



**HPP SELF-STUDY  
CONTINUING EDUCATION CREDITS  
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***Training Leaders From Priority Populations to Implement Social Norm Changes in Tobacco Control: Lessons  
From the LAAMPP Institute***

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1. Cross cultural collaboration that is facilitated through leadership training provides powerful results in advocacy, policy and system changes
  - a. T
  - b. F
  
2. There are many examples of leadership programs specifically for priority populations that have focused on tobacco control and social norm change.
  - a. T
  - b. F
  
3. Which of the following is not a priority population group defined under the LAAMPP Institute
  - a. Lesbian, gay, bisexual and transgender
  - b. African/African Americans
  - c. Military
  - d. Asian Americans
  
4. According to Lew et al., successful leadership trainings must include which of the following?
  - a. Strategic financial arrangements with strong corporate sponsors
  - b. Smoke-free apartment units and management input
  - c. Engaged priority populations and capacity building strategies
  - d. Systems changes that are built from the top down
  
5. Intermediate and long term outcomes of the LAAMP Project included one of the following:
  - a. Action plans to guide communities
  - b. The establishment of new tobacco control policies
  - c. Coach development and training

- d. A Strategic planning committee
6. Which of the following is not true?
    - a. The critical elements of the LAAMPP Institute included a discussion on institutional racism.
    - b. Health equity has always been included in leadership development approaches
    - c. The core competencies of the LAAMPP Institute included advocacy, collaboration, facilitation and cultural competency.
    - d. The components of the LAAMPP Institute included a strategic planning process, a tobacco disparities conference and intensive leadership summits.
  7. What is the primary element design of the LAAMPP Institute?
    - a. didactic classroom form of learning
    - b. outdoors survival learning method
    - c. interactive, experiential-based learning model
    - d. computer-generated distance learning format
  8. What is not an example of systems or policy change activities that LAAMPP fellows participated in?
    - a. Organizing community health fairs
    - b. Organizing letter writing campaigns to media
    - c. Legislative visits
    - d. Working on voluntary smoke-free apartment units
  9. What is a lesson learned from the LAAMPP Institute?
    - a. The LAAMPP Institute format is the only training format that can impact on leadership development
    - b. Isolated trainings for each priority population are the most effective way to develop leaders
    - c. Priority populations should only be involved in policy change when visits to policy makers are made
    - d. The LAAMPP model is a principled-based model for building capacity of priority populations to engage in policy or social norm change
  10. Which of the following is central to the philosophy of both the APPEAL Leadership Model and the LAAMPP Institute?
    - a. Creating an assets-based model steeped in a social justice context
    - b. Training only those who have leadership abilities
    - c. Using a leadership business model for increasing skills
    - d. A sink or swim method of learning