



Psychology & Gender  
Research Symposium  
*Department of Psychology*  
10th Annual  
Fall 2022

**Co-sponsors**

**The Center for Gender Studies**

**Office of Undergraduate  
Research and Scholarship**

**Tuesday  
November 29th  
Heth 022 & 043  
4:30 - 7:00 pm**

# Psychology & Gender Research Symposium Fall 2022 Program

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 Center for Gender Studies presentations

## Poster Presentations 5:45-7:00 – Heth 043

- Grace A. Ankeney, Saleena Lynch, Kaylyn Wertz, Tiange Dai, Hannah Benz, & Kathleen Arnold

*Curiosity and prediction error during pre-testing vs. rereading*

Faculty Mentor: Kathleen Arnold

- Hannah Benz, Tiange Dai, Enriqueta Calderon, & Jenessa Steele 

*Differences in age bias and age estimation across cultures.*

Faculty Mentor: Jenessa Steele

- Caroline Carbaugh, Saleena Lynch, & Audra Mayhew 

*Pluralistic ignorance within abortion attitudes: The moderating role of conservatism*

Faculty Mentor: Jeff Aspelmeier

- Haley R. Cashwell & Abby M. Rutigliano  
*A Meta-analytic Review of Adult Attachment and Childhood Maltreatment*

Faculty Mentor: Jeff Aspelmeier & Ann Elliott

- Grace Chaffin, Hannah Benz, Tiange Dai, Kaylyn Wertz, Grace A. Ankeney, Saleena Lynch, & Kathleen Arnold  
*An investigation of the impact of curiosity on the testing effect.*

Faculty Mentor: Kathleen Arnold

- Shay Clements  
*A trip down memory lane: A Reminiscence Theory case study.*

Faculty Mentor: Thomas Pierce

- Tiange Dai  
*Pluralistic ignorance within academic self-efficacy and procrastination: Differences between high and low social desirability.*

Faculty Mentor: Jeffery Aspelmeier

- Summer Griffith, Melanie Kenney, & Kasey Sizemore  
*Pluralistic ignorance within mental health stigma moderated by religiosity.*

Faculty Mentor: Jeff Aspelmeier

- Cheyney Hite, Michelle Valencia, & Michelle Ousley   
*Does self-esteem moderate pluralistic ignorance within acceptance of dating infidelity?*

Faculty Mentor: Jeff Aspelmeier

-Cheyenne M. James 

*Empathy's influence on social support among pet owners experiencing pet bereavement in the framework of cognitive dissonance.*

Faculty Mentor: Kimberly Anderson

- Angel McCleese, Hannah Benz, Michaela Clark, & Jenessa Steele

*Montessori-based activities with other adults with dementia.*

Faculty Mentor: Jenessa Steele

- Ashley Nesmith, Britt Williams, Mason Starcher, Robin Walker, & Tiange Dai

*Pluralistic Ignorance on the Appalachian Trail.*

Faculty Mentor: Jeff Aspelmeier, Anja Whittington

- Robin Walker, Jackson Ludwig, & Jason Becker 

*Is pluralistic ignorance within abortion attitudes moderated by sexism?*

Faculty Mentor: Jeff Aspelmeier

- Kaylyn Wertz, Luke Reynolds, Brett Bowman, Hannah Benz, Jacklynn Jackson, Kathleen Arnold, & Thomas Pierce  
*Measuring brain states of curiosity through electroencephalography signals.*

Faculty Mentor: Thomas Pierce

- Elizabeth Whitehurst & Jordan Harman

*Reducing pluralistic ignorance within students' drinking attitudes.*

Faculty Mentor: Jeff Aspelmeier

- Kelsey N. Wilson, Rose V. Claar, & Lilly B. Demastus  
*Pluralistic ignorance in status disclosure of sexually  
transmitted infections following presentation of infection rate  
data.*

Faculty Mentor: Jeff Aspelmeier

# Abstracts

(Listed alphabetically by first author)

**Grace A. Ankeney, Saleena Lynch, Kaylyn Wertz, Tiange Dai, Hannah Benz, & Kathleen Arnold**

***Curiosity and prediction error during pre-testing vs. rereading***

Faculty Mentor: Kathleen Arnold

Poster Presentation

Curiosity is a motivational state that encourages information-seeking and has been associated with learning, such that information that is viewed as valuable is more likely to be remembered (e.g., Kang et al., 2009). Previous research has found that the gap between expected and received reward, known as information prediction error, drives the relationship between curiosity and learning (Marvin & Shohamy, 2016). In the context of curiosity, information prediction error is defined as the difference between levels of satisfaction with an answer and levels of initial curiosity before an answer is shown. The current study will investigate the relationships between curiosity, prediction error, and learning. Curiosity will be manipulated within-subjects by presenting participants with a series of both trivia questions and facts (Fastrich et al., 2018). Participants will be asked to generate answers to questions and read trivia facts as statements. They will also rate their initial state of curiosity and satisfaction with the answer or fact provided. After a two-day delay, participants will take a final recall test on the questions and facts. We hypothesize that the greater the curiosity one experiences, the more likely they are to retain information. More-positive prediction errors will also be associated with an increase in learning. The question condition is likely to result in greater prediction error, curiosity, and learning compared to the fact condition. When participants receive a question and attempt to answer it, they become aware of gaps in their knowledge, which serves to enhance curiosity and subsequent learning. The findings from this study can provide strategies that will augment learning in the classroom, such as stimulating curiosity and testing students with questions.

**Hannah Benz, Tiange Dai, Enriqueta Calderon, & Jenessa Steele** 

***Differences in age bias and age estimation across cultures.***

Faculty Mentor: Jenessa Steele

Poster Presentation

With older adults comprising a continuously growing proportion of the population in the USA and Germany (Population Reference Bureau, 2019; Staatliches Bundesamt, 2022), the prevalence of ageism is likely to increase (Nelson, 2016). Ageism refers to the systematic stereotyping and categorizing of people based on their chronological age (Bulter, 1975), and often includes attitudes and beliefs towards older people, as well as discriminatory practices and policies (Malta & Doyle, 2016; Nelson, 2016). Age biases could be a premise for ageism, and thus lead to ageist attitudes and beliefs. Previous research has demonstrated that biases account for differences in age estimations and contribute to the misperception of younger faces to appear older and older faces to appear younger (Clifford et al., 2019). The current study investigated the link between age estimations, age bias, and ageism in American and German individuals across various ages. In this 2x3x3 repeated-measures within-subjects design, participants across three

age groups (young, middle, old) estimated the ages of young, middle, and old adults presented in pictures. After 12 age estimations, participants completed the Fraboni Scale of Ageism (Fraboni et al., 1990). Results indicated that participants' overall age estimations were more accurate for images of young and middle than older adults. On average, age estimations from younger participants were less accurate than those from older participants. Still, participants of all ages displayed the trend of estimating images of younger adults as older and images of older adults as younger. In addition, younger participants reported significantly more ageism than older adults. Culture did not seem to influence ageism. Overall, females displayed less ageism than males, and participants with frequent interaction with older adults scored lowest on ageism measures.

**Caroline Carbaugh, Saleena Lynch, & Audra Mayhew** 

***Pluralistic ignorance within abortion attitudes: The moderating role of conservatism***

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

This study investigated pluralistic ignorance (PI) within the attitudes toward abortion (DV; assessed with a multi-item scale adapted from Hess & Rueb, 2005). Participants were 102 undergraduate Radford University students who were recruited to participate in an online study. Participants reported their own abortion attitudes and estimated the attitudes of the average student at Radford University (IV; between-subjects: the target attitude ratings, self-vs. others). The study evaluated the moderating effect of political ideology (MV; between-subjects: conservative vs. liberal) on PI within attitudes toward abortion. It was hypothesized that people who have more liberal views would report having more positive attitudes toward abortion than they expect their peers to hold. In the same fashion, it was expected that conservatives would also rate themselves as having more positive attitudes toward abortion than they expected their peers to hold. However, the self and peer attitude discrepancy were expected to be larger among liberals than among conservatives. It was found that political ideology moderated PI within abortion attitudes though the pattern was not what was predicted. Conservatives felt their peers supported abortion more than themselves. Liberals felt their peers supported abortion less than themselves. The difference between self and peer ratings was greatest among conservatives.

**Haley R. Cashwell & Abby M. Rutigliano**

***A Meta-analytic Review of Adult Attachment and Childhood Maltreatment***

Faculty Mentor: Jeff Aspelmeier & Ann Elliott

Poster Presentation

The present study takes a meta-analytic approach to assess the association between child maltreatment and adult attachment. Childhood maltreatment includes a broad range of abusive or neglectful childhood experiences. Adult attachment reflects variability in the quality of bonds within close adult relationships. The results of 26 studies were combined in order to estimate the overall association between adult attachment and childhood maltreatment. The strength of the association between childhood maltreatment and adult attachment varied across eleven different attachment variables, but the overall association represented a medium effect ( $r = .26$ ). Evaluation of individual attachment variables indicates that dimensions capturing overall security as well as the avoidance and anxiety dimensions capture the relationship between childhood maltreatment and adult attachment the best. The rather modest associations between

victimization and maltreatment suggests that there may be factors that moderate the relationship between maltreatment and adult attachment.

**Grace Chaffin, Hannah Benz, Tiange Dai, Kaylyn Wertz, Grace A. Ankeney, Saleena Lynch, & Kathleen Arnold**

***An investigation of the impact of curiosity on the testing effect.***

Faculty Mentor: Kathleen Arnold

Poster Presentation

The current study aims to investigate whether curiosity serves as a driving mechanism for retrieval practice and thus holds the potential to enhance the testing effect. The testing effect refers to the enhanced retention of to-be-learned information when using retrieval practice (retrieving information from memory) over restudying (Rowland, 2014). Providing learners with feedback strengthens encoding and thus additionally increases the testing effect (Bangert-Drowns et al., 1991). Previous research has provided different theories of why the testing effect benefits memory. Curiosity, which may act as a driver for the effect, has been shown to enhance learning (Kang et al., 2009). We predict that the testing effect induces curiosity and thus benefits the learner, such that the more curious an individual is, the stronger the testing effect will be, hence the more information they will recall during a later test. To investigate this theory, we designed a between-subjects model with two conditions: test with feedback versus restudy (re-reading). Participants will study low-association word pairs before being randomly assigned to one of the two conditions. In each condition, participants will provide curiosity ratings. After a two-day delay, participants will complete a final test assessing their learning outcomes. Results are expected to demonstrate a main effect of testing, such as participants in the testing condition will show higher test performance than those in the restudy condition. In addition, curiosity is expected to interact with the testing effect, such that participants with higher curiosity ratings will show increased benefits of the testing effect and higher test performance than those with lower curiosity ratings.

**Shay Clements**

***A trip down memory lane: A Reminiscence Theory case study.***

Faculty Mentor: Thomas Pierce

Poster Presentation

Reminiscence is the recollection of memories from one's past, but how does this change with age? Studies show that there are some points in life that elders tend to remember longer or more often. Past studies show that older adults mostly recall events from their teens and twenties (Rubin, Rahhal, and Poon, 1998). This finding is known to researchers as the "reminiscence bump." During these studies, there were many participants, but these studies typically collect life events from participants for 20-30 minutes. In this study, I focused on one individual and gathered data for four hours. The purpose of this study was to determine which time periods were recalled the most and if the result are the same as previous research. I interviewed a woman who was 72 years old. She provided photos of her family and friends, and I embedded each photo into a separate PowerPoint slide. I asked her who was in the photo, where they were, what they were doing, what her age was at the time, and to tell a story related to the photo or the

people in it and recorded her answers, attaching them to the corresponding photos. I found that she recalled more memories between her late middle-aged to late adulthood years.

**Tiange Dai**

***Pluralistic ignorance within academic self-efficacy and procrastination: Differences between high and low social desirability.***

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation

Pluralistic ignorance (PI) is a phenomenon that stands for people's incorrect estimation of the strength and/or direction of the majority's attitude (Miller & Prentice, 1994). The present study investigates PI within procrastination and academic self-efficacy (ASE), which is the belief about the ability to persevere through academic-related challenges (Honicke & Broadbent, 2016). It is hypothesized that the participants were going to significantly overestimate their peers' ASE and underestimate their procrastination. Social desirability level was also measured to see if it would moderate PI. A sample of 101 college students taking Introduction to Psychology reported their own ASE and procrastination, made estimates for their peers, and reported their own social desirability. Based on the results of data analyses, participants significantly underestimated their peers' ASE,  $p < .001$ ,  $\eta^2_p = .51$ , and overestimated their procrastination,  $p < .001$ ,  $\eta^2_p = .42$ . The results did not support our initial hypothesized direction of PI. However, the presence of PI was still documented. The current study found an interaction effect between social desirability and target ("Self" vs. "Others"),  $p = .007$ ,  $\eta^2_p = .07$ . High level of social desirability exacerbated the magnitude of PI by increasing the "Self" ratings. As a result, the discrepancy between the "Self" scores and "Other" scores (PI) also increased. Yet, by studying the group who reported low social desirability, the pattern of underestimating ASE and overestimating procrastination was still observed. Therefore, social desirability by itself was not sufficient to fully explain the presence of PI. The present study provided evidence for students' tendency to misestimate academic-related norms within their classrooms. Behavioral change consequences might be implied.

**Summer Griffith, Melanie Kenney, & Kasey Sizemore**

***Pluralistic ignorance within mental health stigma moderated by religiosity.***

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

The proposed study investigated Pluralistic Ignorance (PI) within attitudes about mental health by comparing participants' ratings of mental health stigma (DV; Assessing using a measure adapted from Gierk et al., 2018; and King et. al., 2007) made for oneself and for one's peers (IV; Within-Subjects: Target of rating- ratings for self-vs. ratings for others). The study also tested whether PI within attitudes about mental health services is moderated by self-reported religious views (MV; Religious Orientation Scale by Gorsuch & McPherson, 1989; between subjects, low religious orientation vs. high religious orientation). Participants were 101 undergraduate Radford University students. Overall, ratings for one's own stigma around mental health were expected to be lower than ratings participants made about other's stigma. Participants with weaker religious orientations were expected to report having significantly less stigma than they expected their peers to hold. Participants with stronger religious orientations were also expected to self-report significantly lower stigma than they expected their peers to hold. However, it was expected that participants with low religious orientation would display a higher amount of PI than participants

with higher religious orientation. Evidence was found for PI as participants overestimated their peers' mental health stigma. Further, PI within mental health stigma is moderated by religiosity. However, greater stigma was found among less religious participants. It is not clear what aspects of religiosity promote greater acceptance of the mentally ill. Future investigations could look at more specific facets or religiosity to answer this question.

**Cheyney Hite, Michelle Valencia, Michelle Ousley** 

***Does self-esteem moderate pluralistic ignorance within acceptance of dating infidelity?***

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

The proposed study investigates pluralistic ignorance within attitudes about accepting relationship infidelity by comparing participants' ratings of comfort with staying with a partner who has been disloyal (DV; Assessing using an author constructed self-report measure; Wilson et al., 2011) made for one's self and for one's peers (IV; Within-subjects: Target of rating-ratings for self vs. ratings for others). The study also tested whether pluralistic ignorance within attitudes about relationship infidelity is moderated by self-esteem (MV; assessing using the 10-item Rosenberg Self-esteem Scale, 1965). Participants were 112 undergraduate Radford University students. It was expected that students at Radford University with low self-esteem ratings would rate their own comfort with relationship infidelity lower than they expect their peers' comfort to be. Participants with high self-esteem were expected to rate their own comfort with relationship infidelity lower that they expect their peers' comfort to be. However, it was expected that students with high self-esteem would rate themselves as less comfortable with relationship infidelity than those with low self-esteem. The main effect of the target of rating (self vs other) was marginally significant. The hypothesis that Radford University students will rate themselves as less accepting of infidelity than they rate their peers was partially supported. The main effect for self-esteem and the interaction between target of rating and self-esteem were not significant. However, participants with high self-esteem rated themselves as less comfortable with accepting infidelity than people with low self-esteem. Exploratory analysis showed that people with high self-esteem overestimated their peers' comfort with infidelity.

**Cheyenne M. James** 

***Empathy's influence on social support among pet owners experiencing pet bereavement in the framework of cognitive dissonance.***

Faculty Mentor: Kimberly Anderson

Poster Presentation

Pet owners love their animals, and the bond they hold is a pivotal part of their lives. Animal owners are vulnerable to an increased risk of stigmatization and less social support when grieving due to the lack of empathy regarding pet loss. However, most individuals own a pet or enjoy animals' company, yet many pet owners lack social support or empathy when experiencing bereavement. In fact, men and older women are more prone to stigma surrounding pet loss. Cognitive dissonance has been applied to social psychology research regarding animal exploitation but can be applied to the lack of empathy expressed to pet owners. This study aims to test if cognitive dissonance explains the lack of empathy and social support for pet owners experiencing pet loss. The study seeks to expand the social psychology research to support pet owners through the bereavement of a companion animal. The study will collect data through an online survey questionnaire via Qualtrics. The study will use data collected using the MTurk

crowdsourcing platform. A moderation analysis will be used to examine the ability of empathy to moderate the strength of the relationship between social support and pet bereavement experiences and gender differences among pet owners.

**Angel McCleese, Hannah Benz, Michaela Clark, & Jenessa Steele**  
***Montessori-based activities with other adults with dementia.***

Faculty Mentor: Jenessa Steele

Poster Presentation

People with dementia experience difficulties in carrying out simple tasks of daily living independently (American Psychiatric Association, 2013). Montessori-inspired activities, which incorporate natural materials and structured, skill-building tasks that can be tailored to suit an individual's needs could thus provide adults with dementia to have significant engagement opportunities (Kuzis et al., 1999). Montessori activities allow for a high possibility of success, entail repetition, and provide feedback (Orsulic-Jeras et al., 2000). In order to investigate the benefits of Montessori-based tasks and their potential to enhance caretaker interactions further, a total of four Montessori categories have been created: Indoor home tasks, outdoor home tasks, self-care tasks, and caregiving tasks. These categories are based on everyday activities that can easily be incorporated into caretaker interactions. Steps were simplified and categorized to allow caretakers to be able to successfully complete subsequent steps and achieve the rewarding completion of a task. In addition, caretakers can choose from multiple activities based on their interests and ability, thus allowing for engagement in tasks that require the least amount of assistance while fostering independence and positive affect (Camp, 2010). Indoor home tasks include activities such as folding towels and container/lid matching. Outdoor tasks include flower arrangements, as well as lock and matching boards. Self-care tasks include making lemonade and scooping ice cream. Lastly, caregiving tasks include setting the table and dressing wooden figures for the appropriate season. Each activity allows for different stages of increased difficulty, with each task starting at an easy level. All of these activities will be implemented in a larger, activity-based study that will investigate caretaker interactions with older adults with moderate to severe dementia.

**Ashley Nesmith, Britt Williams, Mason Starcher, Robin Walker, & Tiange Dai**  
***Pluralistic Ignorance on the Appalachian Trail.***

Faculty Mentor: Jeff Aspelmeier, Anja Whittington

Poster Presentation

The present study investigates Pluralistic Ignorance (PI) within Appalachian Trail (AT) thru-hikers' attitudes about preparation, confidence, and concerns regarding their hike. PI is a process that involves a collective misestimation of group norms and has consequences for behavior. Participants consist of hikers on the AT who completed the Personality and Attitudes of Appalachian Trail Hikers (PAATH) survey between April and June of 2022. Of the 275 participants, 194 were thru-hikers (hiking from Georgia to Maine) and 32 were section hikers. As part of a larger study, hikers answered 10 questions about their own preparation, confidence, and worries regarding the hike and then estimated the "average thru-hikers'" attitudes. It was expected that hikers just beginning their trip would overestimate how confident and prepared other hikers felt, and underestimate how worried other hikers were, which represents of pattern of PI. It was also expected that PI would decrease as their time on the trail increased. Contrary to the hypotheses, hikers reported having higher levels of preparedness and confidence and fewer

worries than their peers on the trail. For some attitudes (i.e., preparation for physical challenges and worries about the elements), the level of PI was moderated by time on the trail.

**Robin Walker, Jackson Ludwig, & Jason Becker** 

*Is pluralistic ignorance within abortion attitudes moderated my sexism?*

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

The present study investigates pluralistic ignorance within attitudes about abortions through the comparison of participants' ratings of comfort with women receiving abortions (DV; assessed using a self-report measure adapted from Hess & Rueb, 2005), via rating themselves and their peers (IV; Within-Subjects: target of rating; ratings for self-compared to ratings for others). This study also tests whether pluralistic ignorance within attitudes about abortion is moderated by sexism (MV; Quasi-Experimental Between subjects' low sexism vs. high sexism; Glick & Fisk, 1996). 85 undergraduate Radford University students were recruited for the present study. For those who exhibit low sexism, it was expected that self-ratings of comfort with abortion would be higher than ratings made for peers, reflecting pluralistic ignorance. For participants who report high sexism ratings, it was expected that self-ratings of comfort with abortion would be higher than ratings made for peers. However, participants exhibiting low sexism are expected to demonstrate greater pluralistic ignorance as their attitudes differ further from the expected false norm. Overall, partial support was found for almost all proposed hypotheses. Pluralistic ignorance was present within both the high and low sexism groups, and sexism did moderate pluralistic ignorance. Consistent with hypotheses, the low sexism group's self-ratings indicate a higher level of support for abortions compared to their peer ratings. Contrary to hypotheses, the high sexism group's self-ratings indicate less support for abortion compared to their peer ratings.

**Kaylyn Wertz, Luke Reynolds, Brett Bowman, Hannah Benz, Jacklynn Jackson, Kathleen Arnold, & Thomas Pierce**

*Measuring brain states of curiosity through electroencephalography signals.*

Faculty Mentor: Thomas Pierce

Poster Presentation

Epistemic curiosity, or a desire for obtaining knowledge, has been consistently associated with learning, such that information that is viewed as valuable is more likely to be remembered (e.g., Kang et al., 2009, Gruber et al., 2014). Furthermore, the gap between expected and received reward, otherwise known as information prediction error, has been found to drive the relationship between curiosity and learning (Marvin & Shohamy, 2016). Prior studies have typically measured curiosity using self-report. However, physiological indices such as EEG activity could potentially act as a more reliable method and a complement to self-report. The present study aims to determine whether an objective measure of a state of curiosity can be obtained through the use of EEG methods and, additionally, provide further support for the relationship between curiosity and learning. This poster presents preliminary data from a 2-person sample. Participants were presented with curiosity-inducing trivia questions (Fastrich et al., 2018) and provided ratings of curiosity, confidence, and prior knowledge. The answer to each question was shown, and participants rated their levels of satisfaction with the answer and accuracy on prior knowledge. EEG data were continuously recorded throughout the entirety of the task. Participants then completed a recall test on the questions they had previously seen. Metrics such as frontal brain asymmetry, relative percentages of activity in each frequency band,

and the average theta/beta ratio were examined using spectral analysis. Future analyses will measure aspects of learning and include a larger sample size (expected  $N = 20$ ).

**Elizabeth Whitehurst & Jordan Harman**

***Reducing pluralistic ignorance within students' drinking attitudes.***

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

The present study investigates pluralistic ignorance within attitudes about college drinking by comparing participants' ratings of comfort with student drinking practices (DV; assessed using an author constructed scale adapted from Prentice & Miller, 1993), made for oneself and one's peers (IV; Within-Subjects: Target of rating – ratings for self vs. ratings for others). Participants were 93 undergraduate Radford University students. The study also tested whether pluralistic ignorance within attitudes about college drinking was moderated by an educational intervention that informed participants about pluralistic ignorance in college drinking attitudes (MV; Between-Subjects: Experimental Condition – PI and drinking intervention condition vs. Control condition). For the control condition, it was expected that self-ratings would be significantly lower than ratings made for peers. In the educational intervention condition on college drinking, it was expected that self-ratings of comfort with college drinking would be equal to ratings of students' comfort level with college drinking, which reflects a reduction in pluralistic ignorance compared to the control condition. The results revealed Participants demonstrated pluralistic ignorance in their drinking attitudes and overestimated their peers' comfort with risky drinking behavior. However, the intervention has no impact on participants attitudes or their ratings of their peers' attitudes.

**Kelsey N. Wilson, Rose V. Claar, & Lilly B. Demastus**

***Pluralistic ignorance in status disclosure of sexually transmitted infections following presentation of infection rate data.***

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

The present study investigated pluralistic ignorance within attitudes about sexually transmitted infection (STI) status disclosure by comparing participants' ratings of comfort with disclosure rates made for oneself and for one's peers. The present study also tested whether pluralistic ignorance within attitudes about STIs can be reduced with an intervention reviewing statistical data on STI rates and sexual risk behaviors presented to participants in the experimental condition. A control group reviewed data about health status and frequency of doctor visits. A manipulation check consisting of a brief attention quiz featuring data previously presented was included to ensure participants reviewed the data carefully. Participants were 108 undergraduate Radford University students. Participants in the control condition were expected to have more positive attitudes about disclosing STIs than they thought their peers held, thus demonstrating great pluralistic ignorance. Participants in the experimental condition were expected to show a smaller difference between self and other ratings, therefore less pluralistic ignorance. Ratings of peers' attitudes about STI disclosure in the experimental group were expected to be more positive than those in the control group. Participants reported higher comfort with STI status disclosure than they expected their peers to have, which indicates a pattern of pluralistic ignorance. However, the main effect for condition (control vs. experimental) was not significant. There was no difference between the conditions for attitudes about STIs. The interaction between

target and condition was not significant, meaning that the intervention condition had no effect on pluralistic ignorance about STI status disclosure.