Emotion regulation as a moderator on the association between acculturative stress and risk factors of suicide ideation in a sample of international students

PRESENTED
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BACKGROUND:
• The number of international students in the United States has increased by 63% (671,616 (2008/09) to 1,095,299 (2018/19)) during the last decade (Institute of International Education, 2019)
• Previous studies suggest that international students (vs. US Domestic Students) are more likely to endorse suicide ideation (12% vs 6%; Michell et al, 2007)
• Acculturative stress may be particularly pronounced in international students who came from culturally distant countries compared to the United States, such as China, Korea, and Japan (Young, 2017)
• The relationship between emotion regulation and mental health outcomes has been well established (De France & Evans, 2020)

AIMS
• Examine the interaction effect of between acculturative stress and emotion regulation on proximal indicators of suicide ideation, burdensomeness and belongingness.

METHODS
• Online survey
• 20 Asian International students in the North America
• Interpersonal Needs Questionnaire (INQ); Difficulty in emotion regulation (DERS); Acculturative stress scale for international students (ASSIS)
• Linear regression

RESULTS
• Significant main effects of ASSIS on burdensomeness and belongingness
• Significant main effects of DERS on burdensomeness and belongingness
• Significant interaction between ASSIS and DERS on burdensomeness, but non-significant interaction on belongingness

DISCUSSION
• Interventions that target suicide ideation in international students could consider improving their emotion regulation skills.
• More participants and a longitudinal design are needed to investigate the potential casual relationship between acculturative stress and suicide ideation.