

Items 1 through 19 contributed to a possible total score that ranged from 0 to 38. Items 20 and 21 referred to past suicide attempts and were optional. The BSSs reliability and validity have been well supported (see Beck & Steer, 1993; see also Beck, Steer, & Ranieri, 1988). In the current study,  $\alpha = .91$ ;  $n = 431$ .

**Beck Depression Inventory (BDI).** Levels of depressive symptoms were assessed by the BDI, a 21-item self-report inventory. Each item was rated on a scale ranging from 0 to 3. Thus, possible inventory scores ranged from 0 to 63 in which higher scores represented increased severity. Although the BDI is not indicative of the full clinical syndrome of depression, it is a reliable and well-validated measure of depressive symptomatology (see Beck, Steer, & Garbin, 1988 for a review; see also Kendall, Hollon, Beck, Hammen, & Ingram, 1987). In the current study,  $\alpha = .84$ ;  $n = 432$ .

### Procedure

The present study was granted full institutional review board approval. Participants were solicited from undergraduate and graduate courses in two southeastern university psychology departments. Each participant was informed that she or he would be administered a questionnaire packet that included questions about their behavior, views, and feelings with regard to depression, cultural identity, and suicidal thoughts. Each participant was also given a consent form that stated that consent for participation in the study was assumed upon completion of the anonymous questionnaire packet. The primary investigator, a licensed clinical psychologist and suicidologist, was immediately available in the event that any study participant was at risk for imminent danger. Students were informed that participation in the study could cease at any time and referral to the university counseling center or psychology clinic for free services would be available if needed. None of the participants discontinued participation, requested a referral for psychological services, or demonstrated imminent risk for danger. Approximately 25 minutes were required to complete the questionnaires.

## Results

Means, standard deviations, and intercorrelations for all measures are presented for African American and European American college students in Table 1. All values were within expected limits. As Table 1 shows, self-reported depressive symptoms were similarly correlated with suicidal ideation for both African American ( $r = .54, p < .01$ ) and European American ( $r = .54, p < .01$ ) college students such that the more depressive symptomatology that was reported, the more suicidal thoughts reported. As expected, both acculturative stress and ethnic identity were associated with suicidal thoughts for African American college students such that higher acculturative stress ( $r = .29, p < .01$ ) and lower ethnic identity ( $r = -.23, p < .01$ ) correlated with increased suicidal thoughts. Acculturative stress was also associated with suicidal thoughts in European American college students ( $r = .19, p < .05$ ). This is consistent with Perez, Voelz, Pettit, and Joiner's (2002) findings and may reflect culture-related stress as a function of being immersed in a novel setting (i.e., college setting).

**Table 1**

*Summary of Intercorrelations, Means and Standard Deviations for Scores on the BSS, BDI, MEIM, and SAFE as a Function of Race*

Measure	1	2	3	4	M	SD
1. BSS	—	.54*	.29*	-.23*	1.31	4.32
2. BDI	.54*	—	.34*	-.14*	8.33	7.76
3. SAFE	.19*	.30*	—	-.074	47.18	13.24
4. MEIM	-.09	-.11	-.08	—	47.19	6.26
M	1.50	9.13	39.07	37.78		
SD	3.84	7.25	13.17	7.29		

Note. Intercorrelations for African American participants ( $n = 296$ ) are presented above the diagonal, and intercorrelations for European American participants ( $n = 163$ ) are presented below the diagonal. Means and standard deviations for African American students are in the vertical columns, and means and standard deviations for European Americans are in the horizontal rows. For all scales, higher scores are indicative of more-extreme responding in the direction of the construct assessed. BSS = Beck Suicide Scale; BDI = Beck Depression Inventory; SAFE = Societal Attitudinal Familial Environmental Acculturative Stress; MEIM = Multi-group Ethnic Identity Measure.

\* $p < .01$ .

### Hierarchical Multiple Regression

Hierarchical multiple regression was used to identify the presence and nature of moderating effects (Aiken & West, 1991; Cohen & Cohen, 1983). As recommended, scale scores were centered to reduce multicollinearity between the main effect and interaction terms (Cohen & Cohen, 1983). Further, West, Aiken, and Krull (1996) noted that centering continuous variables ensures the interpretation of effects would occur at a meaningful value (i.e., the mean, which has a value of 0 with centered variables).

### Acculturative Stress as a Moderator for Depressive Symptoms and Suicide Ideation in African Americans

To test a main hypothesis that acculturative stress moderates the relationship between depressive symptoms and suicide ideation for African Americans, a hierarchical regression equation was constructed with BSS scores as the dependent variable and BDI scores as the predictor variable. SAFE scores were added in the second step. In the third step, the interaction of BDI and SAFE scores was entered into the regression equation as a predictor. A significant overall effect was found for the regression equation ( $r = .61$ ;  $F(3, 295) = 57.50, p < .001$ ). Thus, together, depressive symptoms, acculturative stress, and the depressive symptoms x acculturative stress interaction accounted for 37.2% of the variance in predicting suicide ideation. The main effects for depressive symptoms and acculturative stress were significant in predicting BSS scores (see Table 2). The depressive symptoms x acculturative stress interaction was also significant (*partial correlation* = .30,  $t(294) = 5.45, p < .001$ ).

Holmbeck (1997) suggested evaluating high and low scores of the moderator variable to interpret the interaction. Accordingly, we examined the relation between BDI scores and BSS scores among two subgroups of participants: those who reported low and those who reported high levels of acculturative stress (i.e., those who scored one standard deviation above the SAFE mean, and those

**Table 5.6.** Sample Table of Correlations in Which the Values for Two Samples Are Presented

Table X

*Summary of Intercorrelations, Means, and Standard Deviations for Scores on the BSS, BDI, SAFE, and MEIM as a Function of Race*

Measure	1	2	3	4	M	SD
1. BSS	—	.54*	.29*	-.23*	1.31	4.32
2. BDI	.54*	—	.34*	-.14*	8.33	7.76
3. SAFE	.19*	.30*	—	-.074	47.18	13.24
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M	1.50	9.13	39.07	37.78		
SD	3.84	7.25	13.17	7.29		

*Note.* Intercorrelations for African American participants ( $n = 296$ ) are presented above the diagonal, and intercorrelations for European American participants ( $n = 163$ ) are presented below the diagonal. Means and standard deviations for African American students are presented in the vertical columns, and means and standard deviations for European Americans are presented in the horizontal rows. For all scales, higher scores are indicative of more extreme responding in the direction of the construct assessed. BSS = Beck Suicide Scale; BDI = Beck Depression Inventory; SAFE = Societal, Attitudinal, Familial, and Environmental Acculturative Stress Scale; MEIM = Multigroup Ethnic Identity Measure. Adapted from "An Empirical Investigation of Acculturative Stress and Ethnic Identity as Moderators for Depression and Suicidal Ideation in College Students," by R. L. Walker, L. R. Wingate, E. M. Obasi, and T. E. Joiner, 2008, *Cultural Diversity and Ethnic Minority Psychology*, 14, p. 78. Copyright 2008 by the American Psychological Association.

\* $p < .01$ .

A few tables may require *table spanners* in the body of the table. These table spanners cover the entire width of the body of the table, allowing for further divisions within the table (see Tables 5.1 and 5.15). Also, table spanners can be used to combine two tables provided they have identical column heads.

Any item within a column should be syntactically as well as conceptually comparable with the other items in that column, and all items should be described by the column head:

*Nonparallel:*

Condition
Functional psychotic
Drinks to excess
Character disorder

*Parallel:*

Condition
Functional psychosis
Alcoholism
Character disorder

Stub heads, column heads, and column spanners should be singular unless they refer to groups (e.g., *Children*), but table spanners may be plural. Capitalize only the first letter of the first word of all headings (column heads, column spanners, stub