**Supplementary** **Appendix A: Sample**

To obtain our sample, we first used a Wikipedia list of all NCAA Division 1 schools. For each school, we went to the athletic department website to obtain the names of all the sport medical staff (thus, we identified multiple people from each school). We obtained their e-mails either on the site or, if not, we searched for e-mails in the given university directory. We identified 3,303 potential respondents; however, we were unable to locate e-mails for 486 individuals because either they were not listed on the site or in the directory, or the school in question did not have a publically accessible directory. For the remaining 2,817 individuals, we sent a personalized e-mail invitation, with the subject line “Survey of NCAA Athletic Departments,” to participate in our survey. We described the survey as studying “the opinions and perceptions of medical staffs [so as]… “to understand how those involved in care for student-athletes view and care for student-athletes who have ACL injuries.” Potential respondents were provided with a secure and encrypted link on which to take the survey. We additionally offered a $5 Amazon gift card for those who completed the survey, and emphasized that the project team included students (see Groves, Cialdini, & Couper, 1992). We sent two reminder e-mails.

Data were collected from March 13, 2015, to April 3, 2015. Roughly, 77 e-mails bounced back which means, to the best of our knowledge, 2,740 individuals received an invitation. A total of 752 responded (at least in part), leading to a response rate (based on those who received the invite) of 27.5%. This is higher than most web-based survey response rates (Couper, 2008). As noted below, our sample also was relatively heterogeneous and thus, for experimental inference, was sufficient; there is sufficient variance on key variables that could potentially moderate experimental effects (Druckman & Kam, 2011).

**Sample**

A total of 752 participants accessed the survey. Of those, 35 participants asked to have their data excluded for a sample of 717 participants. That is, at the end of the survey, we provided the following information about the study, after which we asked if the respondent would like to have his or her responses excluded: “Thank you for your participation. As was mentioned in the consent information, you received one out of several possible vignettes about an ACL injury. The purpose of our study was to assess how varying characteristics of a student-athlete affects perceptions and treatment expectations. Thank you very much your participation. At this point, if you would prefer that your answers be excluded from our study, please click yes below. Otherwise you are free to close out the survey.” Thirty-five responded affirmatively.

Of the 717 remaining participants, 651 responded to at least one question about the target’s pain experience. The demographics of the 651 respondents are presented in the text. The full sample (N=717) was 44% male, 40% female (16% did not report gender), 72% White, 2% Asian, 2% Black, 3% Hispanic, 2% multiracial, and 2% other (17% did not report race/ethnicity). 6% of participants were between 18 and 24 years of age, 43% between 24 and 34, 27% between 35 and 50, 7% between 51 and 65, 1% were over 65 years of age, and 17% did not report age.

As noted in the text, racial attitudes and time working with Black athletes were not highly correlated (*r* = -.0004, *p* = .99 for working with Black male athletes and *r* = -.09, *p* = .038 for working with Black female athletes). This low correlation likely reflects the context-specific nature of our contact measures (e.g., in the work-place) as opposed to more general contact measures that often correlate with racial attitudes.

**Sample Attrition and Random Assignment Checks**

As noted above, we had some attrition. 35 participants asked to have their data excluded and 66 participants did not respond to our outcome measures. Here, we test whether attrition was systematic, as a function of condition or basic demographic (participant race/ethnicity or gender). We conducted a logistic regression on attrition (0 = participant completed no outcome variables, 1 = participant completed at least one outcome variable) as a function of target race, target gender, and target sport. We found no effects of condition or their interactions on participant response, all *Wald* χ2(1) < .75, all *p*s ≥ .386. We conducted a similar logistic regression on attrition as a function of race (White vs. non-White) and gender. Again, we found no effects of race or gender on attrition, *Wald* χ2(1) = 1.95, *p* = .162 and *Wald* χ2(1) = .003, *p* = .960, respectively. Thus, it does not appear that attrition was systematic, suggesting that attrition did not undermine random assignment to condition.

We also ran a set of logistic regressions with condition (target race: 1 = Black vs. 0 = White; target gender: 1 = female vs. 0 = male; target sport: 1 = basketball vs. 0 = soccer) as the dependent variables and participant characteristics (i.e., gender, race) as the predictors. These regressions revealed no significant effects, all *Wald’s* χ2(1) < .288, all *p*s > .591, suggesting that random assignment into condition was successful.

**Supplementary** **Appendix B: Vignette Details**

We began the study with the following statement: “The purpose of this study is to explore how individuals make decisions about a sport injury. You will first read a vignette about a student-athlete who experienced an injury. We are providing you with one vignette from several we created. While the vignette is hypothetical, it reflects a common scenario that occurs with student-athletes such as the person described. When reading and thinking about it, try to imagine the specific case described. You then will be asked a set of standard survey questions about the case, as well as some more general questions.

The vignette read:

**NAME** is an NCAA Division 1 **SPORT** player on an athletic scholarship. **He/she** is a sophomore who in a pre-season practice, made a sharp cut and ruptured **his/her** anterior cruciate ligament (ACL) (grade 3). **He/she** just received surgery. It was the first serious injury that **NAME** had experienced. Next we will ask you various questions about your thoughts about the injury and recovery process. In answering these questions, try to think about the specific situation just described.”

We referred to the student-athlete as being on athletic scholarship to accentuate the importance of sport, and as a sophomore to ensure there is a potential career (but he/she has proven him/herself a bit by playing a season). We minimized complications that arise with prior injuries (and the nature of such injuries) by mentioning it is the student-athlete’s first serious injury. We also portrayed the injury as occurring during a pre-season practice given higher injury rates than during other practice times (Hootman, Dick, & Agel, 2008).

As mentioned, we created 8 possible conditions that varied race (Black/White), gender (male/female), and sport (basketball/soccer). We varied sport by inserting soccer or basketball in the vignette (where “SPORT” appears in the text above). We varied race and gender by male or female names (i.e., the “NAME” in the vignette) that are stereotypically Black or White (see also Azmat & Petrongolo, 2014; Ewens, Tomlin, & Wang, 2014; Bertrand & Mullainathan, 2004; Pager, 2007; Riach & Rich, 2002). The names used respectively for White male, White female, Black male, and Black female are: Dalton Wood, Shelbi Wood, Jabari Washington, and Eboni Washington. In the next section, we describe how we tested for the suitability of our names.

***Choosing Names***

Birth records from the state of Florida, from 1994 to 2002, suggest that the first names we employed were given, on average, at least 150 times/year, were at least 95% male or 95% female for the given usage, were at least 90% White or 90% Black for the given usage, and squarely middle class where the typical parent is a high school graduate with some postsecondary education but typically not a 2-year or 4-year degree. Specifically, respectively Eboni: average 12.54 years of maternal education; Jabari: average 12.56 years of maternal education; Shelbi: average 12.52 years of maternal education; Dalton: average 12.53 years of maternal education. The last name Wood is virtually all White, while 88% of those with the last name Washington were Black (David Figlio, PhD, e-mail communication, November 2014).

We also conducted a pre-test (from 11/20/14-11/22/14) on Amazon’s Mechanical Turk where we paid respondents $1.00 (N = 204). We randomly assigned respondents to one of four conditions where each condition used one of our four names. We asked them speculate on the person with the given name’s gender (male or female), and race (White, African American, Asian American, Hispanic, Native American or other). As the below table shows, the perceived race/gender are both fairly close to the objective data.

|  |  |  |
| --- | --- | --- |
|  | %White (for Dalton/Shelbi)/ % African American (for Jabari/Eboni) | %Male |
| Dalton Wood  (N = 51) | 92% | 96% |
| Jabari Washington  (N = 52) | 92% | 92% |
| Shelbi Wood  (N = 50) | 88% | 6% |
| Eboni Washington  (N = 51) | 94% | 8% |

**Supplementary** **Appendix C: Question Wording[[1]](#footnote-1)**

For the following questions, the **“NAME”** provided was whichever name was used in the given condition (see Supplementary Appendix B).

***Main Outcome Variables***

How painful do you think the initial ACL injury was for **NAME**?

*Not Slightly Moderatly Extremely*

*painful painful painful painful*

How painful do you think the recovery process would be for **NAME**?

*Not Slightly Moderatly Extremely*

*painful painful painful painful*

Overall, how likely is **NAME** to over report (exaggerate) discomfort?

*Not at all A little Somewhat Very Extremey*

*likely likely likely likely likely*

Overall, how likely is **NAME** to abuse drugs (e.g., pain killers) including alcohol?

*Not at all A little Somewhat Very Extremey*

*likely likely likely likely likely*

***Mediators and Moderator Variables***

If you were asked to use one of five names to describe what you think **NAME’s** social class is, which would you say: the lower class, the working class, the middle class, the upper middle class, or the upper class?

*Lower class Working class Middle class Upper middle class Upper class*

Now we’ll present you with a few more statements. After each one, we would like you to tell us how strongly you agree or disagree. The first statement is:

“Irish, Italians, Jewish and many other minorities overcame prejudice and worked their way up. Blacks should do the same without any special favors.”

Do you…

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

*Disagree Disagree Neither disagree Agree Agree*

*strongly somewhat nor agree somewhat strongly*

“Generations of slavery and discrimination have created conditions that make it difficult for blacks to work their way out of the lower class.”

Do you…

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

*Agree strongly Agree somewhat Neither agree Disagree Disagree*

*nor disagree somewhat strongly*

“Over the past few years, blacks have gotten less than they deserve.”

Do you…

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

*Agree strongly Agree somewhat Neither agree Disagree Disagree*

*nor disagree somewhat strongly*

“It’s really a matter of some people not trying hard enough; if blacks would only try harder they could be just as well off as whites.”

Do you…

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

*Agree strongly Agree somewhat Neither agree Disagree Disagree*

*nor disagree somewhat strongly*

We interested in the frequency with which student-athletes of different demographic backgrounds work with athletic medical staffs. Of the total time you spend working with student-athletes, what percentage involves working with individuals from each of the below demographic groups. This likely will not sum to 100% since we do not list an exhaustive set of demographic descriptions.

White men

Black men

White women

Black women

***Sample Profile Variables***

If you had experienced the described ACL injury, how painful do you think the initial injury would be?

*Not Slightly Moderatly Extremely*

*painful painful painful painful*

If you had experienced the described ACL injury, how painful do you think the recovery process would be?

*Not Slightly Moderatly Extremely*

*painful painful painful painful*

Are you male or female?

*Male Female*

Which of the following do you consider to be your primary racial or ethnic group (*you may check more than one*)?

*White African American Asian American Hispanic Native American Other*

What is your age?

*Under 18 18-24 25-34 35-50 51-65 Over 65*

Are you the director/head of your department?

*No Yes*

Are you currently a student (e.g., a graduate or undergraduate)?

*No Yes*

What is your highest level of education?

*Less than High school Some college 4 year Master’s PhD MD PhD and*

*high school college degree degree MD*

For how long have you held your current position (in years and months)?

Years Months

For how long have you worked in the field (i.e., athletic medicine)? (This includes your time in your current position; in years and moths)?

Years Months

In a typical week during the academic year, how many hours a week do you spend working with student-athletes?

Which point on this scale best describes your political views?

### *Very Moderately Somewhat Moderate Somewhat Moderately Very*

*liberal liberal liberal conservative conservative conservative*

Do you think you would be very uncomfortable or very comfortable treating **NAME**?

*Very Somewhat Neither Somewhat Very*

*uncomfortable uncomfortable uncomfortable nor comfortable comfortable*

**Supplementary** **Appendices References**

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1. The appendix groups variables by “type” and does not reflect the order in which respondents received the questions. That order is made clear in the data which are available at Harvard Dataverse: doi:10.7910/DVN/ETM4LW. [↑](#footnote-ref-1)