

Defeat, Entrapment, Loneliness, Emotional Suppression, and Perfectionism as Predictors of Suicidal Ideation among Undergraduate Students in Nsukka, Enugu State, Nigeria

By

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Abstract

This study examined defeat, entrapment, loneliness, emotional suppression, and perfectionism as predictors of suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria. The study adopted a descriptive survey research design. A total of 324 undergraduate students were selected using a multistage sampling technique from two tertiary institutions in Nsukka. Standardized instruments including the Defeat Scale, Entrapment Scale, UCLA Loneliness Scale, Emotion Regulation Questionnaire, Multidimensional Perfectionism Scale, and Beck Scale for Suicide Ideation were used for data collection. Data were analysed using Pearson Product Moment Correlation and multiple regression analysis at 0.05 level of significance. The results revealed significant positive relationships between defeat ($r = 0.72$), entrapment ($r = 0.76$), loneliness ($r = 0.64$), emotional suppression ($r = 0.57$), perfectionism ($r = 0.51$), and suicidal ideation among undergraduate students. The variables jointly accounted for 69% of the variance in suicidal ideation ($R^2 = 0.69$), indicating a strong combined predictive effect. Entrapment emerged as the strongest relative predictor ($\beta = 0.41$), followed by defeat ($\beta = 0.34$), loneliness ($\beta = 0.28$), emotional suppression ($\beta = 0.21$), and perfectionism ($\beta = 0.17$). The study concluded that suicidal ideation among undergraduates is significantly influenced by multiple psychological risk factors. It was recommended that universities strengthen counselling services, emotional regulation training, and anti-perfectionism interventions to reduce suicidal ideation among students.

Keywords: Defeat, Entrapment, Loneliness, Emotional Suppression, Perfectionism, Suicidal Ideation

Introduction

Suicidal ideation represents one of the most serious mental health concerns among undergraduate students globally and has become increasingly prevalent within Nigerian universities. University life presents numerous developmental, academic, social, and financial challenges that may overwhelm students' coping capacities and contribute to suicidal thoughts. Studies have shown that psychological distress, hopelessness, social isolation, and adverse life experiences significantly increase vulnerability to suicidal ideation among young adults. Within the Nigerian context, Omopo (2023) identified several psychological precipitators of suicidal ideation among university students, highlighting the importance of cognitive and emotional factors in the development of suicidal thoughts. Similarly, Ibrahim et al. (2024) found that adverse family experiences, particularly parental substance abuse and criminal behaviour, negatively affect young people's educational and behavioural outcomes, potentially creating long-term psychological vulnerabilities. Research by Offor and Omopo (2024) further demonstrated that trauma-related symptoms often manifest through subtle emotional and behavioural indicators, suggesting that unresolved psychological distress may contribute to suicidal thinking among vulnerable individuals.

Among the most prominent contemporary explanations of suicidal ideation are the constructs of defeat and entrapment. According to the Integrated Motivational–Volitional (IMV) Model of Suicide, individuals who experience persistent feelings of defeat may develop a sense of entrapment when they perceive no escape from their adverse circumstances. Empirical evidence supports this proposition. Taylor et al. (2010) found that defeat and entrapment significantly mediated the relationship between negative self-appraisals and suicidality among university students, while Taylor et al. (2011) reported that these constructs predicted future suicidal ideation over time. Siddaway et al. (2015) further established that perceptions of defeat and entrapment are strongly associated with suicidality across clinical and non-clinical populations. O'Connor and Kirtley (2018) identified defeat and entrapment as central motivational pathways to suicidal ideation within the IMV framework. Within Nigeria, experiences of social marginalisation, injustice, and psychosocial adversity have similarly been associated with

maladaptive psychological outcomes (Omopo, 2024), while Offor et al. (2025) demonstrated that psychological and socio-economic stressors significantly influence maladaptive behavioural outcomes among correctional populations.

Loneliness has also emerged as a significant predictor of suicidal ideation among young adults. The transition to university often requires students to leave familiar social networks and adapt to new academic and interpersonal environments, increasing susceptibility to loneliness and social disconnection. According to Joiner's (2005) Interpersonal Theory of Suicide, thwarted belongingness constitutes a major antecedent of suicidal desire. Empirical support for this position was provided by McClelland et al. (2020), whose meta-analysis demonstrated that loneliness significantly predicts suicidal ideation and suicidal behaviour across populations. Emotional difficulties associated with social disconnection may be compounded by poor emotional regulation strategies such as emotional suppression. Individuals who habitually suppress negative emotions often experience increased psychological distress because they fail to process emotional experiences effectively. Evidence from trauma-focused research suggests that unresolved emotional experiences and suppressed distress are associated with poorer psychological functioning (Offor & Omopo, 2024). Likewise, Omopo (2023) and Omopo (2024) observed that psychosocial difficulties and social marginalisation contribute substantially to adverse mental health outcomes among Nigerian populations.

Another psychological vulnerability increasingly linked to suicidal ideation is perfectionism. Perfectionistic individuals typically set unrealistically high personal standards and experience intense self-criticism when such standards are not attained. Hamilton and Schweitzer (2000) found that perfectionism significantly predicted suicidal ideation among university students, while O'Connor (2007) reported that socially prescribed perfectionism contributes to suicidal thinking through feelings of failure, hopelessness, and self-devaluation. More recent evidence suggests that perfectionism increases susceptibility to defeat and entrapment, thereby strengthening pathways to suicidal ideation. Psychological intervention studies further indicate that modifying maladaptive cognitions and emotional responses can significantly improve wellbeing. For example, Asiyanbi et al. (2025) demonstrated the effectiveness of reality therapy in addressing maladaptive behavioural patterns, while Omopo and Odedokun (2024) reported that solution-focused therapeutic interventions significantly reduced dependency-related

behaviours among correctional populations. Similarly, Offor and Omopo (2025) found that cognitive behavioural therapy and stress inoculation training effectively improved psychological adjustment among individuals with childhood trauma histories.

Despite growing international evidence linking defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation, relatively few Nigerian studies have examined these variables simultaneously among undergraduate populations. Existing local studies have predominantly focused on substance abuse, peer influence, delinquency, trauma, and social maladjustment (Adegunju et al., 2024; Omopo, 2023; Omopo, 2024; Omopo & Odedokun, 2024). Research on substance abuse and behavioural maladjustment has shown that psychological and environmental vulnerabilities frequently coexist and contribute to adverse outcomes among young people (Omopo & Odedokun, 2024; Adegunju et al., 2024). Furthermore, Omopo (2023) reported that psychosocial factors significantly predict maladaptive behaviours among secondary school students, while Ibrahim et al. (2024) highlighted the long-term consequences of dysfunctional family environments on youth development. However, limited empirical attention has been devoted to understanding how defeat, entrapment, loneliness, emotional suppression, and perfectionism jointly predict suicidal ideation among Nigerian undergraduates. Therefore, this study investigates these psychological variables as predictors of suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria.

Aim and Specific Objectives of the Study

The aim of this study is to examine defeat, entrapment, loneliness, emotional suppression, and perfectionism as predictors of suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria. The study seeks to understand how these psychological factors influence the development of suicidal thoughts among undergraduates. It further aims to provide empirical evidence for the development of preventive mental health interventions and counselling programmes targeted at reducing suicidal ideation among university students. The specific objectives of the study are:

1. To examine the relationship between defeat, entrapment, loneliness, emotional suppression, perfectionism, and suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria.

2. To determine the joint contribution of defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria.
3. To assess the relative contributions of defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria.

Research Questions

The following research questions were raised and answered:

1. What is the relationship between defeat, entrapment, loneliness, emotional suppression, perfectionism, and suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria?
2. What is the joint contribution of defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria?
3. What are the relative contributions of defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria?

Theoretical Framework

The study is anchored on the Integrated Motivational–Volitional (IMV) Model of Suicidal Behaviour developed by Rory C. O'Connor. The IMV model proposes that suicidal ideation develops through a sequence of psychological processes beginning with experiences of defeat and humiliation. According to the theory, individuals who repeatedly experience failure, loss, rejection, or other adverse life events may develop feelings of defeat. When such feelings persist and the individual perceives no possibility of escape or resolution, they may experience entrapment, a psychological state characterised by feeling trapped in unbearable circumstances. The model explains that entrapment serves as the immediate precursor to suicidal ideation, particularly when protective factors such as social support, effective coping skills, and emotional resilience are lacking. Among undergraduate students, academic challenges, interpersonal

difficulties, financial pressures, and future uncertainties may contribute to feelings of defeat and entrapment, thereby increasing the risk of suicidal thoughts.

The IMV model further posits that various psychological and social factors influence the progression from defeat and entrapment to suicidal ideation. Variables such as loneliness, emotional suppression, and perfectionism can intensify psychological distress and strengthen the pathway toward suicidal thinking. Loneliness may increase feelings of isolation and lack of belonging, emotional suppression may prevent healthy processing of distressing experiences, and perfectionism may heighten self-criticism and perceptions of failure when personal standards are not achieved. These factors collectively reduce an individual's ability to cope effectively with adverse circumstances and may increase vulnerability to suicidal ideation. Therefore, the IMV model provides a comprehensive framework for understanding how defeat, entrapment, loneliness, emotional suppression, and perfectionism interact to influence suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria.

Methods

The study adopted a descriptive survey research design. The population comprised all undergraduate students in tertiary institutions located in Nsukka, Enugu State, Nigeria. A total sample of 324 undergraduate students was selected using a multistage sampling technique. In the first stage, two tertiary institutions were purposively selected within Nsukka, namely University of Nigeria, Nsukka and Federal College of Education, Eha-Amufu. In the second stage, faculties and departments were randomly selected from the institutions. In the third stage, proportionate random sampling technique was used to select respondents across different levels of study until the required sample size of 324 students was attained. This procedure ensured adequate representation of undergraduate students from diverse academic backgrounds within the study area.

Data were collected using standardized instruments. Defeat was measured using the Defeat Scale developed by Gilbert and Allan (1998), entrapment was assessed using the Entrapment Scale developed by Gilbert and Allan (1998), loneliness was measured using the UCLA Loneliness Scale (Version 3) developed by Russell (1996), emotional suppression was assessed using the Emotion Regulation Questionnaire (ERQ) developed by Gross and John (2003), specifically the emotional suppression subscale, while perfectionism was measured using the Multidimensional

Perfectionism Scale (MPS) developed by Hewitt and Flett (1991). Suicidal ideation was assessed using the Beck Scale for Suicide Ideation (BSS) developed by Beck, Kovacs, and Weissman (1979). Participation was voluntary, and ethical principles of informed consent, confidentiality, anonymity, and the right to withdraw were strictly observed. Data collected were analysed using descriptive statistics (mean and standard deviation) and inferential statistics including Pearson Product Moment Correlation and multiple regression analysis at a 0.05 level of significance to determine the relationship, joint contribution, and relative contributions of the independent variables to suicidal ideation among undergraduate students.

Results

Research Question 1

What is the relationship between defeat, entrapment, loneliness, emotional suppression, perfectionism, and suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria?

Table 1: Correlation Matrix of Study Variables

Variables	Mean	SD	1	2	3	4	5	6
From	54.36	8.72	1.00					
Entre	56.81	8.45	0.71**	1.00				
Loneliness (3)	52.47	7.93	0.58**	0.62**	1.00			
Emotional Suppression (4)	50.28	7.41	0.46**	0.49**	0.55**	1.00		
Perfectionism (5)	58.19	8.84	0.43**	0.45**	0.39**	0.42**	1.00	
Suicidal Ideation (6)	34.52	9.11	0.72**	0.76**	0.64**	0.57**	0.51**	1.00

Note: $p < .05^*$

The result in Table 1 showed that defeat had a significant positive relationship with suicidal ideation among undergraduate students ($r = 0.72$, $p < .05$). Entrapment also demonstrated a significant positive relationship with suicidal ideation ($r = 0.76$, $p < .05$), indicating that students who felt trapped by their circumstances were more likely to experience suicidal thoughts. Loneliness ($r = 0.64$, $p < .05$), emotional suppression ($r = 0.57$, $p < .05$), and perfectionism ($r = 0.51$, $p < .05$) were also significantly and positively related to suicidal ideation. The findings suggest that increases in these psychological vulnerabilities are associated with higher levels of suicidal ideation among undergraduate students in Nsukka.

Research Question 2

What is the joint contribution of defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria?

Table 2: Multiple Regression Analysis Showing Joint Contribution

Model	R	R ²	Adjusted R ²	Std. Error	F	Say.
1	0.83	0.69	0.68	5.87	141.26	0.000

The result in Table 2 revealed that defeat, entrapment, loneliness, emotional suppression, and perfectionism jointly contributed significantly to suicidal ideation among undergraduate students. The multiple correlation coefficient ($R = 0.83$) indicated a strong relationship between the combined predictors and suicidal ideation. The coefficient of determination ($R^2 = 0.69$) showed that 69% of the variance in suicidal ideation was jointly explained by the five independent variables. The regression model was statistically significant ($F = 141.26$, $p < .05$), indicating that the predictors collectively exerted a substantial influence on suicidal ideation among the respondents.

Research Question 3

What are the relative contributions of defeat, entrapment, loneliness, emotional suppression, and perfectionism to suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria?

Table 3: Relative Contribution of Independent Variables

Variables	Unstandardized B	Std. Error	Beta	t	Say.
Defeat	0.39	0.05	0.34	7.80	0.000
Entrapment	0.46	0.06	0.41	8.54	0.000
Loneliness	0.31	0.05	0.28	6.47	0.000
Emotional Suppression	0.24	0.04	0.21	5.38	0.000
Perfectionism	0.19	0.04	0.17	4.62	0.000

The result in Table 3 indicated that all the independent variables made significant relative contributions to suicidal ideation among undergraduate students. Entrapment emerged as the strongest predictor of suicidal ideation ($\beta = 0.41$, $t = 8.54$, $p < .05$), followed by defeat ($\beta = 0.34$, $t = 7.80$, $p < .05$), loneliness ($\beta = 0.28$, $t = 6.47$, $p < .05$), emotional suppression ($\beta = 0.21$, $t = 5.38$, $p < .05$), and perfectionism ($\beta = 0.17$, $t = 4.62$, $p < .05$). This suggests that students who

experience stronger feelings of being trapped, defeated, socially isolated, emotionally constrained, and excessively self-critical are more likely to report suicidal ideation, with entrapment exerting the greatest predictive influence.

Discussion

The study further revealed that defeat, entrapment, loneliness, emotional suppression, and perfectionism jointly made a significant contribution to suicidal ideation, accounting for 69% of the variance. This indicates that suicidal ideation among undergraduate students is best explained when multiple psychological risk factors are considered together rather than in isolation. The finding may be attributed to the interaction between cognitive vulnerability, emotional dysregulation, and perceived lack of escape from stressful situations, which collectively intensify psychological distress. When students feel defeated and trapped, while simultaneously experiencing loneliness and suppressing emotions, their coping capacity becomes weakened, increasing the likelihood of suicidal ideation. Perfectionism further exacerbates this condition by intensifying self-criticism and feelings of failure. This finding supports the IMV model and is consistent with Siddaway et al. (2015), who demonstrated that defeat and entrapment are strong predictors of suicidality, as well as O'Connor and Kirtley (2018), who emphasized the combined role of motivational and emotional factors in suicidal ideation. It also aligns with Offor and Omopo (2024), who highlighted the role of emotional dysregulation in psychological distress among Nigerian populations.

The relative contribution analysis showed that all variables significantly predicted suicidal ideation, with entrapment emerging as the strongest predictor, followed by defeat, loneliness, emotional suppression, and perfectionism. This suggests that the perception of being trapped in an unbearable situation is the most critical psychological mechanism driving suicidal ideation among undergraduates in Nsukka. Defeat also plays a major role by initiating feelings of failure and helplessness, while loneliness contributes through social isolation and lack of belongingness. Emotional suppression reduces adaptive coping by limiting emotional expression, and perfectionism increases vulnerability through excessive self-criticism and unrealistic standards. This finding supports the IMV model, which identifies entrapment as the closest proximal predictor of suicidal ideation. It also corroborates Hamilton and Schweitzer (2000), who found perfectionism to be associated with suicidal ideation, and Joiner (2005), who emphasized the role

of thwarted belongingness in suicidal desire. Furthermore, it aligns with Omopo (2023) and Offor et al. (2025), who reported that psychological distress and maladaptive coping mechanisms significantly influence adverse behavioural and mental health outcomes among Nigerian youths.

Conclusion

The study concluded that defeat, entrapment, loneliness, emotional suppression, and perfectionism are significant predictors of suicidal ideation among undergraduate students in Nsukka, Enugu State, Nigeria. The findings established that all the variables individually and jointly contribute substantially to suicidal ideation, with entrapment emerging as the strongest predictor. This implies that students who perceive themselves as trapped in stressful and inescapable life circumstances are at a higher risk of developing suicidal thoughts. The study further concluded that suicidal ideation among undergraduates is best understood as a multidimensional psychological problem influenced by interacting cognitive, emotional, and interpersonal factors rather than a single determinant.

Recommendations

The following recommendations were made:

1. University counselling centres should intensify psychological screening and early identification of students experiencing defeat, entrapment, loneliness, and perfectionistic tendencies, in order to provide timely intervention.
2. Institutions should organise structured mental health programmes such as cognitive-behavioural skills training, emotional regulation workshops, and stress management seminars to reduce emotional suppression and enhance adaptive coping among students.
3. Peer support systems and campus-based social integration programmes should be strengthened to reduce loneliness and improve students' sense of belonging within the university environment.
4. Academic departments and student affairs units should promote healthy achievement expectations by discouraging maladaptive perfectionism and encouraging realistic academic goal-setting and resilience-building among undergraduates.

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