

# Champions as Trainers

**Dana Best, MD, MPH, FAAP**  
**Director, The Smoke Free Project**  
**The AAP Julius B. Richmond**  
**Center of Excellence**



AMERICAN ACADEMY OF PEDIATRICS  
Julius B. Richmond  
Center of Excellence

# Training Others

- **Adult Learning Theory**
- **Resources**
  - **Training presentations**
  - **Grand Rounds**
  - **CME modules**

# Adult Learning Theory

## Key components

- **Relevant to the “real world”**
  - **Need direct connections**
  - **Theory less helpful**
- **Supportive environment**
  - **Egos are involved**
  - **Peer support vs. peer criticism**
- **Small-group exercises are critical to make the lesson real**

# Key Principles

## Adult learners

- **Need to be involved in planning and evaluation**
- **Are interested in subjects that have immediate relevance**
- **Prefer problem-centered rather than content-oriented learning**
- **Base their learning on experiences (including mistakes)**

# **Involve Adult Learners in Planning and Evaluation**

- **Interview learners for background information and scope of training needed**
- **Provide multiple ways for learners to control their learning path**
- **Include questions and exercises throughout training to provide learners with immediate feedback**

# **Keep It Relevant!**

- **Customize your presentation to reflect the learner's actual practice or setting**
- **Work closely with learners to create examples and scenarios that reflect real-life**
- **Make sure lessons reflect the learner's preferred practices**

# **Problem-Centered Learning**

- **Present role-based scenarios built around real tasks**
- **Place tasks in a real-world context to create learning that can be used immediately**

# **Experience Is the Basis for Effective Activities**

- **Provide opportunities to perform skills in a safe environment**
- **Provide multiple levels of feedback that guide learners**
- **Mistakes are valuable learning opportunities**

# Resources

- **There are thousands of resources**
  - **Many are free**
- **The resource section of the book has lists**
- **Our websites have links**
- **Your flash drive has files**
- **The internet is your friend**



**Questions?**



# In Closing...

Van Gogh, 1885-1886  
*Skull of a Skeleton with  
Burning Cigarette*  
Antwerp Van Gogh Museum, Amsterdam

# Today's Goals

- **Understand your role in helping families make their homes smoke-free**
- **Establish individual and practice goals that will assist families in making their homes smoke-free**
- **Develop plan-do-study-act cycles that will help you achieve those goals**

# What We Discussed

- Harms and prevalence of SHS exposure
- Primary source of exposure of children – their parents!
- How you can help parents quit
  - ASK, ADVISE, REFER (if you don't have enough time)
- How to implement changes that reduce and eliminate exposure

# **It's Your Turn**

- **How did we do?**
- **Was the meeting too long? Too short? Too packed? Not enough time? Too much time?**
- **Were the materials easy to use? Cumbersome? Hard to understand?**
- **Do you have any other comments that might help us improve?**

# Together We Can Change The World

If you see 1000 families every year, and 20% of the families have one parent who smokes:

- If you advise every smoker to quit, 200 parents receive the advice
- If 10% of those advised quit within a year (5% more than would have quit without your advice), then you've helped 10 parents quit!  
And *at least* 10 children are no longer exposed!
- If all your colleagues counseled...? Every year?

**NOTICE**

**NO SMOKING  
UNLESS YOU'RE ON FIRE**

**THANK YOU!**