

Running Head: CONSTRUCTING A SURVEY

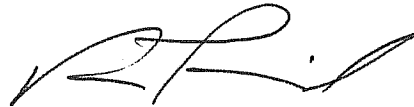
Constructing One Component of a Survey Instrument to Measure
the Influence of an Athletic Trainer's Worldview
in his Decision Making Process

Daniel Preusser

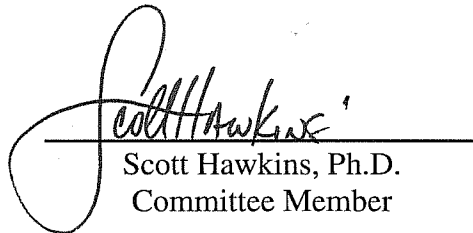
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Abstract

Athletic trainers are often put in situations where they may be pressured to make morally compromising decisions regarding issues ranging from insurance fraud to substance abuse. The Athletic Training Department at Liberty University seeks to produce findings based on the results of a survey focusing on the role that an athletic trainer's worldview plays in these decision-making processes that shows a correlation between an individual's worldview and the types of decisions he makes. It is the goal of the Liberty University Athletic Training Program to determine how significant the effects of an athletic trainer's worldview would have on the decisions that he makes in a given situation. The purpose of this research project was to develop one of two surveys which will be combined to form the final survey instrument that the Athletic Training Program will use to collect and classify the data concerning the effects of an athletic trainer's worldview in his decision-making process. Designing this research instrument included tasks such as pre-testing reliability, establishing objectivity, and determining variables. These, among other things, were all considerations during the process of constructing such a survey instrument. It is important to note that the purpose of this project was to develop only one of the two surveys which will then be combined to form the final instrument that will be used in a future study by the Athletic Training Program at Liberty University.

Constructing a Survey Mechanism to Measure the Influence
of an Athletic Trainer's Worldview in Their Decision Making Process.

Introduction

The primary responsibility of an athletic trainer is to promote, maintain, and oversee the health and safety of athletes in their charge. Athletic trainers are also concerned with the overall health of the athletes. The athletic trainer must be capable of offering immediate care in any emergency situation that may occur during the course of athletic participation. While most injuries are not serious, athletic trainers must have the knowledge and composure to deal with extreme, life-threatening situations (Prentice, 2003). While many of these emergency situations may not offer much opportunity for morality to play a role in the process of care, there are some situations that do. One of the foremost concerns in the athletic training profession that would require moral decision making is the use of illegal, performance-enhancing substances. For example, if the athletic trainer of a team were to discover that a high-profile team member has been taking supplements that are illegal to use in that sport, what should he do? The responses could range from completely overlooking it and acting as if he had never found out what was going on to going directly to team or league officials and reporting the incident. One's concept of morality, honesty, and fairness would all influence the decision the athletic trainer would make. This is just one of many examples of how morality would affect one's decision making.

Thus far it has been discussed how morality would effect the decisions of an athletic trainer. However, morality is undoubtedly tied directly to a person's worldview. A worldview is essentially the "looking glass" through which one views life. This being

the case, it is apparent that an individual's worldview would play an important role in the profession of athletic training. While it is believed that an athletic trainer's worldview does effect his decision making process, it is currently not known in what way or to what extent it does. Based on this, the Athletic Training Program at Liberty University seeks to construct an instrument designed to measure the moral sophistication and decision-making skills of individuals in the profession.

Two key considerations in constructing such an instrument are survey design and preliminary planning. When completed, the design of the survey will consist of one section of questions to determine the worldview of the individual athletic trainer being surveyed. The second section (the one built during the course of this study) consists of 25 objective-type questions dealing with different scenarios with which an athletic trainer may be presented. Currently the Athletic Training Program is attempting to ascertain an existing worldview survey from an outside source to use in the study. For the purpose of this discussion, the only concern was the building and pre-testing of the scenario survey consisting of 25 objective-type Likert Scale questions regarding morally compromising situations which and Athletic Trainer might encounter. Since the research that will eventually be conducted is not applicable to the general population, the random sampling will not be taken from the general population. The final survey and future study will only need to involve a sampling of athletic trainers who will be chosen randomly from a population of all certified athletic trainers. There are no geographic limitations because the sample will be drawn from a listing of all certified athletic trainers nationwide.

It is necessary to ensure that the instrument tests what it is designed to test. Two factors that work together in the research process are precision and biasing. Project

precision measures the consistency or reliability of a study while biasing measures how accurately the findings represent the general population. In essence, precision measures how closely the survey responses are correlated and biasing is the measure of how closely the results are to the desired response. These two factors work simultaneously and the results can be biased or unbiased, precise or imprecise, or a combination of the two (i.e., biased and imprecise, unbiased and precise, etc.) (Hyllegard, Mood & Morrow, 1996).

Statement of the Problem

The problem of the study focused on constructing part (one of two surveys) of that instrument which will be used in determining the impact of an athletic trainer's worldview in his decision-making process.

Purpose of the Study

Athletic trainers are forced to make moral decisions on a daily basis. An athletic trainer's worldview will undoubtedly influence the decisions which he will eventually make. In order to evaluate exactly how significant one's worldview may influence decision making, it is necessary to build a survey instrument that will provide information on this issue. The purpose of this study was to build one of the two surveys which, when combined, will then be distributed to a sample group of certified athletic trainers and eventually lead to the future study on the correlation between a certified Athletic Trainers and the decisions that they make in a given situation.

Hypotheses

There are several non-directional hypotheses that existed during construction of the scenarios survey. The first non-directional hypothesis was that there would be a significant statistical difference in response to a given scenario when comparing the

responses from certified Athletic Trainers employed at secular institutions to responses from certified Athletic Trainers employed at Christian-based institutions regarding a conservative ethical response. The second one was that there would be a significant statistical difference when comparing responses from certified Athletic Trainers employed at Christian-based institutions to responses from certified Athletic Trainers employed at secular institutions regarding a culturally ethical response. The third non-directional hypothesis was that there was little or no statistical difference when comparing responses from certified Athletic Trainers employed at Christian-based institutions to responses from certified Athletic Trainers employed at secular institutions regarding a secular humanistic ethical response.

Delimitations

The study is delimited to:

1. Post-undergraduate certified Athletic Trainers.
2. Certified athletic trainers who have internet access as the survey will be administered via the internet.

Limitations

The study is limited by:

1. The willful response of the individuals chosen as part of the sample group.
2. Presumed differences in demographics such as gender, age, religious background/beliefs, and geographic location of sample group members.

Assumptions

The survey will be administered based on the assumption that the athletic trainers surveyed will answer the scenario questions in a manner that accurately reflects how they

would actually respond in that given situation. It is also assumed that the sample group will be a valid representation of the population.

Definition of Terms

For consistency of interpretation, the following terms are defined:

1. Validity – how closely the results from a sample group represent those of the parent population (Hyllegard et al, 1996).
2. Reliability – how repeatable the results of the survey are; the greater the repeatability of the results of the survey, the greater the reliability (Sandlin, 2004).
3. Precision – how accurately a theory describes behavior or makes predictions (Hyllegard et al, 1996).
4. Biasing – when one opinion is emphasized at the exclusion of other opinions (Hyllegard et al, 1996).
5. Objectivity – exists when same or similar scores exist regardless of who has collected the data (Sandlin, 2004).
6. Construct Validity – exists when the resulting data supports the manner in which the survey was constructed.
7. Conservative – actions reflecting an ideology that the ends are not as important as the means. Adhering to laws and societal traditions are more important than the results.
8. Cultural – refers to differing “theoretical bases for understanding, or criteria for evaluating, human activity” (Wikipedia, 2001). This is a more subjective means of evaluating a situation where the process is important but the results are of equal importance.

9. Secular Humanistic – this “rejects theistic religious belief and the existence of a supernatural” (Wikipedia, 2001). In secular humanism the ends is of more significance than the means.

Review of Literature

Before a research study can be conducted, it is necessary to first develop or locate an instrument by which one will effectively be able to collect the desired data. One needs to be able to collect the exact data that is needed to answer the questions which the research study is attempting to answer.

Developing a research instrument is not as simple as compiling a list of questions or administering a test or two. There are certain things which the instrument must answer, certain guidelines which the instrument must follow, and specific tests which the instrument must pass before it can be considered an effective and proper research tool. Validity must be tested, reliability calculated, objectivity established, variables determined, sample groups chosen, the survey developed, and many more things must be considered when constructing a research instrument. This project was concerned with constructing a survey and using a pre-test to verify construct validity, objectivity, and to make any other necessary adjustments to content or format.

Ultimately, the future study in question, which the Athletic Training Program of Liberty University will be using this particular instrument for, is in determining the effect that an athletic trainer's worldview has on how he deals with situations that may be morally compromising. The specific instrument(s) to be used will be a survey. The survey which was built by the researcher will be combined with a worldview survey and sent to a randomly selected sample of all certified athletic trainers nationally. What the Athletic Training Program seeks to find is that athletic trainers with differing worldviews handle specific situations differently. The long-range goal of the Athletic Training Program is to publish a future study containing the findings of the combination survey,

on being a Christian Athletic Trainer in a secular environment. The following discussion describes the building process of the second survey, the one composed of questions concerning athletic training.

The rough draft of the athletic training survey was a compilation of approximately 50-60 situational questions. A panel composed of the ten students of senior standing in the academic year of 2005-2006 within the athletic training program at Liberty University and the Athletic Training Program Director formulated the initial pool of 50-60 situational questions. Those questions were then edited for content and quantity and adjusted accordingly by the researcher and the Athletic Training Program Director so that the resulting question database included 25 questions. The researcher and program director then formulated three possible responses for each of the 25 questions. The three possible responses were such that the first was ethically conservative, the second was ethically cultural, and the third was ethically secularly humanistic. Each of the three possible responses per question was then correlated to a Likert Scale which has headings of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. In answering the questions in this manner the survey participants hypothetically described how likely or unlikely he would be to respond in that specific manner if ever placed in such a given situation.

The Profession

Before one can begin to build a survey about athletic training, the profession of athletic training must first be explored and then how this can lead to compromising situations where an individual's worldview may be called into play when making decisions. The primary concern of an athletic trainer is to promote, maintain, and oversee

the health and safety of an athlete. Athletic trainers are also responsible to oversee the over-all health care of an athlete. The athletic trainer must be capable of offering immediate care for any emergency situation that may occur during the course of athletic participation. While most injuries are fortunately not serious, athletic trainers must have the knowledge and composure to deal with extreme, life-threatening situations (Prentice, 2003). Once the athletic trainer has administered immediate care, depending on the severity of the injury, the athlete may be referred to a physician or medical specialist for further evaluation. Once the extent of the injury has been determined, the athletic trainer is then responsible for creating and supervising a rehabilitation program that will return the athlete to a level of health that will allow them to return first to health and second to competition.

The responsibilities of an athletic trainer, however, are not limited to dealing with athletes on the field of play or in a rehabilitation setting. An athletic trainer has many other clinical duties to perform, many of which depend on the level in which he is working or the facility or institution in which he works. One of the foremost clinical duties of an athletic trainer is paperwork. Some of the paperwork responsibilities of an athletic trainer include: 1) scheduling referrals and doctor's appointments for athletes; 2) obtaining and filing previous medical histories and up-to-date physicals for each athlete; 3) obtaining and filing the insurance information for each athlete; and 4) obtaining signed release forms from all athletes. Some other tasks besides paperwork, depending on the setting, include: 1) administering random "in house" drug testing; 2) making water and other fluids available for consumption during practices and competitions; 3) educating the athletes of nutritional needs and proper food consumption, awareness and

consideration of possible hazards to the athletes; and 4) maintaining athletic training room cleanliness as well as managing and maintaining necessary supplies.

In addition to their interpersonal relationships with the athletes and fellow athletic trainers, the interaction with coaches, team managers, media personnel, and outside health care professionals is vital. First, it is important that the athletic trainer build a strong, honest, and trustworthy working relationship with the coaches. It is very necessary that the coaches feel that they can trust the athletic trainer to make the proper evaluation of an injury and also respect the athletic trainer's rehabilitation plan for an athlete and the timeline for returning to competition. However, there may be times, when the best interest of the athlete is in question, that the coaching staff and the athletic trainers will not be in agreement. In such cases, the athletic trainer makes the final decision on what the athlete will be allowed to do. Second, athletic trainers must be able to work in cooperation with other school officials and team staff (Athletic Director, Sports Information representatives, team managers, etc.), so it is important that the athletic trainer maintain a healthy working relationship with these individuals. Finally, athletic trainers often need to communicate with partner allied health professionals such as team doctors, personal physicians, and health specialists. Due to the large number of people that athletic trainers must collaborate with on a regular basis, it is important that they be able to work in association with and maintain a healthy working relationship with many people.

Historically, athletic training began in the late 1800's with the institution of organized intercollegiate athletics. The purpose of the first athletic trainers was simply to administer a rub, apply a type of counterirritant, and occasionally prescribe a "home

remedy” for a condition. Because these early athletic trainers had little or no technical experience and many had poor public reputations, it has taken many years for athletic trainers to gain acceptance as allied health professionals. Since its very unprofessional beginnings, athletic training has evolved to the extent that it now plays a major role in the allied health professions, primarily for athletes (Prentice, 2003).

With this knowledge of the athletic training profession in mind, the question may be asked: “How can an athletic trainer’s worldview affect his everyday activities?” The answer to such a question is almost limitless. It could include situations ranging from drug testing to scheduling treatment times. Consider the following scenarios. If an athletic trainer suspects a high-profile athlete, vital to the success of the team, of taking performance-enhancing drugs or if the athletic trainer even has proof that an athlete is taking these substances, what should he do? The athletic trainer can deal with the situation (which may eventually lead to the suspension of the athlete) or he can “look out for the best interest of the team” and completely ignore the situation. Another scenario may involve a situation in which an athlete is injured in a Saturday competition. The athletic trainer could schedule a treatment time for 10:00 a.m. on Sunday morning or for Sunday afternoon, allowing the athlete (should he so choose) to attend religious services on Sunday morning. In both of these very different situations the athletic trainer must make decisions that are ultimately based on his worldview.

The Survey Design

As described earlier, the purpose of the instrument being built is to survey a random sampling group of athletic trainers from various settings (college, clinical, high school, etc.) on how they would respond given a specific scenario. It has also been

discussed how certain things must be shown true about the survey and certain things must be accounted for in order for it to be considered effective.

Two factors that work together in the research process are precision and biasing. Project precision measures the consistency or reliability of a study while biasing measures how accurately the findings represent the population. In essence, precision measures how closely the survey responses are correlated and biasing is the measure of how closely the results are to the desired response. These two factors work simultaneously and the results can be biased or unbiased, precise or imprecise, or a combination of the two (i.e. biased and imprecise, unbiased and precise, etc.) (Hyllegard et al, 1996).

Two similar factors within the survey itself are validity and reliability. Reliability is the consistency with which one question is answered by one respondent when it is asked repeated times. The reliability is due to the fact that repeated measures return the same results (Raj, 1972). The reliability of a survey in relation to a population is also directly related to the size of the sample. The larger the sample size, the greater the amount of reliability will be because it shows a great consistency of being representative of the population (Hyllegard et al, 1996).

The second factor, validity, is achieved if the results of the data collection are consistent with the hypothesis (Raj, 1972). Validity is dictated by how representative the sample is of the population. There are several forms of validity: internal validity and external validity are two forms. Internal validity is the control of findings within the study. The amount of internal validity is the amount to which one can answer the question "did the treatment cause the change?" Some of the factors that may effect

internal validity include: 1) maturation - factors influencing subjects as time elapses; 2) history - other events happening concurrent to the study; and 3) instrumentation - any changes to the instrument or measurement device. Internal validity is also inversely related to external validity. External validity is the ability for the results of the study to be generalized (Neutens & Robinson, 2002). If the internal validity is too high and all factors are controlled, it is difficult to generalize it to a population where there would be significantly less (if any) control. However, if the amount of external validity is too great, the findings from the study would be considered inconclusive because there are too many uncontrolled factors affecting the study. Some of the factors affecting external validity may include: 1) the Hawthorne effect - subjects act differently because they know that they are being tested; 2) measurement of the dependent variable - when the instrument of data collection is not generalizable; and 3) post-test sensitization - subject's scores are affected by taking the test for a second time (Neutens & Robinson, 2002). The third form is construct validity. Construct validity is determined by data which supports the manner in which the instrument was constructed. Construct validity of the athletic training scenario survey was the primary focus of this project.

Constructing and Administering the Survey

In the book *Designing Surveys* (1996), Czaja and Blair discuss the five stages of a survey. These include the following:

1. Survey design and preliminary planning
2. Pre-testing
3. Final survey design and planning
4. Data collection

5. Data coding, data file construction, analysis, and final report

Each of these individual steps also includes several additional steps (Czaja & Blair 1996). Since the purpose of this study was the development of one of two surveys for data collection, the main focus will be on the first three stages. Because there was no funding for this study it was necessary to use internet resources to administer the pre-test of the survey which was constructed. This will also be necessary in the future study once the final instrument has been completed. The athletic trainers chosen for the pre-test group were contacted via e-mail and provided a link to an on-line survey which was then completed. The results from this pre-test helped to determine any inconsistencies, confusing wording, poor question development, or any other factor which could be problematic and aided in the final adjustments to the survey in question. A pre-test/post-test method was not used, but instead a single pre-test of the survey that includes the 25-question athletic training scenario section along with two additional sections on general and religious demographics. The pre-test was organized in this order so that the individuals being surveyed would answer the questions about athletic training based solely on how the situation presented would be handled and not under the influence of any possible bias when asked about personal religious information.

One of the most difficult and vital parts of the survey process is writing the questions. When writing the questions it must be kept in mind that the questions should have the same meaning to each individual taking the survey. The questions must be clear and there should be no confusion concerning exactly what the question is asking (Hyllegard et al, 1996).

The first stage of a survey is survey design and preliminary planning. In constructing a survey it is critical to ensure that the hypothesis tests what it is meant to test. In the case of the final instrument it will be a non-directional hypothesis that there is a difference in the way that athletic trainers with a secular worldview deal with certain situations in comparison to athletic trainers with a Christian worldview. However, for the purpose of the survey in question there were three non-directional hypotheses which were previously explained. Because the research of the future study will not be applicable to the general population, the final instrument will be surveying a sampling of athletic trainers chosen randomly from a population of all certified athletic trainers across America. There will be no geographic limitations because the sample group will be drawn from a listing of all certified athletic trainers nationwide.

The pre-test of the survey in question was conducted using the voluntary services of 30 certified athletic trainers from five different universities; however, only twenty-five individuals completed the survey. Internet availability will create a limitation because only athletic trainers who possess an e-mail address and internet access will be able to participate in the study. Most importantly, before the survey could be pre-tested it had to be designed. Currently the Athletic Training Program is still trying to ascertain the existence of a worldview survey from an outside source which can be combined with the athletic training scenarios survey to comprise the final instrument. So for the purpose of this research project the only concern was the building and pre-testing of the scenario survey consisting of 25 questions in a Likert Scale format.

The second stage in developing the scenario survey was the pre-testing stage. Pre-testing was the most important part of the survey development. It could be compared

to a dress rehearsal the night before a performance (Czaja & Blair, 1996). Pre-testing ensured that the survey in question would produce (once combined with the worldview survey) results that are reliable and accurate to use in drawing conclusions from the study. The survey in its original form contained approximately 50-60 scenario questions. By the time of the pre-test the survey was narrowed to 25 questions in length. As previously stated, an appropriate worldview survey has not been located, but this research project proceeded under the premise that once a worldview survey is found it will already have been pre-tested to eliminate flaws in the survey process. Since it was assumed that the worldview survey will have already been pre-tested it was not included in the pre-test along with the scenario survey. The sample that was used for the pre-test included certified athletic trainers employed at Liberty University, Cedarville University, the University of New Mexico, Virginia Polytechnic Institute and State University, and the University of Mary Hardin-Baylor. Furthermore, the pre-test was given in the same manner that the actual test will be given (Neutens & Robinson, 2002). For this research the pre-test was conducted in the form of an e-mail containing an internet link. Following the link directed the respondent to an on-line survey. Those athletic trainers involved in the pre-test were able to conclude their completion of the survey with an analysis of the instrument. The researcher also examined the results for any signs of a problem (Neutens & Robinson, 2002). Once the pre-test was administered, the results evaluated, and the analysis given by the respondents reviewed, problematic questions were edited so that they would no longer create inconsistencies in the test. The final survey included 25 Likert-Scale formatted questions.

The third and final step of importance to be examined in this project was the final survey design and planning. During this stage an analysis was done with the pre-test data to determine if any aspect of the athletic training scenario survey needed to be changed. Any flaws found in sample groups, question wording, or even the manner of administering the survey were corrected. Problems in these areas were revised during this stage so that the scenario survey would be ready to eventually be combined with the worldview survey (Czaja & Blair, 1996).

Methods

Subjects

The pilot sample group used to test the validity and reliability of the survey questions included approximately 20 individuals from the Athletic Training Programs at Liberty University, Cedarville University, the University of New Mexico, Virginia Polytechnic Institute and State University, and the University of Mary Hardin-Baylor. The individuals surveyed for the pilot group were the certified Athletic Trainers who serve on the Athletic Training staff/faculty at these institutions.

Procedure

Students of senior status, for the 2005-2006 academic school year, in the Athletic Training program at Liberty University formulated a database of 50-60 multiple choice questions that addressed potential situations that an athletic trainer may encounter during his career. This collection of questions was further refined by the Athletic Training Program Director and the survey designer (researcher) into a compilation of 25 questions. These selected questions were then configured into a survey (Appendix A) that was pre-tested by administering it to 31 certified athletic trainers at the five chosen universities. Each of the 31 participants was placed into one of two groups based on the institution of employment. One group (Group A) contained 16 participants employed at Christian-based institutions and the second group (Group B) contained 15 participants employed at secular institutions. The means of administering the pre-test involved using an internet survey web-site (SurveyMonkey.com, 1999). This allowed the individuals chosen as part of the pre-test group to access the website and complete the survey via the internet. The researcher/survey administrator initially collected e-mail addresses for each of the 31

participants and then an e-mail message was sent to each participant containing the internet link to the survey. In total, 25 participants completed the survey. Of those 25, all 16 participants from Group A completed the survey while 9 of the participants in Group B completed the survey. As the survey was completed by the participants the responses were collected by the internet site and automatically tabulated for analysis. The results were then collected and evaluated by the Athletic Training Program Director and the survey designer to determine if any of the questions needed refining, adjusting, or possibly even discarding. In order to provide a more efficient final survey, the pre-test survey was designed slightly differently from the final survey.

As described previously, the researcher and Athletic Training Program Director formulated three responses for each of the 25 questions which ranged from very conservative responses to morally questionable responses. Each of the three responses per question was then correlated to a Likert Scale which had headings of Strongly agree, Agree, Neutral, Disagree, Strongly disagree, and Other. The participants of the pre-test were asked to answer all three of the responses provided for each question. By answering the questions in this manner the survey participant thereby indicated how likely or unlikely he would be to respond in that specific manner in that given situation. An example of the format of the survey questions is shown in Figure 1.

The pre-test version of the survey differs only in that along with the three possible responses to each question there was a space provided for individuals who completed the survey to provide feedback which assisted in refining the survey. The feedback concerning format and content which was gathered from the pre-test helped to determine any changes that were necessary before producing the final 25 questions for the survey.

A graduating senior lacrosse player sustains his third concussion of the season which would normally disqualify him automatically from play. It is senior night and the player's whole family is there to watch him play. How do you handle the situation?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Other
Inform him that due to possible medical complications he is not cleared to play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform him and his family of the possible medical dangers and allow them to make the decision if he will play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor conditions and allow him to play if they subside within three days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. Example survey question.

The scenario survey will eventually be combined with a worldview survey that is yet to be determined. Once these two components are combined, the Athletic Training Program will have the final instrument which will then be administered to a random sample group of all certified athletic trainers and used in the future study of determining if there is indeed a correlation between an athletic trainers worldview and his decision making process.

The purpose of using a Likert Scale allows a researcher to measure the strength of either agreement or disagreement with a clearly defined statement, as with the survey questions above (Delaney, 2004). The specific individuals responding to the survey questions were anonymous; however, the purpose of using a Likert Scale was to analyze the results to determine if the responses from one question to the next were similar for an individual. For example, each survey question has a response that is conservative, one

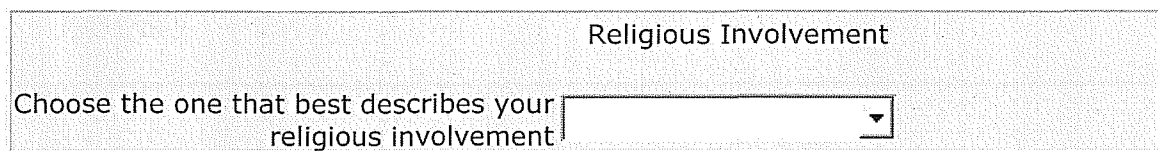
that is cultural, and another that is secular humanistic. The researcher looked for consistency throughout the survey for the conservative responses, for cultural responses, and for secular humanistic responses. As previously noted, the participants were asked to provide an answer for all three responses for each question. If a participant were to answer “Strongly agree” with the conservative response for a given question the researcher would then look for that same participant to “Strongly disagree” with the secular humanistic response. In addition, the researcher would also anticipate a trend in that same participant answering “Strongly agree” or “Agree” with the majority of the conservative responses for the questions and “Strongly disagree” or “Disagree” for the secular humanistic responses throughout the rest of the survey questions. Thus, using a Likert Scale allows the researcher to conclude a general attitude or subjective response style for a given participant.

Along with the Athletic Training Scenario Survey there were also two short demographic surveys included. One involved general information (Appendix B) about the participant and his professional athletic training experience. Figure 2 is an example of one of the five general demographic questions that were included. These general demographic questions were a requirement to answer.

* 28. Age			
20-29	30-39	40-49	50+
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 2. Example of general demographic questions.

The second demographic (Appendix C) section was optional and addressed several questions of a religious nature. Figure 3 is an example of one of three questions asked. Those who decided to participate answered by choosing a selection from the drop down menu. The responses for this particular question were: Very often, Somewhat Often, Several times each year, Almost never, and Never. Although the religion demographic section of the survey was optional any results may help as a future reference when the worldview survey and the religious demographic survey with it are added to and correlated with the athletic training scenario survey.



Religious Involvement

Choose the one that best describes your religious involvement

Figure 3. Example of religious demographic questions.

Data Analysis

Each response for every question in the survey was given a numerical value of 1-5 which corresponded to answering “Strongly agree”-“Strongly disagree” (i.e. “Strongly agree” = 1, “Agree” = 2, etc.). By giving each answer a numerical value, it is possible to give the subjective response an objective measurement value so that statistical analysis could be completed. All of the numerical values were collected and placed onto a data sheet which determined each participant’s average numerical response value for all of the conservative responses, cultural responses, and secular humanistic responses. All of the numerical response values for the entire group were then entered into a statistical

ANOVA Single Factor Test (.05 alpha) for analysis. In order to determine a significant statistical difference the F value must exceed the F-critical value.

The analysis was done by comparing the numerical results from Group A (Christian-based institutions) to Group B (Secular institutions). The first analysis (Table 1) compared the numerical values for the conservative responses from Group A with the numerical value for the conservative responses from Group B. The mean numerical value

Table 1

ANOVA Single Factor Test for Conservative Responses

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Mean</i>	<i>Variance</i>
Group A	397	829	2.0882	0.8937
Group B	221	579	2.6199	1.1548

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-Value</i>	<i>F crit</i>
Between Groups	40.1427	1	40.11427	40.6178	<0.0001	3.8566
Within Groups	607.9868	616				
Total	648.1294	617				

for Group A for a conservative response was 2.0882 while the mean numerical value for Group B for a conservative response was 2.6199. When comparing the statistical analysis from both groups, a statistical ANOVA Single Factor Test was performed and a significant difference was found in the two groups, $F(1, 616) = 40.6178, p < .0001$. The F value exceeding the F-critical value indicates a significant difference in the two groups.

The second analysis (Table 2) compared the numerical values for the culturally ethical responses from Group A with the numerical value for the culturally ethical responses from Group B. The mean numerical value for Group A for a culturally ethical

Table 2

ANOVA Single Factor Test for Cultural Responses

Summary						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Mean</i>	<i>Variance</i>		
Group A	395	1198	3.0329	1.3923		
Group B	220	657	2.9864	1.0637		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-Value</i>	<i>F crit</i>
Between Groups	.3062	1	.3062	.2401	.6243	3.8567
Within Groups	781.5312	613	1.2749			
Total	781.8374	614				

response was 3.0329 while the mean numerical value for Group B for a culturally ethical response was 2.9864. When comparing the statistical analysis from both groups, a statistical ANOVA Single Factor Test was performed and a significant difference was not found in the two groups, $F(1, 613) = .2401, p = .6243$. The F value not exceeding the F-critical value indicates that there is not a significant difference in the two groups.

The third analysis (Table 3) compared numerical values for the secular humanistic

Table 3

ANOVA Single Factor Test for Secular Humanistic Responses

Summary

Groups	Count	Sum	Mean	Variance
Group A	397	1579	3.9773	1.0071
Group B	222	802	3.6129	0.9352

ANOVA

Source of Variation	SS	df	MS	F	P-Value	F crit
Between Groups	18.9394	1	18.9394	19.2997	<.0001	3.8566
Within Groups	605.4807	617	.9813			
Total	624.4200	618				

ethical responses from Group A with the numerical value for the secular humanistic ethical responses from Group B. The mean numerical value for Group A for a secular humanistic ethical response was 3.9773 while the mean numerical value for Group B for a secular humanistic ethical response was 3.6129. When comparing the statistical analysis from both groups, a statistical ANOVA Single Factor Test was performed and a significant difference was found in the two groups, $F(1, 617) = 19.2997, p < .0001$. The F value exceeding the F-critical value indicates a significant difference in the two groups.

Instrument

The final instrument is a survey of twenty-five athletic training scenario questions with three possible responses for each question that are each responded to based on a Likert Scale format. This instrument is intended for use in combination with a worldview survey in future studies.

Discussion

Construct Validity

With the use of non-directional research questions, it is difficult to determine construct validity with the survey instrument. Therefore, consideration should be made to the desired direction of the researcher in determining construct validity. The corresponding responses for each question within the athletic training scenario survey was designed with the first response being the conservative ethical response, the second being the cultural ethical response, and the third being the secular humanistic ethical response. To demonstrate construct validity for the survey instrument the data analysis should indicate a greater occurrence of reaction in agreement with the first response and disagreement with the third response in those individuals in Group A (employed at Christian-based institutions). In regard to Group B (secular institutions) the analysis should indicate a greater occurrence of reaction in agreement with the second response and disagreement with the third response. Statistical analysis revealed that each group answered as desired and therefore provided the researcher with evidence of construct validity. The fact that the athletic training scenario survey produced data consistent with previous research instrument indicates this first level of construct validity although additional research must be completed. All of the data supports the manner in which the survey was constructed which verifies construct validity.

Test of Hypotheses

The first data analysis provided numerical means which indicated that the participants in Group A agree to a greater extent with the conservative response than did those in Group B. This data supported the non-directional hypothesis that there would be

a significant statistical difference in response to a given scenario when comparing responses from certified Athletic Trainers employed at secular institutions to responses from certified Athletic Trainers employed at Christian-based institutions regarding a conservative ethical response.

The second data analysis provided numerical means which indicated that the participants in Group A agree to a lesser extent with the culturally ethical response than do those in Group B. This data supported the non-directional hypothesis that there would be a significant statistical difference in response to a given scenario when comparing the responses from certified Athletic Trainers employed at secular institutions to responses from certified Athletic Trainers employed at Christian-based institutions regarding a culturally ethical response.

The third data analysis provided numerical means which indicated that the participants in Group A agree to a lesser extent with the secular humanistic ethical response than do those in Group B. This data supported the non-directional hypothesis that there would be no significant statistical difference in response to a given scenario when comparing responses from certified Athletic Trainers employed at secular institutions to responses from certified Athletic Trainers employed at Christian based institutions regarding a secular humanistic ethical response.

If it can be assumed that the individuals from Group A (Christian-based institutions) tend to be Bible-believing Christians and that the individuals from Group B (Secular institutions) tend not to be Bible-believing Christians, the results support the theory stated in the introduction that an individual's worldview does have an apparent affect on the decisions he will make.

Recommendations and Applications

Although the athletic training scenario survey was found to demonstrate construct validity during the pilot study, significant statistical work must be preformed before the instrument could be utilized for a national population. First, additional construct validity questions should be addressed by making the suggested changes from the pretest study and then re-submitting the survey to a larger group of certified athletic trainers from a broader section within the profession. This would provide the researcher with additional information on the predictability of the survey tool when the set control numbers (16 from Christian-based institutions/15 from secular institutions) is left random and the population size is large enough to assure compliance for the criteria for minimum sampling of a given population (Gall, Borg, & Gall, 1996) and the test for Central Limit Theorem (Kitchens, 1998).

Secondly, in future research the survey should be piloted to a control group for test/retest measurements to determine reliability within the survey. Without the determination of internal and external reliability the researcher could not statistically predict that any single participant would answer the survey instrument similarly from one sampling to a second sampling.

Finally, a factor analysis of the future sample population should be conducted to determine if the data from the survey can be represented in a linear fashion. The Kaiser-Meyer-Olkin Measure of Sampling (KMO) can be utilized to determine the degree of variance within the survey instrument. The instrument should cluster into three factors (conservative, cultural, and secular humanistic) with a significant amount of variance placed within the three factors. Content validity would be determined if an appropriate

KMO score is achieved. A KMO value is determined on a scale of 0-1 with a score between 0.5 and 1.0 indicating that factor analysis is appropriate and a score less than 0.5 indicating that the factor analysis is not appropriate (Fouglar, 2004) .

Upon completion of reliability and content validity testing of the athletic training scenario survey it will be combined with a worldview survey. At that time studies must be conducted which show a direct correlation between an individual's worldview and the manner in which he responds to the survey presented in the current study.

The writer realizes that there are still many considerations to be made concerning the entire process of this survey and the future study. For example, it is still necessary to test and verify content validity and reliability. The writer also realizes that there were some aspects to this study which may be deemed entirely unnecessary. For example, as mentioned earlier the purpose of this study was to complete one step in a process which will eventually lead to a publishable literary study on being a Christian athletic trainer in a secular environment. For the majority of athletic trainers, however, this is of little or no importance. If the same percentage of Bible-believing Christians is represented in the athletic training community as is represented in the rest of the society, the majority of athletic trainers are unbelievers. In this regard, the results of this study will be irrelevant in the lives of most athletic trainers and may therefore be considered inconsequential. However, to those athletic trainers who are Bible-believing Christians, it could be a means of great encouragement. Finally, if the results of the future study conclusively show a distinction in how differing worldviews play a role in the decision-making process of an athletic trainer, it is possible that sometime in the future this may be a valid consideration in the evaluation and hiring of an athletic trainer by an organization.

Conclusion

It can be concluded from the initial research and data analysis that the original non-directional hypotheses, that an individual's worldview will effect the decisions he makes, were correct. Those conclusions, however, are made on the assumption that the institution of employment is a relative predictor of an individual's worldview. Due to the limited sample size from which the information was gathered in this study it is necessary to perform similar testing and analysis with great sampling from the intended population. However, from preliminary data analysis, there was found to be a significant difference.

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Appendix A

Critical Judgment Scenario Questionnaire**1. Introduction**

Athletic trainers are forced to make difficult moral decisions on a daily basis. This survey is designed to determine how an Athletic trainer may respond in a given situation when forced to make such a decision. This survey is being sent to you for your feedback on question design and for statistical analysis to determine content and context validity.

Please read through each question completely, choose the answer that best describes how you would handle the situation, and then mark the degree to which that answer fits your decision.

Please answer the questions honestly as you would handle each given situation. The individual responses can not be traced and the results will not be used for any purpose besides those aforementioned.

2. Question Bank

Rate each response to each of the following items as strongly agree, agree, neutral, disagree, strongly disagree or other. If "Other" is the chosen answer, there is a space provided at the completion of the survey to explain the response.

- * 1. Following a Thursday morning workout, a cross country runner receives a cortisone injection in their left knee to treat a case of I-T band bursitis. They receive the injection at approximately 11:00am and the doctor instructs that they are not allowed to practice or compete for two days. The next cross country meet is Saturday at noon. How would you handle the situation?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Use the idea of 48-hours constituting two days and determine that they are cleared to run.

☐ ☐ ☐ ☐ ☐ ☐

Consider Friday as the first day off and not allow them to run on Saturday.

☐ ☐ ☐ ☐ ☐ ☐

Count Thursday as day one and Friday is day two and therefore they are cleared by Saturday.

☐ ☐ ☐ ☐ ☐ ☐

- * 2. A soccer player who had ACL reconstruction during the spring of her senior year of high school reports to college for pre-season practice in the rehab phase of recovery. During the rehab process the reconstruction fails and she will have to have further surgery to repair her knee. What would you do?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Send her to her previous physician and inform her of her responsibility to cover ongoing medical costs.

☐ ☐ ☐ ☐ ☐ ☐

Send her to your team physician for an evaluation of a previous injury.

☐ ☐ ☐ ☐ ☐ ☐

Evaluate and claim a new injury from the rehab program.

☐ ☐ ☐ ☐ ☐ ☐

- * 3. You are a head trainer and you witness one of your male assistant athletic trainers in the bar of a local restaurant drinking with several members of the volleyball team. Your department policy states that any actions detrimental to the university's athletic program are punishable by suspension, probation, or removal.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Other
Suspend indefinitely without pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with him and inform him that if you catch him doing that again there will be disciplinary actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deem actions to not be detrimental and disregard the actions completely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 4. The set treatment schedule for the men's basketball team is 4:00-7:00pm and you have made arrangements to go to dinner with your spouse in celebration of your wedding anniversary tonight. Due to frustrations following a Tuesday night loss, the coach decides to have an unscheduled practice tonight. How would you respond?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Other
Inform the coach that you have a previous engagement and will not be able to attend practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have your senior athletic training student cover the practice and you will remain on call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postpone the date in order to attend practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 5. You are the ATC for a women's college basketball team. After having a Friday night game and practicing on Saturday, the coach has decided to give the team Sunday off. The only stipulation is that they are required to report to you between 2:00 and 3:00 PM. The coach has warned the players that if they fail to report to you on time they will be suspended from the first half of their next game. All but two players report and are gone by 2:45. The two who fail to report are the starting shooting guard, who is the leading scorer, and the best bench player. You meet them in the parking lot as you are leaving at 3:15. You are well aware that the coach will enforce the half-game suspension which is against the team's biggest rival. What do you report to the coach?**

Inform the coach that they did not report on time.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

Report that you did see everyone and hope he does not ask if they were all on time.

Have the two players tell everyone that they reported at 3:00 and you tell the coach that everyone was there on time.

- * 6. As the ATC for a baseball team you have a player that is entering the fall of his senior year. During his sophomore year he suffered a partially torn labrum. At the time his physician advised that he not have surgery because it was not completely necessary and that surgery would not allow a 100% recovery. The doctor advised he go through rehab. The player has followed the rehab program, but through his junior season the injury progressively caused more problems. Now entering his senior year he wants to have surgery to repair the labrum. The insurance company will no longer cover the surgery cost because the injury is not recent and because he declined surgery at the time of the injury. He has no secondary health insurance; what do you do?**

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

Inform the player that his window of opportunity has passed and he is now responsible for surgery costs.

Continue rehab and inform the player that he must be cleared as full go before he can claim a new injury.

Coach the player into developing a "new injury".

- * 7. One of the players on the college hockey team you oversee has made significant lean body mass gains in the past three months. You also notice that he is exhibiting some characteristics of steroid use (increased acne, increasingly regular incidence of aggressive behavior, etc.). How do you handle your suspicions?**

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

Schedule a drug test in which he is chosen to

participate.

Confront him about your suspicion and accept his answer as truth.

Wait for physical evidence to surface.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- * 8. As the head athletic trainer at a university you need to fill a position for the upcoming school year. It is early August, so time is running out. You have the opportunity to add a very qualified, talented, and experienced individual. When you contact his most recent employer you find that they indicate that he was a frequent drinker and that they think he may have been hung-over on two occasions when he came to work, but they add that the possible problem never affected his work performance. How does the new-found information effect your decision?**

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

You don't want to take a chance, so you pursue new options.

You determine that if it is an issue that you will be able to resolve.

You dismiss the information as hearsay and hire the individual.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 9. You are the clinical coordinator for the Athletic Training program at a university. Your daughter happens to be a student within the Athletic Training program and she is currently working with the women's volleyball team. You get reports from the ATC with the team that your daughter is causing problems with fellow students and that she is having an issue dealing with authority. How do you deal with the situation?**

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

Have the ACI follow protocol for filing complaint and instituting disciplinary actions.

Set up a meeting with the ACI and your daughter to discuss the issue and forget about filing the paperwork.

Ask the ACI to accommodate your daughter's misbehavior.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 10. You are the head athletic trainer at a Division 1-A university and this coming weekend you are playing for the National Championship. This past week during practice your star wide receiver suffered a**

grade-2 concussion. He wants to play in the game and he tells you that he feels fine. You have him evaluated by the team physician and he is cleared to play. The day before the game you overhear him tell a teammate that still has headaches and nausea stemming from the concussion. How do you handle the situation?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Other
Inform the team physician and request a reevaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approach him and ask about his specific complaints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wait to deal with the issue until he informs you about the problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 11. Two weeks ago one of your women's basketball players was in an auto accident. She sustained minor injuries but is removed from play until she is cleared by a physician. The university policy states that they will not provide medical coverage for non-athletic injuries and appointments. She is required to have a follow-up visit to be cleared to play but she has no health insurance and does not have the money to pay for the doctor's visit and the coach is pressuring you to get her back on the court. How do you handle the situation?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Other
Contact her parents and the doctor and arrange a payment plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange for evaluation and release by contracted team physician during regularly scheduled weekly visit to the university by the physician.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send her to the physician and have the bill sent to the athletic department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 12. You are the athletic trainer of a Division 2 women's soccer team that has just finished the season undefeated. On Saturday night following the season finale, several of the starters (including the All-American goalie) are found at a party where the police arrest several students for drug possession. Your players were not in possession of any drugs so there are no charges against them. How do you deal with the possibility that several players may have been using NCAA banned substances?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Schedule a drug test for the athletic program.

Since it is a non-athletic situation, you accept the courts decision that they are not guilty of drug use.

Meet with the team and discuss how off-the-field associations affect the image of the university and the athletic department.

- * 13. You are the head trainer for a Division 1-AA football team. The team needs one more win to finish with a winning record. Your starting QB suffers his second grade-2 concussion of the season in the game the weekend before the final game. The coach approaches you Sunday following to check the progress of the player and informs you that his job is riding on a win in the final game. Knowing that your conservative team physician will not allow the QB to play but that the team will probably lose without him, what do you do?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Stay with normal physician even though he will likely make a very conservative decision.

Find a more liberal physician who is more likely to clear the QB to play.

Monitor his condition and make your own game time decision (forego physician referral).

- * 14. The policy of the Athletic Trainer department at your university is that no athlete is allowed to compete unless they have turned in all of the necessary paperwork to you. The first game of the football season is tonight and your new transfer, preseason All-American running back, has not turned in all of the necessary paperwork. The entire student body, coaching staff, and community are greatly anticipating his debut. Allowing him to play will please all those concerned, but you know that your job is in jeopardy if you knowingly break the program regulations and you put the program in danger of a liability lawsuit if the player suffers an injury. How do you handle the situation?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

You do not allow him to play

☐ ☐ ☐ ☐ ☐ ☐

Accept verbal information and allow him to play under the stipulation that he will bring the required paperwork to you on Monday.

☐ ☐ ☐ ☐ ☐ ☐

Inform the coaches and allow him to play.

☐ ☐ ☐ ☐ ☐ ☐

- * 15. You are the head of the Athletic Training Educational Department at your university. There are specific regulations which students must follow (ranging from clinical attendance to GPA) in order to remain in the Athletic Training program. One student regularly breaks program policies, has a GPA of 1.9, and has been absent from his clinical assignment four times this semester. You have documented the policies which he has violated and you have met with the student, but he is unwilling to change his behavior. However, the student's father is a significant university financial donor and he is about to make another substantial contribution. How do you deal with the student?**

Strongly
Agree
Agree
Neutral
Disagree
Strongly
disagree
Other

Stand by the program policies and prepare documentation for removal of the student from the program.

☐ ☐ ☐ ☐ ☐ ☐

Inform parents and discuss the issue with them.

☐ ☐ ☐ ☐ ☐ ☐

Ignore student's actions and allow him to continue.

☐ ☐ ☐ ☐ ☐ ☐

- * 16. As a head high school athletic trainer you are in charge of covering all sports. You notice that a 17-year-old student athlete of the opposite sex is spending significant time in the training room for no apparent reason. You find that your suspicions are true and that the student does indeed have an attraction to you. You monitor and try to minimize the time that you spend around that student. One night after a game they ask if you can give them a ride home because their original ride can not make it. What do you do?**

Strongly
agree
Agree
Neutral
Disagree
Strongly
disagree
Other

Arrange for someone else to provide a ride for them.

☐ ☐ ☐ ☐ ☐ ☐

Consent to give them a ride only if they can get a third party to join them.

☐ ☐ ☐ ☐ ☐ ☐

Disregard potential issues and provide a ride for them.

☐ ☐ ☐ ☐ ☐ ☐

- * 17. A graduating senior lacrosse player sustains his third concussion of the season. It is senior night and the player's whole family is there to watch him play. How do you handle the situation?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Inform him that due to possible medical complications he is not cleared to play.

☐ ☐ ☐ ☐ ☐ ☐

Inform him and his family of the possible medical dangers and allow them to make the decision if he will play.

☐ ☐ ☐ ☐ ☐ ☐

Monitor conditions and allow him to play if they subside within three days.

☐ ☐ ☐ ☐ ☐ ☐

- * 18. Your All-American Cross Country runner has failed to turn in all necessary insurance paperwork and he has already competed in two meets this year. He is undefeated thus far in conference meets and his next meet is tomorrow. How do you handle the situation?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Pull him from competition until the necessary paperwork is in.

☐ ☐ ☐ ☐ ☐ ☐

Inform coaches of the situation so that they will pressure him to turn in the paperwork.

☐ ☐ ☐ ☐ ☐ ☐

Let him compete and just wait for him to turn it in.

☐ ☐ ☐ ☐ ☐ ☐

- * 19. You are told that the strength coach has been promoting the use of performance enhancing substances to the entire football team. You are given names of athletes who are suspected to be using these substances and the entire starting offensive line is on the list. You have two games left in what could be the team's best season in ten years when you find this out. How do you deal with the suspicions?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Set up an immediate in house drug test.

☐ ☐ ☐ ☐ ☐ ☐

Disregard because it is only rumors.

Determine that the first available time for drug testing is on Monday following the final game.

- * 20. You notice that some football players and coaches have been "hitting on" one of your female athletic training students. She does not appear to be bothered by it, but it begins to turn into a daily occurrence. How do you deal with the situation?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Approach the student and see what she wants done about the actions and follow program policy for dealing with gender motivated actions.

Confront the specific individuals on a private basis.

Choose to ignore it until the student comes to you about it.

- * 21. Your high school baseball coach has changed his original plans and now turned the team's day off (Sunday) into an "optional" weight-lifting day, and has insisted that you come for treatments after workouts. Sundays are the days you have set aside to head up a youth community outreach program. How should you deal with the situation?**

Strongly agree Agree Neutral Disagree Strongly disagree Other

Keep your original commitment and try to get the coach to arrange a better schedule.

Try set up treatment times and other leaders at the outreach to help accommodate both.

Cancel the outreach to accommodate for the team.

- * 22. The starting forward for your regular season conference champion soccer team has had ongoing back pain which has somewhat limited her playing and practice time. Some days are better than others, but lately she has had shooting pain in her low back. You refer her to the team physician for an exam and for x-rays. The x-rays are inconclusive but the doctor wants more tests to rule out a vertebral fracture. As the head trainer the doctor asks you to arrange for a bone**

scan and clears the athlete to play in the mean time but recommends that if at all possible she wait for the test results. The athlete wants to play and the coach is pressuring you to get her on the field in time for the conference playoffs. How do you deal with the situation?

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

Call in a favor and get a bone scan the next day.

☐ ☐ ☐ ☐ ☐ ☐

Contact radiology clinic and provide them with the soccer schedule and let them arrange a time that fits the players schedule (delay scan administratively).

☐ ☐ ☐ ☐ ☐ ☐

Allow athlete to arrange for the bone scan.

☐ ☐ ☐ ☐ ☐ ☐

- * 23. You are the head trainer for a Division1 baseball team. Your returning All-American shortstop tore his rotator cuff near the end of his summer baseball season. You know that the insurance company will not cover any non-university related injury and it would be easy to falsify the insurance information and have him in and out of surgery very soon. Surgery now would mean he would possibly be able to play part of the season. Waiting on paperwork from the injury over the summer would mean a delay in the process which could possibly keep the player out for the entire season. How do you handle the situation?**

Strongly agree
Agree
Neutral
Disagree
Strongly disagree
Other

Document as a non-university related injury and obtain documentation to determine liability.

☐ ☐ ☐ ☐ ☐ ☐

Allow him to participate in practicing knowing there is a high risk of reinjury and then he is covered under the universities insurance policy.

☐ ☐ ☐ ☐ ☐ ☐

Document as a new injury at the university in order to insure coverage.

☐ ☐ ☐ ☐ ☐ ☐

- * 24. You are the head trainer for a Division 1-A football team and your season opener against the in-state rival is less than a week away. During preseason the strength coach has been pushing the idea of "getting bigger". You are in the locker room one day after practice and you overhear the players talking about the "good stuff" your assistant has been getting for them. Upon further investigation you find that some of the players have been using steroids to "get big**

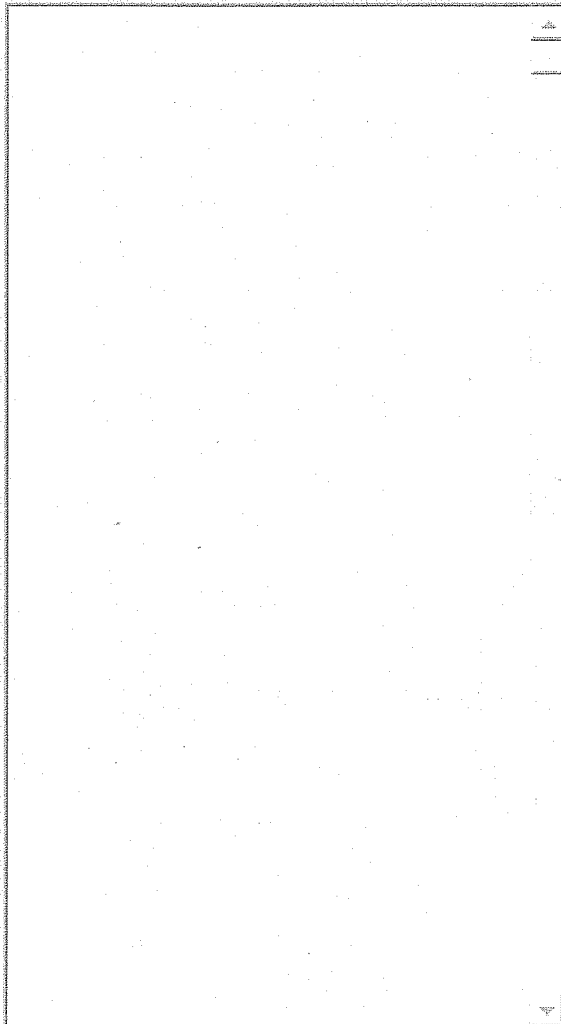
fast". You are also shocked to find that your assistant has been their supplier. How do you deal with this information?

[illegible]

* **25. You are the head athletic trainer at a university and you need to hire a new women's basketball trainer. You are currently understaffed and you are in need of new equipment in some of the training rooms. While looking through applicants you find an ATC with minimal experience. You make her an offer and also promise new equipment for her training room and a grad assistant. When you reevaluate your budget however, you realize that you may not be able to provide the equipment and grad assistant you promised. What do you tell the applicant?**

[illegible]

26. For any of the above questions which were answered "Other", please identify the question by number and explain the response. Also feel free to make and other suggestions regarding the survey and any of the specific questions.



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* Denotes a required answer

Appendix B

Note: the format of these questions was altered from the original internet survey but the content remains the same.

3. General Information

Please complete the following information about you and your position. You may choose only one answer.

- *** 27. Gender**
 - Male
 - Female
- *** 28. Age**
 - 20-29
 - 30-39
 - 40-49
 - 50+
- *** 29. Board of Certification Certified**
 - Yes
 - No
- *** 30. Years of Professional Experience**
 - 1-5
 - 6-10
 - 11-15
 - 16-20
 - 20+
- *** 31. Place of Employment**
 - Christian College/University
 - State College/University
 - Private College/University
 - Private/Christian High School
 - Public High School
 - Clinical Outreach
 - Professional
 - Other

* Denotes a required answer

Appendix C

Note: the format of these questions was altered from the original internet survey but the content remains the same.

4. Optional Information

This information is optional and is for future statistical research. Please choose only one answer. If finished, click next to complete survey

- **Choose the one which most closely describes your religious affiliation or background.**
 - Protestantism (i.e. Baptist, Lutheran, Methodist, etc.)
 - Catholicism
 - Eastern Religion (Taoism, Buddhism, etc.)
 - Islam
 - Judaism
 - Agnosticism
 - Atheism
 - Other
- **Choose the one which most closely describes your religious involvement.**
 - Very Often
 - Somewhat Often
 - Several times each year
 - Almost Never
 - Never
- **Choose the one which most closely describes the importance of your religious basis to you.**
 - Extremely Important
 - Important
 - Somewhat Important
 - Not Very Important
 - Meaningless