Transcription details:

Date:	20-Sep-2016
Input sound file:	198_Huffines_Sports_Med_Eliot

Transcription results:

S1 00:00 Hi. This is Tim Lightfoot, the director of Huffines Institute for Sports Medicine & Human Performance. I am so excited to let you know that the Huffines Institute now has apps for your smart phones and your tablets. We have apps for the Apple products and for Android products. You can go to iTunes, or go to Google Play, either one, download those Huffines apps, and you can pull in our content every week. Now, on to the podcast.

S2 00:26 Welcome to the Sports Medicine podcast brought to you by The Sydney & J.L. Huffines Institute for Sports Medicine & Human Performance in the Department of Health and Kinesiology at Texas A&M University. At the Huffines Institute, we're always working to facilitate, apply, and bring you the most up-to-date coverage of the wide world that is sports medicine and human perfomance. All in a language you can understand and share with your friends. And now, here's our host, the director of the Huffines Institute, Dr. Tim Lightfoot.

S1 00:56 Hello, and welcome back to the Huffines Institute for Sports Medicine podcast. I'm your host, Tim Lightfoot, and we're so glad that you've joined us again. It's been a while since you heard from us but we are back. You should hear us now on a more regular basis than we've been in the past. Been exciting things going on at the Huffines Institute, and some things coming up in the near future that you will know about later. But we wanted to get back with you as soon as possible with new podcasts and new content, and we're kicking the year off really great with a faculty member that's been here a couple of years here at Texas A&M. We have with us in studio Dr. John Eliot. Welcome to the podcast, John.

S3 01:30 Thank you very much. It's a pleasure to be here.

S1 01:32 Great to have you here. I'm going to tell the audience a little bit about you and then we'll just jump right into the conversation.

S3 01:36 Fire away. Don't go too crazy.

S1 01:38 Okay. Dr. Eliot is a clinical associate professor here in our division of sports management at Texas A&M University. We were joking a while ago. He is kind of the sports psychologist on call for the athletic department. We won't say who he was with last night, but certainly working with several of our athletic teams. He got his PhD at the University of Virginia and has done faculty stops at the University of Virginia, at Rice University, and at Stanford University before he came here to Texas A&M. He has had an adjunct at SMU and the Cox School of Business there as well. His interests are in organizational performance psychology, leadership, ethics. He has written a couple of books. Overachievement is one and Help the Helper. Both of them are available at amazon.com I believe.

S3 02:21 That they are. Yes.

S1 02:22 Go out and buy a bunch of those. How many copies each? Ten? 12 each person--

S3 02:25 Ten at least. You're going to wear them out quickly.

S1 02:27 Oh, there you go.

S3 02:28 And they make great Christmas gifts. We're getting into the holiday time, aren't we?

S1 02:31 Excellent. Good suggestion. It's no secret you work with elite athletes. How are elite athletes psychologically different from let's say, recreational athletes? We'll start there.

S3 02:42 Really, they're different in the way they're physically different. It's a factor of training. When we think about the psychology of sport and we think of the "mental game," what we're talking about is a part of what it takes to be successful that you need to train and practice or rehearse. You see an athlete in the NFL on Sunday and it's a physical specimen. Well, yes, he's got some good genetics but for the most part, that's a product of years and years of training. That physique--

S1 03:11 You got to have both. Right? Absolutely yeah.

S3 03:13 That physique represents a lot of work and we know, you put that much of volume of work into your muscles they develop, right? Well, the same thing with the way they think, their attitude, their approach, the way they communicate with their teammates. You take any psychologic variable, the really great ones - the elite - in terms of the mental game, they've practiced patterns of thinking, habits of thought that are very effective under pressure, and they've practiced them a whole lot. And that's the difference between them and sort of the average recreational athlete, is the volume of practice of what we call deliberate thinking.

S1 03:45 Is there anything that-- there's a big argument about 10,000 hours of practice and all this other stuff. Is there any literature out there about what you're talking about, the training your mind to do this stuff? Do we have to do it for 10,000 hours, 5,000 hours or just exposure to the environment or what?

S3 04:03 Yeah, I mean you're really talking about--

S1 04:05 Can you practice it I guess is what I'm saying.

S3 04:06 And the interesting thing is when we think of well, "How do you practice the way you think?", and that's a separator between the physical game and the mental game. And that's why some teams are good at it, and most are average at it if not poor, is because it's hard to put your finger on it. Thoughts, and attitudes, and approaches, and perspectives, we don't see that like you can see a golf swing or a baseball swing. We don't see it, it's hard to measure it, it's hard to correct it, and so forth. And so therefore it's a challenging field to be in. But when you really break it down, the repetitions of thought is-- think about today. Since you've been up this morning, think about all the thoughts that have gone through your head. The things you've said to yourself, right? The things that have occurred to you. Every single one of those is a repetition, and when you think of it in the course of the day, you might have 300, 400 repetitions of thought. You think, well, are those 400 repetitions about one thing, and you're trying to groove that and make it a pattern, or are they just 400 random things? And for most of us they're random things. Whatever happens to influence us. Someone cuts us off in traffic. The difference with the elite athletes is they're intentionally training those repetitions. They set out everyday to log in 400, 500 repetitions of thinking the way we all want to think with the right patterns, and attitudes, and focus. And they do it. With physical skills we're talking about between amateur and elite, Hall of Fame level. We're talking about a million repetitions. We found that it's exactly the same psychologically. It's a million repetition of specific thought and specific focus to get it to be where it's habitual to the extent that under pressure you're calm, cool, collected.

S1 05:45 Right, so it's almost the daily affirmation thing, just a lot of them.

S3 05:48 It really is. As silly as the Saturday Night Live skit was, there is some truth to it.

S1 05:53 There aren't many of us that would pick up on that by the way. That could be our podcast question of the week. Who-- what was that?

S3 06:00 Stuart Smalley.

S1 06:01 Stuart Smalley.

S3 06:01 That might of-- was it mid-'90s?

S1 06:04 See, Kenneth doesn't know.

S3 06:05 The old classic Saturday Night Live. And what's interesting is people make fun of those affirmations. And that skit on Saturday Night Live was humorous and it was fun. But you think of, "Oh well, Doc, you're just talking about that positive thinking stuff, and just be positive." And my response is, "Just be positive?" That's about one of the most important things you can do is practice the habit of being positive, optimistic, focused, engaged, right? Those are mindsets.

S1 06:33 And in today's society, it might be best if we were all more positive than we are anyway.

S3 06:37 Absolutely. We could always use a little more of that [laughter]. You think about the person in your office or at work or a classmate or roommate, that somebody when you see them, they just make you smile, they always-- right? And you know how good that feels to be around?

S1 06:47 Yeah.

S3 06:48 Imagine having a little more of that. And that's what we're talking about is practicing, having a little more of that, especially when you hit adversity. When something happens unexpected during the day, what's your reaction? Is it a trained reaction, or is it at the whim of chance?

S1 07:00 Right. It's interesting-- when you talk about these things, I heard an interview with Shalane Flanagan, who's one of our elite marathoners in the United States. And they were talking about her mental preparation and aspects, and she said, "I love to inflict pain on other runners." And she said, "It's because I love the pain." And I kept thinking, that's where I'm different, because when I run, I don't like the pain.

S3 07:22 A little different experience.

S1 07:23 I'm not sure how many of us really like that. But that was really striking with her when she said that. Is that something that you've heard before, or seen before, or is that an example of that self-affirmation?

S3 07:31 Common among most elite athletes is that there's something they have pride in that has to do with some sort of work, or some sort of effort, or something they are willing to do that the average person isn't, whether its patience, whether it's the ability to do something repetitive that's so boring when you do it over and over. But you do it anyway and you don't give in. Little things we think of we are 80%, 90% of our population will finally throw in the towel, someone that will continue to go. There's a sense of pride there is sort of this almost masochistic love of the level of effort, the level of work, the level of pain you have to endure to be able to continue at something that's hard to do. And elite athletes take a pride in. There's a satisfaction, and it's how they define themselves. And that's part of the mental game is having a well-defined picture of who you are and why you do what you do. A real sense of purpose, and the best athletes-- yeah they talk about, you want to win a championship before you retire and so forth, but you look at the athletes that have won a lot, and very successful? They get to a point where they're doing it for something bigger, something more important than just winning a title. And they define themselves that way and they go to work everyday with sort of a bigger perspective. And they're human beings just like we are, and so there are plenty of days where that perspective loses focus, or they forget about it, or they get caught up in something, or something distracts them, but what they're also good at is getting it back quicker than most people. It takes years of practice.

S1 09:02 So you hear a lot, as you talk about with the practice, you hear a lot of people talk about visualization, especially in the sports psychology world. So do these repetitions, does that come along with that visualization? The most thing I can think of is watching the Winter Olympics and you watch the bobsled guys, and they're all with their eyes closed and they're doing their head thinking about the course that's coming. So does that visualization-- is that an important piece of this as well?

S3 09:25 It's a very important skill and there are very few elite level athletes who don't use visualization in some capacity. Some athletes use it when they're away from sport or when they're traveling and they use it to fill some time so that their mind continues to be developed. And what's interesting, and we've seen the research bears this out, is when you're mentally imagining something, and you have to do it right. So imagery has a couple of requirements. One is you have to do it first person.

S1 09:50 You have to pretend it's you.

S3 09:51 You have to imagine you're looking through own eyes. And it's very tough for today's young folks because they grew up with all the technology and all the videotape and they're used to watching themselves on a TV screen. So when you ask them to close their eyes and imagine, they usually imagine watching themselves on a TV as that's what we call third person. To get good at imagery and to have it be performance facilitative, you need to use first person. Imagine watching through your own eyes. And so for some folks that takes practice. Got to be first person. It's got to be real time. You can't use mental imagery. You can't use slow mo. Right? And no speed up. It needs to be in the actual pace and rhythm of the real skill that you're trying to practice, and then you want to be as vivid as possible. In addition to just seeing it, you need to hear it, you need to feel it, smell it if there are smells. If you are in baseball, smell the hot dogs in the background. That's why you see the divers and the bobsledders, they close their eyes, and they just don't close their eyes. They're moving their head and their body. And If you watch, it's in the same exact pace and rhythm. It's in real time, and they are imagining each curve, and they're not only seeing it, but they're feeling it and they've got all their senses engaged in it. If you do those three things, make it first person, real-time speed, and vivid senses - multiple senses. Almost we call feelization. Then it's a very effective tool. And we found when you do that if we put EMG sensors on any of your muscle groups, and we measure the motor pattern when you actually physically doing a skill like swing a golf club, and then we put the sensors on and we ask you, close your eyes. Don't move, but just imagine it. You do those three things, the motor pattern will have the exact same profile. It won't be as high as amplitude because you are not actually moving your muscles, but the pace, the rhythm will be the same exact profile. What we know is, you're actually physically practicing when you are practicing with your mind assuming you practice the right skill. You can't practice the wrong motor pattern, obviously. That's why we know such a powerful tool, and athletes will do it to get extra practice when they can't physically. They will do it as part of their pre-game routine, pre-game warm up, as a way to quiet their mind and calm them and get themselves thinking about fundamental execution rather than thinking about the outcome. It's another thing that great athletes do. The stay focused in the moment. They stay focused on what we call the

producers of performance. They don't focus on the results of performance. They're busy creating a performance, not measuring or looking for particular outcomes. And you'll see novice athletes, rookie athletes, we see a lot of college kids have to learn this process of shifting from thinking about what they're producing to thinking about how they're producing it. But mental imagery helps with that tremendously. It gets rid of all the distractions, focuses you in.

S1 12:35 So it's almost the focus on what they're doing versus the outcome?

S3 12:38 Yes.

S1 12:39 Don't focus on the outcome because they're so many things you can-- might happen that will affect the outcome that you have got no control over.

S3 12:44 And it's focusing on the rhythm of that performance. Because one of the other things that elite athletes are very good at is keeping a quiet mind under pressure. And a quiet mind is much easier to have when you're thinking in terms of feel and rhythm as opposed to thinking technically. When you're thinking about going out and playing golf, when you think about technically how to produce a swing, you're tighter, you're more rigid, your mind-- when your mind is doing all of those--

S1 13:08 I can attest to that, yes [laughter].

S3 13:10 --biomechanical calculations, you know, right? And we call it paralysis by analysis.

S1 13:14 Don't slice, don't slice, don't slice, slice, oh [chuckles].

S3 13:17 Exactly. You stand over a tee box and there's water to the right, and you think, "Okay, just don't put it into the lake, don't put it into the lake." In the lake, splash. It's going to go there every time, right? And that's the power of the mind. What you're doing is you're visually and you're feeling not only the sight of it going in the lake, the feel of it, but also the emotion of it going in the lake. And those are all powerful forces. What you've really done is you practiced mental imagery really well, and the results of mental imagery are good performance, and your mind's thinking that's a good performance. You wanted the lake, right? You were giving the image of the lake. You're programming it. I produced it. Why are you so upset? But you think of all the mechanics of the swing and trying to produce the right swing, the perfect swing. You're going to be less efficient, and you're going to have a higher error rate than if you think in terms of the feel and the rhythm of the swing. So under pressure, that's what we call trusting mindset. You want to be trusting, quiet mind, rhythm and feel. When you're practicing and trying to improve your ability, you want to think about technique and use your videotape and all that sort of stuff. But mental imagery is very, very helpful because it can get you in the rhythm of things pretty easily.

S1 14:24 So part of that sounds like almost refusing to accept the negative outcome or refusing to consider the negative outcome. I know we used to race cars and people would always say, "You guys run so close to the wall, how come you never hit the wall?" I said, "Because I don't ever pay attention to the wall."

S3 14:40 Never even enters your mind.

S1 14:41 And never in my-- I'm not going to hit the wall. The only time I ever did, I hit the wall. And so, and I can tell you exactly when that was. But it was like, that was just never a consideration. We're not going to hit the wall. That's not a big deal.

S3 14:52 Great athletes are stubborn.

S1 14:54 Oh, of course.

S3 14:55 Hey, it might get them in trouble socially and all this sort of stuff on Twitter and yeah yeah yeah, but when it comes to performance skills, that stubbornness, that refusal to have a negative thought, to think about negative outcomes. They practice getting so good at creating a reality and seeing it that way that it's easier for them to produce that reality and it's-- you've got to be willing to be that stubborn, that confident, that focused, that disciplined. One of the things that we'll say about elite athletes when it comes to psychology is if we were to evaluate them based on whether they were abnormal, a lot of times we're thinking about the clinical side of psychology. Clinical psychology is about finding abnormality and removing it and helping people get back to normal. Great athletes will tell you, "I don't want to be normal," and in fact they're very abnormal. They're abnormally confident, abnormally focused, they have abnormal work ethic, they have abnormal--

S1 15:44 Abnormal pain tolerance.

S3 15:45 Exactly. And that's a source of pride for them, so you've got to be willing to do that.

S1 15:51 And that makes them do well.

S3 15:52 Yeah, exactly.

S1 15:53 Now, you work with a lot of different sports, are there any generalizations about some sports versus others about what psychological tips help certain sports versus others? Say, golf versus football?

S3 16:08 Well, you see the sports that have a lot of time in between action, so you take golf, baseball, tennis, where there's a distinct break in between every action, those sports are the most challenging mentally, because it's a lot of time and room for your mind to get in the way. So you've got to be much more cognizant of controlling that and programming how you want to think on every changeover. You need really a pre-shot routine, a pre-pitch routine, a pre-serve routine for every instance. Where the fluid games like soccer, football, rugby, lacrosse, for example, they're much more fluid so you train your mind differently. You don't have to train your mind to prepare for those stops and to be much more academic in the approach. But you do have to prepare yourself to be able to handle on the fly adversity as it comes up. So it's a different approach to serve a different set of psychological skills based on whether a sport is sort of a--

S1 17:03 Stop and go or not?

S3 17:04 Yeah, fine motor versus gross motor.

S1 17:06 Interesting. You know, we had a-- few years we ago, we had a strength and conditioning coach here who had a theory about the current generation and you mentioned this awhile ago. He continued to say-- he said, "You know, our athletes now are the video game generation. So if something goes badly, they think they can reset and start all over again." And he said, "The hardest thing we have to deal with is that they can't reset." When they're in the middle of a game, and things are going bad, there's no reset. You've got to figure out mentally how to get yourself out of that to go forward. I'm interested in your thought on that. It was always very fascinating to me that he used to talk about that.

S3 17:43 Yeah, it's very true. It's an artifact of what they've-- take for kids from 4 years old, 6 years old until they come here to university and they're 18, 19. You're talking about 15 years of practice, the mindset that if it goes wrong, you can just click the reset button. They're well skilled at thinking that way and to compete at the elite level here and as a pro, especially in sports that are ballistic like soccer and football, you can't do that. And they have to retrain their mind to be able to handle adversity on the fly and to be able to accept negative, accept being less than perfect, and be able to live in that environment. And that's a lot of effort. It's a lot harder to teach the folks that have that type of training than if you have young folks that don't play any video games, they don't have any of that, to train them to be able to handle on the fly circumstances. It's much easier because they're a blank slate. But that's something we're having to basically retrain. And it's not that that skill is necessarily negative or inherently bad in any way, it just doesn't fit with the ballistic sports. Now, kids who have trained that way and they're going to play golf and there's plenty of opportunity to stop and hit the reset button in between every shot, we can use that as a mental skill that they've already started to practice. We just change the way they use it.

S1 18:57 Right. So let's maybe do an inappropriate generalization. So can we also apply that to academic settings for all the current--

S3 19:03 Absolutely.

S1 19:04 --students right now?

S3 19:05 Absolutely.

S1 19:06 They have a bad test and it's like, "Oh my gosh. Everything's going to fall apart now."

S3 19:10 Yeah, the rate in which I see students in my office now asking for a reset, "Can I do the test over? Can I do the test-- well, why can't I do the test over?" When I was teaching at Virginia 20 years ago, I hardly ever had a student ask to take a test over again. It's an artifact and we have, as faculty, we have to be prepared to deal with that, and we have to use it-- and again, it's not a negative. It's not a bad reflection on video games. It's a fact that that's a different type of skill and it's been practiced, and we have to recognize it's been practiced very well so they're very good at that particular skill. So we have to use this as a teachable moment to teach about skill sets and when they should use that and when they should use a different skill and how do we build the other skill if they don't have it.

S1 19:54 So, we're going to attest your other skills here. One of the things we like to do in these podcasts for our listeners just to let people know how you got to where you are. So we'll step back a little bit. Did you decide when you were six years old that you were going to become a sports psychologist or what was your pathway to this? How would somebody become John

Eliot, Dr. John Eliot at this point?

S3 20:15 Yeah, psychology didn't even enter my frame of reference until college anyway. When I was six, I was going to be the lead-off hitter for the Boston Red Sox and that was that. My mind was made up.

S1 20:26 There's still a chance?

S3 20:28 Hey, you never know.

S1 20:30 You never know, that's right.

S3 20:31 Someone could get hurt.

S1 20:32 Hey, you got the mental skills.

S3 20:33 For those of you up in Boston, for Dave Dombrowski if you're listening, I am available just to let you know. No, I was very, very fortunate. I had the opportunity to play my early baseball and so part of my dream of being a professional athlete, I got to realize that and taste that some. But really, how I ended up in this seat and in this field, it's just a product of being open to where your career takes you and looking for the interesting things you can get engaged in that fuel your curiosity. It's sort of what I did along the way. Now growing up, my dad was the coach of US National Ski Team, so as a little kid I had a very beneficial opportunity to travel around the world with Olympians. So as a kid, I was kind of exposed to this is the way this group of people thinks. These elite athletes, and now, the US Ski Team back then was kind of rough around the edges and uncouth in a lot of ways--

S1 21:26 Downhill ski or cross-country?

S3 21:27 All of them. The whole range.

S1 21:28 All of them, okay.

S3 21:29 I cross-country skied and I ski jumped all the way through high school.

S1 21:32 Ski jumped.

S3 21:32 Ski jumped. Loved it. If you've a chance to fly through the air, why wouldn't you do it?

S1 21:36 Of course, we're thinking about the beginning of [laughter]-- anyway, the poor guy. The thrill of victory, and the agony of defeat. That's the one.

S3 21:42 Yes, exactly. That was one of the guys my dad coached, so I know that guy. Very, very interesting man, by the way. Anyway--

S1 21:49 And big article on him recently. But anyway that's a-- we go off the topic.

S3 21:52 You can [crosstalk].

S1 21:53 That would be edited out.

S3 21:53 Exactly [chuckles]. The opportunity to sort of see, how do these people approach what they do? And then compare it to what I did, compare it to what my friends did, and as I got further along in competition and got into-- I got to compete in the Junior Olympics and then compete in high school, to see how other competitors are handling it. I had the point of comparison of, well that's not what the Olympians do. The Olympians do it a little different. And then having my dad right there, who's a physiologist, to ask him, "Why do they do that?" You know the little kids asking, why, why, why. I was that kid, that annoyed the crap out of my parents and all of the skiers. Why? Why do you do that? Because I was curious. And then I get into college, and I decide to focus on just playing baseball because it's what I enjoyed the most, and was having some success. And then thinking about, "Well, I have to have a major," and "What am I going to study?" and I had some good advisers along the way that steered me into, "Well why don't you-- medicine, sports medicine." And along the way I took some psychology classes. Pretty fascinating. Well, this is this field that I don't know anything about, and here's sport and nobody in sport really knows anything about. So you go back to the late '80s and very little known about sport psychology, but it was just getting to

be on the radar. Well, that fascinated me. I got to play professionally - played for a few years - and then when I got released, I decided, "You know what, I want to figure this out." Because I go back to my career, and I look-- what's the difference between me as a 22 year old professional baseball player in the minor leagues and the guys at the major league level? And I was like, I'd gotten my own way, I had trouble with some frustrations, I was a perfectionist as a hitter. And boy oh boy, I'd like to fix this. So, I solved those problems by going to grad school and then pouring myself in this field, and it just sort of led into a whole new area of exploration. I'm still, to this day, just curious about-- we know so little about the brain. So I want to learn more, and how does this beast work? Because it's an interesting tool.

S1 23:50 Well, you know, if nothing else, that's a great message for some of the people listening is that, follow your passions. You never know where they're going to take you.

S2 23:57 Absolutely. It didn't work out for me as a skier, but I got a baseball opportunity. It didn't work out as baseball and I got an opportunity through going back to school in academics. And so I'm in a very different part of professional sports, but in the same way, my dream is still being fulfilled. I'm still able to be in and around the arena and things that I'm passionate about just by being open to the range of opportunities that might pop up. And be willing to pursue one even if what you first thought you'd do isn't materializing, there's something similar, there's something connected to it that can get you equally excited. And that's why every student that takes Introduction to Sports Psychology here at A&M and I ask them, "Why do you do what you do?" And I don't accept them giving me the external motivation answer the because--

S1 24:42 My parents made me.

S3 24:42 --my parents made me. Because you make a lot of money, because it's important because it's-- I want to know what's inside almost to the point of it's hard to describe, it's to hard to put your finger on. Explore that. And if you're spending four years in college, you spend four years exploring that why. And if you figure that out, then there are 1,000 different professions that will light you up and you'll look forward to everyday till the time you're 90.

S1 25:05 Absolutely. Well, we've enjoyed having you--

S3 25:08 Oh, it's a pleasure.

S1 25:09 --today, John. Thank you.

S3 25:09 So much fun to be here.

S1 25:10 And so we always give our guest the opportunity to give us their take home message. So if our listeners remember one thing from this podcast, what is that-- what would you want them to remember?

S3 25:19 Well, you don't have to be an elite athlete to have an elite mental game. And when you think about it, if you really are willing to break it down to-- well, my habits of thinking, the thought patterns I have that influence my performance. Whether that's performances in engineer, as a student, as a doctor, or as an athlete. My performance is influenced by my habits of thinking. And those habits of thinking are a product of what I practice everyday. And so if you just take the time to say, "What am I practicing for thoughts that I don't realize I'm practicing? And what do I want to be practicing?" And if you just take the time to do that exercise it's very insightful. And believe it or not something as simple as that has a big impact on the next time you take a test, the next time you have to give a public speech.

S1 26:02 How you feel about yourself in life. Yeah.

S3 26:04 You have a better mental game just by being cognizant of that conversation that goes on in your head. And the great athletes monitor it daily. You don't have to be that perfect. Just monitor it a little bit here and there. It makes a difference.

S1 26:17 And then you're there. Thank you so much.

S3 26:18 Thank you so much. I really appreciate being here.

S1 26:20 You're more than welcome. And then we want to thank all of you for taking the time to listen this week. As regular listeners of the program know, we have our podcast question of the week. And with the podcast question of the week is our producer, Kenneth.

S4 26:33 What according to Dr. Eliot is the purpose of clinical psychology?

S1 26:38 Great podcast question, Kenneth. Be the first one to send us at huffines@tamu.edu with the correct answer, and you'll win one of our nifty podcast t-shirts. Again, that email address is changed. It's huffines@tamu.edu. Send that answer in. Don't think you're too late. Send it in. Sometimes we've been known to give more than one shirt away. So send those in and get the t-shirt. Again, thank you for taking the time to listen. John, thank you for being with us again today. We've enjoyed it.

S3 27:08 Thank you very much.

S1 27:09 You're welcome. And we hope all of you have enjoyed this conversation as well. Please tune in next week, and we'll have another interesting person from the world of sports medicine and human performance. And until then we hope that you're active and healthy.

S2 27:22 Thanks for listening to the Huffines Institute weekly sports medicine podcast. The executive producer of the sports medicine podcast is Kenneth McIntyre, with co-production by Carlos Guevara, and Alexis Applequist. The podcast is made possible by generous support from the Omar Smith family and the Sidney and JL Huffines family. This podcast is published under a creative commons 3.0 licence. That means you can't sell it or change it, but feel free to give it to everyone you know, and to talk and blog about us. And in case you were wondering our openings and closing are provided by JohnMilesProductions.com. Music was provided by Dave Zeltner. Find him on the web at DavidZeltner.com. And just so you know we love hearing from you. If you have questions or comments please send them to Huffinespodcast@hlkn.tamu.edu. From all of us at the Huffines Institute, we hope you have an active and healthy week.