

# I-Y Physical Readiness (720)

## Course Outcome Summary

### Wisconsin Department of Justice

### Training and Standards Bureau

#### *Information*

**Contact Hours** 34  
**Development Date** 12/02/2014

#### *Types of Instruction*

Formal Physical Training Sessions 34 hours – 2 hours per week  
Individual Training Sessions Recommend 3 sessions per week on student’s own time

#### *Description*

Prior to the start of the academy, recruits will complete a physical readiness test (PRT) to determine their basic level of readiness. Each recruit must meet the established entrance readiness standards to continue in the academy. Recruits will also take a final PRT at the end of the academy. This will determine if they meet the minimum levels of physical readiness necessary to perform the essential physical tasks of a Wisconsin Law Enforcement officer safely and effectively. The initial PRT will allow recruits to set fitness goals and develop a fitness plan to help them improve performance on the final PRT as well as increase their fitness and wellness as future officers.

The PRT will consist of:

| Test          | Entrance Standards | Exit Standards |
|---------------|--------------------|----------------|
| Vertical Jump | 11.5 inches        | 14 inches      |
| Agility Run   | 23.4 seconds       | 19.5 seconds   |
| Sit-ups       | 24                 | 30             |
| 300m run      | 82 seconds         | 68 seconds     |
| Push ups      | 18                 | 23             |
| 1.5 mile run  | 20:20 minutes      | 16:57          |

In addition to the fitness sessions, recruits will also describe the benefits of engaging in regular physical activity and participate in a physical fitness program throughout the academy to prepare them for their law enforcement careers. Recruits will participate in two required

physical fitness sessions per week while attending the academy. Recruits are also encouraged to exercise at least three more times a week on their own time.

This course has two companion courses. Wellness (4 hours) is taught in Phase One. Wellness: Suicide Prevention (4 hours) is taught in Phase Three. This course, physical readiness (34 hours), begins at the start of the academy and continues through Phase Three.

## ***Administrative Guidelines***

### **Organization:**

This course begins at the start of the academy and continues through Phase Three.

### **Instructors:**

An LESB-certified *Physical Fitness Instructor* must be present in the classroom at all times to ensure proper delivery of the course materials. Any assistant instructors shall be familiar with the core abilities, competencies, learning objectives and performance assessment standards; have at least one (1) year of full-time, or at least 2,000 hours experience as a criminal justice practitioner; and be determined by the school director to be sufficiently qualified to contribute to the class.

An LESB-registered *Physical Fitness Assessor* must be present to give the pre and post physical readiness tests. This person has training as an Instructor from The Cooper Institute or FitForce.

Guest presenters with unique qualifications otherwise not available from certified or credentialed instructors may be used to enhance the learning experience. Guest presenters shall be approved in advance by the school director and have generally accepted credentials, statewide or nationally, in the specific subject of their presentation. An individual guest presenter may present up to a maximum of four (4) hours of a preparatory training subject.

### **Role of the Instructor:**

Carefully review the portion of the curriculum that you are going to teach. Check WILENET before every course you teach to ensure you are using the most up-to-date materials. Completely review competencies and learning objectives, and performance standards before you proceed to see what is required of you and your learners. You must cover all competencies, learning objectives, and performance standards during the course. The curriculum contains performance assessment tasks and supporting materials. If you supplement the LESB curriculum, ensure your lesson plan reflects the additional materials and resources.

### **Lesson Plan Requirements:**

A block or lesson plan must be developed and delivered to your academy director. Examples of block/lesson plans can be found in the Instructor Development Course student text. It must be

include the following information:

- Safety information (as needed)
- Equipment needs
- Review skills and new skills to be taught each day
- Learning activities and/or performance assessment tasks
- Teaching style (lecture, discussion, group activity, etc.)

### **Syllabus Requirements:**

Before you begin instruction you should update the Syllabus. The syllabus reflects learning outcomes, class expectations, assessment process, grading plan, required text(s) and supplies, and documents other general class information. Some of the information you, the instructor, should complete:

- List the LESB competencies and learning objectives for the course.
- Fill in the information requested in brackets, on the Syllabus (such as instructor contact information, important dates, grading schemes, etc.).
- Save a copy for yourself.
- Provide the revised syllabus to your students at the beginning of the course.
- Provide a final version to your school director upon completion of the section.

### **Instructor-Student Ratio:**

Because of the flexibility this course has with how it is presented, no instructor-student ratio has been set. However, when an instructor incorporates scenario- based instruction and role plays, it may be appropriate to include additional safety officers and monitors during those periods of instruction. Instructors can and should use additional safety officers for days when there is a higher chance for injury. For example, everyone is on the weight machines.

### **Student Handouts:**

Check for handouts located on WILENET under the Wellness curriculum section (listed in the “Handouts” and “Instructor Extra’s” sections). Provide these handouts to students if you feel that they are beneficial to the students or use them as reference material to help you teach the course.

### **Instructional Materials:**

PowerPoint presentations may be included in instructor materials. Instructors may add information to the presentations or make minor adjustments, such as updating current numbers, etc.; however, instructors should not change the content to ensure the information remains consistent with LESB standards.

### **Assessment and Evaluation Strategy / Completion Requirements:**

To successfully complete this course of instruction, participants must complete all mandatory Performance Assessment Tasks (PATs marked with an asterisk). Academies must maintain a record of each student's performance on the mandatory PATs, written tests, and any proficiency examinations. Instructors should check with the school director to determine how students' performance results should be documented.

**There are three mandatory PATS for this topic. The first is the physical readiness assessment for both the entrance and exit standards. The second is the keeping of a journal throughout the academy and the third is setting a long-term goal. This last one stems from the Wellness I course in Phase One, but it is better completed here.**

The following re-testing guidelines apply to mandatory performance assessment tasks:

- a. Students who pass a PAT are not allowed a re-test to improve their performance score.
- b. Students who fail a PAT may be granted a second test by the academy. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the academy.
- c. A re-test of any student must be accomplished before the end-of-phase test conducted at the end of that phase.
- d. The minimum standard is that the student only re-tests the skills they did not pass in the original scoring guide. Academies may impose higher standards, such as re-testing the student on the entire set of skills in the PAT, however.
- e. A student who passes a PAT re-test successfully passes that PAT. However, documentation of both the original test scores and the re-test scores must be kept on file for the student.
- f. Failure to pass a re-test will result in the failure of preliminary training and the student must repeat the entire academy.

You may develop quizzes, tests, exercises, or other activities to gauge student learning throughout the course.

Students must also pass an end-of-phase written test that includes questions from this course and they must also pass the final scenario evaluations conducted at the end of the academy. Academies may implement higher standards within their rules and procedures.

This course has two physical readiness tests. The potential student must meet the entrance standards listed in the table under the "Description" prior to entering the academy. They can take the physical readiness test as many times as they need to prior to the academy beginning. It is not required that you offer the test more than once to accommodate this. The students can take a course elsewhere and bring documentation showing that the entrance standards were met. The test can be taken up to 6 months prior to the academy beginning.

The second physical readiness test is given to ensure that the students can meet they exit standards and may be completed anytime during Phase III. If they fail the first time, they have

one retest available. It must be completed prior to the training and testing scenarios beginning following completion of Phase III.

### **Attendance and Make-up:**

Students in preparatory law enforcement officer training are expected to attend all classes. Excused student absences must be approved by the school director and shall not exceed 10% of the hours in any course topic. Report all student absences to the academy director.

## ***Textbooks***

Wisconsin Department of Justice, Training and Standards Bureau. *Physical Readiness*. Edition: March 2015.

## ***Competencies, Learning Objectives, and Performance Standards***

### **1. Find your fitness starting point.\***

- 1.1 Know your fitness level.
- 1.2 Set goals.
- 1.3 Maintain a fitness journal

### ***Performance Standards***

*You will demonstrate your competence:*

- o \*\*\* by passing the entrance fitness test at the recruit academy.
- o by setting fitness and health goals during the recruit academy based on your entrance fitness assessment results (physical fitness test and health assessment).
- o \*\*\* by creating and maintaining a fitness/wellness journal.

*Your performance will be successful when:*

- o you successfully pass the entrance fitness assessment.
- o you review the officer fitness and wellness course.
- o you learn the purpose of, and how to use, fitness and nutrition journals.
- o you set a specific improvement goal you want to achieve on the fitness test at the end of the recruit academy.
- o you set specific health goals (for example, quit smoking, give up fast food, etc.) that you want to achieve by the end of the recruit academy.
- o you set specific weight loss or maintenance goals you want to achieve by the end of the

recruit academy.

## 2. Engage in regular physical activity.

### **Learning objectives**

*What you will learn as you master the competency:*

- 2.1 Describe the benefits of exercise.
- 2.2 Examine components of exercise (warm-ups and cool-downs, cardio training, strength training, flexibility and balance).
- 2.3 Compare and contrast different types of exercise programs and resources.
- 2.4 Participate in the physical fitness program

### **Performance Standards**

*You will demonstrate your competence:*

- o by developing an individual fitness plan you will use during the recruit academy.
- o by participating in a physical fitness improvement program during the recruit academy.

*Your performance will be successful when:*

- o you explain how being fit enhances your effectiveness as a law enforcement officer.
- o you compare and contrast various fitness programs to determine what type of program may help you reach your fitness goals (examples: local gym programs, P90X, CrossFit).
- o you develop a physical fitness routine that you will follow to help you improve your physical fitness assessment results by the end of the recruit academy.
- o you assess your performance throughout the recruit academy and adjust your physical fitness plan to reach your end of academy goals as necessary.

## 3. Eat a healthy diet.

### **Learning objectives**

*What you will learn as you master the competency:*

- 3.1 Describe the benefits of eating a balanced diet.
- 3.2 Eat a balanced diet.
- 3.3 Stay hydrated.

### **Performance Standards**

*You will demonstrate your competence:*

- o by keeping track of everything you eat and drink for at least 1 week.

*Your performance will be successful when:*

- o you develop a nutrition plan that you will follow while at the recruit academy.
- o you assess your progress throughout the recruit academy and adjust your nutrition and health plans as needed to meet your health goals by the end of the academy.
- o you discuss how you can maintain a healthy diet while eating on the road (eating at restaurants) or working various shifts.