



# **NSCA STRENGTH AND CONDITIONING FIELD EXPERIENCE AND INTERNSHIP MANUAL**

A guide for developing and applying best practices in supervised field experiences and internship programs.

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## ***THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION® (NSCA®)***

Founded in 1978, the National Strength and Conditioning Association (NSCA) is an educational nonprofit dedicated to advancing strength and conditioning and sport science professions around the world. The NSCA empowers a community of professionals by disseminating evidence-based knowledge and its practical application through industry-leading certifications, peer-reviewed research journals, career development services, and continuing education. The NSCA community is composed of more than 60,000 certified professionals and members worldwide who further industry standards as researchers, educators, strength and conditioning coaches, performance and sport scientists, personal trainers, tactical professionals, and other related roles.

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# INTRODUCTION

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## ***NSCA STRENGTH AND CONDITIONING FIELD EXPERIENCE AND INTERNSHIP MANUAL***

The *NSCA Strength and Conditioning Field Experience and Internship Manual* was developed by experienced strength and conditioning professionals to provide guidelines for student field experiences and internships. Its primary purpose is to inform CSCS-certified professionals on best practices for administering strength and conditioning internship programs at their place of employment. Each section includes practical guidance, mentorship strategies, and valuable resources to support aspiring strength and conditioning professionals and those completing field experiences to prepare for the **Certified Strength and Conditioning Specialist® (CSCS®)** exam.

Field experiences and internships take place in a variety of settings, from high schools to elite sport, tactical training environments (i.e., military, law enforcement, and fire and rescue departments), health and fitness facilities, and more. This manual serves as a general guide for managing internship programs across diverse environments. While certain sections may be more applicable than others, the information can benefit any strength and conditioning professional by reinforcing the internship and mentorship process. This manual aligns with the **Council on Accreditation of Strength and Conditioning Education (CASCE, pronounced KASS-KEY)** Professional Standards and Guidelines and the CSCS Detailed Content Outline (DCO), bridging academic preparation with applied professional competencies. CASCE is an independent nonprofit accrediting agency that distinguishes higher education strength and conditioning programs with academic rigor and practical excellence through a peer-reviewed accreditation process.

Inside, you will find in-depth coverage in key areas such as internship program policies and procedures, guidelines for CASCE fieldwork experiences, and Practical/Applied topics related to the CSCS exam. The manual also presents NSCA recommendations for allocating internship hours across specific tasks, including direct coaching, education and administration, and facility and session preparation. Further, it includes coaching role progressions to increase interns' competence and confidence throughout their placement. These tools are designed to help you provide meaningful, evidence-based experiences that promote both intern development and the continued advancement of the strength and conditioning profession.

The following sections outline how students, professionals, and educators can apply this manual's guidance within their roles and understand key standards and terminology.

### **Students and Prospective Interns**

Today's students represent the next generation of strength and conditioning professionals. Gaining knowledge and certification are essential to student development, and field experiences and internships are key milestones toward earning the CSCS credential.

The CSCS exam is comprised of two sections that test the candidate's knowledge, skills, and abilities (KSAs) in the Scientific Foundations and Practical/Applied areas. To pass any NSCA certification exam, you must earn a [scaled score](#) of 70 or higher on both sections. The CSCS exam consists of the following:

1. **Scientific Foundations** – 80 scored and 15 non-scored multiple-choice questions.
2. **Practical/Applied** – 110 scored and 15 non-scored multiple-choice questions.

The *NSCA Strength and Conditioning Field Experience and Internship Manual* focuses on the specific content domains of the **Practical/Applied** section. Field experiences should provide opportunities to apply the knowledge and skills gained through academic experience in real-world settings. It is important that interns learn how to apply concepts such as exercise technique, program design, organization and administration, and program implementation beyond the theoretical level to be successful as strength and conditioning professionals.

Find more information about the CSCS and its content areas at [NSCA.com/CSCS](https://www.nscacertification.com/CSCS).

## Strength and Conditioning Professionals

Today's professionals are the mentors and leaders who guide the strength and conditioning profession. As strength and conditioning professionals begin reaching more senior roles, opportunities to lead a staff and oversee an internship program become common.

The *NSCA Strength and Conditioning Field Experience and Internship Manual* includes valuable information for strength and conditioning professionals on how to be effective mentors for students and interns under their guidance. This includes specific instructional techniques, mentorship strategies, administrative factors, legal and human resources considerations, and processes for collaborating with academic institutions.

## Strength and Conditioning Educators

Strength and conditioning educators play a vital role in providing pathways to student success. Beginning in 2030, eligibility for the CSCS exam will require candidates to graduate with a minimum of a Bachelor's in a strength and conditioning-related field from a program accredited by CASCE. CASCE accreditation requirements are designed to elevate the strength and conditioning profession by preparing high-caliber students for fulfilling careers in the field.

Strength and conditioning internships are important milestones for students throughout their academic programs. As a result, multiple field experiences are required for graduation from CASCE-accredited programs. The *NSCA Strength and Conditioning Field Experience and Internship Manual* includes specific scope of practice requirements for internships that comply with CASCE accreditation standards.

## CASCE 2030 Eligibility Requirements — Quick Reference

Beginning **January 1, 2030**, candidates seeking to sit for the **Certified Strength and Conditioning Specialist® (CSCS®)** exam must:

- **Graduate from a CASCE-accredited bachelor's or graduate program** in strength and conditioning or a directly related field.

- Complete the program’s required **field experiences and internships** as outlined by CASCE Professional Standards and Guidelines.
- Demonstrate competency in the **Practical/Applied** content domains included in the CSCS Detailed Content Outline (DCO).

**What this means for programs and internship sites:**

- Academic programs must ensure all field experiences meet CASCE scope of practice requirements.
- Internship supervisors should align instructional opportunities with CASCE expectations, including coaching experience, supervision practices, and applied skill development.
- Students should verify that their required fieldwork experiences align with the curriculum requirements of CASCE-accredited programs.

Refer to the *CASCE Professional Standards and Guidelines* at [NSCA.com/CASCE](https://www.nscac.org/CASCE) for full details.

## How to Use This Manual — Quick Reference

This manual offers practical guidance for everyone involved in strength and conditioning internships. Use the points below to quickly navigate the content most relevant to your role.

### For Students

Use this manual to understand:

- What is expected of you during an internship
- Key professional behaviors (punctuality, communication, confidentiality)
- Coaching progressions from observation to active coaching
- Skills tied to the CSCS Practical/Applied content areas
- Evaluation criteria used by supervisors

### For Strength and Conditioning Professionals

Use this manual to:

- Structure and manage your internship program
- Set expectations and model professional standards
- Provide effective feedback and mentorship
- Allocate internship hours appropriately
- Apply templates, checklists, and proficiency tools

## For Educators and Academic Programs

Use this manual to:

- Align field experiences with CASCE standards
- Connect coursework with real-world competencies
- Communicate expectations with internship sites
- Ensure students meet scope of practice requirements

### Manual Structure at a Glance

1. Introduction – Role definitions and certification context
2. Managing Internships – Expectations, structure, and supervision
3. Areas of Instruction – Practical content domains for hands-on learning
4. Forms & Templates – Evaluation forms, logs, and proficiency tools

This manual is designed so you can read it front-to-back or reference specific sections as needed.

# PROVIDING A QUALITY STRENGTH AND CONDITIONING INTERNSHIP PROGRAM

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The *NSCA Strength and Conditioning Field Experience and Internship Manual* provides guidelines and best practices for administering strength and conditioning student field experiences and internships. As a CSCS-certified professional responsible for administering an internship program, several areas should be considered.

Learn foundational guidelines and considerations for providing the best possible internship experience at your facility or institution, including key areas such as the role of strength and conditioning coach and how to establish guidelines for managing internships.

## **UNDERSTANDING THE ROLE OF A STRENGTH AND CONDITIONING COACH**

As a strength and conditioning internship site supervisor, it is important to understand the full scope of a strength and conditioning coach and what the role entails.

### **What Strength and Conditioning Coaches Do**

Strength and conditioning coaches specialize in training athletes and individuals to improve physical performance and minimize the risk of injury.

Strength and conditioning coaches are professionals who apply foundational knowledge in a practical setting to assess, motivate, educate, and train athletes and individuals for the primary goal of improving sport and athletic performance. They conduct general physical and sport-specific testing, design and implement safe and effective strength training and conditioning programs, and provide guidance to athletes and active individuals on injury risk reduction and nutrition.

Their area of expertise is separate and distinct from the medical, dietetic, athletic training, and sport coaching fields; strength and conditioning coaches consult with and refer athletes and active individuals to those adjacent occupations when appropriate.

### **Work Environments**

Many strength and conditioning coaches work in educational settings, such as colleges, universities, and secondary schools. Strength and conditioning coaches also work with professional sports teams, the military, first responders, and performing artists. Additional work settings include private sports performance facilities, athlete rehabilitation clinics, and recreation centers.

Strength and conditioning coaches often spend their time planning, leading, and managing training sessions in the weight room, in addition to overseeing facility and equipment maintenance to ensure safety.

It is common for strength and conditioning coaches to also support teams and athletes at sport practices and games. This can include frequent work outdoors on sport fields and in other athletic settings. Strength and conditioning coaches who work with teams around sporting events may work evenings or weekends and travel frequently.

## How to Become a Strength and Conditioning Coach

Strength and conditioning coaches often need at least a Bachelor's degree, and Master's degrees are common. Nearly all college and university, professional sports teams, and U.S. government strength and conditioning coach positions require a nationally accredited certification (e.g., CSCS).

In addition to education and certification requirements, leading strength and conditioning associations set minimum standards of at least two internships totaling 300 hours of supervised internship or field experience before entering the occupation.

## Strength and Conditioning Salaries

According to a 2025 salary survey conducted by Employers Council, the average annual wage for strength and conditioning coaches ranged from \$68,089 to \$98,564. Salaries vary according to the sport level, area of the field, and years of experience, with some strength and conditioning coaches in upper-level collegiate and professional sports earning more than \$250,000 annually.

Access a detailed summary and full report of strength and conditioning salaries at [NSCA.com/Salary](https://www.nscac.org/2025/01/2025-salary-survey/).

## ***GUIDELINES FOR MANAGING INTERNSHIPS***

Strength and conditioning interns should recognize the critical importance of professionalism in their field. This includes demonstrating a respectful attitude, punctuality, and a strong work ethic. The internship site supervisor plays a pivotal role in this learning process by modeling professional behavior, providing constructive feedback, and setting clear expectations. Through effective guidance, interns can better understand professional standards and develop the skills necessary for their future careers.

## Setting Clear Expectations

Providing a clear framework for interns and helping them to understand their roles and expectations is essential for them to navigate their new environment effectively. This includes understanding workplace etiquette, schedules and time management, safety, and ethical conduct. With well-defined expectations, interns can focus on their learning and development without ambiguity, gaining valuable insights and practical skills.

The following guidelines can be used to help interns maximize their learning experience and contribute most effectively to your program:

- **Professionalism:** Interns should demonstrate professionalism, punctuality, and a strong work ethic. They are expected to actively participate and apply learned skills.
- **Program Mission and Vision:** Interns should familiarize themselves with the program's mission and vision statements to align their efforts with the organization's goals.
- **Internship Attire:** Interns must adhere to the dress code, which typically includes athletic or professional attire suitable for a gym or training environment.

- **Rules and Regulations:** Interns should be aware of and follow all site-specific rules and regulations.
- **Nutrition and Medical Advice:** Interns must avoid giving nutrition recommendations or medical advice unless they are certified and instructed to do so by their site supervisor.
- **CPR/AED Certification:** Interns must be CPR and AED certified and become familiar with the emergency action plans (EAPs) of their internship sites upon arrival. Basic first aid training is also recommended.
- **Preparedness:** Interns should come prepared with necessary tools, such as a notebook and writing utensils, laptop, or stopwatch, and be ready to engage in daily activities.
- **Confidentiality:** Maintaining confidentiality regarding athlete, client, program, and institutional information is crucial.
- **NSCA Professional Code of Ethics:** Interns should adhere to all [NSCA Codes, Policies, and Procedures](#), including the NSCA Professional Code of Ethics, ensuring ethical and professional behavior at all times.

## Providing a Structured Internship Environment

It is recommended that internship sites develop introductory resources before hosting interns. This should include materials that help interns better understand their roles and responsibilities before arrival and/or within the first week of the experience. Such resources may include the following:

- **Internship Site Handbook:** This comprehensive guide should include all necessary information about the internship program and facility, including expectations, rules and regulations, dress code, confidentiality policies, and more. It serves as a clear reference for interns to understand their roles and responsibilities.
- **Instructional Videos Prepared by Staff:** Prepared videos can provide valuable insights into daily operations, specific tasks, and professional behavior expected from interns. They can also include demonstrations of exercises, safety protocols, and other practical skills relevant to the internship. Videos also allow interns to familiarize themselves with the voice, body language, and mannerisms of those they will be working with. After developing a video library for your internship site, the content can then be easily reused with future interns, as long as the information remains current. This approach saves valuable instructional time and makes the internship learning process more efficient.
- **Internship Reading List:** A curated list of articles, books, and other resources, such as [NSCA TV](#), can help interns deepen their knowledge of strength and conditioning principles, best practices, and industry trends. This reading list can include foundational textbooks, recent research, and other publications. [NSCA Membership](#) and access to campus library resources are often beneficial for interns to access peer-reviewed journals, videos, and other educational resources.

Just as when you work with athletes and clients, an organized approach can enhance the success of your internship program. Well-structured internships offer targeted opportunities to develop technical and interpersonal skills. This includes hands-on tasks, mentorship, and feedback, which are crucial for their professional growth and confidence-building.

## Direct Coaching Experience

Internships must be supervised and guided by a certified professional who is responsible for providing an environment where the intern can succeed. Strength and conditioning internships should include significant time

working with and around teams, groups, athletes, or clients. However, if interns are not yet certified (e.g., CSCS), they cannot be directly in charge of supervising athletes and training sessions. Opportunities for intern direct coaching should always be based on their level of preparedness and certification status. In most cases, an undergraduate student will not be CSCS-certified, whereas a graduate-level student may have earned their CSCS.

Direct coaching experience within internships should begin with **Coaching Observation**. Once an intern has observed multiple sessions and learned enough to progress, the next step is **Coaching Collaboration**. During this stage, the site supervisor shares certain coaching responsibilities with the intern while continuing to provide direct support, supervision, and feedback. The final stage for the intern is **Active Coaching**. At this point, the intern is assigned an independent role in coaching a training session. This includes longer coaching blocks than the collaboration stage, and progresses interns from basic situations, such as one-on-one interactions, to more complex team scenarios, such as managing group activity transitions.

This sequence is designed to progress an intern's instructional abilities, coaching voice, and situational awareness, ensuring safety and productivity in increasingly complex strength and conditioning scenarios. Each stage includes both site supervisor and intern responsibilities, as outlined below:

- **Level 1: Coaching Observation**
  - **Site Supervisor Responsibility:** Lead the training session and provide important perspectives to the intern, explaining the rationale for key areas and decisions.
  - **Intern Responsibility:** Observe, learn, and take notes during the training session to reflect and discuss after it is complete.
- **Level 2: Coaching Collaboration**
  - **Site Supervisor Responsibility:** Lead and instruct the training session with assistance from the intern. Provide adequate instruction and feedback to help ensure success.
  - **Intern Responsibility:** Take a more active role in the training session. This may include spotting (after receiving appropriate instruction), demonstrating an exercise (with instruction from another coach), or introductory problem-solving scenarios (such as basic technique corrections and cueing).
- **Level 3: Active Coaching**
  - **Site Supervisor Responsibility:** Provide the intern with the opportunity to lead and instruct portions of the training session. Include additional time for planning, discussion, and delivering feedback.
  - **Intern Responsibility:** Actively lead and instruct portions of the training session based on the guidelines and policies of your internship site. Ensure that you are well-prepared with your session plan before it begins. Seek feedback on your performance after the training session is finished.

## Educational and Administrative Blocks

Strength and conditioning internship programs should consider incorporating educational and administrative blocks. These include, but are not limited to, staff meetings, group in-services, instructional practice sessions, and

coaching feedback and evaluations. Educational and administrative blocks are valuable for maintaining effective communication, fostering teamwork, and ensuring alignment and productivity. They may also incorporate important updates from senior staff or opportunities to share education. Initially, interns can benefit from listening to what is being discussed. Later, they can present their learnings to the staff.

The frequency and duration of educational and administrative blocks vary by internship site. For example, some strength and conditioning programs hold daily morning staff meetings while others may perform staff in-service and learning sessions during breaks between morning and afternoon training blocks.

**At a minimum, strength and conditioning departments should hold in-person internship and/or combined staff meetings as often as possible for the benefit of the intern.**

When in-person meetings are not possible, it can be beneficial to incorporate virtual and remote learning opportunities. However, because the emphasis of field experience is practical application, the internship curriculum (such as educational articles, videos, and lectures) should be instructional and immediately relevant for integration.

## Facility and Session Preparation

Interns can also be helpful in facility and session preparation. This may include performing daily tasks before and after scheduled training sessions (such as setting up equipment and arranging the weight room for optimal flow), performing basic equipment maintenance to ensure safety, restocking provided nutritional products, setting up and calibrating performance technology devices, and so on.

**While facility and session preparation are important and provide interns with a broader understanding of the processes necessary to manage a strength and conditioning program, this area should represent the smallest portion and time commitment of the internship experience.**

Interns should be taught the practical applications of NSCA facility, equipment, and organization requirements for optimizing weight room function and safety. Some NSCA resources that include strength and conditioning facility and equipment requirements include the latest editions of the NSCA's *Essentials of Strength Training and Conditioning* and the NSCA's *Exercise Technique Manual for Resistance Training* in the [NSCA Bookstore](#), as well as the [NSCA Strength and Conditioning Professional Standards and Guidelines](#) position paper.

## Allocation of Internship Hours

A well-structured internship program ensures that interns gain meaningful, practical experience that prepares them for professional success.

It is important that interns working in the weight room are not recruited for the primary purpose of inexpensive staffing support. Each area of the strength and conditioning internship experience should provide educational value to the intern. It is recommended that student internships and field experiences adhere to the following breakdown of hours, based on the percentage of total internship hours to account for experience length:

- **Direct Coaching Experience – 50–70% of Internship Hours:** Most of the time should be spent observing and working with teams, groups, athletes, or clients in a supervised environment.
- **Educational and Administrative Blocks – 20–40% of Internship Hours:** This includes staff meetings, in-services, instructional practice, coaching feedback, and evaluations.

- **Facility and Session Preparation – 10–20% of Internship Hours:** The smallest portion of the internship should include facility maintenance, restocking, sport technology support, logistics, transporting, and setting up and taking down equipment.

## **PROVIDING EFFECTIVE FEEDBACK TO INTERNS**

Internship supervisors should apply best practices to provide effective, research-backed feedback and create a structured, productive learning environment. Emphasis should be placed on building rapport, delivering actionable feedback, and fostering a growth-focused environment through self-assessment, peer assessment, and ongoing constructive feedback.

### **Observation**

Feedback is most effective when delivered promptly by the person who directly observed the behavior, rather than through a third party.

- **Application:** As the internship supervisor, ensure you provide feedback directly based on your own observations. Avoid relying solely on secondhand input from other staff members, as this can reduce its relevance and accuracy.

### **Building Credibility and Rapport**

Feedback is most effective when delivered by someone viewed as credible or with whom you have a positive rapport. Building a trusting relationship with your intern can increase their openness to receiving and applying feedback.

- **Application:** Invest time in building rapport with your intern. Engage in regular, positive interactions, both within and outside the traditional norms of strength and conditioning culture, that demonstrate your commitment to their growth. This trust will make them more receptive to constructive feedback and enhance their learning experience.

### **Actionable, Specific, and Task-Oriented**

Effective feedback is actionable, detailed, and aimed at a specific task. Feedback should guide interns with concrete steps to improve, rather than vague suggestions.

- **Application:** When giving feedback, point out specific examples of behavior or performance that need improvement. Follow this with clear, actionable steps the intern can take to make the change. For example, if an intern struggled to lead a warm-up, provide feedback on what aspect was lacking (e.g., voice projection, timing) and offer direct suggestions to improve for the next session. Also, remember to celebrate the positives and highlight the strengths of the intern, especially if they have grown from a previous assessment.

### **Narrowing to Key Points**

Overwhelming an intern with too many points of feedback can result in limited improvement. Instead, focus on one to three key points per task, similar to effective coaching cues.

- **Application:** When giving feedback, select the most critical areas for improvement. For example, if an intern needs to improve multiple aspects of athlete engagement, choose the top one or two areas with the most immediate impact. This approach makes feedback more digestible and actionable.

## Timely Feedback

Feedback should be provided promptly after observed behavior, allowing the intern to implement changes in future sessions. Timely feedback is vital for learning, as it gives interns the opportunity to practice adjustments before developing habits that are harder to change.

- **Application:** Try to give feedback immediately after a session or task. For example, if an intern struggled to lead the warm-up, provide feedback right after and encourage them to apply it in the next session. This immediate application reinforces learning.

## Continuous Feedback

Frequent feedback throughout the internship helps interns improve their self-perception and make immediate adjustments, preventing a buildup of issues that may feel overwhelming by mid-internship or end-of-term evaluations.

- **Application:** Provide regular feedback after each session or key task. By addressing small improvements frequently, interns will feel more supported and motivated, and they can adjust consistently. Waiting until mid-term or final evaluations may leave them feeling discouraged, especially if they realize they've been making the same mistakes for an extended period.

## Self-Assessment and Peer Assessment

Self- and peer assessment can be effective tools for promoting self-awareness, accountability, and buy-in to the learning process. These methods can also reduce the need for supervisor feedback on every task.

- **Application:** Create opportunities for interns to evaluate their own performance and, if possible, give feedback to each other. This can be as simple as asking the intern to reflect on their strengths and areas for improvement after a session. Peer feedback sessions, where interns observe and share insights with one another, can also foster learning and reduce reliance on the supervisor for constant feedback.

## Low-Stakes Opportunities

Interns are often more receptive to feedback in low-stakes environments. Although formal assessments are necessary at the mid-term and end of the internship, research suggests that frequent, low-stakes feedback opportunities can encourage interns to be more open to guidance without feeling defensive.

- **Application:** Implement regular lower-stakes feedback sessions. For instance, a quick, informal discussion after a training session or a brief weekly check-in can make feedback feel less daunting and more collaborative. This ongoing communication promotes a supportive atmosphere where interns are encouraged to grow.

Effective feedback is a powerful tool for guiding interns through their field experience. By establishing clear expectations, providing timely observed feedback, building rapport, and utilizing actionable guidance, supervisors can create a positive, growth-focused environment. The combination of self-assessment, peer-assessment, and low-stakes feedback also promotes a balanced learning experience that equips interns for success in the field.

## EFFECTIVE MENTORING IN INTERNSHIP ENVIRONMENTS

The strength and conditioning internship supervisor plays a crucial role in guiding interns through key milestones and progressions to ensure a positive, enriching experience. Effective professional mentorship involves fostering a supportive relationship that encourages interns to think strategically about their development and future beyond the internship. As a mentor, you can help interns refine essential skills, articulate their goals, and provide a safe space to discuss challenges, address issues, and build confidence.

### Mentoring Skills

Effective mentoring demands a well-defined and diverse skill set, a genuine passion for nurturing another person's growth, and, most importantly, a significant investment of time, energy, and enthusiasm. Areas previously discussed, such as setting realistic goals and providing effective feedback, are important aspects.

As an internship supervisor and mentor, it is important that you maintain regular contact and are responsive to build a strong mentoring relationship. Being a mentor often involves asking thought-provoking questions to encourage self-reflection and development. The following communication skills can help you as a mentor:

- **Active Listening:** Effective communication requires active listening, such as paraphrasing what you heard to confirm understanding. Repeating and summarizing what the intern says can allow for further reflection.
- **Paying Attention to Non-Verbal Cues:** These may include silence, facial expressions, body language, and overall comfort. Recognizing when interns are not fully comfortable allows you to ask open-ended questions that can uncover potential feelings or fears. For example, if your intern withdraws whenever you bring up Olympic lift instruction, you might ask, "I notice that every time I bring up Olympic movements, you seem uncomfortable. What are your feelings about this?"

### Understanding the Mentoring Commitment

By supervising a strength and conditioning internship, you are in a position of responsibility as a mentor. This responsibility should not be taken lightly; before you make the commitment, carefully consider the following:

- What benefits might you gain from being a mentor?
- Is your facility or program a good fit for mentoring strength and conditioning interns? Why or why not?
- Do you have the time and energy to mentor a strength and conditioning intern?
- How many interns can you effectively mentor based on your facility and program?

### Professional Boundaries

As a site supervisor, your role is to guide and support interns without solving problems for them. Effective mentorship requires clear boundaries and professionalism in every interaction.

- **Maintain Professional Conduct with Interns:** Internships are formative experiences for many students and young professionals. Supervisors should model appropriate workplace standards and maintain clear professional boundaries. Personal relationships with interns should be avoided, as they can skew workplace dynamics, lead to inappropriate conduct, and create ethical and legal risks.

- **Give Interns a Strong Sense of Purpose:** Because interns often become extensions of your staff and program, it is important to provide a clear sense of purpose and significance behind their work. Beyond simply assigning duties (such as cleaning the weight room, setting up equipment stations, or coaching an exercise a specific way), ensure they understand why their work matters to reinforce their sense of self-worth and commitment to the program.
- **Do Not Guarantee Post-Internship Employment:** It is important to note that offering interns employment at the end of their internship should not be an expectation. While it may occasionally occur that an intern is a perfect fit for an available opportunity, this is the exception, not the norm.
- **Understand Mentor Versus Counselor Relationships:** It is important to distinguish between the roles of a mentor and a counselor. Career mentorship during internships is valuable and should include personalized feedback and professional guidance. However, mentorship should not replace academic, mental health, financial, or other specialized counseling services.

Good mentors are role models who help accelerate their mentees' growth. Incorporating the mentorship best practices above can reinforce positive relationships and create lasting lessons for a successful career ahead.

## Inclusive and Accessible Coaching Environments

Strength and conditioning professionals play an important role in creating training environments that are respectful, safe, and accessible for all athletes and interns. Internship supervisors should model inclusive coaching practices and ensure individuals of diverse backgrounds, abilities, and identities can participate fully in training activities. The following guidelines can support inclusive and accessible coaching environments:

- **Promote Respect and Belonging:** Create a professional environment where all athletes and interns feel valued and included, regardless of gender identity, race, ethnicity, age, disability, body type, training experience, or cultural background.
- **Use Inclusive Coaching Language:** Avoid assumptions and use language that is encouraging, neutral, and athlete-centered. This includes addressing individuals by their preferred names and pronouns and avoiding stigmatizing or comparative statements.
- **Ensure Physical Accessibility:** Evaluate the training environment for accessibility barriers. This may include equipment spacing, safe traffic flow, access to restrooms and water stations, and availability of alternative exercise options for athletes with mobility or physical limitations.
- **Adapt Training When Needed:** Provide appropriate modifications or alternative exercises for individuals recovering from injury, those with disabilities, or athletes returning gradually to training. Adaptations should align with scope of practice guidelines and, when appropriate, be coordinated with medical or performance staff.
- **Foster Psychological Safety:** Encourage questions, acknowledge learning progress, and create an environment where mistakes are treated as learning opportunities. This is essential for both interns and athletes to develop confidence and competence.

- **Be Aware of Power Dynamics:** Maintain professional boundaries and model appropriate behavior at all times. Be mindful of how feedback is delivered and how interns and athletes may perceive coaching cues or corrections.
- **Respect Cultural and Personal Differences:** Be attentive to cultural practices, religious considerations, personal comfort levels, and communication preferences. When appropriate, ask clarifying questions rather than making assumptions.
- **Report and Address Concerns Promptly:** Follow institutional procedures for reporting harassment, discrimination, or safety concerns. Supervisors should be proactive in addressing behavior that threatens a respectful or inclusive environment.

*Note: These guidelines support professionalism and safety in coaching settings. Internship sites should follow all applicable institutional policies and consult Human Resources or compliance offices when specific inclusion or accessibility requirements arise.*

# STRENGTH AND CONDITIONING INTERNSHIP AREAS OF INSTRUCTION

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Curriculum design for strength and conditioning internship programs should reflect the profession's defined scope of practice. The following information is derived from three primary sources: the [NSCA Strength and Conditioning Professional Standards and Guidelines](#), [CASCE Professional Standards and Guidelines](#), and the [CSCS Detailed Content Outline \(DCO\)](#).

## ***WHAT TO INCLUDE IN YOUR STRENGTH AND CONDITIONING INTERNSHIP PROGRAM***

Because strength and conditioning internships are critical to student and professional development, site supervisors are encouraged to ensure that the breadth of their internship curriculum meaningfully advances learning. Not every internship site will cover all areas in this section, as the specific sport(s) and internship sector (e.g., college football versus older adults) determine program emphasis. Nevertheless, interns are expected to gain diverse and comprehensive experiences across multiple areas of the field.

Internship experiences should include topics that bridge the gap between the science of strength and conditioning and hands-on practical application. A detailed list of key areas is available within the scope-of-practice documents listed at the top of this section, while specific areas to include in your internship are summarized here.

### **Warm-Up and Flexibility Training**

Strength and conditioning interns must learn to teach and evaluate movement preparation. This includes various types of stretching, such as static and dynamic stretching, soft-tissue work, proprioceptive neuromuscular facilitation (PNF), central nervous system (CNS) preparation, and common warm-ups, such as the RAMP protocol (i.e., raise, activate, mobilize, and potentiate).

In addition to the warm-up, interns should be able to implement and instruct mobility and flexibility training at various points within a session (e.g., inter-set or post-workout). Developing an applied understanding of common restoration techniques, such as breathing and active recovery methods (e.g., yoga, Pilates), is also beneficial.

### **Exercise Technique**

Interns should learn to perform and instruct bodyweight, machine-based, and free weight exercises (e.g., barbells, dumbbells, kettlebells); incorporate variable-resistance training methods; and properly demonstrate and teach bilateral and unilateral exercises. Training should also incorporate alternative modes and implement-based exercises (e.g., sleds, logs, tires, flywheels, ropes, sandbags, medicine balls, resistance bands) as well as core stability and balance drills. Specific intern abilities include the following:

- **Demonstrating or Explaining an Exercise:** Demonstrate and explain movement patterns and technique, emphasizing body position, mechanics, and breathing.
- **Exercise Cueing and Motivation:** Assess, cue, and modify based on readiness, competency, and safety.
- **Coaching Explosive Movements:** Teach basic progressions and regressions of Olympic-style lifts (e.g., lifting positions, derivatives, and variations) along with plyometric training that accounts for ground surface, age, and safety considerations.

## Safety Procedures and Spotting

Interns must learn to apply safety protocols that account for specific athlete and equipment needs. This is particularly important when coaching athletes in proper exercise setup. For example, determining when to use a spotter and safety equipment (e.g., racks, platforms, plates, safety bars, straps) are important benchmarks for interns. Developing proficiency in spotting techniques for various free weight exercises is also essential.

## Test Selection and Administration

Interns should gain experience organizing and administering field and laboratory athletic performance tests. They should also learn to evaluate test quality in real-world scenarios (e.g., validity and reliability), provide testing instructions to athletes, score results, and interpret them using common statistical techniques.

Common athletic performance tests used in strength and conditioning include:

- **1-RM Tests:** Power Clean, Bench Press, Back Squat, Deadlift
- **Aerobic Capacity:** 1.5-Mile Run Test, 12-Minute Run Test, Yo-Yo Intermittent Recovery Test
- **Agility Tests:** T-Test, Hexagon Test, Pro-Agility Test, 505 Agility Test
- **Anaerobic Capacity:** 300-Yard Shuttle
- **Balance and Stability Tests:** Balance Error Scoring System (BESS), Star Excursion Balance Test (SEBT)
- **Body Composition/Anthropometric Tests:** Height, Weight, Skinfold Testing, Girth Measurements
- **Flexibility Tests:** Sit-and-Reach Test, Overhead Squat Test
- **Jump Tests:** Vertical Jump Test, Standing Long Jump Test
- **Local Muscle Endurance Tests:** Partial Curl-Up, Push-Up, Sit-Up
- **Speed Tests:** Straight-Line Sprint Tests

With advancements in sport science, interns should also become proficient in utilizing valid and reliable technology systems, such as:

- **App-Integrated Strength Tracking:** Barbell velocity apps using phone cameras, Bluetooth-enabled sensor systems
- **Body Composition Devices:** Calipers, Bioelectrical Impedance Machines

- **Camera-Based Motion Analysis:** 2D/3D video capture systems for technique review and biomechanical screening
- **Force Plates:** Often used for vertical jump and power testing
- **Mobile Force & Timing Solutions:** Portable jump mats, smartphone-based contact-time systems, mobile sprint timing apps
- **Movement and Workload Tracking Devices:** Global Positioning Systems (GPS), Local Positioning Systems (LPS), Wearables
- **Readiness & Recovery Tools:** Heart-rate variability (HRV) apps, sleep-tracking wearables, wellness monitoring platforms
- **Speed Timing Gates:** Laser Timing Devices
- **Training Load Monitoring:** Cloud-based platforms integrating wellness surveys, GPS/LPS metrics, and session RPE
- **Velocity-Based Training Devices:** Linear Position Transducers, Accelerometers, Camera Systems

## Periodization and Programming

Interns should learn to create strength and conditioning programs for specific sports or training populations. Program design should incorporate anaerobic and aerobic development, linear or undulating periodization, seasonal training strategies (e.g., off-season, pre-season, in-season), and sequential training phases and cycles (e.g., macro-, meso-, and micro-cycles).

Programming should include a needs analysis that involves the following steps:

- **Evaluate the sport** (movement, physiological, and injury analysis).
- **Review the athlete's history** (injury history, training status, and primary training goals).
- **Select assessments** (screening, performance testing, and monitoring).
- **Analyze and benchmark** assessment results.
- **Communicate recommendations** based on the needs analysis to stakeholders.

Based on the outcomes of a needs analysis, training programs are designed to maximize performance and minimize injury potential, incorporating the following steps:

- **Incorporate various training methods and modes** (e.g., anaerobic, aerobic, muscular endurance, hypertrophy, strength, power, energy system development).
- **Exercise selection.**
- **Determine exercise order.**
- **Determine exercise intensities.**
- **Determine training volumes** (i.e., number of sets and repetitions).

- **Determine rest and recovery** (i.e., work-to-rest periods, time between sessions, training frequency, recovery and unloading phases within the macrocycle).
- **Identify periodization strategies based on season** (i.e., pre-season, in-season, off-season) **and demands** of sport, athlete/team needs, training age, and training goals (e.g., linear, nonlinear, undulating). **Incorporate sequential training phases and cycles** (e.g., macro-, meso-, and micro-cycles).
- **Design programs for athletes** during the injury, reconditioning, or return-to-play period in collaboration with a medical or interdisciplinary team.
- **Communicate and discuss** program goals, design, and expected outcomes with stakeholders.

## Speed, Agility, and Plyometrics

Interns must learn a variety of techniques that extend beyond the weight room. Common examples include speed, agility, and plyometric drills and programs. Interns should be taught a range of drills and methods to improve speed and change of direction.

Specific skills and abilities for interns include:

- **Efficiently set up** common speed, agility, and plyometric drills using cones and field markers.
- **Screen the environment and surface** for safety concerns (e.g., surface wear and tear, sprint-deceleration area, excessive heat or cold).
- **Differentiate instruction** between sprint acceleration mechanics and top-speed running mechanics.
- **Instruct and evaluate athletes** in a variety of speed, agility, and plyometric drills to optimize performance and reduce injury risk.

# FORMS AND TEMPLATES

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The following forms, templates, and checklists can be used to initiate and facilitate a strength and conditioning internship. These documents are designed to assist site supervisors, educators, and interns in developing and completing an internship experience. Each template is intended as a guide and should be adapted to meet the specific needs of your program or educational institution.

*\*Forms are for general use and are not required to be used by CASCE.*

## INTERNSHIP JOB DESCRIPTION

Name of Internship Site: \_\_\_\_\_ [*insert name of institution*]

### Internship Description:

\_\_\_\_\_ [*insert name of institution*] is seeking highly motivated candidates to fill \_\_\_\_\_ [*e.g., fall/spring/summer*] internship positions. Individuals will gain knowledge and experience in a \_\_\_\_\_ [*describe setting; e.g., high school, collegiate, professional, tactical, private sector*] strength and conditioning setting.

The internship program is designed to provide interns with the opportunity to apply the knowledge and skills they have gained through their academic experience in a real-world environment. Over the course of the program, the interns will become fully immersed in the daily operations and directly involved with tasks and projects that contribute to the success of their department.

**Supervisor:** Head Strength and Conditioning Coach

**Internship Location:** This is an in-person internship in \_\_\_\_\_ [*state the specific location*].

**Term:** Fall, Spring, or Summer [*include specific months*].

### Internship Duties and Responsibilities:

- Duties include, but are not limited to, set-up and breakdown of equipment, daily facility maintenance, supervision and execution of training programs (under the guidance and direction of CSCS-certified staff), and the use and troubleshooting of sports performance technology.
- Interns will take part in the \_\_\_\_\_ [*insert name of institution*] internship curriculum, which covers warm-up and flexibility training, exercise technique, safety and spotting, test selection and administration, periodization and program design, and speed, agility, and plyometric training. [*Optional:*] This may be followed by a case study presentation or other assignment at the end of the internship, as determined by the site supervisor or academic program.
- Serve in an interdisciplinary role with other technical areas and departments as required (e.g., sport coaches, sports medicine, performance and sport science, sports nutrition, performance psychology, athletic administration, or front office personnel).

### Qualifications:

- Must be currently enrolled in a relevant degree-seeking academic program [*if for academic credit*].
- Possess or be working toward the NSCA's CSCS certification.
- CPR/AED and First Aid certification.

- Demonstrates outstanding work ethic and attention to detail.
- Able to work independently on assigned tasks and to deliver outcomes effectively.
- Strong desire to work as strength and conditioning coach with \_\_\_\_ [*insert information about the specific training population of the internship program*].
- Knowledge of the NSCA Strength and Conditioning Professional Standards and Guidelines.

**Physical Requirements:** [*See the legal disclaimer.*]

- Ability to visually monitor athletes [*or clients*] and demonstrate the appropriate skills and techniques used in training.
- Ability to sit, stand, lift, carry, reach, squat, climb stairs, kneel, and move heavy equipment or boxes.
- Reasonable accommodation will be provided to ensure individuals with disabilities can perform essential internship functions.

**Additional Areas to Consider:** Equipment and materials handled, working environment, and application instructions. [*See the legal disclaimer below. Consider this section as needed, based on the requirements of each institution and internship program.*]

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**\*Legal Disclaimer:** *This disclaimer (not to be included in the position description) pertains specifically to the following areas: Physical Requirements, Equipment and Materials Handled, Working Environment, and Compensation. Institutions offering internship programs should consult their human resources (HR) and legal departments to determine the appropriate language and requirements for these sections. Requirements will be based on state and federal law, as well as the specific policies of the institution and department. These sections may also include statements outlining any fringe benefits to be received, or not received, by the interns, such as relocation, housing, transportation assistance, and athletic apparel. HR should also provide appropriate language related to non-discriminatory hiring practices, including provisions for individuals with disabilities.*

## Human Resources & Legal Considerations

**Disclaimer:** *The following checklist is provided for informational purposes only. It is not legal advice, does not constitute guidance from the NSCA or your institution's legal counsel, and should not be used as a substitute for consultation with your organization's Human Resources department, legal professionals, or compliance officers. Internship sites must follow all applicable institutional policies and federal, state, and local laws.*

To help promote consistency with institutional policies, regulatory requirements, and professional best practices, internship sites **may find it helpful to review the following items** before onboarding interns:

### 1. Internship Classification

Confirm whether the internship is classified as:

- For-Academic Credit Internship (unpaid, approved by a university)
- Paid Internship / Employee Role
- Volunteer Role (must meet legal criteria to avoid misclassification)
- Externship / Observation-Based Experience

*Note: The [U.S. Department of Labor's "Primary Beneficiary Test"](#) helps determine whether an intern must be paid. Internship sites should consult HR/legal teams to ensure proper classification.*

### 2. Required Documentation

- Signed Internship Agreement or Learning Contract
- Confidentiality / Non-Disclosure Agreement (NDA)
- Photo & Video Release Form (for social media or educational content)
- Emergency contact form
- Any institution-specific onboarding documents (e.g., background check, liability waiver)

### 3. Safety, Compliance & Risk Management

- Review of Emergency Action Plans (EAPs) and site-specific safety protocols
- Verification of CPR/AED certification
- Overview of reporting procedures for injuries, misconduct, or safety concerns
- Tour of facility safety features (exits, AED locations, first aid, etc.)

### 4. Workplace Conduct & Boundaries

- Clear explanation of professional boundaries, including:
  - Coaches/interns relationships
  - Appropriate communication expectations

- Social media and technology use

- Review of institutional Code of Conduct, Harassment Policies, and Non-Discrimination Statements

## 5. Accessibility & Accommodations

- Process for requesting reasonable accommodations
- Confirmation that essential functions of the internship are communicated transparently
- ADA/Title IX coordination where applicable

## 6. Compensation, Hours, and Scheduling

- Clarification of whether compensation, stipends, meals, housing, or apparel are provided
- Expected weekly hours and scheduling (including nights/weekends if relevant)
- Overtime rules (if paid)
- Attendance expectations and procedure for reporting absences

## 7. Insurance & Liability

- Determine whether the intern is covered under:
  - University liability insurance
  - Site liability policy
  - Personal liability policy (if required)
  - Clarify responsibility for injuries sustained during the internship

## Internship Hours Verification

To ensure accurate documentation of field experience hours for academic programs, CASCE-aligned requirements, and internal program records, internship sites should implement a consistent hours verification process. The following practices are recommended for supervisors and interns:

- **Daily Sign Off:** Interns should log their hours each day, with the site supervisor providing initials or digital approval for each entry.
- **Weekly Verification:** Supervisors should review the week's entries for accuracy and sign the bottom of the log or approve the digital submission.
- **Monthly or Mid-Term Review:** Academic programs may require periodic verification. Supervisors should ensure logs are current and accurate before mid-term check-ins.
- **Final Hours Confirmation:** At the end of the internship, supervisors should certify total internship hours in accordance with the expectations of the academic institution or CASCE-accredited program.

### Digital Logging Options (Optional)

Internship sites may choose to use digital hour tracking systems in place of paper logs. Programs commonly use learning management systems (LMS), shared spreadsheets, or commercial coaching platforms with time tracking features. Sites adopting digital logs should ensure:

- Both intern and supervisor have access to the system
- Entries include date, time in/out, and a supervisor approval function
- Records can be exported or submitted to academic programs if required

*Note: These recommendations are provided for organizational guidance and do not replace academic program requirements. Internship sites must follow the verification procedures set by the intern's educational institution.*



# INTERNSHIP EVALUATION FORM

Strength and Conditioning Internship Program

[Organization/Institution Name]

Intern Name: \_\_\_\_\_

Internship Location: \_\_\_\_\_

Site Supervisor Name: \_\_\_\_\_

Evaluation Period:  Mid-term  End of Internship

Evaluation Date: \_\_\_\_\_

Department/Team/Sport(s) Assignment: \_\_\_\_\_

## Evaluation Categories:

Each bullet point within each category should be rated on a scale from 1 to 5. Add up the total for each category in the **Total Score** box.

- **Score of 5 – Excellent:** Consistently exceeds expectations with high-quality work, strong initiative, and independent reliability. Demonstrates advanced understanding or performance for an intern at this stage.
- **Score of 4 – Good:** Fully meets expectations and performs assigned tasks with competence and professionalism. Occasional guidance may be needed, but performance is strong and consistent.
- **Score of 3 – Satisfactory:** Meets basic expectations but shows noticeable room for improvement. Requires regular supervision or reminders in at least one key area. This is an acceptable score for early-stage interns but indicates developmental needs.
- **Score of 2 – Needs Improvement:** Performance is inconsistent or below expected standards for an intern. Requires frequent supervision, reminders, or corrective feedback. A development plan or additional coaching is recommended.
- **Score of 1 – Unsatisfactory:** Does not meet expectations in important areas of performance. Demonstrates ongoing issues despite feedback. Supervisor should document concerns and notify the academic program promptly.

## 1. Professionalism and Work Ethic

Arrives on time, prepared, and appropriately dressed	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Demonstrates a strong work ethic and takes responsibility for tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Maintains a positive attitude and remains composed under pressure	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Exhibits respect and adherence to workplace policies	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

## 2. Communication Skills

Effectively communicates with athletes, coaches, and staff	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Uses clear, professional language in verbal and written communication	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Listens actively and responds appropriately to questions and feedback	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Provides constructive and motivational feedback to athletes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

## 3. Knowledge of Strength and Conditioning Principles

Demonstrates understanding of core training principles, such as biomechanics and physiology	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Accurately applies exercise science in practical scenarios	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Shows awareness of age, skill, and sport-specific adaptations in training	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Remains informed on emerging topics and methodologies in the profession	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

## 4. Technical Skills and Coaching Ability

Effectively demonstrates exercises and ensures athlete safety	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Assesses and corrects athlete form and technique with precision	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Uses technology (as applicable) and equipment confidently (e.g., gym software, exercise machines)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Conducts warm-up, conditioning, and cool-down sessions skillfully	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

## 5. Initiative and Dependability

Proactively takes on tasks and seeks ways to support the program	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Follows through on tasks to completion with attention to detail	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Displays strong organizational skills and time management	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Eager to seek out learning and professional development opportunities	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

## 6. Interpersonal Skills and Athlete Rapport

Establishes positive relationships with athletes and promotes inclusivity	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Demonstrates empathy and understanding of individual athlete needs	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Fosters a supportive, motivational, and safe environment	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Handles conflicts or challenges diplomatically	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

### 7. Adaptability and Problem-Solving

Demonstrates flexibility in adjusting plans based on changing circumstances	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Thinks critically and applies solutions to on-the-spot challenges	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Shows resourcefulness in managing unexpected issues (e.g., injuries, equipment limitations)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Embraces constructive criticism and adjusts approach accordingly	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

### 8. Leadership Qualities

Displays potential to lead small group sessions effectively	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Shows confidence in managing workouts independently when appropriate	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Volunteers for additional responsibilities and contributes ideas	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Encourages a positive, team-oriented environment among interns and staff	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

### 9. Programming and Session Planning Skills

Assists effectively in designing and implementing training plans	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Adapts programming based on athlete feedback, progress, and limitations	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Demonstrates an understanding of periodization and training cycles	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Ensures programming aligns with specific sport, season, and individual needs	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

### 10. Safety Awareness and Risk Management

Prioritizes athlete safety and adheres to risk management protocols	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Recognizes and responds promptly to signs of injury or fatigue in athletes	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Uses proper spotting and coaching techniques to reduce injury risk	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Promotes awareness of safety protocols among athletes and staff	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<b>Total Score / 20</b>	

### 11. Combined Score Report:

Category	Score	Maximum Points
Professionalism and Work Ethic		20
Communication Skills		20
Knowledge of Strength and Conditioning Principles		20
Technical Skills and Coaching Ability		20
Initiative and Dependability		20
Interpersonal Skills and Athlete Rapport		20
Adaptability and Problem Solving		20
Leadership Qualities		20
Programming and Session Planning Skills		20
Safety Awareness and Risk Management		20
<b>TOTAL</b>		<b>200</b>

#### Overall Performance Summary:

Provide a summary of the intern's overall strengths and areas for development based on the evaluation period.

#### Strengths:

Areas for Improvement:

Additional Recommendations:

Site Supervisor Signature \_\_\_\_\_

## WARM-UP AND FLEXIBILITY TRAINING – PROFICIENCY CHECK

**Instructions for Site Supervisor:** Circle the appropriate point for the criteria listed below. All proficiencies must include the total points and the site supervisor’s printed name and signature. If an intern is given a score of *Novice* or *Basic*, provide an explanation in the comments section.

Intern Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

### Warm-Up:

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>Lacks clear understanding of warm-up components and goals for the setting/situation; has difficulty verbally communicating.</li> <li>Designs an inefficient warm-up that does not meet the intended goals.</li> <li>Unable to perform or lead a warm-up session effectively; provides no feedback or cues to athlete(s).</li> </ul>	<b>3</b>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>Displays basic understanding of warm-up components and goals for the setting/situation.</li> <li>Designs a warm-up that does not fully meet the intended goals.</li> <li>Able to lead a warm-up session with basic instruction; provides minimal feedback and cues.</li> </ul>	<b>6</b>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>Clearly describes warm-up components and goals for the setting/situation.</li> <li>Designs an effective warm-up that meets the intended goals.</li> <li>Leads an efficient warm-up session; provides proficient feedback and cues.</li> </ul>	<b>8.5</b>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>Displays a thorough understanding of warm-up components and matching goals for the setting/situation.</li> <li>Designs an effective warm-up that exceeds all intended goals.</li> <li>Leads a highly efficient warm-up session; provides strong feedback and cues.</li> </ul>	<b>10</b>

Comments:

Flexibility:

Criteria		Points
Novice	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>• Has difficulty explaining the role of flexibility in movement performance and decreasing injury risk.</li> <li>• Struggles to provide correct examples of specific stretch types (e.g., static, dynamic, PNF).</li> <li>• Unable to lead a flexibility session in an organized and timely manner.</li> <li>• Demonstrates improper form and technique.</li> </ul>	3
Basic	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>• Communicates basic understanding of the role of flexibility in movement performance and decreasing injury risk.</li> <li>• Displays basic knowledge of specific stretch types and examples</li> <li>• Able to lead a flexibility session in an organized and timely manner.</li> <li>• Demonstrates basic understanding of form and technique.</li> </ul>	6
Proficient	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>• Clearly explains the role of flexibility in movement performance and decreasing injury risk.</li> <li>• Provides multiple examples of stretch types.</li> <li>• Leads and explains a flexibility session in an organized and timely manner.</li> <li>• Demonstrates proper form and technique.</li> </ul>	8.5
Advanced	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>• Shows thorough understanding of the role of flexibility in movement performance and decreasing injury risk.</li> <li>• Applies advanced knowledge of multiple stretch types and selects them appropriately.</li> <li>• Leads and explains a flexibility session in an organized and timely manner with proper feedback to athlete(s).</li> <li>• Demonstrates exemplary form and technique.</li> </ul>	10

Comments:

Total Points (Warm-Up and Flexibility Training): \_\_\_\_\_/20

Site Supervisor Signature \_\_\_\_\_

## EXERCISE TECHNIQUE – PROFICIENCY CHECK

**Instructions for Site Supervisor:** Circle the appropriate point for the criteria listed below. All proficiencies must include the total points and the site supervisor’s printed name and signature. If an intern is given a score of *Novice* or *Basic*, provide an explanation in the comments section.

Intern Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

Exercise Technique:

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>Provides little to no coaching cues or technique instruction when teaching exercises.</li> </ul>	<b>3</b>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>Gives basic coaching cues and technique instruction when teaching exercises.</li> </ul>	<b>6</b>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>Provides consistent, effective coaching cues and technique instruction when teaching exercises.</li> </ul>	<b>8.5</b>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>Demonstrates advanced ability to deliver precise coaching cues and technique feedback for chosen exercises.</li> </ul>	<b>10</b>

Comments:

Total Points (Exercise Technique): \_\_\_\_\_/10

Site Supervisor Signature \_\_\_\_\_

## **SAFETY PROCEDURES AND SPOTTING – PROFICIENCY CHECK**

**Instructions for Site Supervisor:** Circle the appropriate point for each criteria listed below. All proficiencies must include the total points and site supervisor’s printed name and signature. If an intern is given a score of **Novice** or **Basic**, provide an explanation in the comments section.

Intern Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

### Safety Procedures and Spotting:

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>• Lacks knowledge of weight room safety and emergency action plans.</li> <li>• Unable to explain or demonstrate correct and safe spotting techniques.</li> </ul>	<b>3</b>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of weight room safety and emergency action plans with limited practical application.</li> <li>• Provides basic explanation and demonstration of correct and safe spotting techniques.</li> </ul>	<b>6</b>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>• Shows strong knowledge and practical application of weight room safety and emergency procedures.</li> <li>• Clearly explains and demonstrates correct and safe spotting techniques.</li> </ul>	<b>8.5</b>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>• Leads others in promoting best practices for weight room safety and emergency procedures.</li> <li>• Displays advanced explanation and demonstration of correct and safe spotting techniques.</li> </ul>	<b>10</b>

Comments:

Total Points (Safety Procedures and Spotting): \_\_\_\_\_/10

Site Supervisor Signature \_\_\_\_\_

## TEST SELECTION AND ADMINISTRATION – PROFICIENCY CHECK

**Instructions for Site Supervisor:** Circle the appropriate point for the criteria listed below. All proficiencies must include the total points and the site supervisor’s printed name and signature. If an intern is given a score of *Novice* or *Basic*, provide an explanation in the comments section.

Intern Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

### Test Selection and Administration:

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>Provides little to no rationale for the selected test or explanation of its measurements and variables.</li> <li>Struggles to design a testing schedule for the sport, athlete, or age group.</li> <li>Has difficulty with testing setup and proper technique instruction.</li> </ul>	<b>3</b>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>Gives incomplete rationale for the selected test and minimal explanation of its measurements and variables.</li> <li>Able to design a basic testing schedule for the sport, athlete, or age group.</li> <li>Shows basic knowledge of testing setup and proper technique instruction.</li> </ul>	<b>6</b>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>Provides appropriate rationale for the selected test and explanation of its measurements and variables.</li> <li>Designs an organized testing schedule for the sport, athlete, or age group.</li> <li>Performs proper testing setup and technique instruction.</li> </ul>	<b>8.5</b>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>Provides advanced rationale and support for the selected test and explanation of its measurements and variables.</li> <li>Designs an efficient testing schedule for the sport, athlete, or age group.</li> <li>Performs exemplary test setup and technique instruction.</li> </ul>	<b>10</b>

Comments:

Total Points (Test Selection and Administration): \_\_\_\_\_/10

Site Supervisor Signature \_\_\_\_\_

## PERIODIZATION AND PROGRAM DESIGN – PROFICIENCY CHECK

**Instructions for Site Supervisor:** Circle the appropriate point for the criteria listed below. All proficiencies must include the total points and the site supervisor’s printed name and signature. If an intern is given a score of *Novice* or *Basic*, provide an explanation in the comments section.

Intern Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

Periodization:

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>Unable to clearly describe periodization phases and how they relate to their team(s).</li> </ul>	<b>3</b>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>Demonstrates basic understanding of linear periodization with examples of how it applies to their team(s).</li> </ul>	<b>6</b>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>Shows appropriate understanding of linear and non-linear periodization with detailed examples of how it applies to their team(s).</li> </ul>	<b>8.5</b>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>Displays advanced comprehension of linear and non-linear periodization and expertly applies this knowledge with their team(s).</li> </ul>	<b>10</b>

Comments:

Program Design:

Criteria		Points
Novice	<p>Limited understanding or experience. Requires close guidance and support.</p> <ul style="list-style-type: none"> <li>• Has difficulty explaining the role of progressions and regressions in program design and exercise prescription.</li> <li>• Unable to determine and understand the type of training to meet team needs in the current training cycle.</li> </ul>	3
Basic	<p>Displays foundational knowledge. Can perform simple tasks with supervision.</p> <ul style="list-style-type: none"> <li>• Gives basic explanation of the role of progressions and regressions in program design and exercise prescription.</li> <li>• Developing ability to determine and understand the type of training to meet team needs in the current training cycle.</li> </ul>	6
Proficient	<p>Solid grasp of concepts. Can work independently and solve routine problems.</p> <ul style="list-style-type: none"> <li>• Provides proficient explanation of the role of progressions and regressions in program design and exercise prescription.</li> <li>• Determines and understands the appropriate type of training to meet team needs in the current training cycle.</li> </ul>	8.5
Advanced	<p>Deep expertise and consistent high-level performance. Can mentor others.</p> <ul style="list-style-type: none"> <li>• Provides advanced explanation of the role of progressions and regressions in program design and exercise prescription.</li> <li>• Demonstrates advanced ability to determine and understand the type of training to meet team needs in the current training cycle.</li> </ul>	10

Comments:

Total Points (Periodization and Program Design): \_\_\_\_\_/20

Site Supervisor Signature \_\_\_\_\_

## **SPEED, AGILITY, AND PLYOMETRIC TRAINING – PROFICIENCY CHECK**

**Instructions for Site Supervisor:** Circle the appropriate point for the criteria listed below. All proficiencies must include the total points and the site supervisor’s printed name and signature. If an intern is given a score of *Novice* or *Basic*, provide an explanation in the comments section.

Intern Name: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

**Speed:**

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>Has difficulty explaining the role of speed development for the sport, athlete, or age group.</li> <li>Struggles to design a speed workout or its progressions.</li> <li>Demonstrates inefficient time, space, and safety management when setting up or leading drills.</li> </ul>	<b>3</b>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>Provides basic explanation of the role of speed development for the sport, athlete, or age group.</li> <li>Able to design a basic speed workout with progressions.</li> <li>Shows basic ability to set up and lead speed drills safely and efficiently.</li> </ul>	<b>6</b>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>Clearly explains the role of speed development for the sport, athlete, or age group.</li> <li>Designs an effective speed workout with appropriate progressions.</li> <li>Shows proficient ability to set up and lead speed drills safely and efficiently.</li> </ul>	<b>8.5</b>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>Provides advanced explanation of the role of speed development for the sport, athlete, or age group.</li> <li>Designs exemplary speed workouts with appropriate progressions.</li> <li>Shows advanced ability to set up and lead speed drills safely and efficiently.</li> </ul>	<b>10</b>

**Comments:**

**Agility:**

Criteria		Points
Novice	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>• Has difficulty explaining the role of agility development for the sport, athlete, or age group.</li> <li>• Struggles to design an agility workout or its progressions.</li> <li>• Demonstrates inefficient time, space, and safety management when setting up or leading drills.</li> </ul>	3
Basic	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>• Provides basic explanation of the role of agility development for the sport, athlete, or age group.</li> <li>• Able to design a basic agility workout with progressions.</li> <li>• Shows basic ability to set up and lead agility drills safely and efficiently.</li> </ul>	6
Proficient	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>• Clearly explains the role of agility development for the sport, athlete, or age group.</li> <li>• Designs an effective agility workout with appropriate progressions.</li> <li>• Shows proficient ability to set up and lead agility drills safely and efficiently.</li> </ul>	8.5
Advanced	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>• Provides advanced explanation of the role of agility development for the sport, athlete, or age group.</li> <li>• Designs exemplary agility workouts with appropriate progressions.</li> <li>• Shows advanced ability to set up and lead agility drills safely and efficiently.</li> </ul>	10

Comments:

**Plyometrics:**

Criteria		Points
<b>Novice</b>	<p><b>Limited understanding or experience. Requires close guidance and support.</b></p> <ul style="list-style-type: none"> <li>• Has difficulty explaining the role of upper and lower body plyometrics for the sport, athlete, or age group.</li> <li>• Struggles to design an upper and lower body plyometric workout or its progressions.</li> <li>• Demonstrates inefficient time and space management when setting up or leading the workouts.</li> </ul>	<p><b>3</b></p>
<b>Basic</b>	<p><b>Displays foundational knowledge. Can perform simple tasks with supervision.</b></p> <ul style="list-style-type: none"> <li>• Provides basic explanation of the role of upper and lower body plyometrics for the sport, athlete, or age group.</li> <li>• Able to design a basic upper and lower body plyometrics workout and progressions with some difficulty.</li> <li>• Shows basic ability to set up and lead plyometrics workouts efficiently.</li> </ul>	<p><b>6</b></p>
<b>Proficient</b>	<p><b>Solid grasp of concepts. Can work independently and solve routine problems.</b></p> <ul style="list-style-type: none"> <li>• Clearly explains the specific roles of upper and lower body plyometrics for the sport, athlete, or age group.</li> <li>• Designs effective upper and lower body plyometric workouts with appropriate progressions.</li> <li>• Shows proficient ability to set up and lead plyometrics workouts efficiently.</li> </ul>	<p><b>8.5</b></p>
<b>Advanced</b>	<p><b>Deep expertise and consistent high-level performance. Can mentor others.</b></p> <ul style="list-style-type: none"> <li>• Provides advanced explanation of the specific roles of upper and lower body plyometrics for the sport, athlete, or age group.</li> <li>• Designs exemplary upper and lower body plyometrics workouts with appropriate progressions.</li> <li>• Shows advanced ability to set up and lead plyometrics workouts efficiently.</li> </ul>	<p><b>10</b></p>

Comments:

Total Points (Speed, Agility, and Plyometric Training): \_\_\_\_\_/30

Site Supervisor Signature \_\_\_\_\_

## COMBINED PROFICIENCY CHECK – SUMMARY REPORT

**Instructions for Site Supervisor:** This summary report is for you to compile your scores from the individual proficiency check forms and provide a summary evaluation and score to the intern.

Intern Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Combined Score Report:

Category	Score	Maximum Points
Warm-Up and Flexibility Training		20
Exercise Technique		10
Safety Procedures and Spotting		10
Test Selection and Administration		10
Periodization and Program Design		20
Speed, Agility, and Plyometric Training		30
TOTAL		100

Strengths of the Intern:

Areas for Improvement:

Site Supervisor Signature \_\_\_\_\_

## LETTER OF RECOMMENDATION

[Date]

[Recipient's Name]

[Recipient's Title/Position]

[Recipient's Organization/School]

[Recipient's Address]

Dear [recipient's name],

It is my pleasure to provide this letter of recommendation for [intern's full name], who recently completed an [duration, e.g., three-month] internship at [institution/organization name] as a Strength and Conditioning Intern. During their time with us, [intern's name] displayed a high level of professionalism, adaptability, and technical skill [or other skills/characteristics] that set them apart in the field. It is with full confidence that I endorse their application for future roles in strength and conditioning.

Throughout their internship, [intern's name] demonstrated a strong work ethic, a genuine passion for fitness, and a remarkable ability to build rapport with athletes [or other skills/characteristics]. Working primarily with [general description of sports, athletes, or clients], they consistently aided in improving athletic performance while ensuring safety and proper technique. [Intern's name] not only understands complex strength and conditioning principles but also communicates them clearly and effectively.

One of [intern's name]'s standout qualities is their [quality]. They proactively sought out learning opportunities and regularly engaged in discussions with our coaching staff about emerging training techniques and strength-building methodologies. [Intern's name] also took the lead in coordinating [specific tasks or projects, e.g., "the summer conditioning program for our junior athletes"], showcasing their leadership abilities and solid organizational skills. Their curiosity and willingness to learn are assets that will undoubtedly benefit any future employer.

In addition to their technical proficiency, [intern's name] displayed a genuine concern for the well-being of each athlete. They diligently monitored performance metrics and ensured athletes adhered to recovery protocols, demonstrating an understanding of the holistic approach required in strength and conditioning. Their attentiveness and dedication to injury prevention contributed positively to our team's overall health and performance.

Overall, I highly recommend [intern's name] for a [position type, e.g., full-time] position in strength and conditioning. Their unique blend of knowledge, passion, and interpersonal skills will make them a valuable addition to any organization. Please feel free to contact me at [your contact information] should you wish to discuss [intern's name]'s capabilities in further detail.

Sincerely,

[Your Full Name]

[Your Title/Position]

[Institution/Organization Name]

[Your Contact Information]

# ADDITIONAL RESOURCES

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<https://doi.org/10.1080/02640414.2016.1161220>
- Tod, D. A., Bond, K. A., & Lavalley, D. (2022). Professional Development Themes in Strength and Conditioning Coaches. *The Journal of Strength and Conditioning Research*, 26(3), 851–860.  
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Justin Lima, PhD, CSCS, RSCC\*D

Mary Kate Feit, PhD, CSCS, RSCC\*D

Peter Kenn, MS, M.Ed., CSCS, RSCC

Additional reviewers included members of the following groups:

NSCA Board of Directors

NSCA Foundation Board of Directors

NSCA College Coaches Professional Development Group

NSCA Foundation Coaching Advancement Grant and Assistantship Committee

Council on Accreditation of Strength and Conditioning Education (CASCE)