When the student is ready, the teacher will appear: the conflicted strength and conditioning coach

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Professional Competence
(adapted from Chelladurai & Carron, 1992)
- knowledge
- functional competence
- cognitive competence
- personal & behavioural competence
- values and ethical competence

Signature pedagogies (Shulman, 2006)
- characteristic forms of teaching and learning

Socialisation
"...the profession "does not produce the next generation biologically, it does so socially."..." (Frankel, 1989)
**Mission:** To support and disseminate research-based knowledge and its practical application to improve athletic performance and fitness.

The profession involves the combined competencies of sport/exercise science, administration, management, teaching and coaching.

**Scope of Practice**

**Scientific Foundations,**
- Exercise Sciences (Anatomy, Exercise Physiology, Biomechanics, etc)
- Nutrition

**Practical/Applied,**
- Program Design
- Exercise Technique
- Organization & Administration
- Testing & Evaluation

**University of Gloucestershire (UK)**

**LEVEL 1:**
- Anatomy and Physiology of Sport & Exercise
- Movement Biomechanics: Sport and Exercise Performance
- Programming for Sport and Exercise Performance
- Histology of Muscle & Tissue Physiology
- Psychology of Exercise & Sport

**LEVEL 2:**
- Anatomy and Physiology of Exercise Performance
- Principles of Human Movement
- Functional Anatomy & Physiology
- Biomechanics of Sports Performance

**LEVEL 3:**
- Exercise and Sport Medicine
- Exercise Prescription
- Exercise & Sport Science
- Sports Performance

**Indiana State (USA)**

**Required:**
- HUM 143 - Human Anatomy + Laboratory
- HUM 144 - Human Physiology + Laboratory
- CHEM 105 - Introductory Biochemistry, Physical Education
- PHYS 101 - Introductory Biomechanics, Physical Education
- PHYS 151 - Analytical Mechanics, Physical Education
- PHYS 152 - Analytical Mechanics, Physical Education
- BIO 101 - General Biology
- BIO 102 - General Biology

**Biology and Anatomy:**
- BIOL 110 - General Biology
- BIOL 111 - General Biology
- BIOL 112 - General Biology

**Physical Education:**
- PHYS 101 - Introductory Biomechanics
- PHYS 102 - Introductory Biomechanics
- PHYS 103 - Introductory Biomechanics

**Psychology:**
- PSYCH 101 - General Psychology
- PSYCH 102 - General Psychology

**Health and Wellness:**
- HUM 101 - General Health
- HUM 102 - General Health

**Engineering:**
- ENGR 101 - Basic Engineering Principles

**Code of Ethics**

1. Respect rights, welfare and dignity of all individuals.
2. Comprise, fair, and equal treatment to all individuals, and do not discriminate against anyone.
3. Provide a safe and secure environment.
4. Comply with applicable laws.
5. Accept responsibility for the use of your judgment.
6. Respect and preserve confidentiality of personal and privileged information.
7. Not release any information without written release.
8. Not measure skills, training, professional credentials, identity, or services.
9. Only provide services that are provided through education or experience, and within scope.
10. Refuse to use your qualifications, when appropriate.
11. Remain current on practical and theoretical foundations of your continuing education.
12. Avoid behavior or conduct that might cause harm or offset your own profession.
13. Safeguard well-being of clients and clients of certified individuals by reporting CVR violations.
Code of Ethics

1. Respect rights, welfare and dignity of all individuals.
2. Competency, fla and equal treatment to all individuals without discrimination against anyone.
3. Provide safe and effective training.
4. Comply with applicable laws.
5. Accept responsibility for the use of sound judgment.
6. Respect the confidence of personal and professional information.
7. Not release any information without the consent of the person involved.
8. Not manipulate skills, training, professional claims, identity, or services.
9. Only provide services qualified to provide education or experience, and within scope.
10. Refer to more qualified professionals.
11. Remain current in practical and theoretical knowledge via continuing education.
12. Avoid behavior or conduct misleading potential clients or reflect poorly on the profession.
13. Safeguard well-being of clients of certified individuals.
Professional Competence
(adapted from Chertok & Clover, 1993)

- knowledge
- functional competence
- cognitive competence
- personal & behavioural competence
- values and ethical competence

When we first venture into the unknown, we need not the incisive beam of the proud penetrating laser, but the gentle diffuse illumination of the humble torch.

(O’Keefe & Nadal, 1978)