

# NSCA COACHES CONFERENCE

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CHARLOTTE  
N. CAROLINA

 **NSCA**<sup>®</sup>  
NATIONAL STRENGTH AND  
CONDITIONING ASSOCIATION



# Conflict of Interest Statement

- **We have no actual or potential conflict of interest in relation to this presentation.**

# **Classroom to Weight Room: Partnering Education with Coaching Application in the Collegiate Setting**

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# Learning Objectives

1. Understand the importance of having a well-thought-out internship curriculum to educate future strength coaches.
2. Learn how to effectively transition students from the classroom to hands-on coaching, applying theory into practice.
3. Learn strategies to assist future strength coaches in developing a coaching philosophy and presence in the weight room.

# Classroom Learning

**Key Question:** Why is an athlete in the weight room?

- every student must understand the role of resistance training in an athlete's training regimen

**Answer:** To address/improve/optimize physical traits and performance in a manner that cannot be done as effectively elsewhere.

# Classroom Learning

1. Should focus on the 'why'---the background behind the practical application
2. Should provide the foundational knowledge that can be built upon with practical/applied experiences gained in the field
3. Should not be limited to 'book learning' but can provide intro-level application
  - try things out in a lower pressure environment

# Classroom Learning

## *Scientific/Theoretical Background*

1. Physiological adaptations to physical training
2. Overtraining and detraining
3. Periodization theory (30,000 ft view ≠ programming)
4. Basic program design principles with some advanced concepts
5. Critique of various training methods

# Classroom Learning

## *Basic Practical Application*

1. Facility design and management
2. Special populations
3. Exercise technique evaluation
4. Tests and measurements
5. Speed/Agility/Conditioning concepts
6. Power development and Plyometrics
7. Olympic lifts technique and analysis



# Classroom Learning-Facility Design Example

Students are given a square footage and a budget to design a weight room.

Conditions:

1. Room is 'finished' with appropriate flooring, fixtures, plugs, etc.
2. Doors, windows, mirrors, water fountains, supervisor desk, etc. must be labeled.
3. All money must be spent on weight/cardio equipment and should include primarily weight equipment.
4. Website or company name from where the prices were obtained must be provided.
5. A typed list of what equipment is put in the facility with costs itemized and totaled is submitted. Also a drawing of the facility, with all equipment placed and labeled, is included.

# Classroom Learning-Program Design Example

Students are asked to design a 4-month resistance training program for an adult or adolescent athlete. Included are:

- a) muscles to be exercised
- b) exercises for those muscles
- c) equipment to be used
- d) length of periodization phases
- e) set/rep combinations (and type of loading)
- f) rest periods between sets
- g) number of training days per week

\*sport must be specified and program must be partially in season

# Classroom Learning-Tests/Plyos Example

Students are put into groups and set up and demonstrate the test/drill/plyometric exercise, assist people as they run through it, and give some basic indication of what is a good result/proper technique.

Each group submits a brief description of how to set up and perform the test/drill/plyometric exercise (diagrams can be included), as well as athlete or sport-specific norms when applicable (i.e., for a performance test).

# Classroom Learning

1. Meant to give students the tools to understand the reasons why a coach is choosing to implement a particular exercise/program/method with minimal explanation by the coach.
2. Meant to prepare students to learn the 'how' ---the actual application in the form of testing, programming, teaching/coaching, communication, presenting oneself as a professional, etc.

# Where to start?

1. Many universities have some type of exercise science/kinesiology major or classes.
2. While not all have S&C classes, departments may be open to developing these or tailoring existing classes to meet the needs of the Athletics program for student practical experiences.
3. Departments are usually eager to forge new relationships if students can be placed for field experience credit.

# Thank You

NSCA & Scott Caulfield

Appalachian State University-Past and Current S&C Coaches

Mike Stone, PhD

Bill Kraemer, PhD

Dennis Kline

My students----they have challenged me to keep current and provide them with a variety of knowledge, skills, and abilities in the classroom.

# Classroom to Weight Room-In the Trenches

# Internship 101

“As the head strength and conditioning coach, the development of your assistants (interns) is a direct reflection of you as a professional. Ensuring that these young professionals aren't only better coaches but better people because of their experience with you should be a point of emphasis and a point of pride.” Mark Watts



# Where you find your interns & the application process

## **Where do you find your interns?**

1. internally-on campus (exercise science program, etc.)
2. externally-job postings (NSCA, Football Scoop, Strength Performance Network)
3. professional connections

## **What is the selection process?**

Application...do you take just anyone or do you have a process, video, etc.?

## **What are your objectives, expectations, policies & procedures?**

Teachable moments-good, bad, and indifferent

## **Internship Complete**

....now what

# App State Internship Goal

The goal of the Appalachian State Strength and Conditioning internship is to provide an opportunity to gain valuable hands-on experience at a Division I institution. As an intern you will have many different opportunities to work with a variety of athletes from 20 different sports.

# Objectives

1. Assist and monitor speed, strength and conditioning programs for 20 Division I athletic teams.
2. Teach proper lifting technique
3. Assist with spotting
4. Assist in Olympic sport testing
5. Assist with day-to-day set up and break down of weight room
6. Assist with day-to-day operations/maintenance/cleaning of weight room
7. Communicate with coaches, athletes and athletic trainers
8. Demonstrate a working knowledge of computer skills

# Initial Intern Meeting

Rules and Expectations of our interns.....define their role as an intern

1. Be early to everything---15 min rule
2. 2-strike policy
3. Know the workout for the day prior to the group coming in
4. Ask questions at appropriate times and don't assume anything
5. Behavior---act professionally at all times
6. Dress code
7. Working out
8. Weekly meetings---learn by doing (come dressed and ready to participate)

## **Assignment:**

Read <https://www.nasca.com/education/articles/career-series/becoming-a-strength-and-conditioning-coach/>

# Weeks 1 & 2-Observation

Observe both coach and athletes during training sessions. Note cues during exercises, flow of the session, equipment set up/break down, and what the personal interaction is between athlete and coach and/or athlete to athlete.

## **Assignment:**

- a) Develop your mission statement-coaching philosophy-personal statement
- b) Define what is your why

\*\*\*Principle-based (Ron McKeefrey, *CEO Strength Coach*) or Philosophy-based. Principles NEVER change.\*\*\*

# Week 3-Coaching Presence

Coaching Presence - “Be fully present with your heart mind and body when you coach” *Unknown*

1. Define coaching presence-from the moment you step on the floor you are being evaluated
2. Apply corrective feedback and demonstrate exercises\*

## **Assignment:**

Watch 4 step coaching process-Mark Watts

<https://www.elitefts.com/education/coaching-education/watch-the-four-step-coaching-process/>

# Weeks 4-5\*-Lifting Technique

Progression & Regression-“lifting is lifting, playing is playing” Joe Kenn

1. Powerlifts: Squat, Bench & Deadlift (include variations)
2. Olympic Lifts: Snatch, Clean & Jerk (Include variations)
3. Assistance exercises

\*\*Understand coaches may have a different thought process on teaching lifts....high bar squat vs. low bar, vertical shin vs. positive shin angle. Neither are wrong or right. Do what works for who your are working with.

**Assignment: Develop a progression/regression for each main lift**  
i.e., squat: body weight squat, goblet squat, front squat, back squat, overhead squat\*

# Week 6-Cueing & Assessment

What is the intern's ability to explain and demonstrate each lift?

- Can you coach it? Do you know what you are looking for? How do you get your point across to an athlete? How do you fix an issue? What if there is an injury?

**Assignment: Assess the quality of movement of an exercise & provide feedback**

Check off list: ability to explain and demonstrate each lift

Each intern is given a movement and a flaw, drawn out of a hat.

Exercise examples: Squat, Bench, Deadlift, Power Clean

Potential Flaw examples:

squatting on toes, not getting depth in squat, not touching chest on bench, feet kicking and screaming, rounded back on deadlift, pulling bar away from body, reverse curl catch



# Proficiency check-list: explain & demonstrate

- Power Clean
- Hang Clean
- Push Press/Jerk/Split Jerk
- Back Squat
- Front Squat
- Deadlift (conventional, sumo, TB)
- Bench Press-Bar/DB
- Incline
- Chin-up/Pull-up
- RDL
- Glute Ham Raise

Exercise:

<b>Start Position</b>	
<b>Middle Position</b>	
<b>End Position</b>	
<b>Coaching Cues</b>	

# Week 7-Warm-ups

How do you properly warm up for training? What is the goal?

1. Pre lift mobility and specific warm-up
2. Dynamic warm-up for speed work or conditioning

## **Assignment:**

- a) Design and present a mobility session
- b) Design and present a dynamic warm-up

\*\*Interns that are ready to lead warm-ups as early as week 1 are 'thrown into the fire'

# Week 8-Injury Modifications

Working with the Sports Medicine team

1. What questions do you ask?
2. Is the athlete in-season or off-season?
3. What is the rehab process in the training room?
4. Is there a return to play-sport component?

**Assignment: Each intern will be given an injury for which they need to create a 2-week workout around the injury**

Examples: Broken Arm (casted), Stress Fracture-R shin, Quad Contusion, Low Back Strain (muscular)

# Week 9-Basic Programming & Exercise Selection

- Look at long term athletic development over the 4-5 years they are with us. Every athlete will develop differently---no cookie cutter approach. Training ages vary significantly.
- Athletes now “specialize” and have so many weaknesses.
- Areas of weakness and injury prevention selection.
- Make a yearly plan....then throw it out the window--ideal world vs. real world.
- Track and Field Throwers and individual sports are easier to program.
- Can't take a weightlifting program and plop it onto a soccer team.

**Assignment: Pick a sport and write out an 8-week off season workout. Present to group.**

# Weeks 10 & 11-Speed Work

Influenced by Parisi Speed School and Martin Rooney  
Dynamic Warm up and Running Mechanics

1. First step quickness
2. Change of direction
3. Top end speed
4. Conditioning
5. Energy System training

**What sports do they apply to? How?**

**Assignment: Create & run a speed lesson**

# Week 12-Professional Development

- Resume writing
- Making connections and making an impression
- Site visits and conferences (NSCA, PLAE, Hammer Strength)
- Another unpaid internship.....
- Read, read, read: *Conscious Coaching* Brett Bartholomew, *CEO Strength Coach* Ron McKeefery, *Coach's Strength Training Playbook* Joe Kenn, *Grit* Angela Duckworth, *Extreme Ownership* Jacko Williams and Leif Babin, anything by John Gordon
- EliteFts-always has great articles and podcasts
- Martin Rooney-podcast
- Travis Mash-barbell life podcast

# Future of App State Internship Program

- Grow, expand and build on our initial curriculum (undergrads)
- Create a more advanced curriculum for graduate students
- Create a formal evaluation process
- Allow/require all students to receive credit for a semester-long practicum class
- Set up Skype meetings with other programs/coaches
- Keep in touch with past students and receive input as to new areas to cover, what was most/least valuable, etc.

# Links of Interest

How to find a job in strength and conditioning

<https://www.elitefts.com/education/coaching-education/watch-how-to-find-a-strength-and-conditioning-job/>

So you wanna be a strength coach

<https://www.elitefts.com/education/coaching-education/so-you-want-to-be-a-strength-coach/>

The do's and don't's of leadership

<https://www.elitefts.com/education/coaching-education/the-dos-and-donts-of-leadership/>

Grading professionalism in strength and conditioning

<https://www.elitefts.com/education/coaching-education/grading-professionalism-in-collegiate-strength-and-conditioning/>

Simple guide to internship for strength coaches <https://www.elitefts.com/education/the-strength-conditioning-internship-a-simple-guide-for-strength-conditioning-coaches-part-3/>

Perfecting your program Philosophy

<https://www.elitefts.com/education/coaching-education/identifying-why-4-steps-to-perfecting-your-program-philosophy/>



# Thank You

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Every athlete, parent, intern, GA, assistant & head coach I've had the opportunity to work or connect with. You have all made me a better coach & teacher.