



Interactive Effects of Social Support and Self-Complexity on Depressive Symptoms in Adolescent Girls

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INTRODUCTION

Adolescence is marked by changes in interpersonal relationships and development of self-complexity (Brown & Larson, 2009; Connolly & Konarski, 1994)

Limited research on how variation in self-complexity development interacts with perceptions of social support to predict depressive symptoms during adolescence.

HYPOTHESES

1. Decreasing perceived family and friend support predicts increased depressive symptoms
2. Decrease in total self-complexity predicts increased depressive symptoms
3. Social support will interact with self-complexity to predict depressive symptoms, with larger effect for decreasing family support

METHODS

PARTICIPANTS

174 adolescent girls, 10 – 13 years old, community sample

MEASURES

- Waves 1 and 2

- Family and friend perceived social support
- Total, negative and positive self-complexity
- Depressive symptoms (controlled for at wave 1)

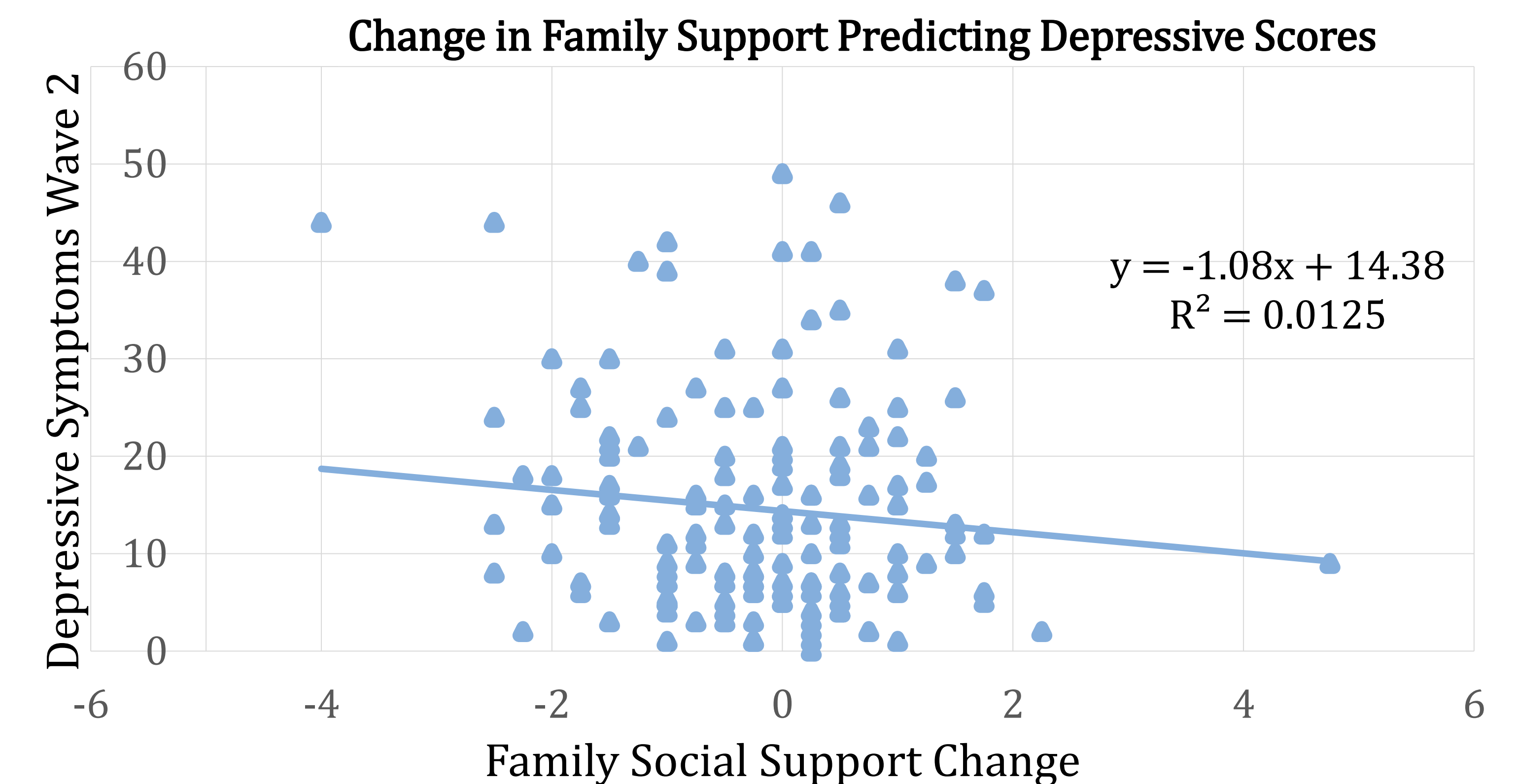
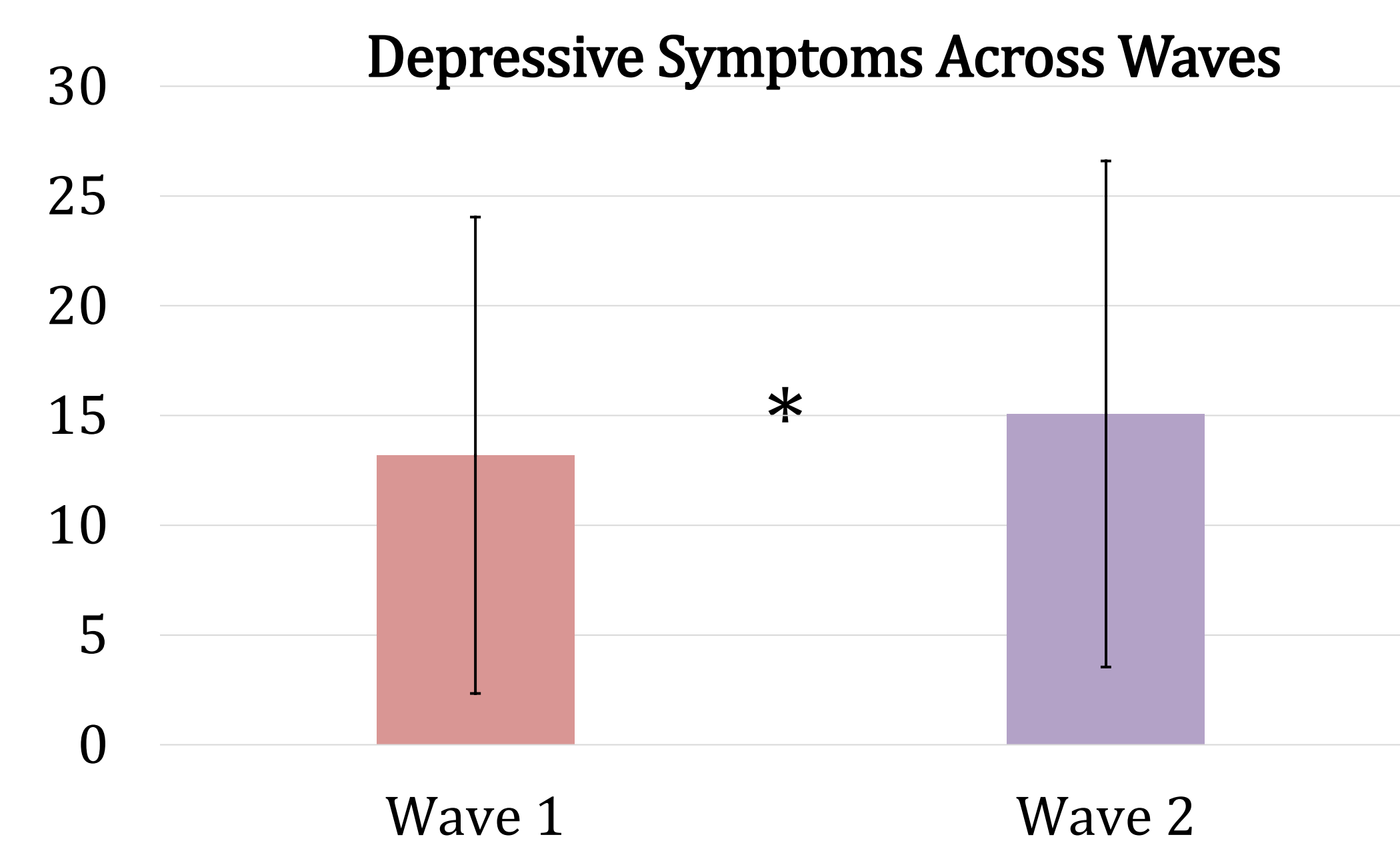
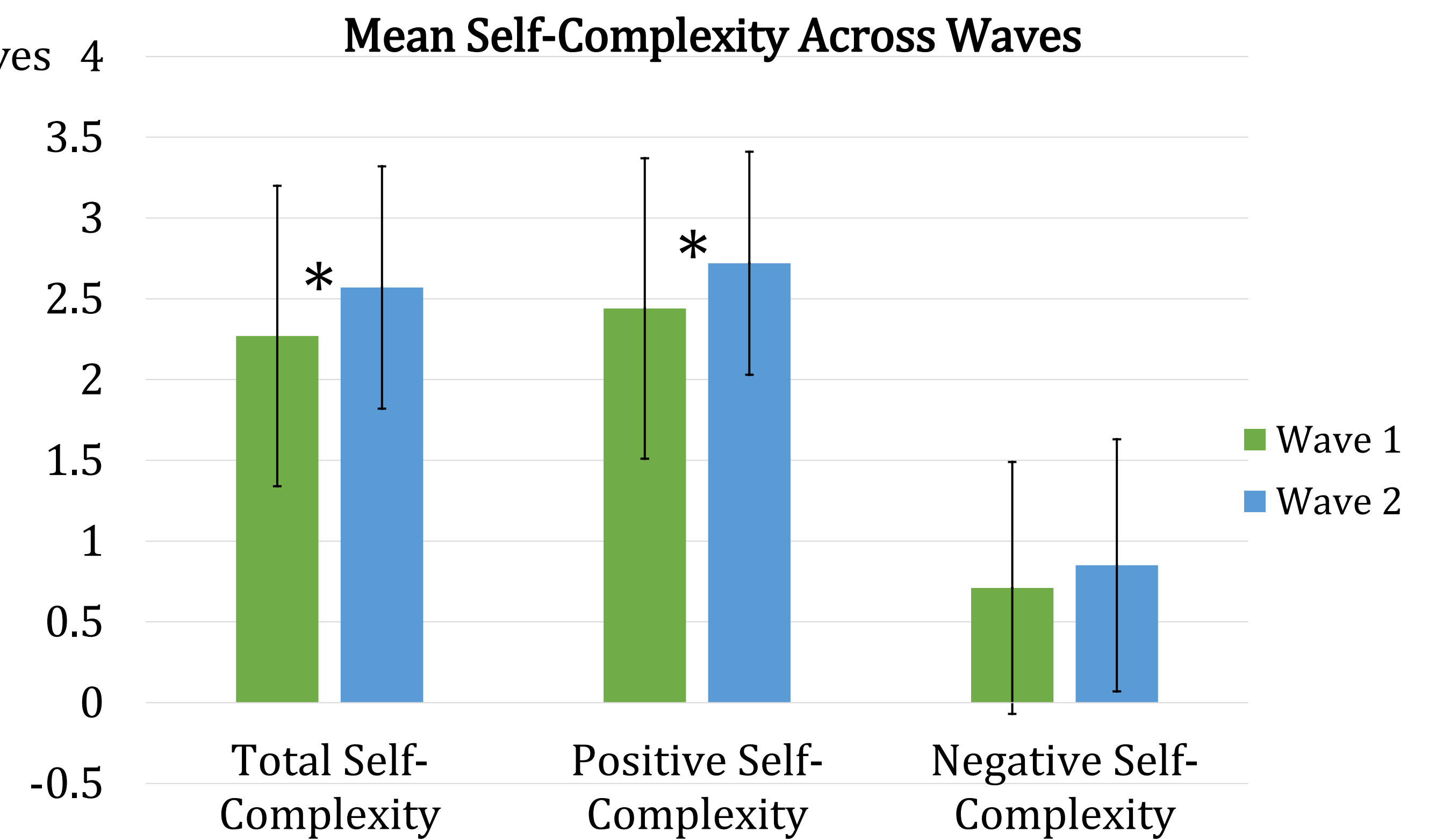
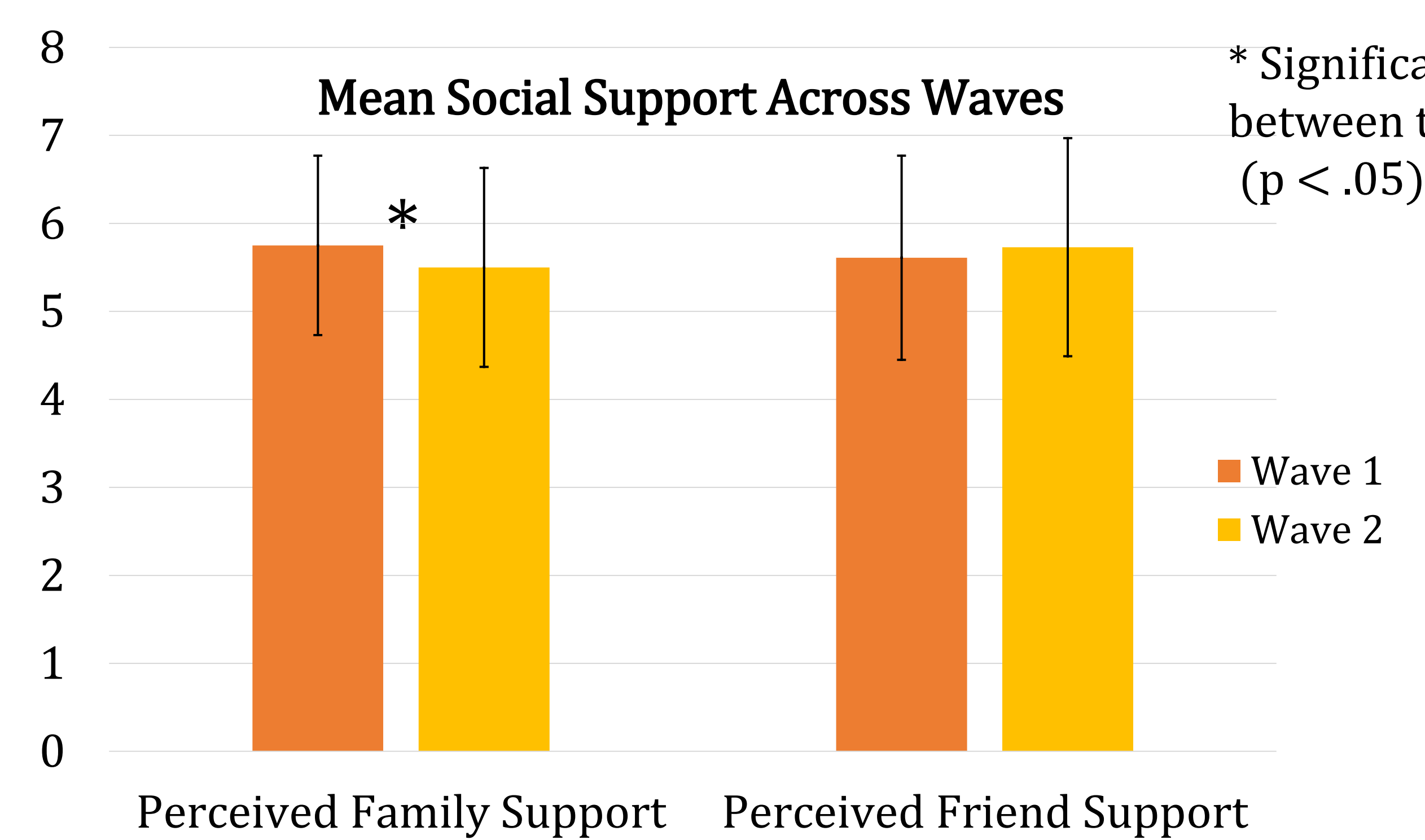
- Wave 1

- Age
- Pubertal Development
- Race/Ethnicity (Covariate)
 - 66.1% Non-Hispanic White, 11.5% Hispanic, 1.7% Other and 20.7% Multiracial
- Socioeconomic Status (Covariate)
 - Education level ranging from Public School to Post-Graduate Degree

ANALYSIS

- Univariate general linear model (GLM) for main effects and interactions looking at total self complexity
- Univariate GLM's accounting for differential effects of positive and negative self complexity
- Associations accounting for race/ethnicity and SES

RESULTS



No relationship between changes in friend support and self-complexity in predicting depressive scores

Race/Ethnicity and SES did not impact these relationships outside of family support significantly predicting depressive symptoms, controlling for changes in negative self-complexity

Decreasing perceived family support predicts increased depressive symptoms except when controlling for changes in negative self-complexity

DISCUSSION

- Age encompasses transition into adolescence and longitudinal design allows us to account for within-person changes into adolescence
- Generalizability may be limited. Future research should examine boys and underrepresented minority groups
- Provide insight into how these changes during adolescence impacts mental health outcomes and its progression into adulthood