



# CATS NEWSLETTER

The Bi-annual Publication of the  
College Athletic Trainers' Society

## IN THE SPOTLIGHT: BRANDY CLOUSE, GEORGIA SOUTHERN UNIVERSITY

By: Kristen Mostrom, MPA, LAT, NREMT, Assistant Athletic Trainer, North Carolina State University



**Current Job Title:** Sr. Associate Athletic Director for Administration, Senior Woman Administrator and Head Athletic Trainer

**Number of Years Worked at Georgia Southern:** 17

**Number of Years as an Athletic Trainer:** 19

**Education History:**

Associate in Arts: Gordon College (now Gordon State), Bachelors: Athletic Training from Georgia Southern University, Masters: Marshall University

**Tell us a bit about your current position and how you became the Senior Woman Administrator and Associate Athletic Director for Administration.**

This will be my third year serving in three roles, including senior associate athletics director, senior women's associate, head athletic director and director of sports medicine. After some initial hesitation and a conversation with our athletic director Tom Kleinlein, I understood the impact I could have working with our student-athletes. In these roles, I serve as a liaison to the dean of students and supervise our men's and women's tennis, swimming, diving and women's rifle team. I also assist in developing our department's policies, drug and rehabilitation, nutrition and mental health programs. Juggling these responsibilities has been challenging, but by having a seat at the table, I'm able to advocate on behalf of the student-athletes to ensure their experience and well-being remain the core and forefront of our department's mission.

**What does it mean to you being a female athletic trainer in such a demanding and important role and profession?**

Initially, I didn't recognize the magnitude of being in the various positions I've held. After a decade or so in, I started recognizing my role and the importance of being a female in this space. When I moved from women's basketball to overseeing football coverage, Bryan Johnston, our director of media relations, pointed out that I was one of four females (at the time) in the entire sports medicine department who also oversaw a Football Bowl Subdivision program. Acknowledging that has been both critical and humbling. Now, I mentor young talent and set out every day to be an example to those I cross paths with.

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**What advice would you give to younger female athletic trainers in our field?**

Don't get discouraged, and stay focused on your goals and dreams. There will be obstacles, your path will be different than others, and those before you have paved a lane for you. If there is no path, build one, and it's up to you to make it happen. Remember it's your dream, and if you really want it, you will find a way. You have to hold yourself accountable.

**How do you balance work and life, on top of caring for yourself with a family of three children?**

My husband is an outstanding partner and is the glue that holds us together. We tag-team our parenting because things get chaotic, but we are committed to staying involved in our children's activities and academics. During the season this is difficult. I try to leave as soon as treatments are initiated following practices, so I can make practices and assemblies. My husband handles school drop-offs, so I set out clothes each night to make it easier on him, especially since he has three different locations to go to. I still try to drop the kids off at least one or two times each week. When I get home, it's dinner, bath and bedtime. I turn the phone off and focus on my family. Our house is busy, and we are not perfect, but it's our life. One day when the house is quiet and calm, we will wonder where all those years went.

**What advice would you give to current female athletic trainers who are considering having children, yet think work would "get in the way" or that it is "simply not possible with our schedule"?**

Make your life work for you and your family. Your career goals, in my opinion, should not hinder your personal goals, desires or wishes of having a family. Parenting is the hardest thing I do by far. Everyone worries if they are doing it right. Do your best, raise your children, and balance your life to the best of your ability.

**During your years of service as an athletic trainer, what obstacle(s) have you had to cross in order to get you where you are today? Did any of these obstacles occur because you are a female?**

As a female, I know when there is someone in the industry who doesn't believe you belong in the space. It is hard and incredibly frustrating. However, I know I worked hard to get where I am and will not let it hinder my professional development. There will be

those that don't like you who may create challenges, but as long as my actions are within my personal and professional ethics and morals, I'm fine. Our job is to do what's in the best interest of the student-athlete, and that's what drives me.

**Is there anything that you would have changed or done differently?**

In the early stages of my career, I thought I had to be harsh and aggressive to gain my athletes' and staff's respect. Through years of experience and interactions, I've developed a better bedside manner with them. Those just starting on this progression should demonstrate that you're not in this profession to prove yourself but that you're there to make an impact and influence a life. Each person communicates, learns and responds differently, so I've had to continue to grow as a leader and AT, especially dealing with different generations of people. You cannot be afraid to keep learning and growing as a leader and as an individual.

**What has been the most rewarding experience you have had, thus far, when working as an athletic trainer?**

Early in my career, the most rewarding thing was seeing a student-athlete through from the start of an injury to that first competition back. Now, as they come back and visit years after they have graduated or text me that they miss me and love me and check on my family, that's touching. When they call and remind me of some decision I made that, at the time, they disagreed with but recently they had to implement something similar, that's always special. Those are the influences I want to make in someone's life.

## NEWS AND NOTES

### CATS 2019 Spring Symposium for Athletic Trainers & Team Physicians

**Dates:** May 16-18, 2019

**Location:** The Orleans Hotel & Casino, Las Vegas, NV

### CATS 2019 Annual Symposium

**Date:** June 24, 2019

**Location:** The Orleans Hotel & Casino, Las Vegas, NV

**Time:** 1:00 p.m. - 6:00 p.m. (social to follow)

For more information, please visit: [CATS Symposiums](#)

### CATS Family Scholarship

Application deadline April 15, 2019.

The CATS Family Scholarship exemplifies the relationship and cooperative efforts between CATS and its corporate sponsors. With these scholarships, our organization has created an opportunity to reward children of CATS members while assisting their parents in sharing some burden in the costs for higher education. Sons and daughters of CATS members have the opportunity to apply for a \$2,000 scholarship.

For more information and to download the application, please visit: [CATS Family Scholarships](#)

### News from the NCAA

#### NCAA Concussion Safety Protocol Template

##### Now Available:

In April, consistent with the Board of Governors' direction that there be consistency to concussion safety protocol review and implementation across the Association, NCAA Divisions II and III Management Councils adopted noncontroversial legislation that requires schools to have a concussion safety protocol that adheres to the NCAA Concussion Safety Protocol Checklist.

To assist schools in their compliance with this legislation, the NCAA Sport Science Institute has created a concussion safety protocol template that includes all components of the NCAA Concussion Safety Protocol Checklist. The template is available as a Microsoft Word document that allows schools to personalize highlighted areas of the document. Schools also may choose to edit the template to fit the individual needs of their institution. While this template was created for Divisions II and III, Division I schools may use this template for their protocol and in the 2019 Division I Concussion Safety Protocol Management Review Process.

#### NCAA SSI Newsletter:

Sign up for the SSI Newsletter [here](#) and get more SSI news delivered to your inbox.



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CATS Newsletter Mission Statement:

*Provide an insider's view of the life and work of CATS members and facilitate the sharing of knowledge to help ensure high-quality care of student-athletes.*

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For tools and resources, visit Gatorade Performance Partner at [performancepartner.gatorade.com](http://performancepartner.gatorade.com)

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## GATORADE/CATS FUELING GREATNESS EDUCATION GRANT

We are thrilled to announce a new education grant sponsored by Gatorade — the Fueling Greatness Education Grant. The Fueling Greatness Education Grant will recognize CATS members who have helped advance their institutions' sports medicine programs and improved the student-athlete services. Presented each spring, the grant will award \$1,000 to three (3) CATS members to be used directly toward attendance at the upcoming CATS Spring Symposium.

Qualified applicants will be able to demonstrate how they have helped improve the services provided for their student-athletes and athletic departments, specifically:

- Did you recognize a problem within your department?
- Were there limitations in the services available to your student-athletes?
- What did you do to solve the issue?
- Where is your program/department today?

## RESPONDING TO A HARASSMENT REPORT: WHERE DO I BEGIN?

By: Ashley Blamey, Title IX Coordinator, University of Tennessee and Christina Moradian, JD, System Deputy Title IX Coordinator, University of Tennessee

Preventing and addressing sexual harassment on college campuses is under increased scrutiny. The #MeToo movement brought awareness to the fact that these issues touch every industry and all communities.

The consequences of workplaces and institutions failing to adequately address and prevent harassment can be devastating to the individuals involved and the school's reputation in the community and, in some cases, the country. The cultural shift in society

- What are future goals or projects for your program/department?

Application Requirements:

- Must be an active CATS member and have maintained a membership for at least two (2) years prior to applying
- Submit completed application form
- Submit applicant essay that describes how you helped improve the services provided for your student-athletes and athletic department, specifically addressing the questions above.
- Provide letter of recommendation or acknowledgement from an athletic department administrator, campus administrator or team physician and specifically referencing how the applicant has improved student-athlete services

Applications will be reviewed by the CATS Continuing Education Grant Committee.

To learn more about the grant and application process and timeline, visit the [CATS website](#).

Gatorade is proud to support CATS members and provide them with assistance to achieve their continuing education goals and, ultimately, provide quality care and services to their student-athletes.

demands increased accountability for campus sexual assault and harassment.

It is vital that the athletic training community enforces and complies with all campus policies and procedures to ensure Title IX matters are properly addressed. It is part of your obligation as a university employee and best practice to avoid any missteps.

Below are the steps of when and how to address harassment. As communities move forward to prevent sexual misconduct, all staff must be aware of their role.

**Q:** What should I do if I witness sexual harassment or receive information regarding an incident(s) of sexual harassment?

**A:** Any incidents or concerns regarding prohibited conduct, such as sexual harassment, should be reported immediately to a Title IX official, even if the person or persons concerned about or harmed by the prohibited conduct is unsure about pursuing a formal complaint.

Check your university's policy on sexual misconduct for additional information regarding who is identified as a "Responsible Employee or Mandatory Reporter" on your campus. When in doubt, ask. Call the university's Office of Title IX if you are unsure whether you need to report an incident.

**Q:** What do I do if I am harassed?

**A:** Universities strongly encourage individuals to report any incident(s) of sexual misconduct, harassment or any prohibited conduct. Reporting the incident is the only way that the proper authorities can take action. Campus reporting options may include the Office of Title IX; campus or local police department; Office of Equity and Diversity; or Student Conduct Office.

**Q:** What are the resources available (on and off campus)?

**A:** Each university, depending on size and resources, will offer on-campus options. You should find the options listed on your university's Title IX website. Common resources include counseling services, medical care and options for academic accommodations. In addition, your community or surrounding area may also provide services at low or no cost.

To identify specific resources in your area, contact the following national hotlines:

- Sexual Assault: National Sexual Assault Telephone Line 1-800-656-HOPE (4673)
- Domestic Violence: National Domestic Violence Hotline 1-800-799-7233
- Stalking: The Stalking Resource Center at 1-855-4-VICTIM (855-484-2846)

**Q:** What happens after a report is made?

**A:** There are multiple factors that will determine next steps after an initial report. Typically, individuals have three overarching options: support resources/interim measures, university investigation, and/or law enforcement investigation. Individuals who make a report may choose any combination of those options. Your campus policy should provide you with an outline of the specific process for your campus. Your next steps will be determined by your role in the process. It is important to ask direct questions about expectations to your Title IX coordinator and you do not attempt to investigate reports on your own.

**Q:** How can I escalate the situation if I don't think this is properly being addressed?

**A:** If you have additional concerns, it is important to report them as soon as possible. You may have information of which only you are aware. How and where you report your concerns will be dependent on your organizational structure, but you are always encouraged to contact your Title IX coordinator. You do not need approval from your supervisor or department to contact your Title IX coordinator. If you feel concerned about your Title IX coordinator's response, you may need to escalate the concern to their supervisor. If you are concerned about your institution's response, you may file a complaint with the Office for Civil Rights, which oversees several federal civil rights laws.



## TITLE IX RESOURCES

By: Casi Dailey, MS, ATC, Assistant Athletic Trainer, North Carolina State University

Title IX and how it applies to college athletics can be confusing. There are often questions as to who and

what is covered by the federal mandate that was signed into law in 1972.

Title IX prohibits discrimination and harassment in education settings based on gender and applies to any educational institution that receives federal funds, including both public and private institutions. The policy also includes very specific applications that can impact those of us who work as allied health professionals with student-athletes.

Over the last 45+ years, the Office of Civil Rights has offered clarification as to the application of Title IX, ranging from financial aid to pregnancy. If an athlete discloses that they are a victim of a Title IX protected issue, it is important to know what the legal responsibilities are, especially for those who are designated as a Title IX Responsible Employee by their institution's Office for Institutional Equity and Diversity. The NCAA provides numerous resources outlining the important facts relating to Title IX, what exactly it covers and how it relates to college athletics, including:

- Equity and Title IX in Intercollegiate Athletics
- Gender Equity and Title IX
- Addressing Sexual Assault and Interpersonal Violence

These resources, as well as your institution's Title IX coordinator, can provide the state-specific responsibilities and educate staff based on their designation at the institution. Each institution must have a designated Title IX coordinator who is responsible for making sure the institution remains compliant with Title IX. In addition, some athletic departments are designating a liaison to work closely with the institution's Title IX coordinator.

The Title IX coordinator should also set annual meetings to discuss compliance, challenges and the roles of staff, especially those in health care settings like athletic trainers. These meetings can help ensure that students and staff are best equipped to handle any challenges that may arise.

## RESOURCES

TITLE (ORGANIZATION)	WEBSITE
<b>Gender Equity and Title IX (NCAA)</b>	<a href="http://www.ncaa.org/about/resources/inclusion/gender-equity-and-title-ix">http://www.ncaa.org/about/resources/inclusion/gender-equity-and-title-ix</a>
<b>Violence Prevention (NCAA)</b>	<a href="http://www.ncaa.org/themes-topics/violence-prevention">http://www.ncaa.org/themes-topics/violence-prevention</a>
<b>Equity and Title IX in Intercollegiate Athletics — A Practical Guide for Colleges and Universities (NCAA)</b>	<a href="http://www.ncaapublications.com/p-4268-equity-and-title-ix-in-intercollegiate-athletics-a-practical-guide-for-colleges-and-universities-2012.aspx">http://www.ncaapublications.com/p-4268-equity-and-title-ix-in-intercollegiate-athletics-a-practical-guide-for-colleges-and-universities-2012.aspx</a>
<b>Title IX and Sex Discrimination (Office for Civil Rights)</b>	<a href="https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html">https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html</a>
<b>Office for Instrumental Equity and Diversity</b>	Check Institution Websites

## COLLEGE ATHLETIC MENTAL HEALTH INJURY SUPPORT GROUP — BEAVERS ON THE MEND

By: Gregg Boughton, MS, ATC, CSCS, Athletic Trainer-Football/Women's Lacrosse, George Fox University

The mental health of collegiate student-athletes is a relatively unexamined topic that is thankfully making

its way to the forefront of collegiate sports medicine programs. Assessment of student-athlete mental well-being should continue to be a high priority. The transition from high school to college athletics is challenging — student-athletes are working to balance academics, conditioning sessions, meetings, practices, games, travel, sleep, nutrition and “me” time. Throw in an injury that either disrupts the season or is season ending and the mental challenges can often become overwhelming.

One way to work through the mental effects of an injury and remain focused on the future is speaking with others who have experienced or are currently

experiencing similar situations. Support groups for student-athletes is an emerging tactic — as many institutions do not yet have any formal outlet for student-athletes to unpack and discuss their injuries.

Oregon State University (OSU) has developed one such support group — “Beavers on the Mend” — for athletes who have sustained an injury during their participation in intercollegiate athletics. When Dr. Fernando Frias, PsyD, was hired to work in the university counseling center, he met with OSU’s Director of Athletic Training, Fred Tedeschi, MS, ATC and they agreed that there was an unmet need to address the mental health of student-athletes.

Beavers on the Mend began in September 2016 after receiving favorable reviews from the Oregon State Student Athlete Wellness Committee. According to Dr. Frias, the program is one of only a handful in the entire NCAA and continues to see strong participation from student-athletes more than two years in.

The program runs once a week, for one hour, with the goal of having participants talk to each other about the various injuries they have sustained and how they are doing from a mental standpoint. The sessions are led by an athletic trainer and sports psychologist. According to Frias and Tedeschi, it usually does not take much to get the conversation going, as the commonality among the student-athletes is enough to make everyone comfortable. Participants frequently examine how their injuries have exposed other issues in their personal lives, how and if the injury may change the relationship with their coaches and how to cope with the potential of no longer being a student-athlete, should the injury be that severe.

Another component of the program is quarterly wellness checks with every student-athlete at OSU, during which student-athletes meet with their respective team athletic trainer and discuss their well-being. These wellness checks often reveal issues that can be addressed by the sports medicine staff, or in some cases the student-athlete can be referred to an appropriate resource on campus or in town.

The program has been met with strong support and positive reviews from athletes, parents and administrators, and the return rate of student-athletes to the counseling sessions has been encouraging. The group continues to build awareness of the program through the school’s counseling and psychological services department and hopes that the program can serve as a model for the implementation of other student-athlete mental support groups at all levels of collegiate athletics.



## REDUCING POST-EXERCISE INFLAMMATION

By: Roberta Anding, MS, RD/LD, CDE, CSSD, Clinical and Sports Dietitian, Baylor College of Medicine

The inflammatory response is a series of events that can be acute or chronic in nature. There is an abundance of tactics to treat inflammation, but the question is when to treat and what is the best strategy. Acute inflammation can be viewed as part of the

training adaptation. Chronic inflammation can be secondary to an underlying injury that may change biomechanics, or the injury associated with the rigors of the season. The question remains when, how and for how long do you treat the inflammatory response?

Dietary components are known to blunt the inflammatory response. It is important to consider, however, that these bioactive compounds are best served as part of a training table. Most of these compounds come from plants, so encouraging athletes to add more plants on the plate is of crucial importance. Consistency with a sound dietary approach is also critical. Often these compounds work in concert together. For example, vitamin D can only

be absorbed with fat present. If this supplement is part of your recommendation, it should be taken with a meal for absorption. Research has demonstrated the synergistic effects of omega-3 fatty acids with leucine to promote muscle protein synthesis. Leucine is a branch chain amino acid that can stimulate muscle protein synthesis.

## ANTI-INFLAMMATORY COMPOUNDS

**Beet Root Juice<sup>1</sup>:** Beet root juice has a variety of health benefits. It is a rich source of dietary nitrate. Nitrates ultimately convert to nitric oxide which is a vasodilator and improves delivery to the tissue. In layman's terms, there is the potential that beet root juice may lower blood pressure, and those athletes who have lower blood pressures should monitor their blood pressure. This dark red vegetable gets its color from a pigment known as betalain. Betalain functions as an antioxidant, and it may be a combination of the dietary nitrate and the pigment that ultimately reduces the muscle soreness after eccentric exercise. Additionally, athletes should be informed that the dark red pigment is excreted in the urine and a reddish urine color may be a consequence. Other vegetables with a higher nitrate content include lettuce and arugula. The dose of beet root juice shown to reduce soreness and improve performance is ~ 500 ml. Therefore, many athletes turn to beet root juice supplements. As with all supplements, check to see that the product taken is third-party certified and consult a sports dietitian.

**Berries<sup>2</sup>:** Berries include a plethora of fruits like strawberries, cherries, blueberries, blackberries and raspberries. Although each berry may possess a slightly different polyphenolic profile, research suggests that the reduction of inflammatory markers, including C-reactive protein, occurs with most berries. Cherries, specifically Montmorency cherries, have been shown to reduce the oxidation of lipids along with improving recovering from demanding exercise. There is also evidence that tart cherry juice can help reduce pain associated with osteoarthritis.

**Curcumin<sup>3</sup>:** Turmeric is often found in traditional Indian cooking, and this yellow pigment is a central ingredient in curries. The bioactive component of turmeric is curcumin. In its plant-based form, the bioavailability of curcumin is enhanced by piperine, which is an active ingredient in black pepper. In the supplement form, there are formulations that have an

improved bioavailability. There is increasing evidence that curcumin may be an effective plant-based supplement therapy for neuroinflammation, including traumatic brain injury and concussions. The mode of action is multifactorial including altering transcription factors and their inflammatory signaling pathways. Given the low bioavailability of curcumin from turmeric, this compound may be best given as a supplement. The dose in the literature for inflammation is approximately 200 - 500 mg of curcumin daily.

**Ginger<sup>4</sup>:** This popular seasoning agent is unique in that it contains both antioxidant and analgesic properties. Although sweet in a moderate amount, ginger juice is a peppery compound and can be spicy. Chronic ginger supplementation can reduce pain after exercise by about 13 percent. It can be blended in smoothies and used in a stir-fry. Two grams of ginger is often cited as an effective dose.

**Omega-3 Fatty Acids<sup>5</sup>:** Omega-3 fatty acids can be from both plants and animals, especially cold-water fish, such as albacore tuna, salmon and cod. Long chain omega-3 fatty acids, specifically eicosapentaenoic acid (EPA) and docosahexaenoic acid (DHA), have potent anti-inflammatory actions. Plant-based sources such as flax and nuts contain a shorter fatty acid called alpha linolenic acid (ALA) and can convert to long chain fatty acids which are not as beneficial. However, omega-6 fatty acids, such as those found in corn oil, safflower oil and sunflower oil, compete with short chain omega-3 fatty acids for this conversion. Unfortunately, the conversion of the fatty acids in nuts and flax to its anti-inflammatory end products is between 8 -15 percent. Omega-6 fatty acids are generally considered inflammatory and omega-3 fatty acids are anti-inflammatory. To maximize the dietary influence of omega-3 fatty acids, athletes should be encouraged to eat cold water fish two times per week and reduce omega-6 intake. DHA and EPA have been shown to reduce the soreness associated with eccentric exercise. In addition, the combination of these fatty acids has been shown to reduce the loss of strength associated with intense exercise. A conservative dose of fish oil is 2,000 mg of active EPA and DHA.

**Vitamin D<sup>6</sup>:** Vitamin D is a fat-soluble vitamin found in fish, milk, eggs, mushrooms and fortified cereals. Food sources are limited, and exposure to sunlight is the best source, but synthesis of vitamin D from the sun is limited. Vitamin D has several roles in the

body including regulating calcium and bone health, muscle cell growth, immunity and regulating anti-inflammatory cytokines. It is also involved in the transcriptional regulation of over 1,000 genes, including those regulating anti-inflammatory cytokines. A study investigating the anemia of inflammation in professional basketball players demonstrated that vitamin D can downregulate the production of hepcidin, which is a marker of inflammation and is elevated in response to rigorous training. Hepcidin can sequester iron, making it less available for hemoglobin biosynthesis. Vitamin D has the potential to prevent the hepcidin and blunt this inflammatory marker. A conservative dose is 1,000 IU/day. Although the upper tolerable limit is 2,000 IU/day, no toxicity has been documented at this dose.

**Leucine<sup>7</sup>:** Leucine is a branch chain amino acid found in protein-containing foods. Whey protein is a good source, along with other animal-based protein. Soy is also a good source. Leucine can selectively stimulate muscle protein synthesis by activating mechanistic target of rapamycin. The activation of mechanistic target of rapamycin can reduce the synthesis of an inflammatory compound IL-6. Leucine can therefore stimulate muscle regeneration and the suppression of inflammatory cytokines. Protein should be consumed at three meals and bedtime since muscles build and repair throughout the day. The dose of leucine most commonly cited is 3 grams per day.

Practical suggestions for the athletic trainer:

- Athletes should be encouraged to consume half of their plates consisting of fruits and vegetables. Many of the bioactive compounds/polyphenolic compounds come from colorful fruits and vegetables.

- Cook with olive oil instead of corn oil to reduce the amount of omega-6 fatty acids.
- Consider a vitamin D supplement for those athletes with reduced exposure to the sun.
- Limit commercially fried foods and excess amounts of added sugar.

Athletic trainers can receive 0.75 CEU credits by viewing the “Managing Post-Exercise Inflammation: From Ibuprofen to Cherries” webinar on the Gatorade Sports Science Institute Website ([www.gssiweb.org](http://www.gssiweb.org)).

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