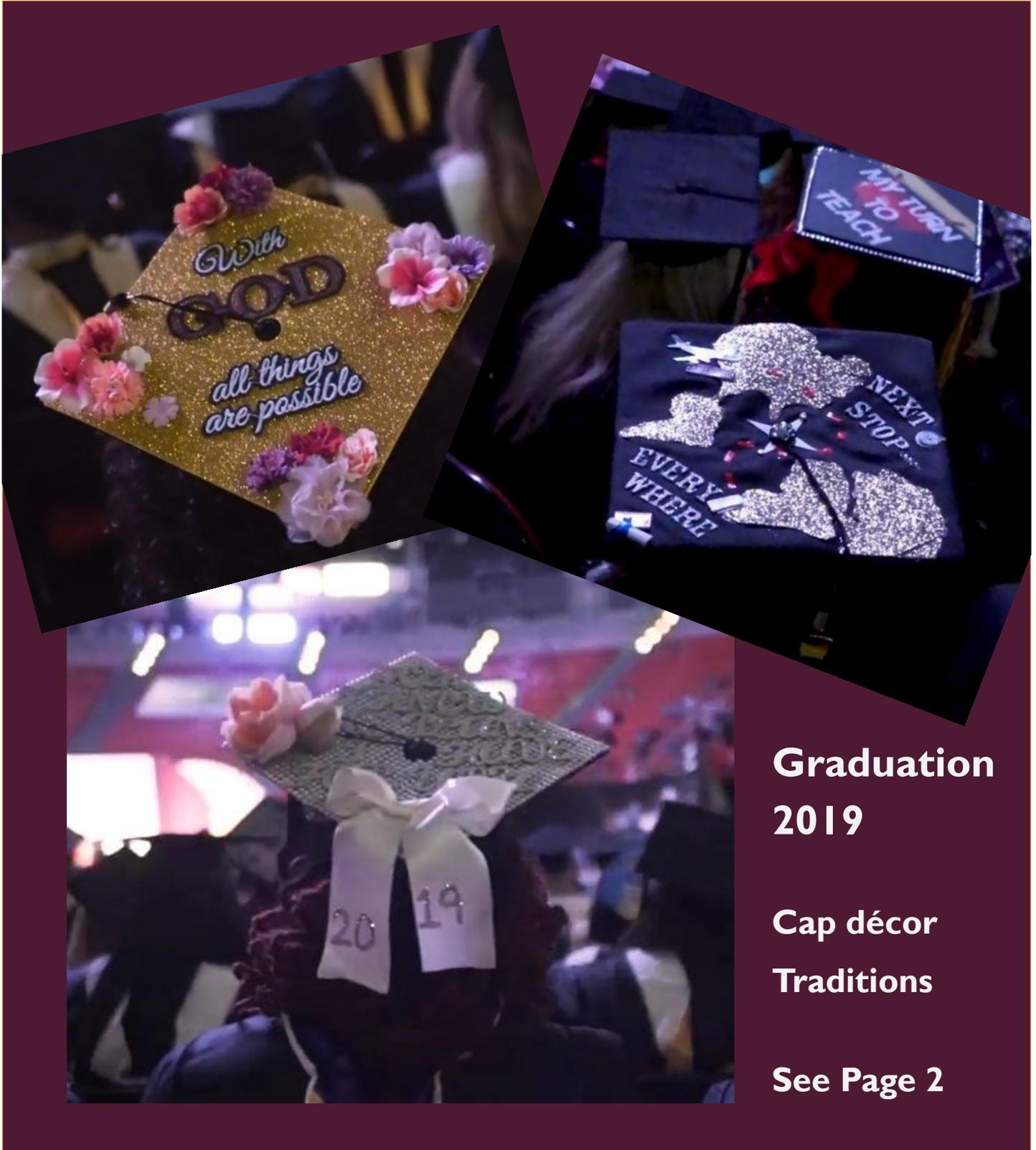


HEALTH PROMOTION QUARTERLY

A publication from the College of Health, Human Services, and Science



JULY—AUGUST 2019



**Graduation
2019**

**Cap décor
Traditions**

See Page 2

Cap Décor : History and Traditions

By Dr. Nina Bell

Ashford University's spring graduation ceremony was not unlike other graduation ceremonies in terms of the sea of colorful mortarboard caps seen across the rows of graduates. What's the purpose of defacing the graduation garb, and how did it even become such a popular tradition?

Cap decorating is just another way for people to tell others about their beliefs, perspectives, and aspirations. But the practice of embellishing mortarboards is not a new concept, but it's also not extremely old either.

According to the Center for Folklore Studies (2019) at The Ohio State University, the tradition of decorating the cap started as protests in the 1960s. Graduates during the Vietnam War era would affix peace signs to their caps as a means of protest.

As the Vietnam War passed and protests faded, cap decorating saw a worldwide uptick. Decorations and messages took on school pride with logos and mascots. In addition, they also featured positive messages of "I did it" or "thanks Mom and Dad" to show gratitude for the accomplishment of graduation. Some referenced religious beliefs, obstacles, or donned their next adventure.

Some caps also have portrayed the wearer's experiences, hardships, and obstacles that they have overcome in order to obtain a degree. Others have found humor in what they write on their cap...including the use of memes and showing how much the degree costs.

Today's caps seem to reflect a variety of beliefs. Much like those in the 1960s protesting the war, we see caps containing slogans like "Black Lives Matter" and other political statements. In fact, over the past few years there have been an increase in the number of racial and ethnic related caps: "Black Girl Magic," "Product of Immigration," "They Migrated so I Graduated," and many more.

In an unofficial study of caps and history of graduation traditions, a professor of interdisciplinary studies from the University of Nevada in Las Vegas, discovered that the various cap décor does show an ongoing part of family, especially in light of immigration issues (Bock, 2018). It talks about hard work, perseverance, and living the American Dream. Numerous caps don butterflies, a symbol of the immigrant rights movement, which reflects the number of legal immigrants working toward a better way of life.

While the mortarboard cap, part of the traditional graduation ensemble, never started out to be a means of self-expression, it has become a strong part of the graduation ceremony.

A study is ongoing on at The Ohio State University as a means of documenting the statements placed on graduation mortarboards. If you wish to include your statement, please visit:

<https://cfs.osu.edu/archives/collections/gradcaptraditions>

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Center for Folklore Studies. (2019). #GradCapTraditions. Retrieved from <https://cfs.osu.edu/archives/collections/gradcaptraditions>

LET'S MIX IT UP

The benefits of Synchronized Learning

By Teresa Thomas & Susan Vellek

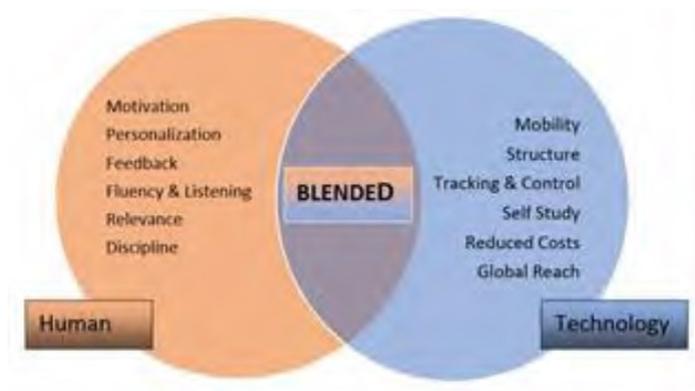
The benefit of attending college online is the flexibility to practice, read, learn, and study at an individual's own pace. This is great for those who have responsibilities outside of a college education. These responsibilities may include family, career, community service, religious services, and ordinary day-to-day obligations. However, there are occasions when having real-time access to classmates and instructors would be more beneficial to completing course activities. It is equally beneficial for instructors to handle student challenges in real-time with face-to-face individualized support rather than playing **email-tag** and avoiding missed deadlines.



Blended learning is not a new concept; it has been part of education for years with traditional classrooms where the instructor interacts face-to-face with the students along with instructional materials such as AV equipment, televisions in the classroom, overhead projectors, etc. However, thanks to the advancements in technology, blended learning has an all new connotation and use with online learning.

Not only do we use traditional textbooks, videos, and library resources such as publications and journals, but we are now using technology to our advantage such as social media, embedded videos, and electronic textbooks, just to name a few. These technological tools are an added benefit to the online format.

They are right at students' and instructors' fingertips, which enhances accessibility. Nevertheless, the face-to-face interaction and feeling connected is still needed in certain aspects of the online course room. "While asynchronous learning tools do not allow interactions between faculty and students constrained by time and place; synchronous learning allows students to interact instantly and eliminates the feeling of isolation that is inherent in asynchronous learning" (Tao, Ramsey, Watson, 2011, pg. 37). The addition of synchronized learning should be considered in the development of courses as alternative methods used in discussions, assignments, instructor guidance, etc. to further enrich the online educational experience. Synchronized sessions offer students and instructors a method to enhance student engagement, as well as strengthen instructor presence.



Source: Xie, H., Liu, W., Bhairmal, J., Shim, E. (2018)

Synchronous Sessions

“Teaching is a natural cognitive ability that requires human interaction and is optimal when a form of synchrony or flow exists in interactions” (Kent, 2013, pg. 13). Therefore, there is no reason that face-to-face synchronized sessions should not be included with online learning. Through technology such as Canvas’ Blue Button, Skype, Zoom, etc. these synchronized sessions can be used in online settings, like group or individualized instruction. Students will gain experience in communicating through meeting-centered technologies; at the same time it gives them the ability to answer critical thinking questions on the topics being discussed.



The use of synchronized sessions in the online learning format has many advantages. It is the fastest growing method used by people and organizations to connect in real-time from across the globe. Integrating video conferencing into the online asynchronous format makes sense, since it will benefit the student. Live synchronized sessions provide the ability to create a virtual classroom where the instructor can integrate educational tools such as games, virtual fieldtrips, live polling, and screen sharing to provide tutorials and lessons. The use of a white board is another feature that allows instructors to zoom, highlight, draw, and/or write clearer learning points for the students. Other options may include file sharing, voting, break-out rooms, and chat boxes, which engages student to instructor and student to student interaction in a live, virtual environment.

Most of these systems have recording capabilities that allow synchronized learning sessions to be archived. This allows the instructor to share a link to the recording for those students who are unable to attend the live sessions to view later.



able to attend the live sessions to view later. This option allows the nontraditional student the flexibility to still receive the information provided in the live session. It is equally important to note that in today’s non-traditional classroom, not only is it important to consider the learning styles of the student, but it is important to consider those students with learning challenges. Therefore, to comply with the Americans with Disability Act (ADA) closed-captioning is available

in these video-conferencing systems. A virtual classroom with video and audio capabilities allows instructors to provide a learning environment that reaches all student learning styles.

Virtual systems not only allow the instructor to present lessons and live discussions, but they also enable the student to present material. Students have the same capability of using the audio and video features, therefore, enhancing the virtual experience. The ability to create a virtual classroom enables real-time interactions, while fostering students’ soft skills of effective communication, and collaboration. These skills are essential for today’s organizations that are changing rapidly within the advanced technology environment.

The Best of Both Worlds

There hasn't been anything in the online learning environment that has taken the place of the face-to-face classroom experience, until now. With the use of the conferencing technologies, the students can now have the best of both worlds, which can have a positive effect on retention, especially for those students who need the personalized interaction of the traditional classroom.

The ability to use other forms of technology, such as synchronized sessions, better prepares students for the workforce where they may be engaged in virtual collaborations (Wu, Chen, Yang, & Li, 2019). Synchronized models provide students with many possibilities, giving them access to their instructors, classmates, and the ability to discuss topics in real time. Incorporating a variety of learning modalities within the online environment provides them with an experience-centered perspective. It is known that asynchronous learning "allows them the autonomy to learn at their own pace outside the classroom" (Tao, Ramsey, Watson, 2011, pg. 39). It only makes sense that synchronized and asynchronous learning used together offers students a more progressive learning experience based on their learning styles (i.e. audio, visual, kinesthetic, etc.).

Table 1: The comparison between synchronous e-learning and asynchronous e-learning

| Types | Advantages | Disadvantages |
|--------------|--|--|
| Synchronous | Communicate in real-time Clarify certain ideas promptly Instant feedback and answers | Same learning pace Less attention Depending on the quality of instructor |
| Asynchronous | Continue at your own pace The same content Flexible learning time | No promptly accessible answer Less motivation Lack of other participants |

Xie, H., Liu, W., Bhairmal, J., Shim, E. (2018)

All the components discussed in this article are complimentary to the asynchronous format. The landscape of higher education has advanced over the last 30 years going from a traditional campus classroom to a hybrid classroom, and now to a fully online classroom. However, there is still a gap with student engagement and instructor interaction in the asynchronous format. The online and brick and mortar universities are still missing an opportunity to implement the tools and technology that allow distance learning to continue to evolve. According to Kent (2013), "flow and synchronization between teacher and students are important characteristics of successful interactions" (pg. 15). The use of synchronized video-conferencing can close this gap by enabling real-time discussions, brainstorming, and collaboration thereby supporting and enhancing the current educational platform. With the lack of physical interactions that have occurred due to advanced technology and social media, individuals are losing the ability to connect in the real-world. Integrating video conferencing within higher education's online learning environment brings back the much-needed face-to-face interaction, and the opportunity to augment student and instructor collaboration in real-time.

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Bullying in the Workplace and the Classroom

By Dr. Christy McMahon

Bullying in the workplace

Bullying has been a hot topic within the school systems, but did you know bullying is common in the workplace as well? Bullying in the workplace is defined as abusive treatment to another individual. Abusive treatment may include “threatening, humiliating or intimidating, work sabotage, or verbal abuse” (Namie, 2017, para. 1). According to Namie (2017), 60.3 million employees state they have been bullied at work.

Who’s the bully? Who’s the victim?

In the 2017 WBI US Workplace Bullying Survey, researchers found that 70% of bullies were men, and they were more likely to bully women than other men. Male bullies targeted women 65% of the time and other males only 35% of the time. Conversely, women who were bullies were more likely to target other women. Women targeted other women 67% of the time and men only 33% of the time (Namie, 2017). It may be no surprise that 60% of bullies are bosses while 33% are coworkers and only 8% try to bully from lower on the work chain. Some races are also more impacted by bullying in the workplace than others. Researchers discovered Hispanics are the most affected at 25% followed by African Americans at 21% and whites at 19%. Asians were only bullied 7% of the time (Namie, 2017).

Why are people bullies?

Bullying is often rooted in childhood. Bullying is a result of not only personal characteristics but relationships with others early on. Characteristics of the family have a strong influence on bullying behavior. Children who grow up in families that exhibit a lack of supervision, lack of communication and/or support, abuse, domestic

conflicts, or authoritarian parenting styles are more likely to be bullies (Swearer & Hymel, 2015). Aggression is often seen in early ages. Studies have shown while it is common for toddlers to have temper tantrums, they tend to outgrow this behavior by the time they enter school. As a whole, children are less aggressive as they age. Children who have poor self-regulation tend to be the most aggressive acting out. Assertive, rough play is normal in younger children if there is not a clear intent to harm a person. Aggressive behavior should be concerning when a child intentionally wants to harm another person. Some aggression in early childhood, such as taking a toy from another child, pushing, or biting, can be quite normal. More hostile aggression, such as calling others names and putting other children down, does not start until about 7 years of age (Reebye,



Picture source: <https://www.thebalancecareers.com/how-to-deal-with-a-bully-at-work-1917901>

2005). Social support within an environment can increase bullying rates. “Student attitudes and beliefs can play a significant role in supporting bullying behavior,” (Hymel, Rocke-Henderson, & Onanno, 2005, p. 1). Bandura’s Social Cognitive Theory explains children learn bullying through observation. When this behavior is supported socially, they feel rewarded and continue the behavior (Bandura, 1977). In addition, research has found students who are bullies become morally disengaged, which allows them to treat others poorly. Aggressive individuals tend to support bullying behavior. Bullies can feel a sense of pride from bullying in the social sector especially when this is supported socially (Hayden, 2018). If bullying behavior is not addressed, it can continue into adulthood, thus be prone in the workplace. When bullying occurs in the workplace, it can have a negative impact on the organization and individual.

What are the Consequences of Bullying in the Workplace?

Bullying in the workplace has many negative personal and organizational impacts. Victims may feel anger, loss of confidence, anxiety, tension, inability to concentrate, dread going to work, and lack of productivity. Victims may also have physiological responses such as headaches, stomach aches, loss of appetite, and sleep issues. Bullying can also have a negative impact on the organization resulting in increased absenteeism, poor service, increased stress and employee turnover, decreased motivation, morale, and productivity (Canadian Centre for Occupational Health & Safety, 2018). Due to these negative consequences of bullying, it should not be ignored. Many things can be done to reduce the incidence of bullying within an organization.

What Can be Done in the workplace?

The Social Cognitive Theory is important to understand when designing interventions for bullying. Researchers Swearer, Wang, Berry, and Myers (2014) note that social, psychological, and cognitive factors must all be addressed to change bullying behavior. Social factors, such as creating policies for anti-bullying within the workplace, are important to implement. Cognitive factors may need to be addressed by looking at dysfunctional beliefs and techniques to deal with aggression (Hayden, 2018).

A few things the victim can do include:

- Inform the bully his or her behavior is unacceptable. A supervisor can be present in this situation.
- Document bullying events
- Report bullying to your supervisor or appropriate next level manager (Canadian Centre for Occupational Health & Safety, 2018).

A few things the organization can do include the following:

- Create a violence prevention program
- Clearly define what is meant by workplace bullying
- Provide examples of unacceptable behavior
- State the consequences of bullying
- Encourage employees to report incidents
- Outline the process of what will occur in a bullying incident
- Monitor and regulate the bullying policy
- Create an employee program for confidential support
- Prevention of bullying programs (Canadian Centre for Occupational Health & Safety, 2018).

If you think you may be a victim of bullying, please review Ashford University’s policies on Anti-Violence and Anti-harassment in the Employee handbook and reach out to a Human Resources representative or your supervisor for next steps.

Bullying in the classroom

While bullying can occur in the workplace, it can also occur in the classroom, including an online, virtual environment. Aggressive behaviors are often seen in student bullies. Bullying can occur both ways where the professor can bully the student or the student bullies the professor. In one survey, 60% of students reported seeing a student being bullied by the professor or a professor being bullied by a student (May & Tenzek, 2017). For this section of the article, students who bully professors will be the focus. Student bullies try to dominate the professor and sometimes their classmates. Professors who are bullied may suffer from health issues such as sleep problems, anxiety, and decreased performance (May & Tenzek, 2017). Within the online classroom, bullying may take place in the discussion forums or other methods of online communication. Communication that comes off as arrogant, rude, or disrespectful should be addressed. Students who argue about grades or elicit other students to argue with the instructor should also be addressed. Finally, students who curse, use all caps, or threaten instructors should be reminded of the Student Conduct Policy. Students can be referred to the Course Policies on Netiquette in the classroom or the Student Handbook (Ashford University, 2019).

What can be done in the classroom?

If you are a professor being bullied or disrespected in the classroom, there are resources available to you. When responding to student emails, it is best to follow the three-step plan: 1) Read and reread the student email. Take a breath and think about the situation. Take some time to relax before responding to the student. 2) Review the student's comments and determine if the message violates the Netiquette rules posted in the classroom. If there is a possible violation, reach out to your Faculty Support Development Associate (FSDA). 3) In a calm manner, reach out to the student and discuss the situation. Try to find out why he/she reacted that way. Keep the student's posts and share with your FSDA. The FSDA will discuss the situation with you and guide you in the next steps to be taken (Ashford University, 2019).

No matter whether you are being bullied in the workplace or the classroom, it is important to know that you are not alone. Ashford University offers support and resources for you. Please see the following websites for more information:

<https://bpiedu.sharepoint.com/sites/CETL/StudentCommunityStandards/SitePages/Home.aspx>

<https://www.workplacebullying.org/>

<http://workplacementalhealth.org/Mental-Health-Topics/Bullying>

<https://www.ccohs.ca/products/publications/violence.html>

<https://www.ccohs.ca/oshanswers/psychosocial/bullying.html>

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My Battle with the Innocent Lentil

By Dr. Nina Bell

Lentils are often an overlooked bean...or actually, a legume. The legume is commonly known for use in soups, but most people aren't aware that it can be used to make pasta, chips, and pet food (Laurence, 2018)!

For those who do not know about this tiny food, lentils are small round legumes (which is basically a seed that grows in a pod). They come in black, brown, yellow, red, or green; and all of them are a fantastic source of protein for both carnivores and vegetarians. Furthermore, they are a staple for Indian foods, vegans, and paleo diets.

Because of the fantastic reviews of the lentil and my need to increase my protein, I decided to try them as a regular part of my diet. I started with the canned version. Despite them being organic, they tasted okay but seemed a little overcooked to me. Mind you, they were good, but I found myself adding salt and other seasonings to make them taste better. After a few tries with the canned lentils, I ventured out to find the dried versions. Be aware that I am no cook and certainly not anywhere close to a chef, so this was a huge step in my food prep repertoire. Luckily, no soaking was necessary, so I put the water on, added the lentils and ... well, I forgot about them. As you may have guessed, about an hour later, I had a pot of mush!

Thankfully, through that mess, I learned that the lentil is quite a unique food. I turned on my creative juices and turned that whole pot of lentils into lentil burgers and lentil loaves. Both were the most amazing meals I have eaten in a long while (note: I hate to cook). My next bag of lentils was cooked up to perfection as I finally found the timer on my stove!

I wanted to share my lentil loaf recipe, as it was my own!! Enjoy and know that if you leave your lentils on the stove too long, you have a back up plan! This recipe is low-carb but it is not vegan.

Nina's Lentil Loaf

- 1 1-lb bag of dried lentils
- 4 Eggs
- 2-3 cups almond meal (or flour)
- 1 cup chopped onions
- 2 cloves garlic (optional)



Source: <https://www.jessicagavin.com/how-to-cook-lentils/>

Overcook lentils until they are mushy (follow package directions on water amount, but cook for about 1 hour on the stove). Place lentils in a colander and press out the liquid. Use paper towels to help collect the liquid from the top, the colander will remove the liquid from the bottom. Get them as dry as possible; some moisture is okay.

Divide lentils into two bowls for ease of mixing. In each bowl, add 2 eggs, 1-1.5 cups almond meal, 1/2 cup chopped onions and 1 clove garlic. Mix well. A food processor or blender would work as well. I used my hands as I did not want to puree the entire mixture. Add more almond meal if mixture is too wet.

Place in loaf pans and cover to bake. Bake in oven at 350-degrees for about 1 hour. Uncover for another 15-30 minutes, or when the top starts to brown. Leave sit on stove for about 10 minutes to set. Makes 2 loaves.

Reference

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Contributors



Dr. Nina Bell, MCHES, is the Editor-in-Chief of the Health Promotion Quarterly newsletter. She is an Associate Professor with Ashford University, serving also as the program chair for the BA in Health Education program. She earned her MPH and PhD in public health from Walden University and a BA in Journalism from Indiana University of Pennsylvania. In her spare time, she teaches group fitness classes and trains for triathlons.



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Dr. Christine McMahon is an Assistant Professor in Ashford University's College of Health, Human Services, and Science. She received a Doctorate in Health Education from AT Still University in Kirksville, MO, and a master's degree in Exercise Science as well as a bachelor's degree in Kinesiology and Sports Studies from Eastern Illinois University in Charleston, IL.



Susan Vellek, MBA, MHCA, CHC, CHP is a full-time remote faculty member of the College of Health, Human Services, and Science. She completed the bulk of courses for PhD in Organization and Management courses at Capella University; however, she will be attending North Central University to complete her dissertation in the next year. She earned her Master's in Health Care Administration from Kaplan University and a Master's in Business Administration from Capella University. She is originally from New Jersey; however, she moved to Florida 25 years ago with her husband Michael. She enjoys spending time with her rescue dogs and her nieces and their children.



Teresa Thomas, MBA-HCM, BSN, RN, AHI is a full-time remote faculty in the College of Health, Human Services, and Science at Ashford University. She is a contributing author for two COHHSS textbooks and assisted in the development of the RN-BSN program at Ashford. She has been a main contributor to the Originality Matters Taskforce and presented at TCC Hawaii and Purdue Village for her expertise in educating instructors on 'Teachable Moments'. She spends her time in Michigan reading historical literature, camping and enjoying the outdoors with her granddaughter.

How to Be a Contributing Writer for HPQ:

All faculty, students, and staff of Ashford University are eligible to contribute to this quarterly newsletter. You are most welcome to write articles, send photographs, submit recipes, comic strips, etc. of your own work to be included in the newsletter.

If you have any questions, please reach out to Dr. Nina Bell, Editor-in-Chief at:

nina.bell@ashford.edu

July

- National Ice Cream Month
- Hot Dog Month
- Juvenile Arthritis Awareness Month
- UV Safety Month
- 2—I Forgot Day
- 4—Independence Day
- 4—Sidewalk Egg Frying Day
- 6—The Running of the Bulls (Spain)
- 30—National Cheesecake Day



August

- National Golf Month
- Back to School Month
- National Immunization Awareness Month
- National Breastfeeding Month
- Children’s Eye Health and Safety Month
- 3—Watermelon Day
- 5—International Forgiveness Day
- 15—Relaxation Day
- 22—Be an Angel Day
- 26—Women’s Equality Day



September

- National Childhood Cancer Awareness
- Healthy Aging Month
- National Preparedness Month
- National Prostate Health Month
- National Yoga Month
- Pain Awareness Month
- 5— Be Late for Something Day
- 6— Fight Procrastination Day
- 10— World Suicide Prevention Day
- 11— Patriot Day
- 17— Constitution Day
- 29— World Heart Day



Photo Sources:

Flag: <https://carrot-top.com/beacon-american-flag-20x38>

Watermelon: <https://snaped.fns.usda.gov/seasonal-produce-guide/watermelon>

Yoga: <https://www.self.com/gallery/must-know-yoga-poses-for-beginners>

Follow these links for more unique holidays to celebrate this quarter:

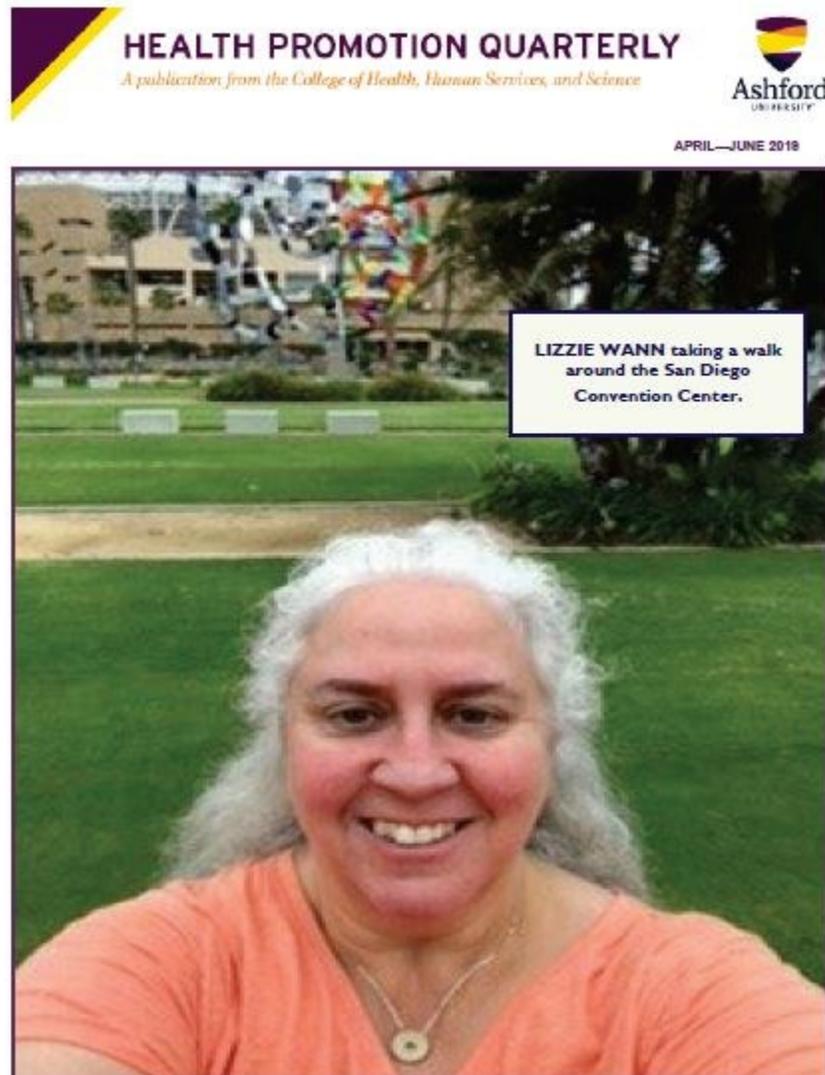
⇒ <http://www.emotionscards.com/locations.html>

⇒ <https://www.timeanddate.com/holidays/fun/>

⇒ <https://healthfinder.gov/NHO/nhoyear.aspx?year=2019>

HPQ Back Issues

If you missed it, you can read the last issue of HPQ—The April-June 2019 Issue by clicking on the picture below:



All HPQ issues can be found here:

https://www.ashford.edu/online-degrees/college-of-health-human-services-and-science/hpqnewsletter?_ga=2.133618702.129466699.1560119182-985794045.1547751336

Here's to your health!

If you would like to be a part of future editions of the Health Promotion Quarterly newsletter, including being featured on the cover, please contact:

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