

Position Paper

Preventing Suicides at the Indian Institute of Technology Kanpur

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Background

There have been a number of suicides in the IITK campus, two of them in the last six months. This is alarming. While such incidents are tragic for the immediate family members of the victim, they also negatively impact the psyche of other students and their parents, faculty members, alumni and prospective students. In the USA, the two main IITK alumni email Yahoo groups (East coast and West coast) were flooded by emails from IITK graduates expressing deep concern at the situation. The IITK administration is under tremendous pressure to take concrete actions so that such incidents are prevented in the future. During the IITK Foundation's June conference call, Dr. Sanjay Dhande, Director of IIT Kanpur, discussed this tragedy and sought counsel from the foundation and alumni. Ram Misra, President of the Foundation, volunteered to lead the effort. The other members of the team include Rakesh Pandey, a member of the Foundation, Aruna Jha, a trained psychologist and Research Assistant Professor in the College of Nursing at the Illinois at Chicago and Madhu Chadda of Hyderabad Counseling Centre. Madhu, an IITK alumna, has given seminars on stress management at IIT Kanpur. The material presented in this paper is the product of a collective thought process and does not represent any one individual's viewpoints.

Methodology

The group began the effort with a benchmark of how premier USA Institutes and Universities address student suicides and what prevention programs are in place. The schools were selected by two main criteria: 1) highly competitive admissions standards and 2) difficult graduation requirements. The schools that were selected were MIT, Berkeley, Caltech, Harvard, Cornell, Johns Hopkins, Princeton and Columbia. We found a wealth of information on these web sites. Key findings across these schools are summarized in the next section. However, we have reproduced [Appendix A] some of that information with a hope that it will be highly useful when IIT Kanpur decides to implement recommendation made in this paper.

Attempts to contact key personnel in these universities were not successful because of summer vacation schedules. However, we were able to interview Dr. Karen Pennington, Vice President of Student Development and Campus Life of Montclair State University. While Montclair is not academically on par with IIT and was not included in the benchmarking, this interview provided context on the challenges that universities face on issues related to student's mental health. Dean

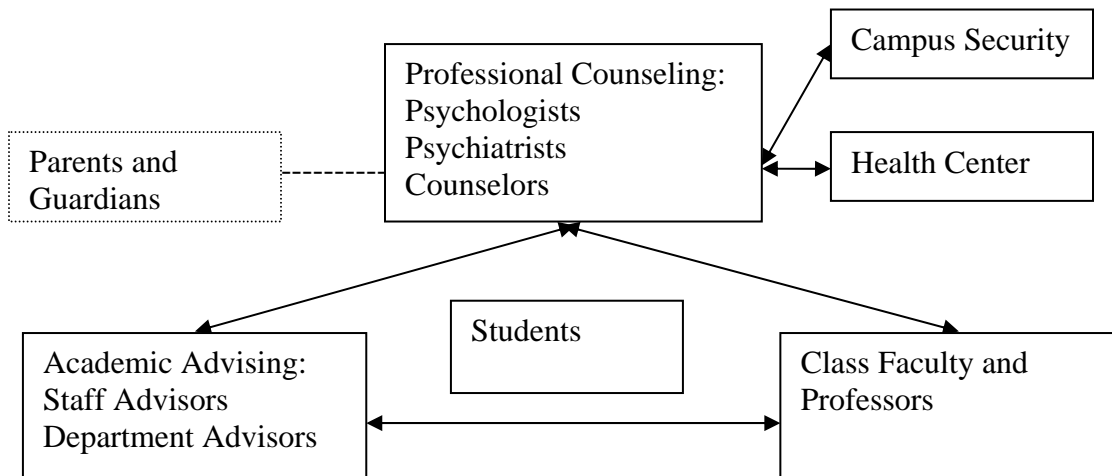
of Students and Dean of Student Enrolment report to her. Details of the responsibilities of these two Deans and the actual web shots that are relevant to this paper are presented in Appendix B. Relevant details needed to understand these findings are given in Appendix A. The information about IIT Kanpur was mostly collected from its website [Appendix C].

Key Findings among U.S. Universities

1. Staff Separation of Academic Advising and Professional Counselling

There is a clear separation between academic advising and professional counselling. Usually, academic advising also handles financial issues. But, the people who do counselling are totally separate from those who do academic (and financial) advising. All of these schools have a professional counselling centre headed by a trained (licensed) psychologist (with a Ph.D.) and staffed by licensed psychologists, trained counsellors, psychiatrists and interns. The head of the counselling centre reports to the Dean of Students, who also, typically, has a Ph.D. in Education or Psychology. The Dean of Students is not an academic position; it is a full time administrative position. Figure 1 (below) shows the various players that have important roles in advising and counselling, including professors, parents, and campus security. To understand the various roles, it is important to understand the process which is discussed next.

Figure 1: Organizational Schematic of Advising and Counselling in a USA University



Process:

- *Education and Awareness:* US colleges and universities are required by law to talk about

mental health issues at the orientation programs. The centre of professional services makes presentations to the freshman class as well as to the new faculty. This presentation includes information on counselling resources and contact information (emails, telephone numbers). One of key points stressed consistently is the confidentiality of the information. Historically, U.S. universities have maintained the position that students are adults and that no information shared in counselling sessions is released to anyone without the consent of the student. There are exceptions to this rule based on a legal mandate called the “Tarasoff law” (based on a law-suit in California where, interestingly, an Indian graduate student murdered his romantic interest. The Tarasoff rule allows Universities to break confidentiality if the student is at risk of harming him/herself or someone else. In situations such as this, decisions are made on basis of due process by the proper authority (Dean of Students or higher administration official), and in consultation with the head of professional services. In that situation, the campus security and outside law officers will be called in. In the event, the school officials want the parents to intervene, no information can be revealed to them; all that can be told to them is that their son or daughter was having some problems and that they should find that out from him or her.

At present, Universities in the U.S. are grappling with the limitations inherent in these rules. There have been several suicides in recent years that have resulted in law-suits by the student’s parents against the University. Increasingly, counselling centers are trying to introduce practices and procedures where, keeping the best interest of the student in mind, parents and significant others could be engaged in timely intervention. This is the case, for example, at the University of Illinois at Urbana-Champaign. At UIUC for the past 20 years the school has mandated a survey of incoming freshmen. Among the issues surveyed are depression, other mental illnesses, and stress and coping. If the student shows high scores of depression or other conditions he/she is mandated to 4 sessions of counselling. This practice has resulted in a significant drop in suicide rates since the practice was in-stated. Urbana has had only one suicide among all the students who were identified and referred through this program. All the state-supported Universities in Illinois are now examining the possibility of a similar or adapted approach as UIUC. Emory University and the University of North Carolina at Chapel Hill are implementing variations of this screening and referral approach as pilot programs. The approach may be feasible at IIT –K, but the pros and cons need to be carefully evaluated.

- *Identification of Students with a Need for Counselling:* The centre accepts students as walk-ins, or referrals from fellow students, dorm’s (hostel’s) resident advisors, faculty and staff who identify students that might be in a need for counselling. In some cases, if the medical centre determines that an incoming student suffering from a physical problem (illness) also needs psychological consulting, the medical centre refers this student to the mental health services centre.
- *Diagnosis:* Once a student is in contact with the professional services staff, a licensed psychologist will work with the student to diagnose the issues and provide counselling. If

it is determined that the student might need some remedial medicine, the psychologist will get a staff psychiatrist involved for further diagnosis.

- *Remedial Action/Treatment:* Once a problem has been identified, actions will be taken to provide the appropriate treatment to the student. These could be therapy sessions, prescription of a medicine or in some extreme cases hospitalization. If the parents of the student decide to take the student out of the school for treatment, a fitness certificate is required before readmitting the student. In the cases, it is believed that the student needs to be hospitalized; he or she will be sent to a local hospital followed by the visits by the Professional Services staff.
2. **All schools have devoted significant amount of resources on student advising that includes psychological and psychiatric services.**
 3. **Most of these schools have a dedicated number to call during the day and an emergency number for the off-hours.**
 4. **Other students (peers, seniors) are part of the advising support network.** These student advisors go through training. However, some schools (MSU for one) has moved away from this. They rely on students to bring such cases to the Professional Services but not to get involved in advising. While MSU has stopped this practice because of legal (lawsuits) reasons, other campuses are also becoming aware that student peer-counsellors may be adequate for support but are likely to feel unduly burdened when dealing mentally ill friends and peers. As IIT –K moves forward to consider different options, the appropriateness or in-appropriateness of the peer-counselling approach should be carefully assessed.
 5. **Confidentiality is of utmost importance.** Students with problems will not come for help if they are not sure about confidentiality. A clear separation between academic advisors and counselling staff is an effective way to ensure that confidentiality is maintained and students experience increasing trust for the system.

Key Findings in IIT Kanpur

On July 23, 2008 IIT Kanpur welcomed its new students. The orientation program was run by the head of the Counselling Service. During a two hour session, new students and their parents were briefed on the services offered by the Counselling Service and on the role parents can play. A plethora of material is available on the Counselling Service website including how to manage the following common problems: anxiety, concentration, conflicts, exam stress, homesickness, language, loneliness, procrastination, sleep disorders.

What is noteworthy about this list is the absence of depression and other mental illnesses. Perhaps it is by design because of the stigma attached with mental health. Regardless of the reason, this is a serious problem begging for attention.

The undergraduate brochure lists the core counseling team consisting of a head (an engineering professor) and a counselor (with a *Masters in Clinical Psychology*) and 8 student coordinators (counselors?). On a separate place on the website, about 90 undergraduate guides, 24 graduate student guides and 90 faculty guides are listed. It is noteworthy that no psychiatrist is listed even though the Institute has two psychiatrists who are available for consultation. Another observation is that there does not seem to be any connection with the health center of the Institute. In the USA, we did not find this in any of the schools included in this paper. Another observation is the apparent lack of any involvement of the Dean of Student Affairs (DOSA).

Gap Analysis

IITK's Counselling Service (CS) avoids mental health as a key topic

At present, the CS provides three types of services, academic, financial and emotional. Of these, the emotional services are hardest to render and thus require professionally trained advisors. With just one person trained in clinical psychology, we believe the CS's capability to handle emotional issues is seriously limited. Student guides are vehicles to take a problem student to the right counsellor. We could not tell much about the kind of training students or faculty advisors get for handling emotional issues. An email that was sent to the counsellor never got any response.

Also, as mentioned earlier, it seems IITK is still shy about openly talking about mental health, depression and suicides. The list of offered services does not mention depression and other mental illnesses. The role of the two Institute psychiatrists does not seem to be integrated in the counselling process. This needs to change. Unless we talk about these things openly in an understanding manner, the stigma associated with these problems will continue. We have provided a number of good references in this paper that can be used to prepare material on these topics for the website. One of the most comprehensive web pages with references is on the MSU Website. It is reproduced here (Appendix D).

IITK's Counselling Service is understaffed

We believe the CS in IITK is way understaffed to handle emotional problems. MIT, for example, with the undergraduate enrolment of 4172 (IITK's 2300) and graduate enrolment of 6048 (IITK's 1500), is roughly three times of IITK; it has, in its mental health and wellness program, 7 trained Ph.D. psychologists, 9 psychiatrists and 11 counsellors with master's degrees in counselling. In addition, MIT has 15 staff members in the Undergraduate Advising and Academic Programming (UAAP) program and the S³ organizations have 5 trained professionals. Faculty advisors are not included in this count. While we refrain in recommending a specific set of numbers with various expertise, we recommend that more trained staff be added. Additionally, we need to especially work on awareness and sensitization of students since they are closest to other students, both physically and emotionally.

Easier Access for Seeking Help Needed

Every US School included in this report has a single dedicated number to call for help. Right now, IITK has too many contacts and too many numbers to call. There should be one central number that is easy to remember.

Better Training and More Student Guides

There are about 115 student guides (90 UG and 25 G) on campus today. With a total student population 3800 (2300 UG and 1500 G) students, that is roughly 1 per 33 students. This is just too high a number for a student guide to develop some kind of friendly relationship with. Also, this is not consistent with what Counselling service's claim that each student guide is assigned about 8 students. It would be good if we could have one student guide in each wing of each hostel. The student guide would be friends with all the students in the wing. The stigma of going to counselling service for help would be reduced, since the counselling service is not something one "goes" to, it is already there.

In the US, student hostels (dorms) have Resident Assistants (RAs) who are usually in their junior and senior year of college. The students assigned to the RA go to the RA for all types of help and advice. The RAs are available for at least specified amount of time and are compensated – usually in the form of free dorm housing or some monetary compensation. IITK might want to look into compensating the student counsellors / volunteers if it improves the quality of student's commitment to help others.

Need for increased confidentiality

There is a potential problem with faculty members being head of counselling service. There is a perception among students that they (faculty members / head of counselling) may not maintain confidentiality. What if the student has problem with a faculty member who is "very good friends" with the head of counselling service? Or the head of counselling service is at logger-heads with the faculty member being complained about? The campus is a very small place and if people have not been trained in maintaining confidentiality, then the counselling service may not be as effective. The degree of training has to be similar to that required of banks to maintain confidentiality of credit card data for their customers. Any breach is unacceptable.

Enhanced Communication with Parents and their Role

The current process for providing information to parents about IITK includes (a) parental orientation when the student joins IITK in the first year and (b) notifications of the student's performance in the course of their studies at IITK (We believe there might be an issue here as students are objecting to sending any information to parents without their (students') prior permission.) We have not seen the material that is presented to parents so we are in dark a bit in putting our analysis and suggestions. So, our comments are based on what we see being done in the USA schools. .

It is good that IITK is now running a two hour session on the consulting service during the freshman orientation. Due to time constraint, this session perhaps is done in English. If so, a multi-lingual translation should be made available in the language of the parents. Also, there is a need for a continuing communication and dialog with the parents. Many schools in the USA publish a newsletter for parents every semester. The conversation with parents should be about "*All the members of the new class are near toppers from their high school class and so moderate your expectations of your child being the topper here; they will all succeed in life if they continue to work hard and be diligent*"? This newsletter would include exams schedule, sports or cultural events and successes of students in curricular and non-curricular events on campus. A graph or two of the distribution of marks in a couple of subjects and what were the resulting grades for the

students (without specific names of students) would prompt a conversation between parents and students about understanding the academic environment at IITK and make the grading process more transparent and understandable.

Finally, IITK should ask parents to come for orientation each year and not just when they come to drop-off the student in the first year. Orientation in later years could focus on challenges the students will face in that year and what parents can do to support the students deal with those issues. This could be done on a targeted basis (parents of students with problems) without making it too obvious.

Enhanced Role of Faculty

Faculty role is crucial in identifying the students with potential problems. Also, what they do (apathy, sympathy, grades) has a lasting impact on students. Faculty needs to understand this. Much has been made of the attitude of some of the faculty members towards students; that some are bad teachers to others who harbour sadistic tendencies. Is there training that can be provided to faculty on what constitutes acceptable and non-acceptable behaviour towards students? More importantly, what are the stresses that faculty members go through? The campus is quite isolated and many faculty members do not have much outlet for their (likely) frustrations other than to discuss it with their colleagues. This is not a normal situation. In a typical workplace, one does not discuss personal or professional concerns and frustrations with co-workers. What is being done to help the faculty? How are faculty mentored? Given that today we have many alumni who are in senior positions, they could be a good resource to mentor junior faculty at IITK, at least professionally.

Once again we do not know what training faculty at IITK go through before they become a counsellor. But, based on the anecdotal data, it seems that whatever training they get needs to be expanded to as to improve their sensitivity to students needs and issues. Faculty need to be part of the solution.

More Active Role of Student Gymkhana

We were not able to tell what kind of role the Student Gymkhana is playing in student Counselling if any. This body, being the main student organization on the campus, can be instrumental in helping the administration on policy matters related to student's privacy and contacts with parents.

The Role of the IITK Administration

In the unfortunate event of a suicide in a USA school, the college president assumes the responsibility of communicating with all the vested parties – students, faculty, parents and alumni and press. Each one of us has received letters and emails from our American schools on such matters. Such letters explain the situation and more importantly the actions school is taking to prevent suicides. This demonstrates that the administration is taking such incidents very seriously. In the case of IITK, we have seen multiple communications from multiple sources. It is perhaps advisable to follow the example of USA schools. The director himself ought to communicate on such matters with students, parents, faculty and alumni.

The Role of the IITK Governing Bodies

The faculty senate and the board of governors are two key governing bodies that can help the administration in taking steps to reduce the academic stress on students who need help. To cite the example of MIT, the board of trustees of MIT approved the pass or no record grading policy for freshmen in order to make the transition to MIT easier.

Alumni Mentoring of Students

It would be a good idea if we can ask senior alumni to take at least one student in their first year as a mentee and help the student through their stay at IITK. The idea would be that the student can go to this mentor and discuss things that they are not comfortable discussing with their parents, faculty or the counselling service. There can be ground rules developed to ensure that the student and the mentor understand what is expected of each other. If the student and the mentor are very comfortable with each other and mutually feel it would be valuable, the student could introduce the mentor to his/her parents also. (I do not know if there is much benefit in this last part)

Need for an Off-campus counselling helpline

In the current cultural and technological environment, a phone helpline can be established off-campus as readily as on-campus. An off-campus helpline could likely provide a higher level of confidentiality for the students. Most students have cell phones and should be able to access the helpline readily and when needed. The helpline can be staffed with professionals trained in dealing with depression, stress management and suicide prevention. Our alumna, Madhu Chadda, has set-up such centres in Hyderabad. She could be tapped to help with setting-up such a helpline potentially dedicated to IITK. This helpline could also be connected to the counselling service to ensure that there are mechanisms for immediate personal intervention when necessary.

Need for a Campus Benchmarking Study

It is a good time for us to take stock of the issues affecting students. It would be good to hire an outside professional firm to interview students, faculty, staff, administration and alumni. The intention would be to document the current state of student community mindset and this could be helpful in bringing objective data supported by anecdotal evidence to help us make better decisions on what to do.

Improvement in Crisis Management

One of the immediate needs on the campus is to deal with the issue of freshmen and returning students many of whom will learn about the most recent suicide first time when they reach the campus. It seems the orientation program just held (July 23-26) has been modified to address the recent events. Are there changes in the orientation program this year to specifically address mental health issues? Are students being asked to present their viewpoint, especially dissenting viewpoints, since we know they exist? What should be the plan to deal with crisis like this in the future?

Recommendations

1. IITK should consider making the Dean of Students position non-academic. The counselling center head should report to the Dean of Students. One example of what other functions could be assigned to the Dean of Students in Appendix D. We realize that this will be a sharp departure from the prevailing model in IITs, but IITK can take the lead in this and demonstrate that it is a leader in this effort.
2. IITK should expand the material on the counselling service to include the material on mental health, depression and suicide.
3. IITK should have a dedicated Help Line that students can use on campus as well as off-campus.
4. IITK should expand its counselling staff to include more trained counsellors, psychologists and Psychiatrists. Currently, the health centre is totally out of the loop. A task force should be set up to examine their involvement.
5. IITK should expand its training for student counsellors/guides, faculty counsellors and staff.
6. IITK should increase the number of student guides so that they are available on each floor of the hostels and the number of students assigned to each student guide should not exceed 5.
7. IITK should institute a sensitivity training for faculty so that they are more sensitive (willing to help) a student who is experiencing some problems.
8. IITK should develop a more proactive communication plan (newsletters, face to face sessions) for parents.
9. IITK Director should be the main communication channel for crisis management in the event of any future unfortunate suicide cases.
10. IITK should leverage the student gymkhana in formulating student related privacy policies.
11. The faculty senate and the board of directors must work with the IITK administration in approving modifications to curriculum, grading policies, etc. for students who need extra help.
12. IITK should seek out interested alumni to mentor current students.
13. IITK should institute a fact finding study group consisting of some internal and some external experts who can interview students, faculty, parents to gather some quality information to supplement anecdotal data. This team can also study the effectiveness of the latest measures taken by IITK in response to recent suicides.

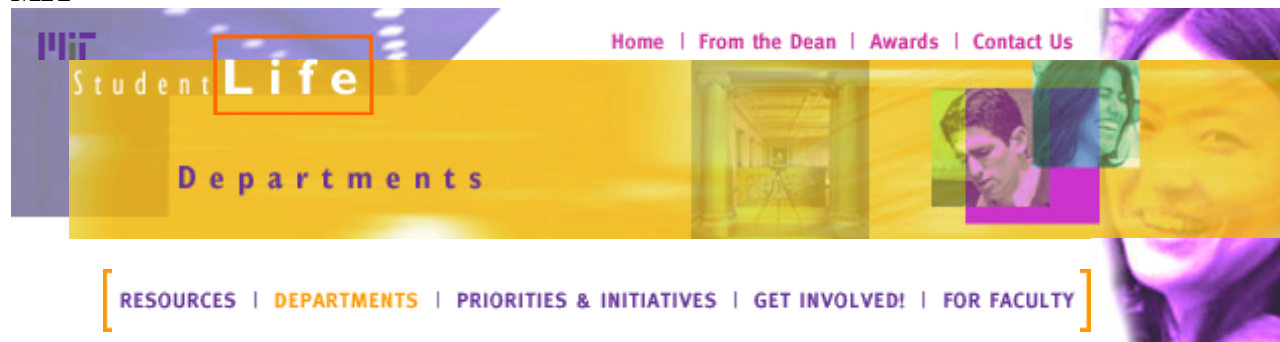
REFERENCES

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3. *Suicide Prevention*. By Geraldine Warner Good Fruit Grower Magazine. <http://www.cnr.berkeley.edu/ucce50/ag-labor/7article/article32.htm>
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9. The Urge to End It – Understanding Suicide, by Scott Anderson, July 6, 2008, <http://www.nytimes.com/2008/07/06/magazine/06suicide-t.html>
10. Undergraduate Brochure -2008, <http://www.iitk.ac.in/counsel/docs/UGBrochure08.pdf>

Appendix A

Material on Suicide Prevention on Selected USA Schools

MIT



The Division of Student Life Departments

To search MIT personnel by name, [click here](#).

To access the DSL organizational chart, [click here](#).

[Dean for Student Life](#)

Larry G. Benedict
4-110; 617-253-4052

[DSL Administration](#)

Laura Capone, Senior Associate Dean
W32-135, 617-258-9692

- Communications
- Enterprise Services ([Audio Visual Svcs](#) , [CopyTech](#) , [Endicott House](#) , [MIT Card/Tech CASH](#))
- Environmental Health and Safety
- Finance
- Human Resources
- Information Technology (IT)

[DSL Fundraising/DAPER-DSL Office of Advancement](#)

Stephen D Immerman, Senior Associate Dean
5-135, 617-253-9743

Candace Royer, Senior Associate Dean
W33-114, 617-253-0153

[Athletics, Physical Education, and Recreation, Department of \(DAPER\)](#)

Julie Soriero, Department Head and Director
W32-298, 617-253-4497, athletics@mit.edu

- Intercollegiate Athletics
- Physical Education
- Recreation

Community Development and Substance Abuse Programs

Danny Trujillo, Associate Dean and Director
W20-507, 617-253-3276

Religious Life, Chaplain to the Institute

Robert Randolph, Chaplain to the Institute
W11-128, 617-253-5484

- [Board of Chaplains](#)

Residential Life

Karen Nilsson, Senior Associate Dean
E19-429, 617-253-2404

- [Campus Dining](#)
- [Housing](#)
- [Residential Life Programs](#)

Student Development

Stephen D Immerman, Senior Associate Dean
5-135, 617-253-9743

- [Campus Activities Complex \(CAC\)](#)
- [Hobby Shop](#)
- [Public Service Center \(PSC\)](#)
- [Student Activities Office \(SAO\)](#)
- Student Leadership Development

Student Support

Barbara Baker, Senior Associate Dean
4-110, 617-253-4052

- [Student Mediation and Community Standards](#)
- [Student Support Services \(S³\)](#) - Student Disability Services

The Dean for Student Life reports to the Chancellor, Phillip Clay, and works closely with the [Dean for Undergraduate Education](#) and the [Dean for Graduate Students](#). More reporting relationship information is available at the [Institute](#) level.

The office of the Dean of Student Life (DSL) has a senior associate dean who is in charge of Student Support Services (S³). The S³ group is run by two associate deans and three assistant deans, all trained in psychology and/or counseling. S³ offers the following services:

Personal advice for undergraduate and graduate students on a broad spectrum of issues including those which may affect a student's academic performance **Consultation** with Institute faculty, staff, families and friends of students regarding a range of personal difficulties from adjustment issues and study problems to crisis situations and chronic distress. **Advocacy** for students at Committee on Academic Performance (CAP) meetings, including semester-end grades meetings Arranging **Leaves and Withdrawals** for students. Students Required to Withdraw by the CAP will find important information in this link, too. Granting of **Excused Absences** (OX's) from final exams for students who have extenuating personal and medical circumstances.

The DSL office also provides liaison to Mental Health section of Medical Center.

Mental Health services provided include evaluations, brief treatment (both psychotherapy and psychopharmacology), referrals, urgent care, and consultations. Psychiatrists, psychiatric nurses, psychologists, and clinical social workers help individuals with such issues as:

- Stress, anxiety, and depression
- Exam anxiety
- Relationship problems
- Homesickness, loneliness, and isolation
- Suicidal thoughts and behavior

Parents, faculty and staff can also contact Mental Health as a resource. For parents, there is a parents association that publishes a newsletter [1], once each semester. This newsletter is sponsored by the MIT Alumni Association. For freshman parents, MIT schedules family weekend in which parents are encouraged to participate. For the parents of seniors, MIT schedules, at the time of graduation, Seniors Week that is full of all kinds of fun activities. Some of these events are attended by MIT president and parents.

In addition to S³ and Mental Health, MIT has the office of Undergraduate Advising and Academic Programming (UAAP). Its staff members provide linkage to student's academic advisor, associate advisor, and general academic information. In addition, staff can assist students with the development of learning strategies and can provide individual counseling on academic issues and undergraduate research involvement.

MIT's Pass/No Record Grading for Freshmen [2]

In order to ease the transition from high school to MIT's grueling time, the MIT faculty adopted a Pass/Fail grading system for freshmen as an experiment in 1968, making it permanent in 1973. Important changes have been made on this policy. Currently, freshman gets P or NR (No Record) in the first semester and A/B/C/NR in the second semester. MIT also has a system of "Fifth Week Flag" that identifies freshmen in danger of failing.

Berkeley

The University Health Services provides counselling services to students and faculty. From the website, we did not see much role for the Dean of Students in the counselling. Berkeley uses peers (fellow students) for advising. We found an article [3] on suicide prevention on the website. This article recommends that you talk to a potential suicide candidate openly about his/her desire to commit suicide. This article could be a good reference for counselling and advising.

Caltech



Caltech Counseling Center

Relationships
Anxiety
Stress
Sleep
Depression

Counseling Center Staff →

Services Provided

[Psychological Emergency Assistance: During Normal Business Hours and After Hours](#)

Location of Services

Questions and Answers

[CALTECH'S SAFETY NET TO HELP PREVENT SUICIDE AND VIOLENCE \(42.8 M POWERPOINT FILE\)](#)

What to Expect

[WORK, PLAY, SLEEP: LECTURE SERIES 2007-2008](#)

Confidentiality

[COPING WITH THE LOSS OF A STUDENT](#)

Articles on...

[NEW SOCIAL CONFIDENCE GROUP](#)

Faculty/Staff Guide to...

[LGBT & ALLIES SUPPORT GROUP](#)

Suicide/Depression

[GRADUATE WOMEN'S GROUP](#)

[INTERNATIONAL STUDENT SUPPORT GROUP](#)

Links to Information on...

[TEST ANXIETY RESOURCES](#)

[NEW! ULIFELINE STUDENT MENTAL HEALTH INFORMATION!](#)

Lending Library

Other Services

Counseling Center

Mission

Campus Links

The mission of the Caltech Counseling Center is to promote the mental health of Caltech students in order to improve the quality of their lives and aid them in achieving academic success. This web site is designed to describe the services offered by the Caltech

Internship Information

Counseling Center and provide resources and information about a variety of topics related to psychological health.

Staff Positions**Appointments**

You may contact the Counseling Center receptionist at ext. 8331 to schedule an appointment. You can also set up an appointment in person. Most students are seen within 2-3 days. It is important that you let the receptionist know if you feel that you need to be seen more immediately.

Forms**Participating Providers****Hours**

The Counseling Center is open 8:00 a.m. - 12:00 p.m. and 1:00 p.m. - 5:00 p.m., Monday - Friday.

Medical Leave**CAR Team****After-hour emergencies**

Emergency noon time, evening and weekend coverage provided by calling campus security at ext. 4701 and asking to have the "on-call" psychologist paged.

At Caltech, the Dean of Students and the Director of Counselling Center report to the Vice President of Student Affairs. The counselling center website (<http://www.counseling.caltech.edu/>). is one of the most comprehensive websites that contains the information on suicide prevention. Caltech has a comprehensive program called SafetyNet [4]. An annotated (sound) power point presentation is available on the website that can be downloaded by anyone. The website has a link to a comprehensive list of articles related to various problems students can have. Also, there is a link to faculty and staff so that they can use the material to handle students with problems. Parents are considered part of SafetyNet and receive a newsletter that contains a reference to SafetyNet. Caltech has also established Crisis Awareness Response (CAR) Team consisting of Chief of Campus Security, Director, Staff and Faculty Consultation Center and Senior Director for Health and Counseling Services. There is a 24 by 7 hot-line number that anyone can use. Since all the material on this website can be downloaded by anyone, this site can serve a very useful purpose for IITK in developing its own material. Academic advising is handled by faculty advisors.

Harvard University

A search on the Harvard website on Suicide Prevention yielded the following:

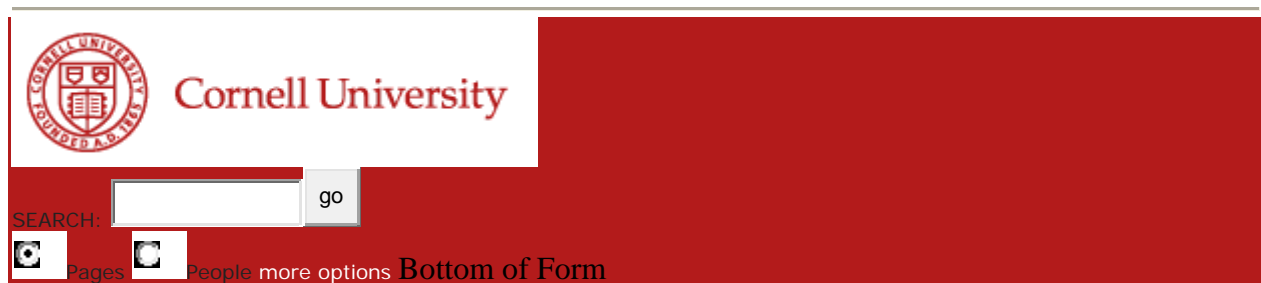
Four online workshops on suicide prevention are available at the National Center for Suicide Prevention Training website [5]:

- "The Research Evidence for Suicide as a Preventable Public Health Problem"
- "Locating, Understanding, and Presenting Youth Suicide Data"
- "Planning and Evaluation for Youth Suicide Prevention"
- "Youth Suicide Prevention: An Introduction to Gatekeeping"

One has to sign up for these seminars to find out more details. Not much public information is available on Harvard's website.

Cornell

Cornell also experienced a high number of suicides over the years [1996 – 2002]. A high percentage (55%) of those attempting suicides happened to be Asians. In 2002, a task force was set up to study this issue. The task force submitted its report [6] in 2004. According to this report, when persons of Asian descent do seek mental health services, they often do so at significantly higher levels of distress and risk than non-Asians. The family was an often-cited source of pressure. Not only were parental expectations high, but also many faculty and staff described tremendous fear and shame among Asian and Asian American students about discussing any problems or difficulties with their families. We zeroed on these two factors as they could be relevant to IIT situation.



Student Life

- [Overview](#)
- [Student Services](#)
- [Getting Involved](#)
- [Life on the Hill Blogs](#)
- [Where to Live, What to Eat](#)
- [Health, Mind, Body & Spirit](#)
- [Athletics & Physical Education](#)
- [Just for Fun](#)

The Ithaca campus invites quiet reverie and relaxation.

[Health, Mind, Body, and Spirit](#)

[Cornell United Religious Work \(CURW\)](#)

CURW, comprised of twenty-five affiliated communities, offers programs of worship, study, and social life, as well as opportunities for students to engage in interfaith dialogue.

[Empathy, Assistance & Referral Services \(EARS\)](#)

EARS offers nonjudgmental, short-term counseling by skilled volunteers who have undergone extensive training and have passed through a rigorous selection process. EARS counselors can provide referrals for services within the Cornell and Ithaca communities. Services are free and confidential.

[Gannett Health Services](#)

The University's center for comprehensive health care provides a wide range of services including primary medical care, [Counseling and Psychological Services \(CAPS\)](#), a pharmacy, 24/7 phone consultation, and information about issues and initiatives affecting student health and well-being.

[Student Disability Services \(SDS\)](#)

SDS, in concert with the Center for Learning and Teaching, provides a unique, integrated model to serve the needs of students with disabilities. SDS will arrange for the provision of auxiliary aids, assistive technology, and reasonable accommodations for all qualified students with documented disabilities including: academic accommodations; accessible campus housing; and transportation and parking.

Johns Hopkins

To get to the suicide related material on Johns Hopkins website, one has to click on Undergraduate, then under Student Services, one has to click on Counselling Centre to get to the material summarized below. One can get to this information also by going to Health and Wellness, and then clicking on Health, Wellness, and Crisis Intervention [7].



SERVICES OFFERED	HOURS	MISSION STATEMENT	STAFF LISTING
TRAINING	FORMS	RECOGNIZING STUDENTS IN DISTRESS	
RESOURCE LINKS	RESOURCES FOR DEALING WITH GRIEF AND LOSS	ONLINE DEPRESSION SCREENING	
ANNUAL REPORTS			

Direct links are available on the website for recognizing students in distress and for dealing with grief and loss and online screening for depression. An excellent set of material is available on referring a student who is in distress, guidelines for dealing with a student who may be suicidal and referring a suicidal student.

Princeton

The material related to stress and crisis management is given under Counselling and Psychological Services offered by the University Health Services. Friends or others including a roommate, family member, dean, faculty who are concerned about the well-being of a student can also contact Counseling and Psychological Services for consultation, guidance, and assistance. Psychologists, clinical social workers, and consulting psychiatrists provide expert mental health care to all students.

Counseling and Psychological Services has a strict confidentiality policy and will not release information regarding contact with a student without permission from the student except in a serious psychiatric emergency. It is the student's responsibility to choose whether to discuss their visit to Counseling and Psychological Services with parents, friends, academic advisors, or prospective employers.

Columbia.



navigate

dean of student affairs office

▶ [advising resources @ columbia](#)

graduation zone

parent & family programs

research & planning

special programs

student & alumni programs

contact us

meet the staff

search

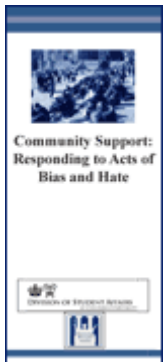
Advising Resources @ Columbia

Students have access to an innovative, new source for academic guidance and information: "[Advising Resources @ Columbia](#)." This comprehensive, state-of-the-art Web site lays out in detail the rationale for, and structure of, the

undergraduate schools' multiple-source advising system. It provides all the tools necessary to understand and navigate the various advising resources available at Columbia. No other school offers such a wide-ranging yet intuitive and easy to use resource to their students.



see also



[Community Support: Responding to Acts of Bias and Hate](#)



[Graduation Zone](#)



[Enrolled Student Survey](#)

"[Advising Resources @ Columbia](#)" is a supplement to, not a substitute for, personal advising by deans and professors. This set of online resources offers a holistic approach to advising, guiding students among the wealth of advising resources available at Columbia. By using "[Advising Resources @ Columbia](#)," students can find answers to common questions, educate themselves about available resources, and locate the right person to provide advice on virtually any topic. With this resource, students can find resources and advisers to supplement those in advising centers or academic departments.

[Advising Resources @ Columbia](#) brings together easy to use tools that:

- introduce students to the many advisers, resources, and opportunities available
- assist in academic planning
- demonstrate relationships and linkages among different resources
- enable students to understand holistically the wealth of available resources
- create a central resource for a distributed system, while providing multiple access points to advising resources

Columbia University Health Services

Counseling Services

Counseling and Psychological Services (CPS) offers free psychological counseling to all undergraduate and graduate students who have paid the [Health Service Fee](#).

CPS offers short-term individual counseling, couples counseling for students and their partners, student life support groups, [medication consultation](#), training and emergency consultation. Students are encouraged to select a CPS clinician (bios and photos are available online). The University's Health Service Fee includes limited coverage for off-campus outpatient mental health services. Students must obtain a referral from a CPS clinician prior to beginning psychotherapy, psychiatric services or substance abuse treatment to make use of insurance benefits provided through the fee. When CPS is closed, a clinician-on-call can provide telephone advice about urgent mental health concerns.

Main Office Location

8th floor, Lerner Hall
2920 Broadway, Mail Code 2606
New York, NY 10027

Appointments 212 854 2878
After-hours clinician-on-call 212 854 9797
Fax 212 854 9473

Main Office Clinical Hours

Mon - Thurs, 8am-6:30pm
Friday, 8am-4:30pm

Residence Hall Locations and Office Clinical Hours:

100 Carman Hall

Monday, 5:30pm-10pm
Tuesday, 5:30pm-9pm
Wednesday, 4:30pm-9pm
Thursday, 5:30pm-10pm

210 East Campus

Monday, 5:30pm-9pm
Tuesday, 5:30pm-7pm
Wednesday, 5:30pm-8:30pm

112A Hartley

Monday, 5:30pm-10pm
Tuesday, 7pm-10pm
Wednesday, 5:30pm-8:30pm
Thursday, 5:30pm-10pm

600 W. 113th St, Room 2BB

Monday, 5:30pm-10pm
Tuesday, 5:30pm-9pm
Thursday, 5:30pm-10pm

General Information	212 854 2284
After-hours urgent health concerns	212 854 9797
CAVA (Ambulance)	212 854 5555
Rape Crisis/Anti-Violence Support Center	212 854 WALK
Uptown Campus Public Safety	
- On-Campus	7-7979
- Off-Campus	212-305-8100

Columbia website has a lot of quality information on this topic. This is not surprising since Columbia had its share of student suicides over the years. One of the most important resources we found is a report [7] prepared by the Suicide Prevention Resource Center prepared for the Center of Mental Health Services, Department of Health and Human Services. This report has been used as a resource by Columbia to prepare its material that is available on its website. Even though there are many U.S. related social and cultural aspects of the recommendations in the report, there is plenty of general information that can be used by IIT Kanpur.

The material below is extracted from Columbia's website. Counseling and Psychological Services support the psychological and emotional well-being of the campus community by providing counseling, consultation, and crisis intervention

Signs of someone Suicidal

Changes in Presentation or Functioning

Some signs of suicidal risk are less obvious and might not spark deep concern. However, if the symptoms below are seen together and represent a significant change or deterioration in a person's presentation or functioning, they may be important to note. In general, having more symptoms can correlate with greater suicide risk.

- Inability to experience pleasure or have fun, especially in things that were previously a source of satisfaction
- Extremely low self-esteem, excessive guilt, or self-hatred
- Low energy and fatigue
- Changes in appetite: loss of appetite or overeating
- Changes in sleep patterns: insomnia or sleeping too much
- Engaging in risky behaviors like reckless driving or unsafe sex, or consuming excessive alcohol or other drugs
- Increased isolation/social withdrawal
- "I just want to stay in my room and not see anybody."

The risk of suicide is greater in people with a history of a mental health disorder. Again, look for marked withdrawal, deterioration from previous behavior, or a change in the person's presentation or performance (for example, a lack of attention to personal hygiene, repeatedly failing to complete assignments or missing meetings, etc.).

Current or Past Life Events Associated With Increased Suicide Risk

Certain life experiences can be very difficult to integrate into one's sense of self. Especially if a person's ability to cope is compromised, hurting him/herself may seem like a viable solution to trouble they are experiencing. Many people experience some of the events listed below in their lives. Their presence does not necessarily imply that a person will feel suicidal. However, as people experience more of these types of events, their suicide risk increases.

- Previous suicide attempts
- Pre-existing psychological distress, including severe depression or other forms of mental illness
- Loss or death of loved ones
- Significant disappointments, such as rejections or academic/career set-backs
- History of suicidal behavior or mental illness in close family members
- Recent or past history of sexual or physical abuse
- Other history of violence or trauma

Additional Things to Look For

- Changes in personality, especially grandiosity or irritability
- Uncharacteristically driven or 'hyper' behavior, especially when accompanied by a decreased need for sleep
- Racing thoughts and speech patterns; agitation
- Loss of usual judgment and appropriate caution (spending large sums of money, risky sexual behavior, starting fights)
- Apparent loss of contact with reality. For example, believes he or she has been chosen by God for a special role, especially if suicide is part of the belief.
- Extreme anxiety/panic. "I'm terrified of living without this relationship. I can't be alone."
- Use of alcohol or drugs, which can decrease inhibitions against suicide and self-harm.

Faculty, staff, family or friends concerned about the mental health of a student may contact [Counseling and Psychological Services](#). For information about signs and symptoms of [suicidal behavior](#) or for information about helping a [friend in crisis](#), please visit our [emotional health library](#). If you are worried about a student who refuses to seek help, consider contacting their Dean of Students who has the authority to act to preserve the safety of the student or others.

I think my friend may be suicidal – how can I tell?

While most people experience brief periods of feeling depressed or anxious, there are sometimes clear signals that those feelings are getting out of control. The following signs could indicate that someone is at risk for hurting him/herself or attempting suicide.

- Suicidal thoughts, plans, or means. "I just want to swallow this whole bottle of pills and never wake up."

- Talking about "not being around" or about death, even in a casual manner. "Who cares, I won't be here anyway."
- Extremely depressed mood, feelings of hopelessness, despair. "I feel like I'm in a black hole and I can never get out. Things will never change."
- Self-harm, such as cutting or burning oneself.
- Changes in presentation, hygiene, or functioning.
- Certain life events (current or past) are associated with increased suicide risk.

I think my friend may have a serious emotional problem — how can I help?

Reach out, talk to the distressed person, and listen to what he or she is going through. Some people fear that approaching a distraught individual will make things worse. Actually, giving caring and nonjudgmental support may help your friend feel less alone and misunderstood. You can ask questions, such as, "How long have you been feeling this way?" or "Have you spoken with anyone else about all of this?"

Encourage the person to seek help. Encourage the person to seek professional help at Counseling and Psychological Services (CPS). If the student does not want to see a CPS counselor, urge him or her to speak with someone else trained to provide assistance, such as a dean or member of the Residential Programs staff. You can offer to go with the person to talk with someone. If they refuse help, you should seek assistance from an RA, dean, or member of the counseling staff yourself. CPS counselors are available to consult with you about how best to help another person.

If you feel worried that the person is considering suicide, don't be afraid to ask. Asking does not increase the risk of suicide occurring. In fact, people are often relieved to have others acknowledge the depths of their feelings. Most people considering suicide are ambivalent about this choice. The behaviors that have drawn your attention are often a cry for help.

Take any concerns about suicide very seriously. A frequent cause of suicide is a major mental illness or psychiatric condition, which requires professional intervention. As a friend, you can offer very important caring and support, but ultimately the individual needs professional treatment. Remember that you cannot determine someone's degree of risk or provide treatment to a suicidal person on your own, they need professional help.

Do not agree to keep suicidal thoughts in confidence. It is an act of friendship and loyalty, not of betrayal, to seek needed assistance for a suicidal person.

Regardless of the circumstances, any reference to suicide should be considered serious. If an individual alludes to any details about planning a suicide attempt, immediate intervention is critical. Seek help right away.

The Urge to End It: An Essay in New York Times

A recent article [8], published July 6, 2008 in NY Times, "The Urge to End It," by Scott Anderson, a veteran war correspondent, a contributing writer for the *New York Times Magazine*, focused on the "how" rather than the "why" people commit suicide. The article challenged the dominant medical wisdom of linking suicide with a psychological condition (90% according to

the National Institute of Mental Health) and proposed that in the majority of the cases it is an impulsive action brought on by opportunity (readily available means to commit suicide). He cited examples of how Britain's conversion from coal gas to natural gas radically reduced the incidence of suicide and how blocking access to certain tall bridges did the same. To support his claim that most of the suicides are impulsive, not premeditated, he cited statistics that only 10% of unsuccessful in the first attempt try again. According to Seiden, a professor emeritus and clinical psychologist at the University of California at Berkeley School of Public Health, people who try to commit suicide have only a plan A but there is no Plan B. They do not say that since jumping off the bridge did not work, now "I am going to shoot myself."

This article is particularly important for our paper since the "why" part is complex and requires trained professionals, taking action on the "how" part does not require experts.

Appendix B

Student Development & Campus Life at MSU Vice President

Dean of Students

- Counseling & Psychological Services
- Health Center
- Health Promotion
- Disability Resource Center

- Student Center Operations
- Recreation Center

Dean Enrollment & Student Academic Services

- Academic Advising
- Center for Adult Learning
- Center of Academic Development & Assessment
- New Student Experience
- Undergraduate Admissions
- Financial Aid

Chief, University Police



Mission Statement

The Mission of University Health and Counseling Services is to support the educational mission of Montclair State University and the vision of the Division of Student Development and Campus Life through the provision of health and psychological services, health promotion education and disabilities accommodations.

UHCS is comprised of four primary areas which work in close collaboration with each other and other University departments to promote a high standard of health, safety, educational achievement, accessibility and overall wellbeing for all of the campus community,

These areas and their primary functions are:

- Counseling and Psychological Services:

Offers a broad range of counseling and psychological services (direct clinical, educational, and preventive services) in collaboration with related University areas, to promote the psychological wellness of the greater campus community of students, staff, and faculty.

- The University Health Center:

Provides comprehensive ambulatory healthcare; preventive health screening; coordination and oversight of public health incidents; emergency preparedness medical response; and administrative oversight including medical/forensic response for the Montclair State University Sexual Assault Response Team.

- Health Promotion:

Provides education, outreach, and advocacy to enhance the health of all students, faculty and staff through advances in health promotion theory and research; excellence in health education practices; and the promotion of public policies conducive to health.

- Disability Resource Center:

Provides services and accommodations to students with physical, sensory, learning, psychological, and chronic medical disabilities to guarantee full access to all curricular and co-curricular activities as mandated by federal law.

[Emergency](#)

Montclair State University – Montclair, New Jersey, 07043, USA | 973-655-4000 | [Webmaster](#)



THE CAAAL MISSION

The Center for Academic Advising and Adult Learning supports both the university and Student Development and Campus Life missions to foster the intellectual, psychological, physical, and social development of students. Working collaboratively with advisors, students, faculty and university staff, CAAAL takes a proactive role in the educational process helping students make informed decisions about their courses, major and future goals.

Academic advising provides structured support to students and is an integral part of a college education. As such, advisors will:

- Be experts on university policies and procedures
- Teach students to proactively learn curriculum and clarifying educational goals
- Monitor academic standing of students and provide continuous support
- Offer necessary programs and workshops that strengthen the connection of students to the university.

In turn, students will:

- Gather information relevant to their program of study
- Maintain communication with an advisor
- Define personal values, goals, and professional aspirations
- Accept responsibility for their decisions.

This relationship fosters student independence and responsibility through an on-going educational process, resulting in graduates who are leaders engaged in learning, exploration of knowledge, and civic responsibility.

Appendix C

Counselling Service at IITK

We found the latest information on the brochure [10] distributed to the incoming class last week.

‘The Counseling Service of IIT Kanpur serves to ensure the welfare of the students, providing them with assistance on the emotional, academic and financial front. Right from the very first day you enter the campus, we work to get you acclimatized with your new environment and try to ensure that IITK for you is not just an institute, but a home away from home.

What makes IIT Kanpur different is the fact that the Counseling Service functions with the selfless support of many people which includes student volunteers, faculty advisors, counsellors and psychiatrists.

What we do

The various tasks that we are involved in, throughout the year are:

- **Academic Counseling:** On an ongoing basis the Counseling Service monitors the academic performance of those students who are not able to meet the adequate academic requirements. These students are extended additional assistance whenever they indicate the need for it. The Service also provides guidance to students regarding the Slow
- **Pace Programme (mentioned later).** English Conversation Classes are also run under the aegis of the Counseling Service for students facing problems with the language.
- **Emotional Counseling:** The service provides assistance to help students sort out their problems, be it of personal or emotional nature or related to adjustment in the new environment. The student volunteers have themselves experienced some of the problems at some point in their life; therefore have an idea about how to tackle them and for students facing serious emotional difficulties, the Service arranges professional counsel and personalized psychiatric care. Confidentiality of such a student is strictly maintained.
- **Financial Assistance:** The Service arranges for financial assistance to needy students in the form of loans and scholarships from the Students' Benevolence Fund (SBF) (mentioned later).

The student volunteers of the Counseling Service, known as Student Guides, are assigned seven to eight students and this group is also assigned a member of the faculty, known as Faculty Guardian. They help the newcomers settle down in the campus and overcome any problem that they might face. In addition to this every batch of each department is assigned a Departmental Faculty Counselor who looks after the batch until it graduates and provides useful assistance to them in matters related to the department. Counsellors are professionally trained people who provide services for students. They have a vast experience in talking to students and helping them solve their problems. Whenever in need, feel free to drop in a mail or call them up and they will be more than willing to listen to you and help you with your problems....’

Appendix D: Comprehensive Information Links (from www.montclair.edu)

Information Links

General websites and Brochures:

1. Go ask Alice: www.goaskalice.columbia.edu
2. www.campusblues.com
3. www.dr-bob.org/mental.html
4. counseling.uchicago.edu/vpc
5. www.bradley.edu/eddev/cwc/cwc_wellness_web.html
6. www.planetpsych.com
7. www.psychcentral.com
8. www.cyberpsych.org

Alcohol and Other Drugs:

1. www.al-anon.org/
2. www.alcoholics-anonymous.org/
3. American Council for Drug Education: www.acde.org/
4. Children of Alcoholics Foundation: www.coaf.org/
5. www.drughelp.org
6. Alcohol and your college experience: www.factsontap.org/
7. Alcohol Quiz: alcoholismqz.html
8. Alcohol Quiz Interpretation: interpretalcohol.html
9. Parental Substance Abuse: www.coaf.org
10. Personal Substance Abuse: www.drughelp.org
11. www.collegedrinkingprevention.gov/students/
12. www.hammered.org/html/home.asp
13. www.addictionresourceguide.com
14. National Clearinghouse on Alcohol and Drug Information: www.health.org
15. Higher Education Center for Alcohol, Other Drug and Violence Prevention: www.edc.org/hec

Anxiety/Stress:

1. Anxiety Disorders Association of America: www.adaa.org
2. The Anxiety Panic Internet Resource: www.algy.com/anxiety/
3. Test Anxiety: www.couns.uiuc.edu/Brochures/testanx.htm
4. National Center for Post Traumatic Stress Disorder: www.ncptsd.org
5. www.couns.msu.edu/self-help/anxiety.htm
6. Social Anxiety: www.utdallas.edu/student/slife/counseling/anxiety.html
7. Anxiety newsletter: anxiety.html
8. Obsessive-Compulsive Disorder: www.ocfoundation.org
9. Stress: stress.html
10. www.shpm.com/articles/stress

Attention Deficit Hyperactivity Disorder (ADHD):

1. Attention Deficit Disorder: adhd.html
2. www.CHADD.org
3. www.LD-ADD.com
4. www.add.about.com
5. www.add.org/content/menu1.html
6. www.adhdnews.com
7. www.amenclinic.com/ac/addtests/default.asp
8. www.nimh.nih.gov/publicat/adhd.cfm
9. www.nimh.nih.gov/healthinformation/adhdmnu.cfm
10. www.oneaddplace.com

Depression/Suicide:

1. couns.msu.edu/self-help/depression.html
2. caps.unc.edu/depress.html
3. National Foundation for Depressive Illness: www.depression.org
4. Depression newsletter: depression.html
5. Young adult search engine: www.ulifeline.org
6. Suicide Prevention Resource Center: www.sprc.org

Eating Disorders:

1. www.nationaleatingdisorders.org
2. www.jeankilbourne.com
3. www.bodypositive.com
4. www.couns.uiuc.edu/Brochures/eatingprb.htm
5. www.about-face.org/
6. www.anred.com/
7. www.oa.org
8. Eating Disorder Facts: seatdis.html
9. Information & Self Screening: eating98.html
10. Disordered Eating?: othereat.html
11. www.eatingdisordersonline.com
12. www.edap.org
13. www.mirror-mirror.org
14. www.something-fishy.org

Sexual Assault:

1. www.nsvrc.org
2. www.rainn.org
3. www.911rape.org
4. www.couns.msu.edu/sap/index.htm
5. General Information: assault.html

Other Information:

1. Attention Deficit Disorder: adhd.html

11. Causes of Anxiety and Panic Attacks: www.algy.com/anxiety/files.barlow.html
12. Anxiety Panic Interest Resource: www.algy.com/anxiety/index.shtml
13. How Stress Affects the Body: American Medical Women's Association: www.amwa-doc.org/pubications/WCHHealthbook/stressamwa-ch09.html
14. Panic Disorder: www.apa.org/pubinfo/panic.html
15. Stress Reduction: www.dstress.com/guided.htm
16. National Panic/Anxiety Disorder Newsletter: www.npadnews.com
17. Stress and Psychology: www.guidetopsychology.com
18. Panic and Anxiety: www.panicattacks.com.au/
19. Agoraphobia: www.panicdisorder.about.com
20. Anxiety Disorders: www.psych.org/public_info/anxiety.cfm
2. Criticism: [criticism.html](#)
3. Grief and Loss: [grief.html](#)
4. Learning Disorders: [learndisorder.html](#)
5. How to Live with Your Roommate: [roommate.html](#)
6. Transition: [transitions.html](#)

About the Authors

Ram Misra is President of IIT Kanpur Foundation. He has been very active in IIT Kanpur alumni activities. He is the founder president of the IITK East Coast Chapter in USA. Professionally, Ram is a Professor of Management and Information Systems in the School of Business at Montclair State University, Montclair, NJ, USA. Prior to that he was an executive director at Bell Communications Research. He spent 22 years in the telecom industry (Bell Labs and Bell Communications Research) in various technical and management positions. After graduating from IIT Kanpur in Mechanical Engineering in 1968, Ram obtained a Ph.D. in Industrial Engineering and Operations Research from Texas A&M University, College Station in 1973. Ram has an MBA also from Columbia Business School.

Rakesh Pandey

Aruna Jha

Madhu Chadda