APPENDIX C
Sample Survey

DESIRED INFORMATION	LEADING QUESTIONS	LEVEL OF MEASUREMENT
Knowledge of wildlife disease basics	We will determine baseline information using questions on etiology, transmission, epidemiology, etc. of specific wildlife zoonoses. A short 3-5 question knowledge test will be constructed in the survey. For example, using rabies as a significant zoonosis, the survey may ask: "How is rabies transmitted?" A. Blood B. Urine C. D. Saliva E. Feces. Correct answer D. Follow up questions can delve further into this knowledge base by providing a series of statements like "Avoiding direct contact with bats will minimize the opportunity for rabies virus exposure" and they can choose A. Agree B. Disagree or C. Do not know. Other options for the knowledge test can list a series of animal behaviors and ask respondents to identify whether these indicate if the animal is a rabies suspect. An example of this sort of question is "Please select all behaviors that indicate that a raccoon may be rabid: A. pica B. altered gait C. unusual vocalizations D. paralysis E. aggression F. salivation G. apparently normal H. all of the above. Correct answer H.	The proportion of correct responses can be calculated across all respondents. The median correct answer score can be taken, with those below the score described as *Less Knowledgeable* and those above the score described as *More Knowledgeable*.

Knowledge on disease management	We will determine baseline information using specific questions on management of specific wildlife zoonoses. A short 2-3 question knowledge test will be constructed in the survey. For example, the survey may ask: "How is leptospirosis usually prevented?" A. Use of mosquito repellent B. Adequate cooking of wild game C. Proper disposal of carcasses D. Switching to steel shot for waterfowl hunting E. Avoiding contaminated water sources. Correct answer E. Follow up questions can delve further into attitude base by providing a series of statements like "Routine vaccination of domestic animals can reduce the opportunity for exposure to leptospirosis from wildlife" and they can choose A. Agree B. Disagree or C. Do not know. Correct answer A. Other options for the knowledge test can list a series of species, and ask respondents to identify whether these taxa are important for focused control. An example of this sort of question is "Please select all animals that are primary reservoirs for focused control of leptospirosis: A. amphibians B. reptiles C. fish D. mosquitoes E. rodents F. deer G. waterfowl H. all of the above. Correct answer E.	The proportion of correct responses can be calculated across all respondents. The median correct answer score can be taken, with those below the score described as *Less Knowledgeable* and those above the score described as *More Knowledgeable*.
Knowledge and attitudes on who to contact and what actions to	We will determine baseline information using questions on	The proportion of correct responses can be calculated

take if suspect disease exposure occurs	prevention in humans of specific wildlife zoonoses. A short 2-3 question knowledge test will be constructed in the survey. For example, the survey may ask: "How is human rabies prevented after exposure?" A. Antivirals B. Antibiotics C. Cauterization D. Application of madstones E. Prophylaxis including antibodies and vaccine. Correct answer E. Follow up questions can delve further into the attitude base by providing a series of statements like "Promotion of wildlife well-being is a primary responsibility of national, state and local officials in a One Health capacity" and they can choose A. Agree B. Disagree or C. Do not know. Similarly, a survey question may include a query on responsibility related to wildlife illness. For example, 'If I find a dead or ill fox, I should call: A. The police B. the state agriculture department C. ADCNR, D. the Alabama Department of Public Health, E. the CDC	across all respondents. The median correct answer score can be taken, with those below the score described as *Less Knowledgeable* and those above the score described as *More Knowledgeable*. Attitudinal responses may be gauged in correlation to experience and demographics.
Practice on how frequently the respondent encounters wildlife directly	In my position, I come into direct physical contact with wildlife: A. Daily B. Weekly C. Monthly D. Infrequently E. Never	Ordinal, Nominal
Attitudes on the importance of climate change and wildlife health	I believe that the impact of climate change on wildlife health is important: A. strongly agree B. Agree C. Neutral D. Disagree E. Strongly Disagree, and write in why they think what they do.	Ordinal, with some respondents classified as less concerned about climate change impact on wildlife health and some categorized as more concerned.

Attitudes on the utility of incorporation of an undergraduate wildlife health course for the profession	I believe that having an undergraduate course on wildlife health is important: A. strongly agree B. Agree C. Neutral D. Disagree E. Strongly Disagree, and write in why they think what they do.	Ordinal, with some respondents classified as less concerned about the need for undergraduate inclusion of a course on wildlife health and some categorized as more supportive.
Attitudes on the likely participation at a free, on-line Auburn sponsored course on wildlife health and zoonoses	I believe that I would participate in a free, on-line, continuing education course on wildlife health: A. strongly agree B. Agree C. Neutral D. Disagree E. Strongly Disagree, and write in why they think what they do.	Ordinal, with some respondents classified as less likely in participation in a course on wildlife health and some categorized as more likely.
Attitudes on the probable attendance at a free, one day Auburn symposium on wildlife health and zoonoses	I believe that I would participate in a free, in-person, all day symposium on wildlife health: A. strongly agree B. Agree C. Neutral D. Disagree E. Strongly Disagree, and write in why they think what they do.	Ordinal, with some respondents classified as less likely in participation in a symposium on wildlife health and some categorized as more likely.
Experience levels	Rate your level of experience as a wildlife biologist: A. 1 year or less B. 1-5 years C. 5-10 years D. 10-20 years E. >20 years	Ordinal, which can be turned into a comparative variable for less experienced vs. more experienced biologists related to KAP
Demographics	Zip Code, education, level of income, ethnicity, gender	Variable relationship to KAP