

**LOS ANGELES POLICE DEPARTMENT**  
**Physical Training Instructor's Course**  
**1850-21480**  
**Expanded Course Outline**

**Course Description:** This course prepares officers to instruct Lifetime Fitness topics listed in CA POST Commission Regulation 1082. Lecture materials include instructor methodology and techniques, liability, record keeping and coaching techniques. Special training methods and equipment are covered in both lecture and practical application. The course is designed to meet Commission Regulation 1070 requirements and qualifies personnel to teach Lifetime Fitness in POST-certified Basic Course presentations.

**Instructional Goal:** To provide students an opportunity to develop skills necessary to teach a physical training course.

**Performance Objectives:** Using lecture, learning activities, group discussion, and practical application scenarios, the student will:

- Understand the components of personal fitness
- Understand adult learning concepts
- Understand the POST Work Sample Test Battery (WSTB)
- Understand basic nutrition
- Understand coaching and motivation principles
- Understand the concepts of corrective exercise
- Be able to satisfactorily teach a physical training session

**References:** Instructors, facilitators and training supervisors shall ensure that current references are utilized

**DAY 1**

**I. ORIENTATION AND INTRODUCTION (120 min)**

A. Orientation

1. Conduct safety brief and review safety protocols per current course Safety Policy<sup>1 2</sup>
2. Injuries/Medical emergencies
3. POST Roster
4. Hourly distribution

B. Introductions

1. Instructor introductions
2. Student introductions

**II. SAFETY PROTOCOLS, INJURY PREVENTION AND ASSESSMENT (60 min)**

A. Safety during training

1. There is always a risk when participating in an exercise program
2. Stay hydrated

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<sup>1</sup> CA POST EDI, Crowd Control, 1850-21480, Safety Policy

<sup>2</sup> POST Guidelines for Student Safety in Certified Courses

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3. Wear proper clothing and footwear
4. Use proper technique for all exercises
5. Review POST Guidelines for Student Safety in Certified Courses

**B. Heat related illnesses**

1. Can be life-threatening
2. Higher risk when there is high humidity
3. 3 types of heat illnesses
4. Possible causes

**C. Rhabdomyolysis**

1. Rare, life-threatening illness
2. Occurs after very intense bouts of exercise
3. Muscle cell membranes break down due to damage from doing too much work
4. Proteins and potassium leak into the blood stream
5. Can lead to cardiac arrest, kidney failure, and permanent muscle damage
6. Risks are especially if you ignore symptoms that your body is going well beyond its present ability
7. Symptoms

**D. Training injuries**

1. Discomfort vs pain
2. Acute injuries
3. Chronic injuries
4. Self-treatment vs professional treatment
5. Guidelines for self-treatment
6. Guidelines for seeking medical attention

**III. TRAINING SESSION**

**(120 min)**

**A. Dynamic Warm-up**

1. Discuss importance of warm-up and stretching
2. Demonstrate and perform dynamic stretching

**B. Foundational Movements**

1. Discuss importance of biomechanics
2. Demonstrate proper form through calisthenics

**C. Circuit Training**

1. Define exercise prescription
2. Perform a series of calisthenics

**D. Cool Down**

1. Demonstrate static stretching
2. Students perform static stretching

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**IV. CONDITIONING PRINCIPLES**

**(180 min)**

**A. Cardiovascular**

1. The ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity
2. Aerobic conditioning
3. Anaerobic conditioning
4. Circuit training
5. Interval training

**B. Muscular**

1. Strength
2. Power
3. Endurance
4. Calisthenics

**C. Flexibility**

1. The ability to move a body part (usually a joint or limb) through a full range of motion
2. Sit and reach
3. Full squat to full extension
4. Improving flexibility

**D. Stability**

1. The ability of a joint or body region to withstand shock and movement without being dislocated or otherwise injured.
2. The ability to maintain balance
3. Isometric stability
4. Plank hold

**E. Mobility**

1. The ease with which a joint or series of joints can move before being restricted by the surrounding structures.
2. The ability to actively move your joints
3. General maintenance for your body
4. Overhead squat

**F. Core**

1. The bodily region bound by the abdominal wall, hips, glutes, the lower back, and the diaphragm
2. Stability in the lumbar/abdominal area
3. Ability to resist rotation while transmitting force
4. Mobility in the hip/thoracic spine area
5. Should be included in the warm-up and conditioning periods as a priority of daily training
6. Timed plank hold evaluation

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- G. Acceleration
  - 1. The ability to increase speed from static or after directional changes
  - 2. Evaluation methods
  
- H. Agility
  - 1. Quickness and readiness of movement
  - 2. The ability to change the position of the body with skill and control
  - 3. Cone drillsWork Sample Test Battery
  
- I. Body composition vs performance
  - 1. The proportion of fat compared with lean tissue in the body
  - 2. Correlation between lean body mass to fat ratio
  - 3. The greater priority is placed on increasing work capacity
  - 4. Evaluation methods
  - 5. Improving body composition
  
- J. Recovery
  - 1. Period of time immediately after exercise and prior to the next bout of exercise
  - 2. Active recovery
  - 3. Recovery methods

**DAY 2**

**V. ADULT LEARNING CONCEPTS (90 min)**

- A. Visual
  - 1. Prefer to learn through observation
  - 2. Benefit from videos and instructor demonstrations
  
- B. Auditory
  - 1. Learn most effectively through listening to a concept or process being described
  - 2. Active engagement through questions
  
- C. Read and Write
  - 1. Engage readers with written explanations
  - 2. Encourage taking notes to engage writers
  
- D. Kinesthetic
  - 1. Learn best through psychomotor activities
  - 2. Benefit from failing forward

**VI. ADULT LEARNING CONCEPTS LEARNING ACTIVITY (90 min)**

- A. Divide Students into presentation groups

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1. Form student groups
  2. Assign exercises to groups
- B. Student will create materials and plans to teach exercises to different learning styles
1. Visual and Auditory
    - a. Create a 30 to 60 second instructional video
    - b. Present video to class
  2. Read and Write
    - a. Create power point slides
    - b. Present slides to class
  3. Kinesthetic
    - a. In person demonstration of technique
    - b. Student performance of technique breakdown

**VII. TRAINING SESSION**

**(120 min)**

- A. Dynamic Warm-up
1. Discuss importance of warm-up and stretching
  2. Demonstrate and perform dynamic stretching
- B. Foundational Movements
1. Discuss importance of biomechanics
  2. Demonstrate proper form for kettle bell movements
- C. Resistance and Strength
1. Exercise prescription
  2. Exercises
- D. Cool Down
1. Demonstrate static stretching
  2. Students perform static stretching

**VIII. POST WORK SAMPLE TEST BATTERY (WSTB)<sup>3</sup>**

**(60 min)**

- A. Post Mandates
1. Obstacle Course
  2. Chain Link Fence
  3. Solid Wall
  4. Dummy Drag
  5. 500 Yard Run
- B. Legal Issues
1. The Work Sample Test Battery is designed to specifically test job specific requirements
  2. Consistent and fair testing and evaluation practices
- C. Performance Evaluation Techniques
1. Administer and Score POST WSTB

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<sup>3</sup> CA POST Work Sample Test Battery Proctor Manual, 2012

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2. Evaluate student performance

**IX. OBSERVATIONAL CRITIQUE**

**(120 min)**

- A. Students will observe a recruit class Lifetime Fitness session
  1. Analyze instructor's techniques
  2. Analyze workout prescription
- B. Complete Observational Critique questionnaire
  1. Equipment and location
  2. Approximate class size and instructor ratios
  3. Safety protocols
  4. Warm-up
  5. Teaching techniques and motivation cues
  6. Performance Evaluation Techniques used
  7. Cool down
- C. Debrief student observations
  1. Facilitated discussion on critiques
  2. Positive lessons

**DAY 3**

**X. NUTRITION**

**(120 min)**

- A. Components of food
  1. Fats
  2. Proteins
  3. Carbohydrates
  4. Water
  5. Vitamins
  6. Minerals
  7. Supplements
- B. Nutritional planning
  1. Goals
  2. Developing a nutritional plan
  3. Supplementation using sports bars
  4. Typical dietary changes
  5. Calories
  6. Food pyramid

**XI. COACHING**

**(120 min)**

- A. Motivation
  1. Lead by example
  2. Sell the concept

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3. Positive reinforcement
4. Emphasize training mindset

**B. Lifetime Fitness**

1. Emphasize job description needs
2. Personal and career safety
3. Wellness and longevity

**XII. TRAINING SESSION**

**(60 min)**

**A. Dynamic Warm-up**

1. Discuss importance of warm-up and stretching
2. Demonstrate and perform dynamic stretching

**B. Foundational Movements**

1. Discuss Importance of biomechanics
2. Demonstrate proper form for explosive movements

**C. Power and Endurance**

1. Describe exercise prescription
2. Reinforce foundational movements in workout

**D. Cool Down**

1. Demonstrate static stretching
2. Students perform static stretching

**XIII. EVALUATION ASSIGNMENTS AND PREPARATION**

**(180 min)**

**A. Divide class into groups**

1. Assign each group a type of workout
  - a. Circuit Training
  - b. Strength Training
  - c. Power
  - d. Endurance
  - e. Agility
  - f. Flexibility
  - g. Mobility
  - h. Stability
2. Explain testing expectations
  - a. Address multiple learning modalities
  - b. Demonstrate required movements
  - c. Describe exercise/workout prescription
  - d. Lead workout

**B. Test preparation**

1. Provide students time and materials to create their lessons
2. Provide guidance as needed and/or requested

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**DAY 4**

**XIV. CORRECTIVE EXERCISES**

**(120 min)**

- A. Anatomy
  - 1. Shoulders
  - 2. Core
  - 3. Hips
  - 4. Spine
  
- B. Physiology
  - 1. Activation
    - a. Shoulders
    - b. Core
    - c. Hips
  - 2. Mobility
  
- C. Self-Myofascial Release
  - 1. Foam Roller
  - 2. Lacrosse Ball or Tennis Ball
  - 3. General guidelines
  - 4. Example exercises
  
- D. Stretching
  - 1. General guidelines
  - 2. Example stretches

**XV. TESTING**

**(210 min)**

- A. Written, Oral, and/or Demonstration Assessment in each topic area
  - 1. Teach Backs
  - 2. Each Group will teach their assigned workout to the rest of the class
  - 3. When not teaching, the groups will be students for the other three workouts
  
- B. Evaluation
  - 1. Student evaluations
  - 2. Students will demonstrate the knowledge and skills presented throughout the course
    - a. Facilitation
    - b. Movement demonstration
    - c. Movement breakdown
    - d. Warmup
    - e. Workout prescription
    - f. Evaluation of student performance
  - 3. Cool down



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**XVI. CRITIQUES AND CERTIFICATES**

**(150 min)**

A. Course Critiques

1. Student critique forms
2. Encourage students to be thorough and honest.
3. Welcome constructive criticism.

B. Certifications

1. Present students with certificates
2. Confirm POST rostering
3. EDI resumes as necessary
4. Student appreciation