for each area will be available on Canvas. A large portion of the course will be based on those materials, scientific research papers/reviews, articles, and guest

speakers. Additional readings will be given in lecture as homework and general concepts from these readings will be testable

Class notes/readings/information will be made available through the course website. Students are encouraged to bring these notes along with paper and pen to class. Notes will be posted 24-hours prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class assignments, or detailed examples, which will be covered in class.

Examinations

Term tests will not be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for the test to be rescheduled. If you do not contact your instructor, you will be given a score of zero on the assessment.

IMPORTANT: IN ORDER TO PASS THE COURSE, STUDENT MUST PASS (> 50%) THE FINAL EXAMINATION. Under no circumstances, is a make-up assignment an option to supplement grades obtained.

Occasionally students will have questions or disagree with the grade they received on an assignment/test. Students should contact the TA **no sooner than 48 hours**, and **no later than one week after the assignment is returned**. If students still have a question about how their assignment/test was evaluated, they are welcome to submit a re-grade request to the instructor **within one week of meeting with the TA** in which Joe will regrade the given assignment/test. Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.

Lab reports:

There will be no “make-up” labs.

Formal written reports will be due after lab #2, #4, #6,#8 and #10 respectively. Applied questions are not to be submitted but they are testable on examinations. Lab reports are due at start of class the following week. Grades will be deducted at a rate of 10% per day if late. Deductions will commence from the date/time the report is due and will accumulate for each subsequent 24-hour period, including holidays and weekends. Reports will no longer be accepted for evaluation 2 days past the due date. Assessment of labs (rubric: scoring tool that lists the criteria used to grade your labs) is posted on Canvas for your viewing.

The UBC grading scale is as follows:

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail me your name and pronoun and how you would like these to be used.