

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

PRESENTER:

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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 suggests 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

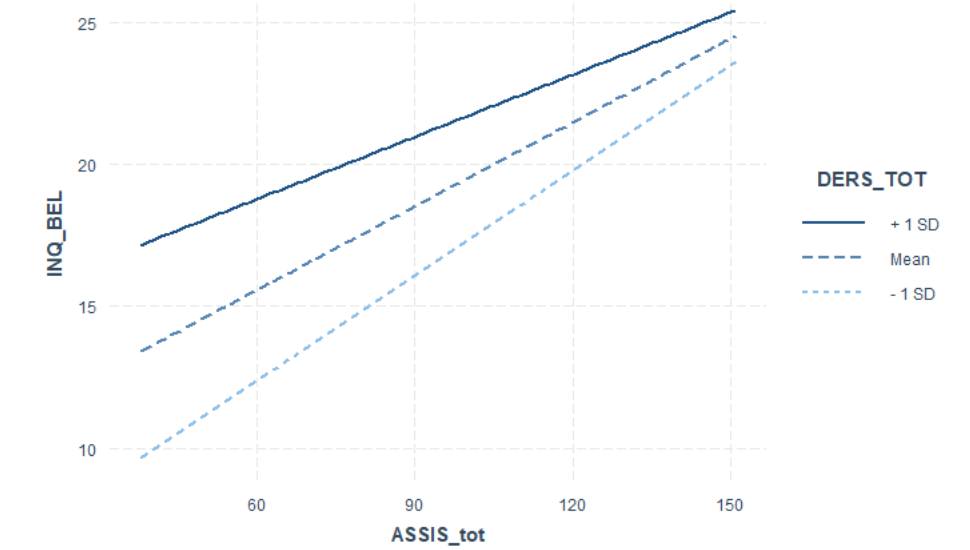
- Significant main effects of ASSIS on burdensomeness and belongingness
- Significant main effects of DERS on burdensomeness and belongingness
- Significant interaction between ASSIS and DERS on burdensomeness, but non-significant interaction on belongingness

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.

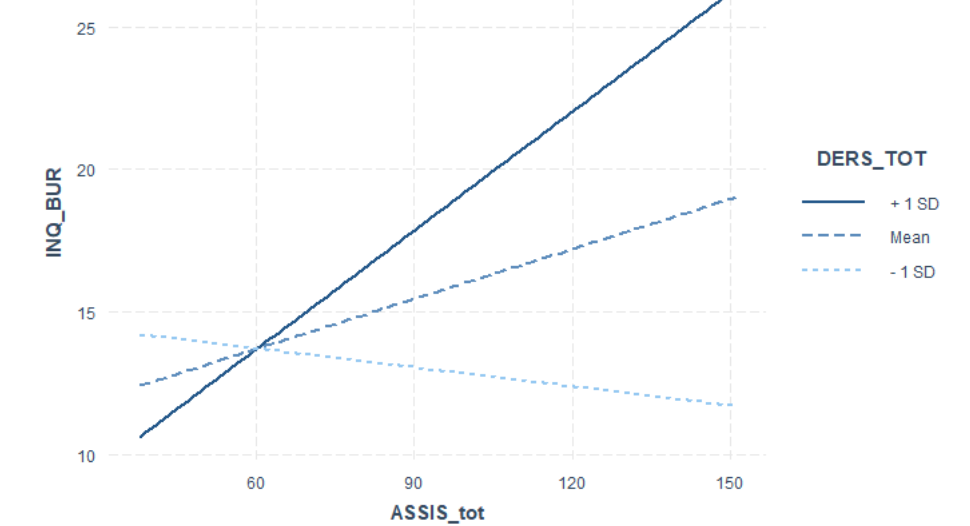
Emotion regulation moderated the effect of acculturative stress on perceived burdensomeness

Belongingness Model



Note: INQ_BEL = Thwarted belongingness; ASSIS_tot = Acculturative stress; DERS = Difficulty with emotion regulation

Burdensomeness Model



Note: INQ_BUR = Perceived Burdensomeness; ASSIS_tot = Acculturative stress; DERS = Difficulty with emotion regulation

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