

NSCA PERFORMANCE AND SPORT SCIENCE FIELD EXPERIENCE AND INTERNSHIP MANUAL

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

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.

Copyright © 2026. National Strength and Conditioning Association (NSCA). All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or any information retrieval system, without express written permission from the NSCA.

CONTENTS

- INTRODUCTION 5**
 - NSCA PERFORMANCE AND SPORT SCIENCE FIELD EXPERIENCE AND INTERNSHIP MANUAL5**
 - Students and Prospective Interns5
 - Performance and Sport Science Professionals.....6
 - Performance and Sport Science Educators.....6
- PROVIDING A QUALITY PERFORMANCE AND SPORT SCIENCE INTERNSHIP PROGRAM 7**
 - UNDERSTANDING THE ROLE OF A PERFORMANCE AND SPORT SCIENTIST7**
 - What Performance and Sport Scientists Do7
 - Work Environments.....7
 - How to Become a Performance and Sport Scientist8
 - Performance and Sport Science Salaries.....8
 - GUIDELINES FOR MANAGING INTERNSHIPS.....8**
 - Setting Clear Expectations.....8
 - Providing a Structured Internship Environment9
 - Performance and Sport Science Data Collection10
 - Educational and Administrative Blocks11
 - Facility, Technology, and Session Preparation.....11
 - Allocation of Internship Hours12
 - PROVIDING EFFECTIVE FEEDBACK TO INTERNS12**
 - Observation12
 - Building Credibility and Rapport.....13
 - Actionable, Specific, and Task-Oriented13
 - Narrowing to Key Points13
 - Timely Feedback.....13
 - Continuous Feedback14
 - Self-Assessment and Peer Assessment.....14
 - Low-Stakes Opportunities.....14
 - EFFECTIVE MENTORING IN INTERNSHIP ENVIRONMENTS.....14**
 - Mentoring Skills15
 - Understanding the Mentoring Commitment15

Avoiding Mentorship Mistakes.....	15
PERFORMANCE AND SPORT SCIENCE INTERNSHIP AREAS OF INSTRUCTION	17
WHAT TO INCLUDE IN YOUR PERFORMANCE AND SPORT SCIENCE INTERNSHIP PROGRAM	17
Professional Conduct and Work Ethic	17
Communication and Interpersonal Skills	17
Sport Science Theory and Process.....	18
Interdisciplinary Needs Analysis	18
Assessment and Monitoring	18
Data Management	19
Safety and Risk Management	19
FORMS AND TEMPLATES	20
INTERNSHIP JOB DESCRIPTION.....	21
INTERNSHIP HOURS LOG	23
INTERNSHIP EVALUATION FORM.....	24
LETTER OF RECOMMENDATION	29
ADDITIONAL RESOURCES.....	30
ACKNOWLEDGMENTS.....	31

INTRODUCTION

NSCA PERFORMANCE AND SPORT SCIENCE FIELD EXPERIENCE AND INTERNSHIP MANUAL

The *NSCA Performance and Sport Science Field Experience and Internship Manual* was developed by experienced professionals to provide guidelines for student field experiences and internships. Its primary purpose is to inform professionals who hold the **Certified Performance and Sport Scientist® (CPSS®)** credential about best practices for administering performance and sport science internship programs at their place of employment. Each section includes practical guidance, mentorship strategies, and valuable resources to support aspiring performance and sport scientists and help those completing field experiences prepare for the CPSS exam.

Internships and field experiences take place in a variety of settings, including collegiate athletic departments, professional sports organizations, private facilities, and more. Certain sections in this manual may be more appropriate for some settings than others. However, the information can benefit any current or aspiring performance and sport science professional by reinforcing the internship and mentorship process. This manual aligns with *NSCA's Essentials of Sport Science* textbook, *NSCA Strength and Conditioning Professional Standards and Guidelines*, *NSCA Standards and Procedures*, and the 2026 CPSS Detailed Content Outline (DCO), bridging academic preparation with applied professional competencies.

The manual provides in-depth coverage of key areas, such as internship program policies and procedures and applied topics related to the CPSS exam. Further, it provides NSCA recommendations for the allocation of student internship hours across specific tasks, including testing and data collection, educational and administrative blocks, and facility, technology, and session preparation. The manual also contains performance and sport scientist role progressions to increase interns' competence and confidence over the course of their field experiences.

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 performance and sport science professionals. Gaining knowledge and certification are essential to student development, and field experiences and internships are key milestones toward earning the CPSS credential.

The CPSS exam tests the candidate's knowledge, skills, and abilities across multiple content areas through athlete scenarios, research reviews, and independent items. To pass any NSCA certification exam, candidates must earn a [scaled score](#) of 70 or higher.

The *NSCA Performance and Sport Science Field Experience and Internship Manual* focuses on the specific content domains of the CPSS exam. Field experiences should provide opportunities to apply the knowledge and skills gained through academic experience in real-world settings. It is important that students learn how to apply concepts such as sport science theory and process, interdisciplinary needs analysis, assessment and monitoring, and data management (including data analysis and interpretation) beyond the theoretical level to be successful as performance and sport science professionals.

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

Performance and Sport Science Professionals

Today's professionals are the mentors and leaders who guide the performance and sport science profession. As performance and sport science professionals advance into more senior roles, opportunities to lead a staff and oversee an internship program become common.

The *NSCA Performance and Sport Science Field Experience and Internship Manual* includes valuable information for performance and sport science 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.

Performance and Sport Science Educators

Performance and sport science educators play a vital role in providing pathways for student success. The CPSS is an advanced certification with degree and professional experience requirements that vary by eligibility pathway.

Performance and sport science internships are important milestones throughout students' educational programs. Because of this, multiple performance and sport science field experiences are encouraged to help prepare students for the workplace. This *NSCA Performance and Sport Science Field Experience and Internship Manual* provides guidance to support internships and the development of applied professional competencies relevant to the CPSS exam.

Find more information about CPSS eligibility pathways at [NSCA.com/Certification/CPSS/Eligibility](https://www.nscac.org/Certification/CPSS/Eligibility).

PROVIDING A QUALITY PERFORMANCE AND SPORT SCIENCE INTERNSHIP PROGRAM

The *NSCA Performance and Sport Science Field Experience and Internship Manual* provides guidelines and best practices for administering performance and sport science student field experiences and internships. CPSS-certified professionals responsible for administering internship programs should consider several areas.

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 the performance and sport scientist and how to establish guidelines for managing internships.

UNDERSTANDING THE ROLE OF A PERFORMANCE AND SPORT SCIENTIST

It is important for performance and sport science internship site supervisors to understand the full scope of a performance and sport scientist's role.

What Performance and Sport Scientists Do

Performance and sport scientists collaborate within interdisciplinary teams to enhance performance through needs analyses, tailored program design, and context-specific adaptations. They work directly with athletes and active individuals, using evidence-based methods to assess physical capabilities, inform training and performance decisions, and monitor progress over time. A performance and sport scientist helps organizations validate their performance practices by gathering and assessing empirical evidence.

Their area of expertise is separate and distinct from the medical, dietetic, athletic training, and sport coaching fields; performance and sport scientists consult with professionals in those disciplines and make appropriate referrals for athletes and active individuals.

Work Environments

Many performance and sport scientists work in educational settings, such as colleges and universities. Performance and sport scientists also work within professional sports organizations, Olympic sports organizations, tactical performance units (e.g., the military), technology companies, and the private sector.

Performance and sport scientists often spend their time planning, implementing, and managing performance testing and monitoring sessions with teams and individual athletes in the lab, on the field or court, and in the weight room. They may also oversee testing environments, technology, and equipment to support safety as well as the validity and reliability of performance data.

It is common for performance and sport scientists to also contribute to team sport practices and games. This can include frequent work outdoors on sports fields and in other athletic settings. Performance and sport scientists

who work with teams around sporting events may work evenings or weekends and travel frequently.

How to Become a Performance and Sport Scientist

Performance and sport scientists typically need at least a bachelor's degree, and master's and doctoral degrees are common. Many colleges and universities, professional sports teams, and Olympic governing bodies employ performance and sport scientists. Professional sports leagues, such as Major League Soccer and the National Women's Soccer League, require CPSS certification for dedicated performance and sport scientist roles.

Professional experience requirements for CPSS eligibility vary by degree pathway. At the bachelor's degree level, the minimum is three years of documented full-time professional experience beyond the internship level. At the master's degree level, the minimum is 12 weeks (480 hours) of applied experience, including internships, fellowships, graduate assistantships, or full-time professional roles. A qualifying doctoral degree requires no additional professional experience. Individuals interested in taking the CPSS exam should review NSCA exam policies and eligibility criteria to identify the pathway that matches their degree and experience.

Find more information about CPSS eligibility criteria at [NSCA.com/Certification/CPSS/Eligibility](https://www.nscacertification.com/cpss/eligibility).

Performance and Sport Science Salaries

According to the 2025 NSCA Salary Survey conducted by Employers Council, the average annual salary for performance and sport scientists was \$86,996. Salaries vary by sport level, area of the field, and years of experience, with directors earning significantly more on average (\$119,935) than managers/coordinators (\$74,527) and assistants/interns (\$52,678).

Access a detailed summary and full report on performance and sport science salaries at [NSCA.com/Salary](https://www.nscacertification.com/salary).

GUIDELINES FOR MANAGING INTERNSHIPS

Performance and sport science 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 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 meaningfully contribute 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 testing or training environment.
- **Rules and Regulations:** Interns should be aware of and follow all site-specific rules and regulations.
- **Strength and Conditioning, Nutrition, and Medical Advice:** Interns must avoid giving strength and conditioning or nutrition recommendations, or medical advice unless they hold the appropriate credentials and are 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 or a laptop, 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 Standards 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, testing procedures, 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 performance and sport science principles, best practices, and industry trends. This reading list can include foundational textbooks, recent research, and other publications.

[NSCA Membership](#) and campus library resources can provide interns with access to 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.

Performance and Sport Science Data Collection

Student internships should be supervised and guided by a qualified and certified professional who is responsible for providing an environment where the intern can succeed. Performance and sport science internships should include significant time working with and around teams, groups, athletes, or clients. Interns should not independently supervise or oversee athlete sessions unless they are appropriately qualified and authorized to do so by the internship site. Opportunities to support coaching should be based on the intern's level of preparedness, certification status, and internship site policies. In most cases, an undergraduate student will not hold the Certified Strength and Conditioning Specialist® (CSCS®) or CPSS credential, whereas some graduate students may hold one or both.

Performance and sport science applications within internships should begin with **Observation**. Once an intern has observed multiple sessions and tasks and learned enough to progress, the next step is **Collaboration**. Collaboration requires the site supervisor to share certain responsibilities with the intern while still providing direct support, supervision, and feedback. The final stage is **Taking the Lead**. At this stage, the intern is assigned a more independent role in sessions and tasks. This stage includes longer independent experience blocks than the Collaboration stage and helps interns progress from basic situations, such as one-on-one interactions and basic analyses, to more complex team and reporting scenarios.

This sequence is designed to develop interns' competence in departmental tasks, responsibilities, and situational awareness while supporting safety and productivity in increasingly complex performance and sport science scenarios. Each stage of the sequence includes both site supervisor and intern responsibilities. These responsibilities are outlined below as they may apply in a performance and sport science internship:

- **Level 1: Observation**
 - **Site Supervisor Responsibility:** Lead the activity and provide important perspectives to the intern, explaining the rationale for key areas and decisions.
 - **Intern Responsibility:** Observe, learn, and take notes to reflect on and discuss the activity and/or ask questions after the activity is complete.
- **Level 2: Collaboration**
 - **Site Supervisor Responsibility:** Lead the activity with assistance and support from the intern. Provide adequate instruction and feedback to help ensure success.
 - **Intern Responsibility:** Take a more active role in the activity. This may include organizing data and information, contributing to or demonstrating a performance test during a testing session (after receiving appropriate instruction to do so), or introductory problem-solving scenarios (such as basic technique corrections and cueing).

- **Level 3: Taking the Lead**

- **Site Supervisor Responsibility:** Provide the intern with the opportunity to lead the activity. Provide additional time for planning, discussion, and feedback.
- **Intern Responsibility:** Actively lead the activity based on guidelines and policies of your internship site. Ensure that you are well-prepared to carry out your plan and strategy. Seek feedback on your performance after the activity is finished.

Educational and Administrative Blocks

Performance and sport science 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 knowledge. 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 performance and sport science programs hold daily morning staff meetings while others may hold staff in-service and learning sessions during breaks.

At a minimum, performance and sport science departments should hold in-person internship and/or combined staff meetings 5–6 days per week for approximately 30 minutes per day.

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 applicable.

Facility, Technology, and Session Preparation

Interns can also be helpful in facility and session preparation. This may include performing daily tasks before and after scheduled sessions (such as setting up equipment and arranging the testing area for optimal flow), performing basic equipment maintenance to ensure safety, setting up, charging, and calibrating performance technology devices, and related preparation tasks.

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

Interns should be taught how to apply NSCA facility, equipment, and organization requirements to support safe and effective testing, monitoring, and training environments. Relevant NSCA resources include the latest editions of *NSCA's Essentials of Sport Science*, *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 [NSCA Strength and Conditioning Professional Standards and Guidelines](#).

Allocation of Internship Hours

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

It is important that interns are not recruited for the primary purpose of inexpensive staffing support. Each area of the performance and sport science 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:

- **Testing and Data Collection – 35% of Internship Hours:** Interns should spend at least one-third of their time in supervised environments working directly with athletes, teams, and clients. Activities include conducting athletic performance testing (e.g., strength, speed, and power assessments), monitoring practices and competitions using sport science technologies, and collaborating with sport coaches and strength and conditioning staff to support integrated performance strategies.
- **Educational and Administrative Blocks – 40% of Internship Hours:** Interns should dedicate significant time to educational and professional development activities. This includes staff meetings, in-services, data processing, coding, individual and group projects, report preparation, case discussions, literature review, and regular feedback and evaluations.
- **Facility, Technology, and Session Preparation – 25% of Internship Hours:** Interns should spend approximately one-quarter of their time preparing facilities and equipment, supporting sport science technologies (e.g., calibration and pilot testing), managing logistics, and transporting, setting up, and breaking down equipment for testing and monitoring sessions.

PROVIDING EFFECTIVE FEEDBACK TO INTERNS

Internship supervisors should apply best practices to provide effective, research-informed feedback and create a structured, productive learning environment. Emphasis should be placed on building rapport, delivering actionable advice, 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 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 behaviors or aspects of 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 interpret and communicate clear findings from a team practice monitoring session, provide feedback on what aspect was lacking (e.g., positional considerations, appropriate terminology, or recognition of data limitations) 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 struggles during a testing or monitoring session, provide feedback right after and encourage them to apply it in the next session. If an immediate conversation is not possible because of the demands of the session, establish a time to follow up within 24–48 hours.

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 frequently addressing small areas for improvement, interns will feel more supported and motivated, and they can adjust consistently. Waiting until midterm or final evaluations may leave them feeling discouraged, especially if they realize they have 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 supportive and lower-pressure environments. Although formal assessments are necessary at the midterm 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 low-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, observation-based 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 performance and sport science 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 and articulate their goals while providing 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 mention statistical methods, you might ask, "I notice that every time I bring up statistical processes, you seem uncomfortable. What are your feelings about this?"

Understanding the Mentoring Commitment

By supervising a performance and sport science 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 performance and sport science interns? Why or why not?
- Do you have the time and energy to mentor a performance and sport science intern?
- How many interns can you effectively mentor based on your facility and program?

Avoiding Mentorship Mistakes

As a site supervisor, your role is to guide interns or mentees without solving their 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 and setting up equipment stations or reporting findings in a certain 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 jobs 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.

PERFORMANCE AND SPORT SCIENCE INTERNSHIP AREAS OF INSTRUCTION

Curriculum design for performance and sport science 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](#), [NSCA's Essentials of Sport Science](#), and the [CPSS Detailed Content Outline \(DCO\)](#).

WHAT TO INCLUDE IN YOUR PERFORMANCE AND SPORT SCIENCE INTERNSHIP PROGRAM

Because 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., professional sports versus Division II college) 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 scientific theory and practical application. A detailed list of key areas is available within the sources listed at the top of this section, while specific areas to include in your internship are summarized here.

Professional Conduct and Work Ethic

Performance and sport science interns should consistently demonstrate professionalism, accountability, and ethical behavior throughout the internship experience. This includes arriving prepared, maintaining a positive attitude, accepting constructive feedback, and demonstrating initiative while recognizing the limits of their knowledge and experience. Interns should understand that reliability, integrity, and attention to detail are essential qualities for working in high-performance environments where decisions may influence athlete health and performance.

Interns should also develop an understanding of professional responsibilities related to confidentiality, athlete privacy, and responsible management of performance data. They should adhere to organizational policies, maintain appropriate professional boundaries, and interact respectfully with athletes, coaches, medical personnel, and colleagues. By consistently demonstrating professionalism and strong work habits, interns build trust within the interdisciplinary performance team and prepare for future employment opportunities.

Communication and Interpersonal Skills

Effective communication is a foundational skill for performance and sport science professionals. Interns should learn to communicate clearly and professionally with athletes, coaches, strength and conditioning staff, athletic trainers, physicians, administrators, and other members of the performance team. They should be able to explain testing procedures, monitoring protocols, and technical concepts in language that is appropriate for each audience while maintaining professionalism in all interactions.

Equally important is the ability to listen, collaborate, and build positive working relationships. Interns should participate in interdisciplinary discussions, ask thoughtful questions, receive feedback constructively, and recognize when concerns should be referred to supervising personnel. Developing strong interpersonal skills allows interns to contribute effectively to collaborative decision-making and supports the successful implementation of athlete performance programs.

Sport Science Theory and Process

Interns should develop an applied understanding of the scientific principles that support athletic performance, injury risk reduction, recovery, and long-term athletic development. Experiences should expose interns to disciplines such as exercise physiology, biomechanics, motor learning, performance analytics and statistics, recovery science, environmental physiology, and training load management. These experiences should emphasize the practical application of scientific evidence within real-world sport settings.

Throughout the internship, interns should observe how performance and sport science can support evidence-based decision-making by integrating objective data with coaching observations and athlete feedback. They should understand how monitoring technologies and scientific principles are used to evaluate training responses, optimize performance, reduce injury risk, and support interdisciplinary return-to-performance decisions across various athletic populations.

Interdisciplinary Needs Analysis

Sport science professionals work collaboratively with strength and conditioning coaches, athletic trainers, physicians, physical therapists, dietitians, psychologists, sport coaches, and other specialists to support athlete performance. Interns should gain experience observing and participating in interdisciplinary discussions that evaluate athlete needs while recognizing the unique expertise and responsibilities of each profession within the performance team.

Interns should learn how comprehensive needs analyses are performed by evaluating sport demands, athlete history, injury status, performance goals, and monitoring data. They should understand how assessment results are interpreted within the context of training and competition and how interdisciplinary collaboration contributes to individualized recommendations that enhance athlete performance while minimizing injury risk.

Assessment and Monitoring

Interns should gain practical experience administering and supporting a variety of standardized performance assessments while following established testing protocols. They should understand the importance of test validity, reliability, consistency, and athlete safety throughout the assessment process. Experiences should include preparing testing environments, calibrating equipment, instructing athletes, collecting data accurately, and recognizing factors that may influence testing outcomes. Interns should also learn to apply quality assurance techniques and contribute to developing and documenting data collection protocols.

Interns should become familiar with commonly used sport science technologies such as force plates, timing gates, Global Positioning System (GPS) devices and local positioning systems, wearable sensors, velocity-based training devices, heart rate monitoring systems, video analysis software, and athlete management systems. As competency develops, interns should learn how monitoring data collection is conducted throughout training and competition to evaluate workload, readiness, fatigue, recovery, and performance trends that inform coaching decisions.

Data Management

The ability to effectively manage and interpret athlete data is a core competency of sport science professionals. Interns should develop proficiency in organizing, cleaning, validating, and securely storing performance data collected through assessments and athlete monitoring systems. They should understand the importance of maintaining accurate records, protecting confidential information, and ensuring data quality before analysis or reporting.

In addition to data collection, interns should gain experience creating meaningful reports and visualizations that communicate findings to coaches and interdisciplinary staff. They should learn basic statistical concepts, identify trends in athlete performance and workload, and appreciate the strengths and limitations of objective data. Throughout the internship, emphasis should be placed on using data to support—not replace—professional judgment and evidence-based decision-making.

Safety and Risk Management

Athlete safety should remain the highest priority during all performance and sport science activities. Interns should learn to identify potential hazards associated with testing environments, equipment, environmental conditions, and athlete readiness before conducting assessments or monitoring sessions. They should understand organizational emergency procedures and consistently follow established protocols that prioritize athlete well-being while maintaining the integrity of the data collection process.

As interns demonstrate competency, they should progressively assume greater responsibility for routine tasks such as equipment preparation, athlete monitoring, data collection, and administrative duties. However, they should also recognize the limits of their knowledge and immediately seek guidance when unexpected situations arise or when athlete safety or data quality may be compromised. Developing sound judgment regarding risk management and scope of practice is an essential component of professional growth within performance and sport science.

FORMS AND TEMPLATES

The following forms and templates can be used to initiate and facilitate a performance and sport science 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.

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] performance and sport science 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 or Director of Performance and Sport Science

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:

- Under the direction of the site supervisor, duties include, but are not limited to, assisting with athlete testing and monitoring; entering, processing, and analyzing data; preparing reports and presentations; using and troubleshooting sport science technology; and supporting equipment preparation, maintenance, and facility safety.
- Interns will take part in the _____ [insert name of institution] internship curriculum, which covers professional conduct and work ethic, communication and interpersonal skills, sport science theory and process, interdisciplinary needs analysis, assessment and monitoring, data management, and safety and risk management. [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, strength and conditioning, sports nutrition, performance psychology, athletic administration, or front office personnel).

Qualifications:

- Must be enrolled in a relevant degree-seeking academic program [if for academic credit].
- Possess or be working toward the NSCA's CPSS certification.
- Current CPR/AED and First Aid certifications.
- 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 a performance and sport scientist with [insert information about the specific training population of the internship program].
- Knowledge of NSCA Professional Standards and Guidelines.

Physical Requirements: [See the legal disclaimer.]

- Ability to visually monitor athletes [or clients] and occasionally demonstrate the appropriate skills and techniques.
- Ability to sit, stand, lift, carry, reach, squat, climb stairs, kneel, and move equipment or boxes (up to 100 lbs).
- 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.]

**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.*

Find more information about job descriptions and hiring at [NSCA.com/Certification/CPSS/Hiring-CPSS](https://www.nsca.com/Certification/CPSS/Hiring-CPSS).

INTERNSHIP HOURS LOG

Intern Name: _____

Internship Location: _____

Site Supervisor Name: _____

Date	Time In	Time Out	Total Time	Your Initials	Supervisor Initials

Total Hours for this Week: _____ Total Internship Hours: _____

Intern Signature: _____ Site Supervisor Signature: _____

INTERNSHIP EVALUATION FORM

Performance and Sport Science Internship Program

[Organization/Institution Name]

Intern Name: _____

Internship Location: _____

Site Supervisor Name: _____

Evaluation Period: ☐ Midterm ☐ End of Internship

Evaluation Date: _____

Department/Team/Sports Worked With: _____

Evaluation Categories:

Each criterion within each category should be rated on a scale from 1 to 5. Add the ratings for each category and record the total in the **Total Score** box.

- **5** – Excellent: Exceeds expectations consistently
- **4** – Good: Meets expectations with high quality
- **3** – Satisfactory: Meets expectations, room for improvement
- **2** – Needs Improvement: Inconsistent performance
- **1** – Unsatisfactory: Does not meet expectations

1. Professional Conduct and Work Ethic

Arrives on time, prepared, and appropriately dressed	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Demonstrates a strong work ethic and takes responsibility for tasks	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Maintains a positive attitude and remains composed under pressure	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Exhibits respect and adherence to workplace policies	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Works proactively and follows through on tasks to completion	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Displays strong organizational skills and manages time effectively	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 30	

2. Communication and Interpersonal Skills

Effectively communicates with athletes, coaches, and staff	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Uses clear and professional language in verbal and written communication	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Listens actively and responds appropriately to questions and feedback	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Fosters a supportive, motivational, and safe environment	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Handles conflicts or challenges diplomatically	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Demonstrates empathy and promotes inclusivity	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 30	

3. Sport Science Theory and Process

Understands and applies scientific principles and methodology to enhance sport performance and reduce injury risk	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Evaluates sport performance programs using the scientific process for data-informed decision-making	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Applies knowledge of athlete preparation and performance (e.g., psychology, physiology, sport skill development, nutrition, recovery, training models) to support short-term and long-term athletic development	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Critically reviews sports performance products, technologies, and trends	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Evaluates research studies to determine their relevance and applicability to practice	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Communicates research findings to inform stakeholders and support evidence-based practice	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 30	

4. Interdisciplinary Needs Analysis

Researches and identifies sport performance demands and constraints through qualitative and quantitative methods	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Collaborates with stakeholders to establish key performance indicators (KPIs)	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Develops profiling benchmarks, norms, and milestones for success	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Identifies resources and strategies to support short-term and long-term performance goals	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Incorporates relevant athlete history and injury risk reduction strategy into individual and team planning	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Communicates and presents the results of the needs analysis to relevant stakeholders	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 30	

5. Assessment and Monitoring

Identifies and addresses ethical and privacy considerations in data collection (e.g., ownership, permissions)	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Utilizes technology and/or equipment confidently (e.g., applications, software, assessment tools, monitoring tools)	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Communicates the purpose and application of assessment and monitoring systems (e.g., movement tracking systems, load monitoring, biomarkers) to improve understanding among stakeholders	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Evaluates assessment environments, equipment, and procedures for adherence to safety standards	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Assesses the validity, reliability, and feasibility of assessment and monitoring tools and selects appropriate key performance indicators (KPIs)	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Performs and documents data collection protocols and procedures	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Systematically reevaluates the efficacy of assessments, protocols, applications, and interventions	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 35	

6. Data Management

Ensures data privacy and security protocols are followed to protect individual and organizational information	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Designs and manages a plan for data collection, storage, analysis, and application	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Evaluates data quality (e.g., signal integrity, outliers) and applies data cleaning procedures	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Analyzes, models, and interprets data to support performance-related decision-making	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Delivers timely, creative, and efficient feedback to stakeholders	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Effectively communicates limitations of interpretations and conclusions to ensure responsible application	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 30	

7. Safety and Risk Management

Clearly explains and demonstrates assessment procedures to optimize athlete understanding, safety, and performance	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Observes and corrects athlete movement and technique to ensure valid data collection and appropriate test execution	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Inspects, calibrates, prepares, and maintains assessment equipment to ensure safe operation and accurate measurement	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Adapts effectively to unexpected challenges, including equipment malfunctions, environmental constraints, or athlete-related issues	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Recognizes and responds appropriately to signs of injury, fatigue, or distress in athletes	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Total Score / 25	

8. Combined Score Report:

Category	Score	Maximum Points
Professional Conduct and Work Ethic		30
Communication and Interpersonal Skills		30
Sport Science Theory and Process		30
Interdisciplinary Needs Analysis		30
Assessment and Monitoring		35
Data Management		30
Safety and Risk Management		25
TOTAL		210

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 _____

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 a [duration, e.g., three-month] internship with us at [institution/organization name] as a Performance and Sport Science 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 performance and sport science.

Throughout their internship, [intern's name] demonstrated a strong work ethic, a genuine passion for the field, 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 supported athletic performance while prioritizing safety and appropriate procedures. [Intern's name] not only understands complex performance and sport science 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 staff about emerging techniques and methodologies. [Intern's name] also took the lead in coordinating [specific tasks or projects], highlighting 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 supported adherence to established recovery protocols, demonstrating an understanding of the interdisciplinary approach required in performance and sport science. Their attentiveness and dedication to reducing injury risk supported our program's athlete health and performance goals.

Overall, I highly recommend [intern's name] for a [position type, e.g., full-time] position in performance and sport science. 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

Barefoot, M., & Martinez, J. M. (2023). The sport industry internship paradigm: Defining the role of internships in the sport labor economy. *International Journal of Sport Management*, 24(3), 221–236.

<https://internationaljournalofsportmanagement.com/the-sport-industry-internship-paradigm-defining-the-role-of-internships-in-the-sport-labor-economy/>

Dieffenbach, K. D., Murray, M., & Zakrajsek, R. (2011). The coach education internship experience: An exploratory study. *International Journal of Coaching Science*, 5(1), 3–25.

Gleason, B. H., Suchomel, T. J., Brewer, C., McMahon, E. L., Lis, R. P., & Stone, M. H. (2024). Applying sport scientist roles within organizations. *Strength and Conditioning Journal*, 46(1), 43–54.

<https://doi.org/10.1519/SSC.0000000000000810>

Gleason, B. H., Suchomel, T. J., Brewer, C., McMahon, E. L., Lis, R. P., & Stone, M. H. (2024). Defining the sport scientist. *Strength and Conditioning Journal*, 46(1), 2–17. <https://doi.org/10.1519/SSC.0000000000000760>

Gleason, B. H., Suchomel, T. J., Brewer, C., McMahon, E. L., Lis, R. P., & Stone, M. H. (2024). Defining the sport scientist: Common specialties and subspecialties. *Strength and Conditioning Journal*, 46(1), 18–27.

<https://doi.org/10.1519/SSC.0000000000000788>

Gleason, B. H., Suchomel, T. J., Pyne, D. B., Comfort, P., McMahon, E. L., Hornsby, W. G., Lis, R. P., & Stone, M. H. (2024). Development pathways for the sport scientist: A process for the United States. *Strength and Conditioning Journal*, 46(1), 28–42. <https://doi.org/10.1519/SSC.0000000000000804>

Hora, M. T., Chen, Z., Wolfgram, M., Zhang, J., & Fischer, J. J. (2024). Designing effective internships: A mixed-methods exploration of the sociocultural aspects of intern satisfaction and development. *The Journal of Higher Education*, 95(5), 579–606. <https://doi.org/10.1080/00221546.2023.2241330>

Pelton, L., & McMahon, E. L. (2024). The current state of the sport science field and careers – Integration, data, and professional pathways. *NSCA Coach*, 10(4), 4–8. <https://www.nasca.com/education/articles/nsca-coach/sport-science-field-and-careers/>

Suchomel, T. J., & McMahon, E. L. (2024). The state of sport science around the world: A roundtable discussion. *Strength and Conditioning Journal*, 46(1), 106–116. <https://doi.org/10.1519/SSC.0000000000000817>

ACKNOWLEDGMENTS

The NSCA and NSCA Foundation would like to acknowledge the contributions of the following individuals and groups in developing the *NSCA Performance and Sport Science Field Experience and Internship Manual*.

Contributions came from a core group of performance and sport science professionals who developed the resources featured in this manual. This group provided valuable time and insight to this project, including in-person participation at the NSCA Headquarters in February 2025. These individuals included:

Carissa A. Gordon, DBA, MPA, OLY

Guy Hornsby, PhD, CSCS,*D, RSCC*D, FNCSA

Eric McMahon, MEd, CSCS,*D, NSCA-CPT,*D, TSAC-F,*D, RSCC*E

Jay Patel, PhD, CPSS, CSCS,*D, TSAC-F,*D

Andrew Stuart, PhD, CPSS, CSCS,*D, RSCC*D

Madison Treece, PhD, CPSS

Additional review was provided by members of the following groups:

NSCA Board of Directors

NSCA Foundation Board of Directors

NSCA Sport Science and Performance Technology Special Interest Group

NSCA Foundation Coaching Advancement Committee