

WEBVTT

00:00:13.100 --> 00:00:27.810

Kara Snyder: Hello! And welcome to the podcast. A podcast produced by the College of Applied Science and Technology at Illinois State University. I'm. Your host, Kara, Snyder and I serve as the assistant Dean of marketing communications and constituent relations for the college.

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00:00:27.910 --> 00:00:47.670

Kara Snyder: Each episode we're sitting down with an alum of the college, and today we have a chance to talk to Renee ravish shingles. Renee is an alumni of the School of kinesiology and recreation, and is currently a professor and the internship Coordinator for the athletic training program at Central Michigan University. Welcome and thank you for being here.

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00:00:47.840 --> 00:00:53.030

Dr. Rene Shingles (she/her): Well, thank you, Kara, for inviting me to be here. I'm excited to chat with you today.

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00:00:53.060 --> 00:00:59.140

Kara Snyder: Absolutely. It's going to be fun. So let's start at the beginning. Why did you choose? Isu

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Dr. Rene Shingles (she/her): I chose Isu because they had an athletic training program. At that time there were only 10 athletic training programs at the Masters Level in the United States and Illinois State was one of them.

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00:01:13.350 --> 00:01:30.280

Dr. Rene Shingles (she/her): As I was looking for programs, it stuck out for me. So that was one reason. And then, after I applied and been admitted, and trying to make those decisions about where to go, Dr. Bob Kohler, who was the chair of

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00:01:30.410 --> 00:01:36.480

Dr. Rene Shingles (she/her): the department at the time contacted me and asked me about applying to a graduate assistantship.

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00:01:36.750 --> 00:01:45.560

Dr. Rene Shingles (she/her): Well, I was the first generation student. I had no idea what to grant assistantship was, and didn't think I was going to have time to do a graduate assistance ship giving how hard I worked as an undergrad.

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00:01:45.680 --> 00:01:50.100

Dr. Rene Shingles (she/her): and he told me more about the graduate assistance ships that on top of

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00:01:50.180 --> 00:01:55.420

the gaming experience it would also cover the cost of tuition and pay me a stipend.

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00:01:55.800 --> 00:02:14.250

Dr. Rene Shingles (she/her): Okay, that sounds like something that should apply to. Yeah, you're like, I'm listening. Tell me more. Yeah, Absolutely absolutely. So. Certainly. Being offered to graduate assistant ship assisted in my decision, and deciding to to come to Illinois State.

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00:02:15.050 --> 00:02:22.510

Kara Snyder: Oh, just meant to be then. So tell us, how did you find athletic training? How did you find that passion of yours.

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00:02:22.810 --> 00:02:31.520

Dr. Rene Shingles (she/her): I was always interested in medicine and interested in sport. I was a cheerleader in high school.

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00:02:31.610 --> 00:02:33.870

Dr. Rene Shingles (she/her): and and

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00:02:34.110 --> 00:02:35.820

had shin splints.

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00:02:36.010 --> 00:02:49.480

Dr. Rene Shingles (she/her): and someone said, Go see the athletic trainer, or actually, during those days it's a trainer. But now we always say athletic trainer, or shorten it is at and go see the athletic trainer. And I did, and I remember thinking.

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00:02:49.770 --> 00:03:09.060

Dr. Rene Shingles (she/her): Wow, this is interesting. When I was in the athletic training room and looking in his little black bag. And what is this for? And why do you use this particular thing, and thought it looked like fun? And I said, Can I do this, too, and he said, sure. So the next thing you know, i'm learning how to tape up ankles, and i'm standing on the sideline.

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00:03:09.110 --> 00:03:12.900

Dr. Rene Shingles (she/her): learning through mentoring about the profession of athletic training.

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00:03:13.560 --> 00:03:19.920

Kara Snyder: Oh, I love that just right into that hands on experience that got you hooked. That's a great story.

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00:03:20.350 --> 00:03:38.390

Dr. Rene Shingles (she/her): absolutely. And then he took me and another student to a sports medicine conference, and that really solidified that this is a profession. I didn't even know it was something you could do as a profession, and certainly learn more about sports, medicine, and athletic training, and and found out that that's what I could do.

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00:03:39.220 --> 00:03:53.510

Kara Snyder: So tell us now you teach future athletic trainers, and you help get them that hands on experience that was so valuable for you. So tell us, how did you get? You know from point a. To point B. What was in between.

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00:03:53.740 --> 00:04:02.990

Dr. Rene Shingles (she/her): Yes, absolutely. What's interesting is my undergraduate degree is in health and physical education. K. Through 12. So i'm a teacher by training.

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00:04:02.990 --> 00:04:20.760

Dr. Rene Shingles (she/her): Okay. They knew that I wanted to go on to athletic training for my master's degree. So Illinois State allowed me the opportunity to do both. I was provided athletic training services as as a graduate student with several sports, including swimming and diving soccer women's, volleyball.

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00:04:21.459 --> 00:04:34.690

Dr. Rene Shingles (she/her): and I taught as a part of my graduate assistance ship. The Department needed someone who could teach first state in Cpr. And as a part of my undergraduate degree we had to get certified in American Red Cross in order to teach.

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00:04:34.850 --> 00:04:41.300

Dr. Rene Shingles (she/her): and I learned that I didn't like teaching ninth graders when I did

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00:04:41.330 --> 00:04:46.630

Dr. Rene Shingles (she/her): student teaching. But I enjoyed college students when I did my grad assistantship

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00:04:46.650 --> 00:05:05.080

Dr. Rene Shingles (she/her): graduate citizenship, and so my path started as teaching and doing athletic training. So I did both. So when I left the only State, I went to Newbury College as the head Women's athletic trainer. I also taught in the Physical Education Department as well.

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00:05:05.730 --> 00:05:20.920

Dr. Rene Shingles (she/her): From there I moved to Northern Iowa, where I was the head women's athletic. Oh, let me back up at new beer. I also became the head athletic trainer, which was unheard of for women in the 19 eighties to be a head athletic trainer, let alone a head of training for football.

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00:05:20.920 --> 00:05:32.440

Dr. Rene Shingles (she/her): and then Northern Iowa. I did the same thing. I taught. We had an internship route to certification program, so I taught in the mornings and did my athletic training in the afternoon or the evenings depending on whether or not I had a game.

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00:05:32.540 --> 00:05:35.660

Dr. Rene Shingles (she/her): I was recruited back to Illinois State.

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00:05:35.720 --> 00:05:44.450

Dr. Rene Shingles (she/her): and worked at the only State for 2 years doing the same thing. I taught in the athletic training program and provided athletic training services with the women's, volleyball.

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00:05:45.140 --> 00:05:47.070

And then I came here to see him, You

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00:05:47.960 --> 00:05:49.220

Kara Snyder: Okay.

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00:05:49.290 --> 00:06:03.870

that's great. And I so you mentioned, you know, unheard of for a female to be a head athletic trainer in the 1980 S. And you know, as I think it's common knowledge that athletic training historically, is a male-dominated field

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00:06:03.870 --> 00:06:20.370

Dr. Rene Shingles (she/her): so as a woman in that field, especially holding a title like head Athletic Trainer. What challenges have you seen? I saw a a number of challenges, you know. Not only was the profession predominantly male at that time the profession was predominantly Caucasian or white

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00:06:20.370 --> 00:06:34.430

Dr. Rene Shingles (she/her): at that time as well. So being an African American woman, you know, there's that intersection of race ethnicity gender. That was that was happening at the same time. And so some of the challenges, you know.

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00:06:34.700 --> 00:06:45.080

Dr. Rene Shingles (she/her): being respected, you know, having to really earn that respect, and people, not thinking that I could handle the job as a woman and as a person of color.

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00:06:45.650 --> 00:06:56.340

Dr. Rene Shingles (she/her): I'm working at a predominantly white institution. And so yeah, I went toe to toe with coaches and administrators in terms of

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00:06:56.370 --> 00:07:02.540

Dr. Rene Shingles (she/her): taking care of my athletes, and and in terms of how to handle that it really was about

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00:07:02.700 --> 00:07:06.250

Dr. Rene Shingles (she/her): kind of the quote unquote. Knowing your stuff, you know I knew

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00:07:06.270 --> 00:07:23.940

Dr. Rene Shingles (she/her): what I was doing, and and keeping my patience at the forefront, that what was important, was making sure that I took care of my patients, and that any decision that I made was made with the best interest of my patients in mind, regardless of what the coach might have wanted me to do, or what an administrator might have wanted me to do

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00:07:25.250 --> 00:07:35.650

So we actually have, you know the college of applied science and technology has 8 academic units and 7 of them graduate women into male-dominated. Fields.

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So you know, you talked about earning respect, and really knowing your stuff in addition to that, what advice would you have for a recent graduate? That's just starting out in one of those fields?

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00:07:48.890 --> 00:08:07.310

Dr. Rene Shingles (she/her): Well, I think it's important to, you know. Understand the the lay of the land, and what's expected in making sure that you take care of that. Unfortunately, you know, when you're the only

one or one of a view, you're going to stand out whether you want to stand out or not, so I always recommend. Stand out positively what you do.

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00:08:07.310 --> 00:08:16.440

Dr. Rene Shingles (she/her): finding a mentor, and sometimes that mentor might look like you, and and in some cases they may not, particularly when you're in a field that

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00:08:16.450 --> 00:08:35.169

Dr. Rene Shingles (she/her): where people aren't in that field that look like you. So, finding someone who can help you to navigate those waters, and you know, if they're shark invested waters, they help to give you a boat to get to the other side and and and help you to understand what the rules are

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00:08:35.169 --> 00:08:36.799

Dr. Rene Shingles (she/her): and what the rules are.

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00:08:36.809 --> 00:08:46.280

Dr. Rene Shingles (she/her): because we know there's that other set of rules that you might not be aware of, and Aren't written down anywhere, but mentors can help you to navigate that, and that was very helpful for me.

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00:08:47.270 --> 00:08:57.040

Kara Snyder: That's such a great point. I love that, because you know, when you start in a new position you're told the job duties you're told the responsibilities. But so much of

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00:08:57.040 --> 00:09:10.280

Kara Snyder: learning on the job is kind of observing that culture of whatever environment you're in. So I like that. You pointed out that we really do kind of have 2 sets of rules to follow. So thank you for that.

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00:09:10.770 --> 00:09:21.830

Kara Snyder: and I love how your career has really been such a a split all the way through between the athletic training and the teaching. So I have to ask. Do you have a favorite part of your job

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00:09:22.240 --> 00:09:35.830

Dr. Rene Shingles (she/her): today? I do much more teaching that I do athletic training. I'm not actively with a team. But we do have what we call our injury Care Center, and it is an athlete training room and our recreation facility.

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00:09:36.210 --> 00:09:49.930

Dr. Rene Shingles (she/her): And I opened that facility 30 years ago, and now I serve as a preceptor in that facility. So the students take care of our patients that come in, and I supervise the students, although on occasion I I will still have my own patients.

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00:09:50.080 --> 00:09:58.690

Dr. Rene Shingles (she/her): and so I I enjoy all of it. Part of what I enjoy in the classroom is those aha moments

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00:09:58.840 --> 00:10:08.000

Dr. Rene Shingles (she/her): when the student, when the light bulb literally goes on. It's almost like you see it over their head when you're teaching, maybe a complex concept.

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00:10:08.400 --> 00:10:15.270

Dr. Rene Shingles (she/her): and the student finally gets it and understands it. And you go. Wow! They got it. Yes.

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00:10:15.350 --> 00:10:18.150

Dr. Rene Shingles (she/her): so those moments are are great.

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00:10:18.210 --> 00:10:20.760

I love the opportunity to

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00:10:21.370 --> 00:10:37.900

Dr. Rene Shingles (she/her): to take theory into practice. So we may see something or talk about something or theory in the classroom in the morning, and then in the afternoon. You see something happen in the athletic training facility. And now you're putting into practice exactly what you just learned this morning.

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00:10:38.070 --> 00:10:55.740

Dr. Rene Shingles (she/her): you know, on some occasions and watching students work through going from. I say, from there, you know, between their ears to between their hands, you know how do you get out of your head and into your hands to do the athletic training. So it's. It's great to see when those 2 things come together.

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00:10:56.720 --> 00:11:09.540

Kara Snyder: So when you're in the clinic, and you're working with these students that are, you know, excited to have these hands on opportunities. When you see a successful student there, what are some qualities that they're displaying.

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00:11:10.600 --> 00:11:23.490

Dr. Rene Shingles (she/her): I think one of the the qualities of several qualities is that curiosity They're curious about what's going on, and they're trying to figure out how to do their athletic training skills.

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00:11:23.570 --> 00:11:41.150

Dr. Rene Shingles (she/her): Finding that confidence, you know where they begin to grow, and some of that confidence comes from again. Going back to knowing your stuff, as they better understand whether it's the technique or the theory behind the technique or the skill that they're they're doing really

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00:11:41.360 --> 00:11:43.780

Dr. Rene Shingles (she/her): asking questions and

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00:11:43.970 --> 00:11:57.120

Dr. Rene Shingles (she/her): learning from mistakes. Sometimes mistakes are going to happen. We hope not to kill anybody, but that's why your preceptors there to, as I like to say, to tap you out and say, I've got this, and you get to watch for the moment, and then we'll talk about what happened.

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00:11:57.240 --> 00:12:04.230

Dr. Rene Shingles (she/her): So I I think those opportunities to develop the

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00:12:04.710 --> 00:12:14.860

the curiosity, I think, is important, and and really want to think through and want to learn more, and that, being a sponge and soaking up what's happening in the in the facility?

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00:12:15.610 --> 00:12:24.910

Oh, and I love that! And I think you know something that I should ask, because You're in higher education. You understand the value of continued learning.

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00:12:24.930 --> 00:12:38.610

Kara Snyder: How can a student whether they're in athletic training or another field continue to harness that curiosity after they're done at Isu after they have their degree, how can they take that with them?

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00:12:38.870 --> 00:12:50.640

Dr. Rene Shingles (she/her): Well, I think there are multiple ways, because in many disciplines things change over time, and and so continuing education is important. So it could be going to conferences.



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00:12:50.640 --> 00:12:59.750

and Covid has taught us that we can find continuing education virtually. So. There may be different types of programs or

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00:13:00.270 --> 00:13:18.740

Dr. Rene Shingles (she/her): educational opportunities that are online, that someone can attend reading, looking at your journals or your research that may be coming out in a given discipline that help you to understand what's the evidence to? Why, you make the decisions that you do. And now, today. Even Podcast and

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00:13:18.740 --> 00:13:34.860

Dr. Rene Shingles (she/her): and Youtube videos, you know, and finding good quality of information online, I think, can be very helpful in garnering new information and new knowledge to be able to utilize. And again I would tap into those resources those mentors

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00:13:34.860 --> 00:13:42.780

Dr. Rene Shingles (she/her): who have learned over time what something might be beneficial and helpful. I think those are things that the students can do once they graduate

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00:13:43.770 --> 00:13:56.700

Kara Snyder: and Renee, i'm sure you've had great mentors, and i'm sure i'm going to take a leap and say that you are a great mentor. How can someone be a good mentee? How can they learn from someone?

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00:13:56.830 --> 00:14:10.450

Dr. Rene Shingles (she/her): But that's a good point? Well, thank you. I have had, and still have, even at the stage of my career I still have great mentors who have been with me along the way, and sometimes those mentors, or for I call it a season.

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00:14:10.610 --> 00:14:26.070

Dr. Rene Shingles (she/her): and sometimes they're with you for a lifetime. And and so I think, being a good Mentor. You have to connect. develop authentic relationships with your mentors. Again, be curious, and share with your mentors what you need.

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00:14:26.110 --> 00:14:34.100

Dr. Rene Shingles (she/her): and if you have good mentors, I think they can. Also they may see the best in you when you might not even see something in yourself.

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00:14:34.200 --> 00:14:46.070

Dr. Rene Shingles (she/her): and so they may suggest job opportunities or career opportunities or service opportunities. There are people you can bounce ideas off of so staying connected, I think, is real, important.

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00:14:46.170 --> 00:14:48.750

Dr. Rene Shingles (she/her): and being authentic in your relationship.

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00:14:49.150 --> 00:14:59.210

Kara Snyder: Oh, that's great, thank you. And I know I asked about the favorite part of your job, so I am always curious. What is the most challenging thing about your job.

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00:14:59.590 --> 00:15:06.420

Dr. Rene Shingles (she/her): Hmm. I think the the challenging part working in higher education sometimes is the bureaucracy of higher education.

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00:15:06.440 --> 00:15:13.220

Dr. Rene Shingles (she/her): I call it university speed. Sometimes we move at University speed.

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00:15:13.250 --> 00:15:31.560

Dr. Rene Shingles (she/her): and that could be a little bit frustrating sometimes, but it it's important to understand. It goes back to to culture. What's the culture of the organization that you're in, and how do you navigate and negotiate through that culture? And sometimes again, having mentors that can help you to deal with what those challenges might look like

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00:15:31.560 --> 00:15:42.350

Dr. Rene Shingles (she/her): and what the constraints might be, and how you can work within those constraints, and when there are times to find creativity to try to work outside the box and think outside the box and find new ways of doing something.

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00:15:43.580 --> 00:15:56.710

Kara Snyder: Yeah, that's great, and you are totally speaking my language, and I I know it's hard to sometimes explain that bureaucracy to people that are in higher education. But you made a great point that it's just a culture thing, and

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00:15:56.720 --> 00:16:07.960

Dr. Rene Shingles (she/her): regardless of. If you're working in higher education or not, you're going to hit those roadblocks and have to harness that creativity to come up with new solutions from time to time.

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00:16:08.810 --> 00:16:19.070

Kara Snyder: So we are going to finish with a speed round. So we're just going to have some fun. You can go with your first instinct on these questions. Are you a morning person or a night owl.

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00:16:19.330 --> 00:16:21.500

Dr. Rene Shingles (she/her): neither? I'm a day person?

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00:16:21.780 --> 00:16:33.330

Dr. Rene Shingles (she/her): Okay, I love that answer. I learned when I was doing my doctorate work that early early mornings. I wasn't real functional. Late Late night I wasn't real function, but, boy, in the middle of the day. It was perfect

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00:16:33.380 --> 00:16:40.460

Dr. Rene Shingles (she/her): Starting about 90'clock. I was good. It takes all kinds right.

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00:16:40.710 --> 00:16:44.050

Kara Snyder: If you could travel anywhere in the world, where would you go

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00:16:45.680 --> 00:17:03.740

Dr. Rene Shingles (she/her): anywhere with the beach in my my first place, but something else? I've been doing quite a bit of genealogy work, and I have learned that I am a descendant of individuals who are enslaved, and I would love to be able to find out

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00:17:03.800 --> 00:17:04.720

Dr. Rene Shingles (she/her): where

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00:17:04.790 --> 00:17:15.829

Dr. Rene Shingles (she/her): in Africa they were from, and to be able to go there. Oh, wouldn't that be fascinating? Just the trip of a lifetime? Yes, absolutely absolutely.

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00:17:16.310 --> 00:17:19.810

Kara Snyder: Do you consider yourself to be an introvert or an extrovert.

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00:17:19.880 --> 00:17:24.000

Dr. Rene Shingles (she/her): Oh, i'm way on the extra version scale.

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00:17:25.280 --> 00:17:34.940

Dr. Rene Shingles (she/her): Well, then, that's great, I think, for athletic training. You learn. You know you're constantly interacting with people, and it's great that that fills your cup.

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00:17:35.190 --> 00:17:43.680

Dr. Rene Shingles (she/her): Yes, now I do have a few introversion tendencies. There are some times when I need some some me time. But i'm definitely an extrovert.

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00:17:44.420 --> 00:17:48.180

and if you had to pick which you pick cake or pie

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00:17:48.490 --> 00:17:49.440

Dr. Rene Shingles (she/her): oh, Pi.

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00:17:49.520 --> 00:17:54.030

Dr. Rene Shingles (she/her): my mother is my Mother's cherry pie would be at the top of my list.

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00:17:55.940 --> 00:18:00.730

And what is the most useful item that you have purchased or been given this year?

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00:18:00.880 --> 00:18:03.140

Dr. Rene Shingles (she/her): Let me think about that.

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00:18:04.310 --> 00:18:12.300

Dr. Rene Shingles (she/her): We had to buy an oven. Our oven went out, so we needed a a range and trying to.

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00:18:12.350 --> 00:18:25.850

Dr. Rene Shingles (she/her): You know that that question of what's for dinner became very interesting in my household had to try to figure out what we were going to cook without having to use the we could use the top of the stove, thank goodness, but not the oven. It

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00:18:25.870 --> 00:18:31.040

Dr. Rene Shingles (she/her): just completely out. So that has been the most useful purchase we have made this year.

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00:18:31.610 --> 00:18:40.770

Dr. Rene Shingles (she/her): They're kind of critical, you know, and I think it's one of those things that once you can't use it, you realize how much you want to use it.

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00:18:40.770 --> 00:18:59.570

Dr. Rene Shingles (she/her): that is for sure. So now I have to ask, what is your favorite thing to cook, either on the stove top, or in the microwave. Now that you're proficient at that. Oh, favorite thing! I don't know that I have a favorite. I'm often asked to make things like colored greens and soul food.

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00:19:00.110 --> 00:19:06.870

Dr. Rene Shingles (she/her): But I don't know that I have a favorite thing to cook. I like to make double eggs, but those are on top of the stove.

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00:19:08.260 --> 00:19:12.160

Dr. Rene Shingles (she/her): And so, yeah, not that I have a necessary favorite.

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00:19:12.770 --> 00:19:17.970

Dr. Rene Shingles (she/her): I, if it was necessary. right

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00:19:18.030 --> 00:19:19.600

airpoint.

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00:19:20.090 --> 00:19:26.330

Dr. Rene Shingles (she/her): If you could have an unlimited supply of one thing, what would it be? Oh, just one

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00:19:29.660 --> 00:19:38.320

Dr. Rene Shingles (she/her): one thing I would say God's grace, because i'm sure there are times when I do things where we

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00:19:38.640 --> 00:19:42.450

but we have to look at that. So I I would love to have God's grace.

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00:19:57.320 --> 00:20:01.730

Dr. Rene Shingles (she/her): So I like the cheese balls, but I i'm a I'm a

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00:20:01.950 --> 00:20:10.370

Kara Snyder: I love it. I love it so. One last question for you. If you could give one piece of advice to a college student, what would you say

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00:20:12.290 --> 00:20:18.580

Dr. Rene Shingles (she/her): if I could? Oh, just one. I I have a couple, I think. Hey? That's okay. We'll take them

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00:20:18.920 --> 00:20:22.460

Dr. Rene Shingles (she/her): a couple of things in the classroom. I think it's important to be present

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00:20:22.470 --> 00:20:29.780

Dr. Rene Shingles (she/her): to be present. Now get off of your devices and be present, and really

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00:20:29.850 --> 00:20:37.590

Dr. Rene Shingles (she/her): focus in on what's happening in the classroom and that classroom experience. I think that's important. I think it's also important to

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00:20:37.820 --> 00:20:46.880

Dr. Rene Shingles (she/her): on tether, sometimes with our devices, and make real connections and meaningful connections. I think that's important

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00:20:47.050 --> 00:20:48.220

Dr. Rene Shingles (she/her): and

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00:20:48.250 --> 00:21:02.330

Dr. Rene Shingles (she/her): self care. I think it's also important to take a little time for some self care. But I think being present, and. you know, rolling up your sleeves and and and getting the job done with what you need to do in the classroom can be really important and can be helpful.

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00:21:02.820 --> 00:21:20.550

Kara Snyder: Well, and let me follow up with you on that. I love what you said about that, and making time for self-care and I think that's particularly interesting when you're in a field like athletic training, where there are times when your time is not your own. It is not a typical 9 to 5. Necessarily. How do you

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00:21:20.550 --> 00:21:25.990

Kara Snyder: recommend that people protect their time to be able to engage in some self-care?

131

00:21:26.260 --> 00:21:30.090

Dr. Rene Shingles (she/her): Yeah, I think it's important to to establish boundaries.

132

00:21:30.140 --> 00:21:47.000

Dr. Rene Shingles (she/her): I I think, as athletic trainers we are. Often we give and give, and we give, and we don't take that time to to refill, and I think we have to. We have to take those boundaries, particularly if we're working in athletics, where, like you said, the time is not always our own.

133

00:21:47.090 --> 00:21:56.080

Dr. Rene Shingles (she/her): and I think it's important to let people know that when you are and Aren't available, I like to say, or you did die, and seriously injured the ill. And so I want proof.

134

00:21:57.170 --> 00:22:02.580

Dr. Rene Shingles (she/her): And if none of those things are happening, then is it really something that's important that we have to deal with right now.

135

00:22:02.690 --> 00:22:05.190

Dr. Rene Shingles (she/her): Or is it something that can wait until tomorrow

136

00:22:05.450 --> 00:22:09.810

Dr. Rene Shingles (she/her): or some other time? So I think it's important to really think about?

137

00:22:11.100 --> 00:22:21.180

Dr. Rene Shingles (she/her): You know those boundaries on a and protect your time just a little bit as an educator. I protect my time to do research, because if I don't, then I won't, get my research done

138

00:22:21.280 --> 00:22:35.280

Dr. Rene Shingles (she/her): so Sometimes it's important to take that step back and and use that vacation time and go on vacation and then unplug when you away, so that you can really get some rest and and relaxation and refueling.

139

00:22:36.530 --> 00:22:39.200

Kara Snyder: That's great advice. Thank you so much.

140

00:22:39.210 --> 00:22:40.560

Dr. Rene Shingles (she/her): You very welcome.

141

00:22:40.970 --> 00:22:54.600

Kara Snyder: Well, thanks again for being here. That was Renee Rabbit Shingles, Professor and internship Coordinator for the athletic training

program at Central Michigan University, join us next time on the podcast for more stories from our cast alumni.