

Supplementary Materials: Distancing and Moral Dumbfounding Pilot Studies

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Author Note

All procedures performed in studies involving human participants were approved by the Institutional Research Ethics Committee and conducted in accordance with the Code of Professional Ethics of the Psychological Society of Ireland and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants included in the study. The authors declare that there are no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Abstract

Moral dumbfounding occurs when people maintain a moral judgment in the absence of supporting reasons. Drawing on dual-process approaches to moral judgment, one possible explanation for moral dumbfounding proposes that it occurs as a result of a conflict between intuitive and deliberative processes. Consistent with this explanation, previous research has shown that under manipulations designed to lead to more intuitive thinking rather than deliberative thinking (such as increased cognitive load), people are less likely to provide reasons for their judgments, and more likely to provide dumbfounded responses in a moral dumbfounding task. Building on this work the present research examines if dumbfounded responding can be reduced through experimental manipulations designed to facilitate deliberative thinking (over intuitive thinking). Drawing on construal-level theory, and the finding that distancing facilitates deliberative thinking, we predict that including a distancing manipulation in a moral dumbfounding task will increase reason-giving, and reduce dumbfounded responding. We propose a pre-registered study to test this prediction.

Keywords: moral dumbfounding, distancing, construal-level theory, dual-processes, reasons, intuitions

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Below we present eight pilot studies to test the hypothesized relationship between distancing and dumbfounded responding. We hypothesized that increased distance would facilitate the identification of reasons, leading to lower rates of dumbfounded responding or changing of judgments (or both).

Across the 8 studies we employed various manipulations of both psychological and temporal distance and used two different moral scenarios *Incest* and *Cannibal*.

Study 6 trialed a scale measure of dumbfounded responding (as opposed to the usual categorical critical slide).

Study 8 manipulated temporal distance using a vignette that set the Julie and Mark activity in the distant past.

This is my introductory paragraph. The title will be placed above it automatically. *Do not start with an introductory heading* (e.g., “Introduction”). The title acts as your Level 1 heading for the introduction. McHugh et al. (2022)

Readers are better able to follow your ideas if you differentiate sections in your introduction with headings. Mostly stick to level 2 headers. Sometimes level 3 headings are needed, though. Be sparing to the point of stinginess with levels 4 and 5.

Results

The designs and results of Pilot Studies 1-8 are summarized in Figure 1.

Level 2 Heading: Flush Left, Bold, Title Case

Subsections of the introduction have level 2 headings. A paragraph after a level 2 Heading is on a new line. Regular paragraphs are indented, flush left, and double-spaced.

You do not need to put text after a heading. You can put a higher-level heading directly underneath if you want.

Figure 1*Overview of Pilot Studies 1-8.*

Study	Distancing	Manipulation	Conditions	Perspective	Scenario	Measure	N	Result	<i>p</i>	direction
Pilot 1	Psychological	Anne vignette	Present vs Absent	First person	Julie & Mark	Critical Slide	120	No sig. Effect	.292	(predicted)
Pilot 2	Psychological	Anne vignette	Present vs Absent	First person vs third person	Julie & Mark	Critical Slide	104 / 76	No sig. Effect	.098 / .101	(predicted)
Pilot 3	Temporal	Anne vignette	Increased vs decreased	Third person	Julie & Mark	Critical Slide	117 / 71	Sig. Effect	.010 / .017	predicted
Pilot 4	Temporal	Anne vignette	Increased vs decreased	Third person	Julie & Mark	Critical Slide	165 / 77	No sig. Effect	.741 / .879	(predicted)
Pilot 5	Temporal	Imagined assignment	Increased vs decreased	First Person	Julie & Mark	Critical Slide	97 / 71	No sig. Effect	.432 / .464	(predicted)
Pilot 6	Temporal	Anne vignette	Increased vs decreased	Third person	Jennifer	Scale Measure	158 / 76	No sig. Effect	.306 / .278	(predicted)
Pilot 7	Temporal	Anne vignette	Increased vs decreased	Third person	Jennifer	Critical Slide	159 / 87	No sig. Effect	.868 / .472	(predicted)
Pilot 8	Temporal	Modified Scenario	Increased vs absent	First Person	Julie & Mark	Critical Slide	286 / 124	No sig. Effect	.482 / .681	(opposite)

Note. Sample sizes listed are the total samples that passed the attention checks, without exclusion based on responses to Need for Closure, followed by the sample size when excluding participants who failed the Need for Closure attention check.

A Level 2 Heading Without Text Below It***Level 3 Heading: Flush Left, Bold Italic, Title Case***

Subsections of a level 2 heading are placed under level 3 headings.

Another Level 3 Heading

Level 4 Heading. A level 4 heading should be indented, flush left, bold, title case, and end with a period. A paragraph after a level 4 or 5 heading is on a new line in this markdown document but will appear as if it were in the same paragraph when rendered. You need at least one paragraph after a level 4 or 5 heading. If you forget the period at the end of the level 4 or 5 heading, it will be added automatically. A period will not be added if the heading ends with a question mark or an exclamation point.

Subsequent paragraphs go on their own lines.

Level 5 Heading. A level 5 heading should be indented, flush left, bold italic, title case, and end with a period. Notice that there was no period after this level 5 heading in the markdown document, but it does appear in the rendered document.

Subsequent paragraphs go on their own lines.

How to Cite References

I am going to cite a reference here in square brackets (**CameronTrivedi2013?**). This reference was in my bibliography file. Here are some variations on parenthetical citations:

- Page references (or any other suffixes are placed after the reference. If you want a comma, you'll need to insert it yourself: (**CameronTrivedi2013?**)
- Prefixes (with or without a comma) are placed before the reference: (e.g., **CameronTrivedi2013?**)
- 2 or more citations separated by a semicolon (**CameronTrivedi2013?;** **cohen2003applied?**)
- Any prefixes or suffixes needing a literal semicolon will confuse Quarto (actually Pandoc). To make it clear that you need to print a semicolon, put a backslash before the semicolon: [FOIL; (**CameronTrivedi2013?**)]

Text references are possible, too.

- (**CameronTrivedi2013?**) said some interesting things.
- (**cohen2003applied?**) said specific things on specific pages.
- Place the reference's year by itself with a minus sign: (**CameronTrivedi2013?**)

Hypotheses, Aims, and Objectives

The last paragraph of the introduction usually states the specific hypotheses of the study, often in a way that links them to the research design.

Method

General remarks on method. This paragraph is optional.

Not all papers require each of these sections. Edit them as needed. Consult the [Journal Article Reporting Standards](#) for what is needed for your type of article.

Participants

Who are they? How were they recruited? Report criteria for participant inclusion and exclusion. Perhaps some basic demographic stats are in order. A table is a great way to avoid repetition in statistical reporting.

Measures

This section can also be titled **Materials** or **Apparatus**. Whatever tools, equipment, or measurement devices used in the study should be described.

Measure A

Describe Measure A.

Measure B

Describe Measure B.

Procedure

What did participants do?

How are the data going to be analyzed?

Results

Descriptive Statistics

Here we describe the basic characteristics of our primary variables.

Let's make a figure. A reference label for a figure in APA format must have the prefix `apafg-`. This is different from the usual Quarto prefix `fig-`.

To refer to any figure or table, put the chunk label in curly braces. For example, see Figure 2. In Figure 3, we import an image.

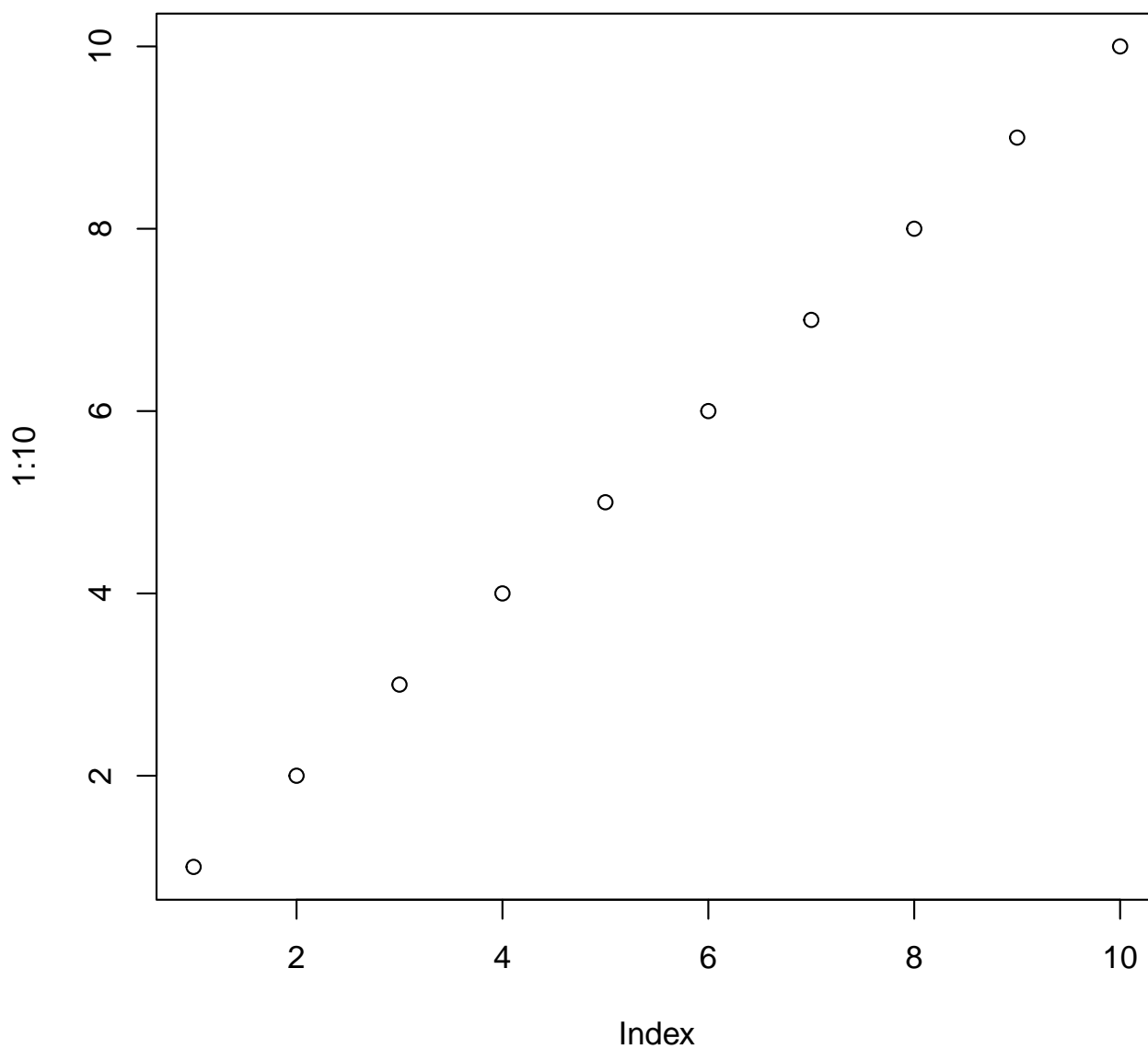
We can make a table the same way as a figure except that the label prefix is `apatb-`. Again, this is different from the usual quarto prefix `tbl-`, which will put the table table caption in the wrong place and with non-APA formatting.

To refer to this table in text, put the table's reference label in curly braces like so: As seen in Table 1, there is not much information.

What if you want the tables and figures to be at the end of the document? In the .pdf format, you can set the `floatsintext` option to false. For .html and .docx

Figure 2

This is the figure caption.



Note. This is a note below the figure.

Figure 3

This is an imported graphic.



Note. My note.

Table 1

Here is the table caption.

Numbers	Letters
1	A
2	B
3	C
4	D

Note. Here is the note below the table.

documents, there is not yet an automatic way to put tables and figures at the end. You can, of course, just put them all at the end, in order. The reference labels will work no matter where they are in the text.

Discussion

Describe results in non-statistical terms.

Limitations and Future Directions

Every study has limitations. Based on this study, some additional steps might include...

Conclusion

Let's sum this up.

References

McHugh, C., McGann, M., Igou, E. R., & Kinsella, E. L. (2022). Moral judgment as categorization (MJAC). *Perspectives on Psychological Science*, 17(1), 131–152.
<https://doi.org/10.1177/1745691621990636>

Appendix

If there are multiple appendices, label them with level 1 headings as Appendix A, Appendix B, and so forth.