



MO- DULE 1

INTRODUCTORY PRINCIPLES

Though hormonal optimization has been a successful approach for training individualization, neural optimization supersedes it given that the neural response will affect the hormonal response, while the opposite is not true. Even supplementation cannot prevent a neural response.

In this module, the general concepts of the Neurotyping System are reviewed.

Course Outline

SECTION A INTRODUCTION TO NEUROTYPING

- I. NEUROLOGICAL PROFILE AND INDIVIDUALIZATION

SECTION B HORMONES: SENSITIVITY AND RESISTANCE

- I. SENSITIVITY VS RESISTANCE
- II. CORTISOL
 - a. Main functions
 - b. Impacts of acute vs chronic elevation
 - c. Impact on insulin sensitivity
- III. INSULIN
 - a. Complexity of insulin sensitivity

SECTION C NEUROTRANSMITTERS: FUNCTION AND CONTRIBUTION TO PERSONALITY

- I. KEY NEUROTRANSMITTERS
- II. RELATION/RATIOS BETWEEN NEUROTRANSMITTERS
- III. EXCITATORY VS INHIBITORY NEUROTRANSMITTERS

MO- DULE 2

UNDERSTANDING THE NEUROTYP

The key neurotransmitters affect personality and give rise to 5 different neurotypes, all of which have their own characteristics, driving motivation and strategies for interacting with others and managing stress. Understanding the 5 different neurotypes is key to developing optimal individualized training. This module outlines the characteristics of each neurotype.

Course Outline

SECTION A THE 5 PROFILES BY NEUROTRANSMITTER DOMINANCE

- I. DOPAMINE DOMINANT PROFILES
 - a. Type 1A
 - b. Type 1B
- II. ADRENALIN DOMINANT PROFILES
 - a. Type 2A
 - b. Type 2B
- III. SEROTONIN DOMINANT PROFILE
 - a. Type 3

SECTION B PROFILE CHARACTERISTICS

- I. DOMINANCE AND PERSONALITY CHARACTERISTICS
- II. STRESS RESPONSE BY PROFILE
- III. GENERIC TRAINING AND SPORTS PROFILE

SECTION C CAN YOU CHANGE YOUR PROFILE?

SECTION D SUMMARIZING THE PROFILES



MO- DULE 3

NEUROTYPING ASSESSMENT

This module will cover how to evaluate a client to establish neurotype, including which assessment strategies to use and how to analyze them, how to conduct a client assessment session and what to look for when working with different neurotypes.

Course Outline

SECTION A INTRODUCTION TO THE NEUROTYPING ASSESSMENT

SECTION B NEUROTYPING ASSESSMENT TOOLS

- I. FIRST CONTACT
- II. INTERVIEW

SECTION C GETTING THE CLIENT TO TALK

SECTION D ASKING QUESTIONS

MO- DULE 4

GENERAL TRAINING OVERVIEW

Each neurotype essentially has its own “wiring” that dictates what they are designed to do, what they will be efficient at and recover easily from, and what they are not programmed to do and will have a hard time recovering from. The general traits must be taken into consideration for efficient and successful short and long term programming.

Course Outline

SECTION A TRAINING OVERVIEW BY PROFILE

- I. FOUNDATIONAL PRINCIPLES
- II. GENERAL OVERVIEW BY TYPE

SECTION B TRAINING METHODS

- I. SCALE OF NEUROLOGICAL DEMANDS
- II. METHODS BY CATEGORY



MO- DULE 5

BUILDING A TRAINING SESSION FOR EACH NEUROTYPE

This module will build on the previous Module "General Training Overview" to provide a template for each neurotype showing how to construct an optimal training session.

Several programming variables will be covered including: exercise selection, optimal type of contraction, proper volume and intensity, rest periods, structure of exercises in a session, etc.

Course Outline

SECTION A BASIC TRAINING VARIABLES

- I. TRAINING VARIABLES BY TYPE
- II. TRAINING METHODS BY TYPE

SECTION B BUILDING A WORKOUT

- I. DOPAMINE DOMINANT PROFILES
 - a. Type 1A
 - b. Type 1B
- II. ADRENALIN DOMINANT PROFILES
 - a. Type 2A
 - b. Type 2B
- III. SEROTONIN DOMINANT PROFILE
 - a. Type 3

MO- DULE 6

BUILDING A BLOCK OF TRAINING FOR EACH NEUROTYPE

This module will build on the previous Module "Building a Training Session for Each Neurotype" to provide a template for each neurotype showing the ideal training splits as well as how to program an optimal training block.

Course Outline

SECTION A TRAINING SPLITS BY NEUROTYPE

SECTION B TRAINING BLOCK PATTERN BY NEUROTYPE

SECTION C TRAINING BLOCKS

- I. ACCUMULATION
- II. INTENSIFICATION
- III. REALIZATION



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