Athletic trainers Jeremy Braziel and Andy Glidewell say that, once 201trm was firmly established, the Fayetteville physical therapy facility launched an important aspect of the company identity – that of education. 201trm – whose name incorporates the street address on Van Asche Loop with the words Train, Recover, Move – is more than a physical therapy facility. The staff includes physical therapists, athletic trainers and a strength coach, and the facility is affiliated with an orthopedic surgeon. It offers more than rehabilitation services needed after surgery or an injury, also designing therapy programs to help athletes, both competitive and recreational, improve their sports performance.

Braziel and Glidewell have acted as preceptors for the University of Arkansas athletic training program for about three years. They want the graduate students who complete a clinical rotation at 201trm to understand they have to work as a team for the client’s success. They also work with U of A undergraduates and with graduate students from other universities in Arkansas and other states. “Our model is really unique,” Braziel said. “We have multi-disciplinary practitioners who work in conjunction with each other. No one person is elevated above the rest.”

Glidewell, who is also a physical therapist, said students contribute a youthful energy to the facility and exhibit a hunger for knowledge and growth that is invigorating to both the staff and clients. “One of our jobs is to be advocates for our profession,” he said. “This is one way for me personally to give back, to help the people right behind me.”

Both men said they want each successive generation of athletic trainers to be better trained and more skilled than the generation before it. “When students question us, we can explain why we do things,” Braziel said. “It gives us an opportunity to mold and shape our profession.”

The preceptors give the students hands-on work, Braziel said. His goal during the teaching process is to have the student take a client from start to finish, beginning with an assessment of physical needs, to designing a customized program, to implementing the program and evaluating results. Braziel said students take part in what he called a journal club in which they review research in peer-reviewed scientific journals and discuss what aspects they might use for their clients. They see the athletic training students’ experience as a capstone in their education and appreciate the responsibility of helping to make sure they are ready for professional practice. They also want students to understand it is not always the most expensive equipment that contributes to progress for a client. “We focus on manual therapy to a large extent,” Glidewell said. “Students need to know when to apply it, the dosage and the frequency. They have to be able to judge the client’s physical response.”
Hello Razorback alumni, prospective students, and friends of the athletic training education program.

We have had another busy year. We have university approval to offer two new courses in pathophysiology combined with pharmacology. These courses will replace exercise physiology and performance and drugs. Dr. McDermott will be the instructor of record for these courses. In summer 2018, we will admit 24 students from all over the country. Recruitment is getting more challenging with the development of more entry level master athletic training programs around the country. This coming summer, the athletic training faculty will start preparing the self-study for its CAATE reaccreditation site visit in 2019-2020.

The 2018 12th annual Razorback Winter Symposium was well attended once again. The topics were Blood Flow Restriction Therapy, Diagnostic Musculoskeletal Ultrasound, Concussion Update using Vestibular Ocular Motor Screening (VOMS), Meniscus Injuries, Shoulder Impingement, and Movement Restoration. Planning has already begun for next year’s symposium.

Hope to see all our alumni at the NATA in New Orleans in June 2018. GO HOGS!!!


The athletic training students have participated in a variety of clinical experiences so far this spring. As our local high school winter sports programs move through their athletic seasons, the teams participate in and host several tournaments. These mass participation events provide the students with unique challenges to their concept of secondary school athletic training. They may be treating more athletes than usual, at a faster pace than usual, and all in a high intensity athletic environment. Students are being exposed to a wide variety of treatment techniques among their clinical sites. We are lucky that our preceptors have a range of experiences and philosophies about injury care that they are willing to share with our students. State of the art modalities are utilized regularly by athletic training students, who can then relate classroom theory to practice on a real patient. Additionally, preceptors teach long-standing manual therapy and contemporary rehabilitation techniques, and even some emerging treatment options in the field. Specifically, several students have been exposed to dry needling techniques used by several preceptors for collegiate athletes.

The second-year students are currently completing orthopaedic rotations with local physicians. These are intended to give the students experience with non-athlete populations, as well as interprofessional communication and learning opportunities outside of athletic training. These experiences have been invaluable to the students to integrate their musculoskeletal knowledge with different patient populations in a clinic environment.

Emily Appold University of Minnesota
Katie Buria Wisconsin River Falls
Ian Chennell University of Dayton
Trevor Deloney University of Arkansas
Taylor Estrada University of Kansas
Abby Flynn Western Kentucky University
Bethany Garrison Texas Woman’s University
Víctor González St. Edwards University,
Austin, Texas
Hallie Hawe Carroll College, Helena, Montana
Rian Healy University of Illinois
Rachel Held Western Kentucky University
Blake Hockaday University of Arkansas

Our current second-year students are finishing up their time in our program, and their research as well. Our first-year students have been ramping up their research involvement, and learning in the process.

This summer will feature research presentations regionally and nationally representing our program. Eric Schwartz and Mariellen Veach will present research related to their grants awarded last summer from the Southwest Athletic Trainers’ Association (SWATA). Eric will present data related to kidney stress when athletes are dehydrated and have muscle damage. Mariellen will present her study investigating the predictive value of pre-season blood screening and injury risk in division I football players. These presentations will take place in Arlington, Texas, as part of the SWATA annual meeting. Also, Taylor Lippert will present a poster in New Orleans at the National Athletic Trainers’ Association annual meeting with her research on table height variance in athletic training taping stations. Her research has helped Dr. Kaitlin Gallagher set up a research study investigating the biomechanics of athletic training professionals when taping at different table heights. This research has involved many of our current students and bears importance for our entire profession.

One major endeavor that finally came to fruition was the release of the NATA’s Position Statement on Fluid Replacement for the Physically Active. Dr. McDermott was the chair of the writing group for this evidence-based national guideline. Students from our program helped with some of the behind the scenes portions of this document that sets the standard now for hydration practices for physically active individuals.

In the next few months, many of our students are preparing documents for submission to professional journals in the realm of concussion testing, renal physiology, hydration, and concussion testing. Further, Ikko Kato is preparing for his thesis investigating the thermoregulatory load of men’s lacrosse protective equipment when exercising in the heat.

Having been a great help to our AT Program, Cory Butts will graduate at the end of this semester. He has helped supervise countless hours of research experience for our students during his four years at the University of Arkansas. Further, he is graduating with no less than 15 peer-reviewed publications in print (three with our students) and is a co-author on 10 professional presentations involving our students. We are going to miss him when he graduates and thank him for his assistance with our program.

Incoming Class Brings Average GPA of 3.65

Connor Imboden Southern Illinois University
Taylor Litteken University of Arkansas
Angela Marconi University of Central Arkansas
Mackenzie May Colorado State University
Yuto Mori Waseda University, Japan
Yuka Ogata Waseda University, Japan
Shefali Parthemer University of Washington
Alex Pham Western Washington University
Kurt Robbins University of Mississippi
Evan Rochat Oklahoma State University
Samantha Thomas University of Arkansas
Chris Williamson Texas Tech University

Students Experience Cutting-Edge Sports Medicine

By Lesley Vandermark, Ph.D., A.T.C.
Tim Ridner, assistant athletic trainer for the Razorback football team, teaches U of A athletic training students about the personal aspects of the job, not only the medical aspects.

Ridner, who supervises the master’s students during their clinical rotations in the Razorback football program, is in his fourth season at the U of A. First of all, he makes sure they understand that the perception they have of big-time, Division I college athletics may not be realistic.

“The biggest misconception and why everyone wants to work for football is that it’s glamorous,” Ridner said. “When it comes to the workload, it’s the most of any sport. There is a lot of work that may not take an education but is very important in taking care of the athletes. A student may think, ‘I’m not a water boy or girl.’ It doesn’t matter how much education you have, we have got to provide water. It’s labor-intensive work and everyone goes through a learning process.”

Duties of athletic trainers range from evaluation, rehabilitation and treatment of injuries to procedures designed to prevent injuries to checking and stocking inventory in the training room and on the sidelines during practice and games.

He also impresses on the athletic training students the importance of having a positive manner in the training room or anytime working with athletes. An injured athlete needs positive and energetic people around, Ridner said, and sometimes the athletic training students should ask questions or discuss an athlete’s condition out of his hearing.

Ridner never had taught a class or supervised students before he came to the U of A as a graduate assistant in the recreation and sport management master’s program. He wants to challenge the students every day so that they improve their clinical skills and critical thinking. A challenge for him is that, while the athletic training students work as a unit, each one wants to stand out because of the importance a recommendation from the training and coaching staff can have on their job prospects.

The preceptor role also improves his practice in a learning environment that he said is characterized by give-and-take.

“I tell the students I’m going to pick their brains,” he said. “I want to know what they are learning in class. You should never stop learning in this job, and we’re no exception to the rule. I bounce ideas off them. It helps keep me fresh.”

Students also need to understand the importance of maintaining a professional relationship with athletes instead of interacting with them in a personal way, Ridner said. He monitors their social media accounts for that reason and also because confidentiality is important. Talking about an athlete’s physical condition outside the training room could jeopardize the team game plan.

“There are no pictures, no video from the training room, no social media about players,” he said.

Graduate assistants in other majors as well as undergraduate students of different majors also work with the team.

“Students are a huge part of our program,” Ridner said. “At this level, we can’t operate without our students.”