

# **Basic Athletic Training**

## **Course Pack A**

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FOUNDATIONS OF

# Athletic Training

Prevention, Assessment, and Management

sixth edition



**Marcia K. Anderson**

# Foundations of Athletic Training

## Prevention, Assessment, and Management

SIXTH EDITION



# **Foundations of Athletic Training**

Prevention, Assessment, and Management

SIXTH EDITION

**Marcia K. Anderson, PhD, LATC**

Professor Emeritus

Department of Movement Arts, Health Promotion, and Leisure Studies

Bridgewater State University

Bridgewater, Massachusetts

With contributions from:

**Mary Barnum, EdD, ATC, LAT**

Professor

Exercise Science and Sport Studies

Program Director-Athletic Training

Springfield College

Springfield, Massachusetts

 Wolters Kluwer

Philadelphia • Baltimore • New York • London  
Buenos Aires • Hong Kong • Sydney • Tokyo

*Acquisitions Editor:* Michael Nobel  
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*Photographer:* Susan Symonds, Infinity Portrait Design  
*Design Coordinator:* Stephen Druding  
*Manufacturing Coordinator:* Margie Orzech  
*Prepress Vendor:* Absolute Service, Inc.

Sixth edition

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9 8 7 6 5 4 3 2 1

Printed in China

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#### Library of Congress Cataloging-in-Publication Data

Names: Anderson, Marcia K., author. | Barnum, Mary, editor.

Title: Foundations of athletic training : prevention, assessment, and management / Marcia K. Anderson ; with contributions from Mary Barnum.

Description: Sixth edition. | Philadelphia : Wolters Kluwer Health, [2017] | Includes bibliographical references and index.

Identifiers: LCCN 2016015373 | ISBN 9781496330871

Subjects: | MESH: Athletic Injuries—therapy | Sports Medicine—methods

Classification: LCC RD97 | NLM QT 261 | DDC 617.1/027—dc23 LC record available at <https://lccn.loc.gov/2016015373>

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## Preface

Four major goals were established for the sixth edition of *Foundations of Athletic Training*. The primary goal was to continue to provide the most current and comprehensive evidence-based content related to the prevention, assessment, and management of injuries and illnesses sustained by physically active individuals. A second goal was to acknowledge the importance and significance of the *Role Delineation Study* (RDS) published by the Board of Certification. The RDS identifies the essential knowledge and skills for the athletic trainer and serves as a blueprint for the development of the certification examination and entry into the profession. As in past editions, each chapter continues to provide critical information that meets or exceeds the specific RDS competencies covered within the chapter. A third goal was to enhance learning potential through the actual presentation of information. In particular, the extensive color art program provides realistic and accurate visualizations of musculoskeletal anatomy, injuries and medical conditions, assessment, and management techniques. The fourth goal also pertained to content presentation. In an effort to continue our tradition of providing special pedagogical features in a visually pleasing format, multicolor borders and formatting have been used to identify critical boxes, application strategies, and tables as a way to highlight key information.

*Foundations of Athletic Training* has undergone extensive review from leaders in the athletic training field. The review process has been instrumental in enabling us to achieve our goal of developing the most comprehensive text available for athletic training educators and students. The text has been reorganized into seven parts.

Section I, Foundations for the Prevention of Sports Injuries, features new information in Chapter 1 Injury Care and the Athletic Trainer on various new job settings and the integration of emergency medical technicians and paramedics as part of the health care team. Updated information is provided in Chapter 2, Preparticipation Examination and Chapter 3, Protective Equipment. Chapter 4, Protective Taping and Wrapping has added information on the makeup of tape, different types of tape, and the new PowerFlex Taping System.

Section II, Clinical Examination and Diagnosis, includes four new chapters. Chapter 5, Evidence-Based Health Care, discusses evidence-based research as it relates to athletic training clinical practice and is described through a systematic approach to answer clinical questions through the review and application of existing research to improve patient outcomes. Injury assessment has been separated into two distinct new chapters. Chapter 6, Clinical Assessment and Diagnosis, discusses the assessment process for the purposes of developing a complex therapeutic intervention program, detailing the subjective evaluation, objective evaluation, assessment, and plan (SOAP) sequence for an off the field assessment. The new Chapter 7, Acute Injuries: Assessment and Disposition, provides strategies for preventing and preparing for emergency situations and minimizing the extent of injury. Assessment methods for evaluating patients with acute injury are then discussed followed by strategies to remove patients from the injury site following the most current best practices as recommended by the National Athletic Trainers' Association. Finally, the chapter provides a review of the leading causes of sudden death in sports along with the recognition and acute management of these conditions. The new Chapter 8, Assessment of Body Alignment Posture and Gait, describes somatotyping, an overview of posture, information on how to conduct a postural assessment, and how to identify normal and faulty posture and interpret the findings. The second half of this chapter focuses on the principles of gait and gait assessment. Chapter 9, Psychosocial Intervention and Patient Care, has been updated with the most current evidence-based practice in patient care in the

psycho-social-emotional domain.

Section III, Therapeutic Interventions, provides updated information on Tissue Healing and Wound Care (Chapter 10), Therapeutic Medications (Chapter 11), Therapeutic Modalities (Chapter 12), and Therapeutic Exercise Program (Chapter 13). As recommended by many reviewers, the joint chapters were rearranged to open with Section IV, Conditions of the Lower Extremity, followed by Section V, Conditions of the Upper Extremity, and finally Section VI, Conditions to the Axial Region. The most current information is provided on concussions, baseline concussion testing protocol, including the SCAT3, VOMS/VORS, and cranial nerve assessments, followed by the graduated return-to-play protocols for patients recovering from a concussion. Within each joint area chapter, assessment has been moved earlier in the chapter to immediately follow the section on prevention of injury. The assessment process continues to follow standard protocol including history, observation, palpation, and physical examination tests (e.g., functional tests, stress tests, special tests, neurological tests, and activity-specific functional tests). Care has been taken to provide sensitivity and specificity scores based on current evidence-based research on many of the stress and special tests. Conditions of the senior athlete and female athlete have been integrated into the regular joint chapters.

Section VII, Systemic Conditions and Special Considerations has been updated with current information on Cardiovascular Disorders (Chapter 24), Neurological Conditions (Chapter 25), Respiratory Tract Conditions (Chapter 26), including the use of a peak-flow meter and asthma management, Gastrointestinal Conditions (Chapter 27), Endocrine Conditions (Chapter 28), and Environmental Conditions (Chapter 29). A new Chapter 30 has been devoted to conditions seen in Athletes with Physical Disabilities. Finally, Common Infectious Diseases (Chapter 31) and Dermatology (Chapter 32) are presented.

## **PEDAGOGICAL FEATURES**

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Several pedagogical features continue to enhance the text's usefulness as a teaching tool. These in-text features include:

- **Art and Photography Program.** A color art and photography program supplements the material presented in the text. Using an innovative approach that involves drawings within a human model, the illustrations of musculoskeletal anatomy provide a detailed and realistic depiction of structures.
- **Learning Objectives.** Each chapter opens with a series of learning objectives that identify the key concepts in the chapter.
- **Critical Thinking Scenarios.** Critical thinking scenarios are found at the beginning of most of the major sections in each chapter. These scenarios are intended to encourage the student to critically analyze information and apply decision-making knowledge and skills.
- **Key Terminology.** Important terms are bolded within the text. In addition to the explanation of the term in the chapter, these terms are also defined in the glossary.
- **Critical Information Boxes.** These boxes are interspersed throughout each chapter. They are intended to highlight and summarize important information.
- **Tables.** Several chapters have tables that expand on pertinent information discussed in the text. This format allows a large amount of didactic knowledge to be organized in an easy-to-read summary of information.
- **Application Strategies and Management Algorithms.** In several chapters, field strategies and management algorithms are used to present the clinical application of cognitive knowledge.
- **Application Questions.** At the end of each chapter, a series of injury scenarios and discussion questions are provided to enhance class discussions. There is no right answer because multiple variations of the questions can be discussed by the students. This format allows for a freer expression of knowledge and practical application depending on the work

setting, activity, age of the participant, and so forth.

- **Summary.** Each chapter has a summary of key concepts discussed in the text.
- **References.** Updated references are provided. The majority of the references have been published within the last 5 years. The primary exceptions are references to original groundbreaking research.
- **Glossary and Index.** An extensive glossary of terms gathered from the highlighted words in the individual chapters is provided at the end of the book. In addition, a comprehensive index contains cross-references to locate specific information within the text.

## ANCILLARY MATERIALS

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Online resource centers are available to both athletic training educators and athletic training students on the book's companion Web site at <http://thePoint.lww.com/AndersonFound6e>.

### Instructor's Resource Center

The online resource center is organized by chapters and includes the following:

- **PowerPoint Presentations.** The PowerPoint presentations were developed with an understanding that instructors and students adopt a variety of strategies when using PowerPoint. The slides provide detailed rather than general information, recognizing that it is simpler for an educator to delete rather than add information. In addition, given the tendency of many students to take notes verbatim from a slide, an effort was made to condense the actual wording of statements to streamline the note-taking process. The presentations can be downloaded and customized to meet specific needs.
- **Supporting Lecture Notes.** The lecture notes correspond to the individual slides comprising the PowerPoint presentations. The notes are not intended

to serve as an actual lecture. Rather, they are designed to provide the instructor with information that supports the material presented on the slides. As such, the notes include an additional explanation and background information, as well as examples of concepts.

- **Teaching Strategies.** The teaching strategies provide additional experiences and instructional methods to complement the learning process. In particular, the teaching strategies provide an active, problem-solving, and critical thinking approach to learning. For example, Chapters 10 through 19 contain differential diagnosis problems intended to engage the learner in the analysis of clinical signs and symptoms.
- **Reference Materials.** Each chapter contains a variety of materials intended to supplement the information presented in the text. For example, Chapter 1 provides sample forms pertaining to legal considerations. Chapters 14 through 23 include handouts that pertain to the injury assessment process (i.e., history, observation/inspection, palpation, testing). The handouts provide an extensive amount of information in an organized and easy-to-read format.
- **Worksheets.** Using a variety of formats, the exercises in the worksheets require students to demonstrate knowledge and comprehension, as well as to apply, analyze, synthesize, and evaluate information. In addition, some exercises incorporate the use of psychomotor skills. Answer sheets are provided for the worksheets.
- **Image Bank.** A bank of the various illustrations contained in the text is provided.
- **Articles and Web Links.** A list of articles and Web sites that are pertinent to information in various chapters is provided as a supplement for obtaining additional information.
- **Test Bank.** The bank includes more than 1,500 sample test questions composed of multiple choice, matching, true/false, and short answer questions. The program will allow faculty to add/customize their own test

questions.

- **WebCT and Blackboard-Ready Cartridges**

## Student Resource Center

The online resource center for students will contain two of the same features available through the instructor's resource center—namely, the reference materials and the Web Links. In addition, the student resource center will include the following:

- **Stedman's Audio Glossary.** The glossary available in the text will also be readily accessible online.
- **Articles and Web Links.** A list of articles and Web sites that are pertinent to information in various chapters is provided as a supplement for obtaining additional information.
- **Electronic Flash Cards.** Interactive flash cards can be an effective way to study important terms and concepts. Students will have the option to view cards by term/concept or by definition.
- **Reference Materials.** Each chapter contains a variety of materials intended to supplement the information presented in the text. For example, Chapter 1 provides sample forms pertaining to legal considerations. Chapters 14 through 23 include handouts that pertain to the injury assessment process (i.e., history, observation/inspection, palpation, testing). The handouts provide an extensive amount of information in an organized and easy-to-read format.
- **Quizzes.** Quizzes use a variety of testing formats, including multiple choice and N-wise multiple choice. These formats are similar to those used on the Board of Certification (BOC) examination.
- **Drag-and-Drop Figure Labeling.** The images can be labeled by dragging the correct descriptor to the corresponding element of the figure.

In addition, purchasers of the text can access the searchable Full Text Online

by going to the *Foundations of Athletic Training* Web site at <http://thePoint.lww.com/AndersonFound6e>. See the inside front cover of this text for more details, including the passcode you will need to gain access to the Web site.

Marcia K. Anderson  
Bridgewater, Massachusetts

## Acknowledgments

The author would like to thank the hardworking and talented staff of Wolters Kluwer. Michael Nobel, John Larkin, and Shauna Kelley who provided enthusiastic support, guidance, and innovative ideas for enhancing this edition of the book. As with any new edition, changes come to the individuals who update and write new chapters. I want to specifically thank Dr. Gail Parr, Professor at Towson University in Baltimore, Maryland for her work over the past decade on this project as a co-author and the individual who developed the online resources for this text and the *Fundamentals in Athletic Training* text. Her contributions were certainly instrumental in the success of this book as a leading athletic training educational text.

I wish to also thank the following individuals who developed new chapters:

Chapter 5, Evidence-Based Health Care, written by Dr. Lisa Juttee, Associate Professor at Xavier University in Cincinnati, Ohio.

Chapter 8, Assessment of Body Alignment Posture and Gait, written by Dr. M. Susan Guyer, Professor of Exercise Science and Sport Studies and ESSS Department Chair & Clinical Education Coordinator of Athletic Training at Springfield College, Springfield, Massachusetts.

Several chapters were also updated by colleagues and friends including:

Chapter 9, Psychosocial Intervention and Patient Care, written by Dr. Victoria Bacon, Clinical Psychologist and Professor of Counselor

Education, at Bridgewater State University, Bridgewater, Massachusetts.

Chapter 10, Tissue Healing and Wound Care; Chapter 11, Therapeutic Medications; Chapter 12, Therapeutic Modalities; and Chapter 13, Therapeutic Exercise Program by Pat Cordeiro MS, ATC, CSCS, Assistant Athletic Trainer, Tufts University, Medford, Massachusetts.

Chapter 24, Cardiovascular Disorders; Chapter 25, Neurological Conditions; Chapter 26, Respiratory Tract Conditions; Chapter 27, Gastrointestinal Conditions; Chapter 28, Endocrine Conditions; Chapter 29, Environmental Conditions; Chapter 31, Common Infectious Diseases; and Chapter 32, Dermatology by Dr. Jackie Williams, Program Coordinator, Athletic Training Education, Slippery Rock University, Slippery Rock, Pennsylvania.

In addition to the colleagues working on the chapters, I want to also thank Dr. Dominique Ross, Assistant Professor of Athletic Training & Clinical Education Coordinator at Lasell College, Newton, Massachusetts. Dominique is responsible for updating the Ancillary Materials on thePoint for this project. Her background in clinical education has been instrumental in providing a comprehensive resource center for both instructors and students.

Most especially, I want to thank Dr. Mary Barnum, Professor of Exercise Science and Sport Studies and Program Director of the Athletic Training Program at Springfield College, Springfield, Massachusetts. She has assumed the key leadership role in updating all of the remaining chapters in the text as well as organizing the photography session with Susan Symonds of Infinity Portrait Design from Boston, Massachusetts. Dr. Barnum's knowledge of evidence-based research and clinical skills has surpassed my expectations for the production of this edition. She is a welcomed partner in the project.

A thank you always goes to Dr. Victoria L. Bacon for her kind words and support through another edition of this book, and to Gabby my four-

legged union supervisor who waited patiently for her daily walks. I could never do it without them.

MKA