

Basic Training Module Specifications

Functional Area: IV. Police Skills  
Subject Area: E. Fitness and Wellness  
Module Title: 2. HEALTH AND WELLNESS  
Hours: Not less than 8 hours

Notes to Instructor:

The MCOLES *Health and Wellness Training Instructor Manual* shall be the primary resource for the material taught in this module.

Module Objectives start on the next page:

IV.E.2.1. Demonstrate an Understanding of the Fundamentals of Fitness and Wellness.

Notes to Instructor:

Provide an overview to students that, fitness and wellness are crucial to the ability to do the job of a law enforcement officer.

- a. Identifies the relationship between fitness and wellness by:
  - (1) discussing physical fitness as related to an officer's ability to perform the job by:
    - (a) performing essential tasks, and
    - (b) improving overall performance;
  - (2) defining physical fitness;
  - (3) discriminating between health-related and skill-related components of fitness;
  - (4) defining wellness; and
  - (5) describing ways to improve one's position on the wellness continuum.
- b. Describes the relationship between health habits and fitness and wellness by:
  - (1) naming the leading causes of death for men and women;
  - (2) discussing the relationship between poor health habits, premature disease and rising health care costs;
  - (3) describing the relationship between being fit and slowing down the aging process;
  - (4) summarizing the importance of preventive medicine in maintaining optimal fitness and wellness; and
  - (5) identifying 12 ways to improve the odds for a lifetime of good health.

IV.E.2.2. Demonstrate an Understanding of the Benefits of Exercise Using the Following Exercise Guidelines.

Notes to Instructor: This module covers 2 topics; (1) the benefits and (2) the principles/ components of exercise. Introduce students to the concept of gaining tremendous health benefits from exercise in addition to performing at high levels as an officer.

- a. Identifies several health-related benefits of exercise, such as:
  - (1) helps fight obesity;
  - (2) reduced risk of premature death;
  - (3) provides a 20 year physiological advantage;
  - (4) reduced risk of heart disease;
  - (5) strengthens the heart;
  - (6) reduced risk of diabetes;
  - (7) reduced risk of high blood pressure;
  - (8) reduced risk of certain cancer;
  - (9) increases bones density;
  - (10) development of lean muscle mass;
  - (11) promotes functionality as we age;
  - (12) reduces stress and promotes well being; and
  - (13) reduces risk of lower back injury.

IV.E.2.2. Demonstrate an Understanding of the Benefits of Exercise Using the Following Exercise Guidelines

- b. Identifies the principles of exercise as:
  - (1) overload,
  - (2) progression, and
  - (3) specificity.
- c. Identifies the components of an exercise session to include:
  - (1) warm up,
  - (2) workout (strength, cardiovascular, and flexibility), and
  - (3) cool down.
- d. Defines thresholds of training as:
  - (1) frequency, how often one exercises;
  - (2) intensity, how hard one exercises; and
  - (3) time, how long one exercises.
- e. Identifies F.I.T. guidelines for:
  - (1) flexibility, 3 to 7 days/week,
  - (2) strength, 2 to 4 days/week, and
  - (3) cardiovascular 3 to 6 days/week, or most days of the week.

IV.E.2.3. Demonstrate an Understanding of the 7 Major Coronary Risk Factors.

Notes to Instructor:

Provide an overview to students emphasizing that the risk of cardiovascular disease dramatically increases as officers age.

Student is to complete an assessment to determine their own coronary risk.

The RISKO Instrument (included in the Instructor Manual) can be obtained by contacting the American Heart Association (contact information is in the Instructor Manual resource material for the Coronary Risk Factors Module).

- a. Identifies the 4 types of cardiovascular disease including:
  - (1) coronary heart disease,
  - (2) cerebrovascular disease,
  - (3) congestive heart failure, and
  - (4) peripheral vascular disease.

IV.E.2.3. Demonstrate an Understanding of the 7 Major Coronary Risk Factors.

- b. Identifies the major coronary risk factors as:
  - (1) elevated cholesterol;
  - (2) hypertension;
  - (3) cigarette smoking;
  - (4) diabetes;
  - (5) family history;
  - (6) sedentary lifestyle; and
  - (7) obesity.
- c. Identifies other contributing factors for coronary heart disease such as:
  - (1) triglycerides, and
  - (2) stress.
- d. Identifies lifestyle and job-related factors that may make law enforcement officers at a greater risk for coronary heart disease, which are:
  - (1) inactive lifestyle,
  - (2) 16%-20% higher blood pressure,
  - (3) smoking at a greater rate, and
  - (4) stress of the job.

IV.E.2.4. Demonstrate an Understanding of Stress and its Effect on the Body and an Officer's Performance.

Notes to Instructor: Provide an overview of how officers are affected by stress, particularly if chronic. Have students read the case study about Agent John and discuss it at the appropriate point in the slide presentation. At the end of the presentation, a relaxation experience can be provided to the students. A suggested script is included, and you may use one or more techniques in combination.

- a. Identifies factors in law enforcement that increase risk for stress.
- b. Defines stress with respect to:
  - (1) eustress and
  - (2) distress.
- c. Identifies physiological changes in the body in response to stress in three areas:
  - (1) cerebral cortex of the brain, cognitive interpretation;
  - (2) limbic portion of the brain, emotional response; and
  - (3) endocrine system, release of stress hormones.
- d. Identifies various life events and daily hassles that cause stress.

IV.E.2.4. Demonstrate an Understanding of Stress and its Effect on the Body and an Officer's Performance (continued).

- e. Identifies the signs and symptoms of stress in four areas:
  - (1) physical,
  - (2) emotional,
  - (3) cognitive, and
  - (4) behavioral.
- f. Identifies that Type H (Hate & Hostility) behavior and chronic stress is related to increased risk for illness and premature death.
- g. Identifies various strategies to become resistant to the effects of stress including:
  - (1) concept of hardiness,
  - (2) social and environmental strategies,
  - (3) cognitive and behavioral strategies, and
  - (4) modification of lifestyle.
- h. Demonstrates a relaxation technique (e.g., tactical breathing, progressive muscle relaxation, etc.).

IV.E.2.5. Demonstrate an Understanding of the Role of Basic Nutrients and Proper Diet.

Notes to Instructor:

Provide an overview to students with respect to the challenge officers face with irregular schedules to eat properly.

- a. Identifies reputable sources for nutrition information, such as:
  - (1) The American Heart Association, [www.americanheart.org](http://www.americanheart.org)
  - (2) The American Cancer Society, [www.cancer.org](http://www.cancer.org)
  - (3) The American Medical Association, and [www.ama-assn.org](http://www.ama-assn.org)
  - (4) The American Diabetes Association. [www.diabetes.org](http://www.diabetes.org)
- b. Identifies diseases related to poor nutrition including:
  - (1) high blood fats,
  - (2) high blood pressure,
  - (3) cardiovascular disease,
  - (4) cancer,
  - (5) type 2 diabetes,
  - (6) obesity, and
  - (7) osteoporosis.

IV.E.2.5. Demonstrate an Understanding of the Role of Basic Nutrients and Proper Diet (continued).

- c. Explains essential nutrients by:
  - (1) differentiating between simple and complex carbohydrates;
  - (2) explaining what percentage of the diet should be composed of each of the following:
    - (a) carbohydrates,
    - (b) fats, and
    - (c) proteins;
  - (3) describing the importance of dietary fiber;
  - (4) identifying the three types of fat to include:
    - (a) saturated,
    - (b) monounsaturated, and
    - (c) polyunsaturated;
  - (5) summarizing the function of RDAs;
  - (6) explaining the difference between water soluble and fat-soluble vitamins;
  - (7) defining the function of antioxidants; and
  - (8) identifying concerns with dietary supplements being in an unregulated industry.
  
- d. Explains how the United States Department of Agriculture's (USDA) MyPlate (<https://www.myplate.gov/eat-healthy/what-is-myplate>) is used for dietary guidance in the areas of:
  - (1) fruits,
  - (2) vegetables,
  - (3) grains,
  - (4) protein foods, and
  - (5) dairy and fortified alternatives.

IV.E.2.6. Demonstrate an Understanding of the Balance of Energy Needed to Maintain Proper Weight through Strategies that Assist in Weight Loss and Weight Control.

Notes to Instructor: Provide an overview of the importance of weight control for officers throughout their careers not only for important health reasons but for physiological preparedness and professional appearance as well.

- a. Describes occupational factors that may contribute to why law enforcement officers may be overweight or even obese (e.g., work schedule, limited choice of eating establishments, etc.).
- b. Identifies reasons why appropriate levels of body fat are important for health, such as, energy balance, calorie control and exercise.
- c. Identifies several methods for determining overweight including:
  - (1) height/weight tables,
  - (2) body mass index,
  - (3) fat patterning, and
  - (4) body composition.
- d. Describes the concept of energy balance and how to calculate for weight loss based on this concept by:
  - (1) calculating caloric need,
  - (2) calculating energy expenditure, and
  - (3) calculating appropriate weight loss using modest caloric restriction and increased activity levels.
- e. Identifies the three-pronged approach to the treatment of being overweight as:
  - (1) diet,
  - (2) exercise, and
  - (3) behavior modification.
- f. Identifies practical recommendations for weight loss or weight control including:
  - (1) healthy eating according to:
    - (a) dietary guidelines,
    - (b) Food Guide Pyramid, and
    - (c) 5-a-day campaign;
  - (2) physical activity; and
  - (3) behavior modification.

IV.E.2.7. Demonstrate an Understanding of the Factors that Contribute to Lower Back Pain.

Notes for Instructor: Provide an overview to the students regarding the importance of maintaining a healthy back throughout their career. After the slide presentation, have the students participate in selected exercises to maintain a healthy back (suggestions are included in the text).

IV.E.2.7. Demonstrate an Understanding of the Factors that Contribute to Lower Back Pain (continued).

- a. Identifies the increased risk for lower back pain for officers, such as:
  - (1) sedentary nature of work tasks,
  - (2) low fitness levels,
  - (3) wearing duty gear around the waist,
  - (4) sitting in vehicles, and
  - (5) standing for long periods of time.
  
- b. Identifies functional implications of lower back pain as:
  - (1) disability,
  - (2) dysfunction,
  - (3) absenteeism, and
  - (4) decreased productivity.
  
- c. Identifies structures of the spine including:
  - (1) vertebrae,
  - (2) discs,
  - (3) spinal nerve,
  - (4) arteries,
  - (5) ligaments, and
  - (6) musculature.
  
- d. Describes the components of proper body alignment and good posture as:
  - (1) the head should be centered over the shoulders;
  - (2) the shoulders should be centered over the hips;
  - (3) the hips should be centered over the knees; and
  - (4) the knees should be centered over the feet.
  
- e. Identifies postural problems and how to correct them regarding:
  - (1) rounded shoulders (kyphosis), stretch the pectorals and strengthen the upper back; and;
  - (2) sway back (lordosis), stretch the lower back and strengthen the abdominals.
  
- f. Identifies preventive care for lower back problems including:
  - (1) using proper exercise technique;
  - (2) lifting objects appropriately;
  - (3) using flexibility/strength exercises to maintain a healthy back; and
  - (4) using the duty belt properly to minimize low back pain.



IV.E.2.8. Demonstrate an Understanding of the Factors in Exercise Adherence and Strategies to Increase Adherence.

Notes to Instructor:

Provide an overview to students that emphasizes the importance of sticking with an exercise program after they leave the academy. After the slide presentation, have the students work in pairs to prepare a sample behavior contract.

- a. Identifies exercise adherence as a major problem particularly with incumbent officers.
- b. Identifies reasons for exercising, such as:
  - (1) health/fitness,
  - (2) fun/enjoyment,
  - (3) relaxation,
  - (4) challenge,
  - (5) social,
  - (6) appearance, and
  - (7) competition.
- c. Identifies reasons for not exercising, such as:
  - (1) lack of time,
  - (2) inconvenient,
  - (3) does not enjoy it,
  - (4) poor health/unfit,
  - (5) lack of facilities,
  - (6) weather, and
  - (7) misconceptions.
- d. Identifies factors affecting exercise adherence:
  - (1) predisposing factors,
    - (a) knowledge,
    - (b) beliefs,
    - (c) confidence,
    - (d) motivation, and
    - (e) experience;
  - (2) enabling factors,
    - (a) motor skills,
    - (b) fitness level,
    - (c) facilities/equipment, and
    - (d) self-monitoring techniques;
  - (3) reinforcing factors.
    - (a) family,
    - (b) friends,
    - (c) success,
    - (d) doctor, and
    - (e) societal norms.

IV.E.2.8. Demonstrate an Understanding of the Factors in Exercise Adherence and Strategies to Increase Adherence (continued).

- d. Identifies the stages of behavioral change as:
  - (1) pre-contemplation,
  - (2) contemplation,
  - (3) preparation,
  - (4) action, and
  - (5) maintenance.
  
- e. Identifies several behavioral skills and strategies for changing behavior, such as:
  - (1) developing a behavior contract w/ a friend,
  - (2) managing time to include exercise,
  - (3) determining short- and long-term goals,
  - (4) keeping progress reports,
  - (5) monitoring exercise intensity (THR), and
  - (6) cross-training for variety and fitness.
  
- f. Creates a sample behavior contract.

**Module History**

Reviewed	12/22
Revised	10/24