TEACHING ETHICS TO ATHLETIC TRAINING STUDENTS OF CAATE ACCREDITED UNDERGRADUATE ATHLETIC TRAINING EDUCATION PROGRAMS  
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**Context:** Providing quality care and making appropriate ethical decisions concerning a patient’s healthcare is imperative for certified athletic trainers. Because of the ethical duty within our profession, the more we know about preparation in studying ethics in education programs, the more we can help prepare students in ethics of care related to a service profession.  **Objective:** To describe variables of professional preparation in ethics education by program directors and certified athletic trainer clinical instructors and teaching methods of ethics; and evaluate the cognitive ability in principled reasoning to apply ethical principles of the NATA Code of Ethics. **Design:** Descriptive survey. **Setting:** CAATE accredited undergraduate athletic training programs. **Patients or Other Participants:** Through a stratified systematic sample, 100 programs were selected to participate. From these programs, 426 participants were selected. One-hundred six (25%) certified athletic trainers (54 male; 52 female) completed the survey representing 86 of the 100 programs selected. **Interventions:** An assessment instrument was developed to describe and analyze: the demographics of the certified athletic trainer participants; the formal ethics education of the participants; how their athletic training students are taught ethics of care; how they teach ethics of care; and how well they could apply principled reasoning to the NATA Code of Ethics principles (Cronbach .69-.84). **Main Outcome Measures:** Participants completed a 6-part survey including demographic and philosophic questions, and a 5-question Likert scale instrument on moral reasoning applied to athletic training, based on NATA Code of Ethics. **Results:** Athletic training students must be taught specific knowledge, including foundational behaviors of professional practice, in classroom and clinical settings. Moral reasoning development must occur using various teaching methods, including principled approaches, and critical reflection. As identified throughout this study, there is an appearance that there is no common thread of ethics education either as trained professionals or as teaching and mentoring educationalists. Sixty-nine of 106 participants (65%) completed the principled reasoning portion of five scenarios using a Likert response of strongly agree to strongly disagree. In all questions, participants chose other than strongly disagree 18% to 39% of the time. If the preferred pedagogical form of teaching ethics occurred, certified athletic trainers would have absolutely answered strongly disagree. **Conclusions:** The overall impression is that most certified athletic trainers lack appropriate training in ethics education which may limit their ability to communicate ethical decision-making information to students. Educators may want to examine how ethics education is being implemented. By developing a self-understanding of values through reflection, practice, and communication, an athletic trainer can begin to provide quality ethics of care. **Word Count:** 450