



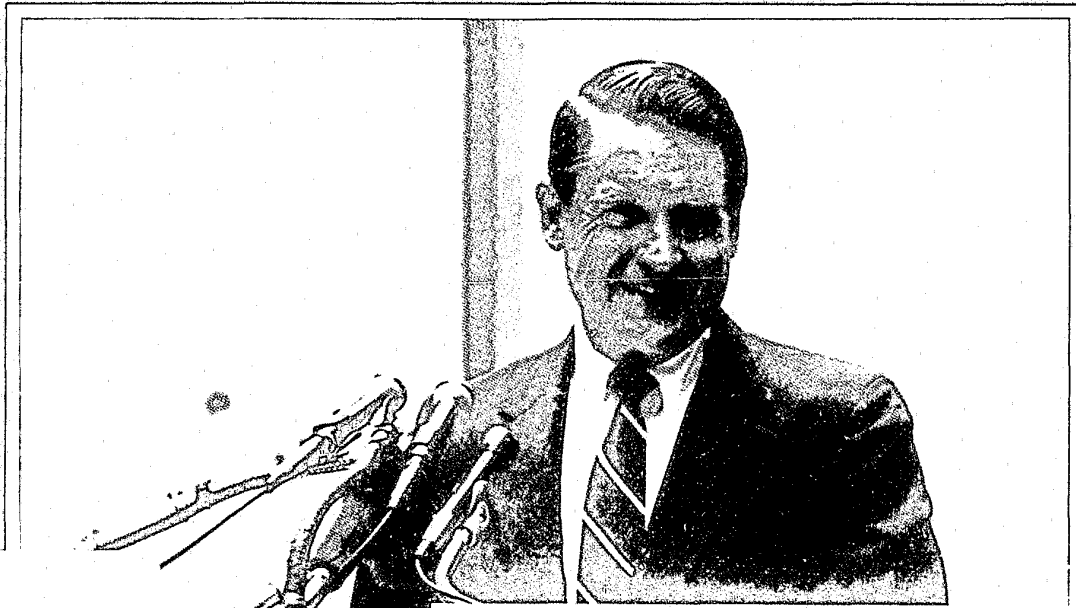
MF

FROM WITHIN EACH AGENCY

# FBI

August 1987

## Law Enforcement Bulletin



106871-  
106873



106871-106873  
U.S. Department of Justice  
National Institute of Justice

### Director Webster's Impact Enforcement

# Contents

August 1987, Volume 56, Number 8

## FILM WITH EACH ARTICLE

- Police History **7** **FBI Director Webster's Impact on Law Enforcement**  
By Thomas J. Deakin 106871
- Law Enforcement Role **8** **Integrity: The Cornerstone of Our Tax System**  
By C. Arnold Decker
- Crime Problems **11** **Boating And Alcohol: A Crucial Law Enforcement Issue**  
By Franklin I. Wood
- 15** **Book Review**
- Physical Fitness **16** **Health/Fitness and Professional Education: An Innovative Course at the FBI Academy**  
By Gerald M. Smith and Francis R. Dunphy 106872
- Police-Community Relations **22** **Detroit's Proactive Approach to Law Enforcement**  
By Nathaniel Topp 106873
- Legal Digest **26** **The Inventory Search (Part I)**  
By John C. Hall
- 31** **Wanted by the FBI**

# FBI

## Law Enforcement Bulletin

United States Department of Justice  
Federal Bureau of Investigation  
Washington, DC 20535

John E. Otto, Acting Director

The Attorney General has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department of Justice. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through June 6, 1988.

Published by the Office of Public Affairs  
Milt Ahlerich, Acting Assistant Director

Editor—Thomas J. Deakin  
Assistant Editor—Kathryn E. Sulewski  
Art Director—John E. Ott  
Production Manager—Mark A. Zettler  
Reprints—Carolyn F. Thompson

### The Cover:

Director Webster bid farewell to FBI employees on May 27th in the courtyard of FBI Headquarters. His impact on law enforcement is assessed in an article, p.1. Photograph by Mark Allen.

The FBI Law Enforcement Bulletin (ISSN-0014-5688) is published monthly by the Federal Bureau of Investigation, 10th and Pennsylvania Ave., N.W., Washington, DC 20535. Second-class postage paid at Washington, DC. Postmaster: Send address changes to Federal Bureau of Investigation, FBI Law Enforcement Bulletin, Washington, DC 20535.

ISSN 0014-5688

USPS 383-310



# *Health/Fitness and Professional Education: An Innovative Course at the FBI Academy*

By  
GERALD M. SMITH, M. Ed.

*Physical Education Unit*

and

FRANCIS R. DUNPHY, Ed.D

*Special Agent*

*Police Training Unit*

*FBI Academy*

*Quantico, VA*

During the past decade, Americans have become increasingly aware of the need for and benefits of personal health/fitness. Law enforcement officers, in particular, must be fit and healthy to perform their jobs. The demands placed on them, both physical and mental, necessitate their strong commitment to an above-average level of health/fitness. The Physical Training Unit, in conjunction with the Education and Communication Arts Unit, at the FBI Academy in Quantico, VA, has developed and implemented a unique course to meet the health/fitness needs of all law enforcement personnel.

This National Academy course is unique because it blends the holistic or whole approach to health/fitness (H/F) with the principles of adult education. A health/fitness instructor at the Academy originally designed this holistic health/fitness program for law enforcement officers who want to raise the quality of their professional and personal lives by becoming healthy and fit. However, students graduating from the National

Academy program began asking how they could incorporate this concept into health programs already existing at their individual agencies or how they could create a health/fitness program at their agencies based on this approach.

The FBI Academy responded to these requests by introducing adult education techniques and learning principles into the course's curriculum. Students now graduate from the course knowing not only how to maintain and increase their newly developed level of health/fitness but how to revive the interest of their peers in health/fitness as well. They learn to develop a holistic health/fitness program using proven techniques for safely teaching others how to become healthy and fit and to incorporate the holistic approach into already-established departmental fitness programs.

Two instructors teach this 44-hour course; the health/fitness portion is allotted 38 hours, leaving 6 hours for the educational concepts. The physical training instructor deals with all health/

fitness aspects of the course. He teaches the holistic approach to living as the only logical one for anyone to pursue, because it is the only approach that comprehensively deals with an individual's health, physical fitness, and total well-being—all the elements necessary for a vigorous, high-quality life.

The education instructor joins the class within the first few weeks to teach the students the principles and theories of adult education and learning. By using video and cassette tapes, movies, slides, charts, graphs, overheads, and life experiences, both instructors help the students realize that teaching adults, particularly in the H/F area, requires special strategies and techniques. At this time, the education instructor also urges the students to adopt the management and teaching techniques used throughout the course. The students can then pattern the program at their home agency after the course offered by the National Academy.



Special Agent Dunphy



Mr. Smith

## HOLISTIC HEALTH/FITNESS AND WELL-BEING

"The human body is just another part of the universe that is meant to be in perfect balance. We have been constructed in such a way that we need so much exercise, no more and no less. We need just so much food of certain types, and we need just the right amount of sleep and relief from tensions and stresses of daily life."<sup>1</sup>

Unlike many programs that concentrate on only one, or at best, a few of the more-important health or fitness concepts, the holistic approach to health/fitness and well-being encompasses all health/fitness concepts—it considers the total human being. One of its main concepts is that health and physical fitness, even though not synonymous, are so closely related that both are necessary for an individual's total well-being. Most other approaches deal with health or fitness issues individually, never showing how each interacts with the other and how they collectively affect an individual's body and spirit.

## CONCEPT OF LIFESTYLE MODIFICATION

A main concept of the holistic approach to health/fitness is that of lifestyle modification. Though most people admit to having certain "vices" in their lifestyle, they generally do not want to believe that these bad habits will harm them. For example, if you tell a friend that smoking is bad for her health, she'll probably reply, "But I enjoy it so much, and it relaxes me. Besides, I feel fine." This smoker does not realize the dangerous effects each cigarette has on the body and its highly tuned systems. Combine the smoking with other "bad"

habits, such as consuming too much fat and sodium, drinking too many alcoholic beverages too often, and skipping meals, and you realize that the person has a very unhealthy, improper lifestyle. How do you get her to replace the bad habits with beneficial, healthful ones?

The H/F instructor helps his students modify their unhealthy lifestyles in a program consisting of simple steps. First, he talks about what constitutes a "bad" or unhealthy habit and what these unhealthy habits are, specifically, smoking, excessive consumption of alcohol, lack of regular exercise, poor nutrition, improper dietary practice, insufficient sleep, and unrelieved tension caused by constant exposure to stress.

Next, the instructor explains why these are bad habits and what they do to the human body and its functions. For example, smoking damages the lungs, prematurely wrinkles the skin, pours toxic gasses into the bloodstream, and impairs other vital organs, hampering their important bodily functions.

The students also learn about how their unhealthy lifestyles will force their bodies to respond with one or more of the leading killers of American society:

- Adult Onset Diabetes—a form of diabetes that usually manifests itself in an individual's adult years.
- Hypertension—an unstable or persistent elevation of blood pressure above the normal range (also called high blood pressure).
- Emphysema and Lung Cancer—both cause a steady destruction of lung tissue that makes it progressively impossible for the body to get the oxygen it needs. Over 90 percent of all emphysema and lung cancers are caused by smoking.

***"Law enforcement officers, in particular, must be fit and healthy to perform their jobs."***

—Strokes—an obstruction in or rupturing of blood vessels that supply oxygen and nutrients to the brain.

—Colorectal Cancer—this cancer of the colon is the second greatest cancer killer of Americans after lung cancer.

—Lower Back Problems—these problems occur in the lower lumbar region of the spine. People with poor flexibility and weak abdominal muscles are more prone to lower back problems.

—Coronary Heart Disease—this defines a collective grouping of diseases of the heart directly associated with smoking, high blood cholesterol, hypertension, and lack of exercise. Coronary heart disease kills over 600,000 Americans each year.

Table 1 shows how these dangerous health hazards are linked directly to a person's "vices" or bad habits.

Unfortunately, these poor practices prevail in the lives of law enforcement officers nationwide. Their job requirements, such as shift work, variable or nonexistent meal time, long periods of sitting with intermittent, sudden requirements for total physical exertion, and the constant stress involved in a policeman's duties, all combine to impact adversely on the officer's health/fitness and total well-being.

Next, the instructor shows the students the benefits of eliminating their unhealthy habits. When a person stops smoking, for example, further damage to the lungs is halted, the undamaged portions slowly increase their efficiency, blood chemistry and circulation improve, senses of taste and smell are revitalized, and the probability of contracting numerous other diseases

associated with smoking are lowered significantly.

Finally, the instructor informs the students of the benefits to be gained by incorporating healthful habits into their daily lives, describing the specific benefits derived from these helpful habits. The students learn that a regular exercise program (one that encompasses the areas of strength, flexibility, and endurance), proper nutrition (eating complex carbohydrates in the form of whole grains, fruits, and vegetables; reducing fat and salt intake), and eating habits (three regular meals daily with little or no snacking between meals), moderate consumption of alcohol, and stress recognition and coping techniques combine to significantly enhance a person's health/fitness and total well-being. They learn the specific good done to their muscles and other organs, as well as how these healthful habits beneficially change their basic bodily functions, such as metabolism and digestion. Once they incorporate these changes into their lifestyles, the students learn

that they will be full of the vigor of a high energy life and better able to cope with the stress of their work.

This training in the holistic approach to living strongly emphasizes that by favorably altering your lifestyle, you can improve your chances of avoiding serious health problems, or if you are already experiencing one or more of them, how to lessen their severity.

**ADULT EDUCATION AND THE PRINCIPLES OF (ADULT) LEARNING**

"The more concretely individuals can identify their aspirations and assess their present level of competencies in relation to them—the more exactly they can define their educational needs—the more intensely will they be motivated to learn."<sup>2</sup>

After initially examining some health/fitness preliminaries, the instructors explain the course's second objective—to teach what they learn to others. A critical part of this process involves

**Table 1  
Health Threats and Their Contributory Causes**

| Health Threats         | Contributory Causes |                  |                         |                          |                             |                       |
|------------------------|---------------------|------------------|-------------------------|--------------------------|-----------------------------|-----------------------|
|                        | Smoking             | Lack of Exercise | Excessive Intake of Fat | Excessive Intake of Salt | Excessive Intake of Alcohol | Lack of Fiber in Diet |
| Coronary Heart Disease | X                   | X                | X                       | X                        | X                           | X                     |
| Lung Cancer            | X                   |                  |                         |                          |                             |                       |
| Emphysema              | X                   |                  |                         |                          |                             |                       |
| Hypertension           | X                   | X                | X                       | X                        | X                           | X                     |
| Stroke                 | X                   | X                | X                       | X                        | X                           | X                     |
| Adult Onset Diabetes   | X                   | X                | X                       |                          | X                           | X                     |

---

the students gaining an in-depth understanding of the adult learner.

Since only adults can enroll in this course and these students intend eventually to teach other adults, this block of instruction centers around the theories of adult learning. An instructor from the Education and Communication Arts Unit joins the class to examine a variety of the laws and the principles of adult education with the students, enabling them to gain insights into structuring a learning experience for adults. This knowledge allows the student officer to facilitate the design and implementation of a health/fitness course at his or her agency.

Health/fitness educators must create the challenges and provide the basic knowledge necessary for allowing students to discover their individual needs. They accomplish this by choosing teaching strategies appropriate to individual blocks of instruction. These strategies encompass lecture, demonstration, and role-playing—i.e., telling, showing, and doing.

The education instructor explores several important areas of adult education. Specifically, these include how to prepare structured lesson plans, performance and instructional objectives and goals, criterion tests, and curriculum designs.

The instructor also covers, at length, the area of resource development, placing special emphasis on the two main resources of literature and experts. Since one of this course's objectives is to present the students with information that is as current and accurate as possible, students learn that they must continually review the extensive literature available on the subject to keep their information base up-to-date. New developments and studies constantly bring to light informa-

tion vital to their programs. Thus, the instructors require students to complete a current literature review as one of the course assignments. This review ensures that the student officers have the necessary information at their disposal to develop a safe, effective, and beneficial health/fitness program for their individual agencies.

The instructors encourage students to develop another resource for their programs—guest speakers who are experts in the various fields of health/fitness. When rendering instruction on the highly technical or specialized aspects of health/fitness, instructors who invite acknowledged experts to speak on these subjects lend credibility to their programs. These resources are available in every community, so the instructors of this course urge the students to use them as fully as possible when they implement their own health/fitness programs.

One of the most important areas discussed in this block of instruction, and throughout the course, is motivation. The education instructor examines both external motivating forces, such as life experience and other people, and internal motivating forces, such as personal commitment and the desire for an energetic lifestyle. A person must be committed (internally motivated) to achieving wellness, and several external motivating forces, such as newly acquired knowledge and meeting people who have already achieved health/fitness and well-being, can help a person acquire this internal motivation.

Both instructors teach the students how to design and implement health/fitness programs for their home agencies. Producing a step-by-step format for setting up these plans presents difficulties because the students represent diverse organizations. However, the instructors do teach the students about the various

building blocks, such as resource development and curriculum design, necessary for constructing such programs. By using these building blocks, the students can establish a program that conforms to the specific needs of their home agencies.

The education instructor spends most of his time helping the students perform a task analysis, outline instructional objectives, develop structured lesson plans, and write criterion tests for their programs. Students must have a working knowledge of these areas of adult education by the end of the course, because an increasing number of States require police training programs to submit instructional objectives, lesson plans, and criterion tests before the State will certify the program. The students receive a model lesson plan that they use in developing their own by adapting their research to the format of the model. The education instructor helps ensure the students' grasp of the design of the teaching materials through testing.

## THE COURSE

The course begins with a survey of the students that allows the instructors to determine the individual and "home" agency needs of each class. By determining the areas that will require special emphasis, the instructors can tailor the course accordingly. The course's design helps the instructors and students share their ideas about health/fitness and well-being, and through discussion groups, delve into the strengths and weaknesses of health/fitness programs at other agencies. This group interaction and sharing of ideas acts as a catalyst for encouraging early widespread, enthusiastic student participation in the program.

---

## ***"A main concept of the holistic approach to health/fitness is that of lifestyle modification."***

---

### **Block One: Anatomy, Physiology, Kinesiology**

The holistic health/fitness concept depends on the student having a basic knowledge of the structure of the human body, its related functions, and its physical processes—human anatomy, physiology, and kinesiology or mechanics. Understanding the human body and how it works and learning the body's abilities, peculiarities, and limitations enable the students to better formulate and monitor a productive health/fitness program for themselves and others. The instructor also describes the role and influence of diet, exercise, and lifestyle on the organs and systems to emphasize the need for proper health and physical fitness practices.

### **Block Two: Aerobics—Principles, Concepts, Adaptations**

The H/F instructor covers the physiological aspects of aerobics in great depth so that the students completely understand the approach to this type of training. The students learn how to develop an aerobic training program that will help them safely achieve their desired health/fitness goals.

This block of instruction includes alerting the officers to what occurs to the body during exercise. They learn that aerobic exercise is the only way to lose body fat and control weight. The students begin to understand that the good they derive from exercise gives them more inner motivation and desire to accomplish, even surpass, their goals.

### **Block Three: Stress Reduction**

The instructor places particular emphasis on the topic of stress recognition and reduction because of an in-

creasing awareness of the severe, detrimental impact of stress on law enforcement personnel. First, he shows the students the body's harmful physiological responses to stress. He then discusses how the students can use two excellent coping mechanisms, exercise and relaxation, to counter these harmful effects. He goes on to help students design exercise sessions formulated specifically to alleviate stress and tension.

### **Block Four: Diet and Nutrition**

Many people, particularly law enforcement officers, tend to widely abuse the areas of diet and nutrition. They fail to understand the extreme importance of these areas to their health/fitness and well-being. In this block of instruction, the H/F instructor shows the students how to supply their bodies with the proper nutrients through a healthy, satisfying diet. Students learn that proper nutrition means changing their diets in two ways: (1) By eliminating or curtailing their consumption of foodstuffs known to be detrimental to the body, including cholesterol, saturated fats, alcohol, excessive salt, processed sugar, and caffeine, and (2) by adding foodstuffs known to be beneficial to the body, such as fiber and complex carbohydrates. Students learn about the benefits they can gain through proper nutrition. Fiber alone tends to lower blood pressure, reduce blood cholesterol, aid in eliminating toxic substances from the body, and as some believe, reduce an individual's probability of contracting colorectal cancer.

An examination of the physical condition of the average law enforcement officer confirms the need for this type of training. Previous students have indicated that in their own agencies, this "average officer" is overweight to the point where the condition adversely

affects his job performance, as well as his overall health/fitness. Lack of knowledge about proper nutrition and diet contributes to this serious problem, but the main contributors are the daily work habits of law enforcement officers. Continual shift changes and urgent calls often force officers to eat whatever they can grab whenever they have time.

The H/F instructor has made good eating habits, including the proper selection of food, an integral part of the course's curriculum. He stresses the importance of these areas because of the numerous maladies associated with poor nutrition, including the three leading killers of American society—coronary heart disease, cancer, and stroke. Researchers link most cases of these killers directly to improper diet combined with poor nutritional habits. On the other hand, a proper and nutritious diet can go a long way toward alleviating, and in some cases preventing, these and other more minor problems, such as headaches and upset stomachs. The instructor also examines the role of vitamin supplements and the results of ingesting excessive doses.

### **Block Five: Fitness Testing, Exercise Consultation, Gym Practicum**

Students who successfully complete this course will be proficient in fitness testing and evaluation. They will know how to administer and evaluate the following battery of tests:

- Blood Pressure—the correct procedure for taking, reading, and evaluating individual blood pressure measurements.

- Body Composition—the use of skinfold calipers in determining individual body fat assessments.

—Pulse Recovery—the correct method of evaluating pulse recovery after exercise and its implication in terms of an individual's safety.

—Flexibility—the method of administering a flexibility test to evaluate muscle flexibility in hamstrings, buttocks, and the lower back.

—Sit-ups—the appropriate method of administering a sit-up test as a measure of abdominal muscle endurance.

—Push-ups—the appropriate method of administering a push-up test as a measure of upper body muscular endurance.

—1½-Mile Run-Walk—the safest way of administering the 1½-mile run-walk as a measure of individual aerobic fitness.

In the latter part of the course, the H/F instructor gives the students an opportunity to apply what they have learned. Under strict supervision, they use the above instruments to test fitness, conduct a lifestyle interview to evaluate health, and then, based on the results of these tests and interview, prescribe a health/fitness program which includes exercise and lifestyle modification for the individuals they test. The instructor then reviews and evaluates each "prescription," using his experience to recommend modification and improvements to these programs.

#### **Block Six: Equipment Research and Purchasing, Legal Implications, New Concepts and Theories in the Health/Fitness Field**

The students learn about the various types and models of fitness equipment, along with the particular area of the body or program each bene-

fits. Some of the equipment covered includes Nautilus, Universal, York, Nordic Track, exercycles, ergometers, rowing machines, and treadmills. The health/fitness unit at the FBI Academy serves as an excellent testing ground for the various types of equipment because of the extremely large number of students and staff who continually use it. Equipment that can withstand the unusual amount of use it receives at the FBI Academy will be more than adequate for normal, everyday use in police programs.

#### **SUMMARY**

An able officer is one who is physically fit and healthy, as well as professionally capable. More and more law enforcement administrators are beginning to recognize the benefits of establishing a holistic health/fitness program, based on established educational practices, for their agencies. They realize that by training their officers in the area of health/fitness, they not only increase efficiency by uplifting morale but also reduce many of the injuries and medical retirements that nowadays severely deplete budgets. Virtually every community has the resources necessary for developing and implementing a holistic health/fitness program; law enforcement agencies need only take advantage of them.

Additionally, departments can tailor their programs to meet specific needs. If they prefer, departments can retain private consultants, who will make available short-duration, high-impact courses for individual agencies. Such programs are beneficial because they are intense, uninterrupted blocks of study. Also, using structured courses tailored to individual agency needs brings the officers together in a health/

fitness setting, providing a vital support system for enrollees.

The program taught at the FBI Academy merges a holistic health/fitness curriculum with founded educational principles and structured learning experiences. This course's design has proved beneficial in helping students develop and implement successful health/fitness programs on a personal as well as on an agency-wide level.

**FBI**

#### **Footnotes**

<sup>1</sup>Kenneth H. Cooper, *The Aerobics Program for Total Well-Being* (New York: M. Evans & Co., Inc., 1982), p. 11.

<sup>2</sup>Malcolm S. Knowles, *The Modern Practice of Adult Education* (Chicago: Follett Publishing Co., 1980), p. 88.