Identity Formation and Depression in Undocumented Latino Youth

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Genesis of Study and Importance

I have lived in San Francisco since I was young...

...I am illegal...

I am not wanted here

I don’t belong anywhere

This summer I plan to jump off the Golden Gate
## TABLE 20. Percentage of high school students who felt sad or hopeless,*,† by sex, race/ethnicity, and grade --- United States, Youth Risk Behavior Survey, 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>CI(%)</td>
<td>CI</td>
<td>CI(%)</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.1</td>
<td>17.2</td>
<td>23.7</td>
</tr>
<tr>
<td></td>
<td>29.3--33.0</td>
<td>15.3--19.3</td>
<td>22.1--25.3</td>
</tr>
<tr>
<td>Black†</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>37.5</td>
<td>17.9</td>
<td>27.7</td>
</tr>
<tr>
<td></td>
<td>33.6--41.6</td>
<td>14.8--21.6</td>
<td>25.1--30.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>39.7</td>
<td>23.6</td>
<td>31.6</td>
</tr>
<tr>
<td></td>
<td>37.4--41.9</td>
<td>20.9--26.6</td>
<td>29.8--33.4</td>
</tr>
</tbody>
</table>
TABLE 22. Percentage of high school students who seriously considered attempting suicide* and who made a plan about how they would attempt suicide,* by sex, race/ethnicity, and grade --- United States, Youth Risk Behavior Survey, 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Seriously considered attempting suicide</th>
<th>Made a suicide plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White$</td>
<td>16.1</td>
<td>10.5</td>
</tr>
<tr>
<td></td>
<td>CI: 14.8--17.5</td>
<td>CI: 9.1--12.1</td>
</tr>
<tr>
<td>Black$</td>
<td>18.1</td>
<td>7.8</td>
</tr>
<tr>
<td></td>
<td>CI: 15.8--20.5</td>
<td>CI: 6.1--9.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20.2</td>
<td>10.7</td>
</tr>
<tr>
<td></td>
<td>CI: 18.3--22.3</td>
<td>CI: 8.6--13.3</td>
</tr>
</tbody>
</table>
TABLE 24. Percentage of high school students who attempted suicide*+ and whose suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse,* by sex, race/ethnicity, and grade --- United States, Youth Risk Behavior Survey, 2009

<table>
<thead>
<tr>
<th></th>
<th>Attempted suicide</th>
<th></th>
<th>Suicide attempt treated by a doctor or nurse</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Category</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>%</td>
<td>CI</td>
<td>%</td>
<td>CI</td>
</tr>
<tr>
<td>White</td>
<td>6.5</td>
<td>5.5--7.5</td>
<td>3.8</td>
<td>3.1--4.7</td>
</tr>
<tr>
<td>Black</td>
<td>10.4</td>
<td>8.5--12.7</td>
<td>5.4</td>
<td>3.8--7.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.1</td>
<td>9.4--13.0</td>
<td>5.1</td>
<td>3.8--7.0</td>
</tr>
</tbody>
</table>

*Based on self-report of suicide attempts.
+Attempted suicide where the student deliberately tried to cause serious self-harm (≥1 attempt).

CI: Confidence Interval.
Research Question & Hypothesis

Discrimination & Barriers + Weakened Social Identity + Acculturative Stress = Depression
Conceptual Frameworks

- Psychosocial Stages & Emerging Adulthood
  - 18-25 years of age
- Learning to Be Illegal
  - Aging out of high school
- Cultural Discrepancy
  - Parent-child cultural conflict
- Inverse Application of Social Identity Theory
Participant Characteristics & Methods

- Cross-Sectional Study
  - Ranged from HS junior to college junior
- Personal Interview
- Patient Health Questionnaire-9
- Acculturation Rating Scale for Mexican Americans-II (ARSMA-II)
Results

• Trends in interviews
  • Age of entry under eight
  • Short familial separation if any
    • Similar migration trends
  • Blended family status
  • Developmental barriers
  • Negative feelings regarding status
  • Learning to be “illegal”
Results Continued...

- **PHQ-9**
  - Depression in unstable identity, parent relationships, poor educational support systems
  - Positive parent interactions, good support systems in extended networks

- **ARSMA-II**
  - Dual Identities
  - Slightly Anglo
Limitations

- Small, non-randomized participant sample
  - Homogenous group
  - Lack of time
- Not all permutations represented
  - i.e. high school drop-outs, high school graduates but not attending college
References


References continued…

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