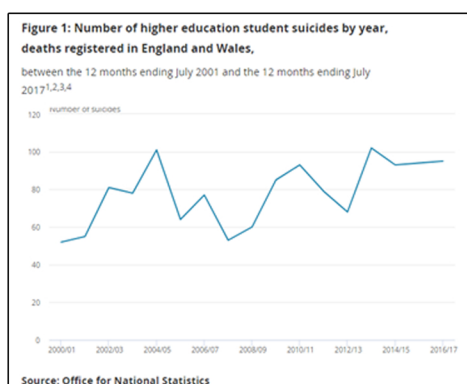




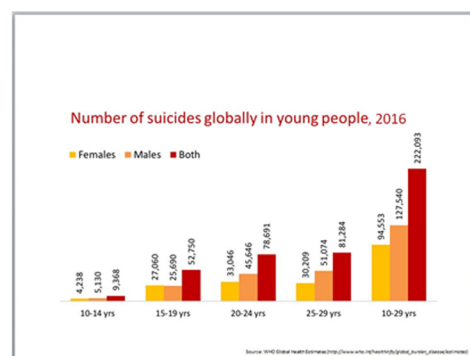
One UK Student Dies by Suicide Every Four Days

Office for National Statistics



World Health Organization

Suicide occurs throughout the lifespan and is the second leading cause of death among 15-29 year olds globally.



Importance of the research:

This study is an initial effort for understanding the factors and mechanisms responsible for committing suicide of students. It presents a qualitative model as basis for further research and hopes to spark research in this direction

Who Should Read this Article?

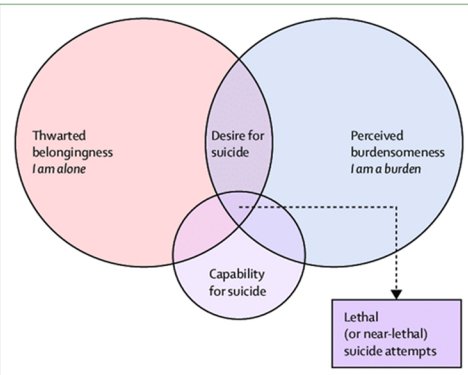
Those who think that the photos in the right column are the story of their lives

Psychological Hypothesis:



Thomas Joiner is an American academic psychologist and leading expert on suicide. He is the Robert O. Lawton Professor of Psychology at Florida State University, where he operates his Laboratory for the Study of the Psychology and Neurobiology of Mood Disorders, Suicide, and Related Conditions.

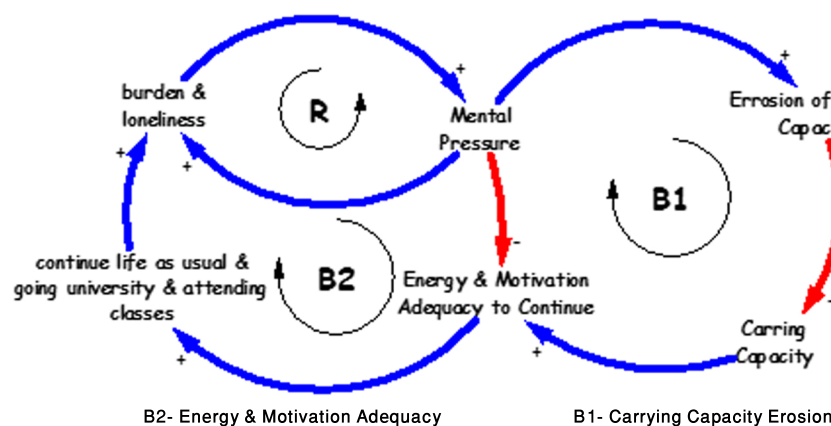
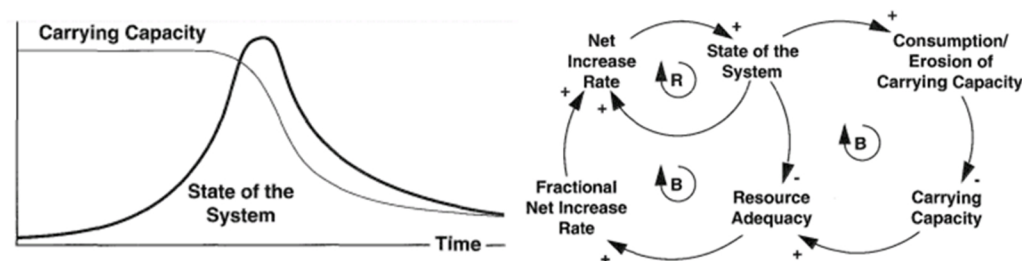
Interpersonal Theory of Suicide (ITS)



Prerequisites for Committing Suicide:

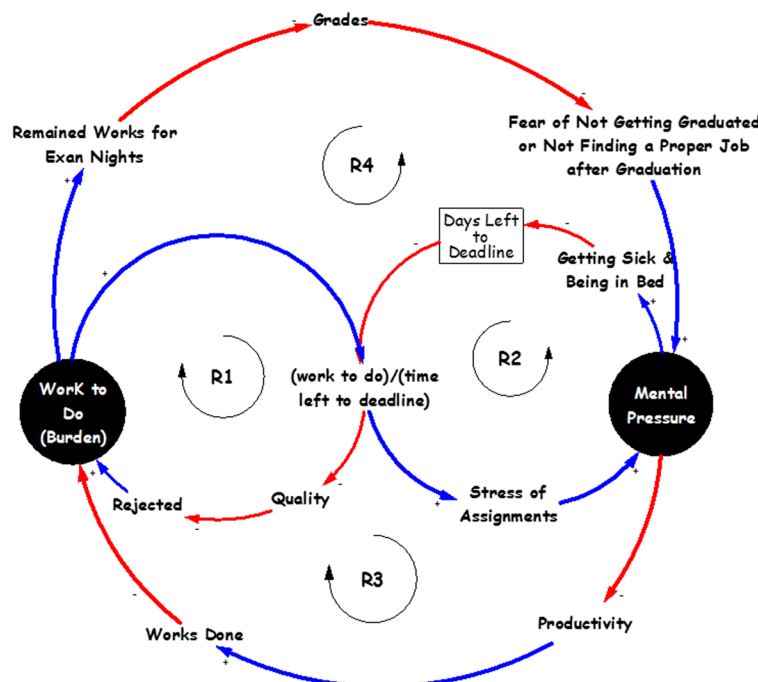
1. Feeling Lonely
2. Feeling a heavy Burden
3. Being Capable to Suicide

Dynamic Hypothesis: Overshoot & Collapse



R : in the middle column , 11 reinforcing loops are shown in three categories

A. Effect of Mental Pressure on Educational Results

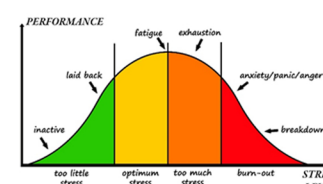
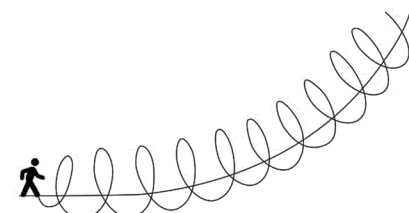


R1- Redo:
more Work to Do in due date → more cut the corners or do it in haste → Less Quality (haste makes waste) → more Rejected → more Work to Do

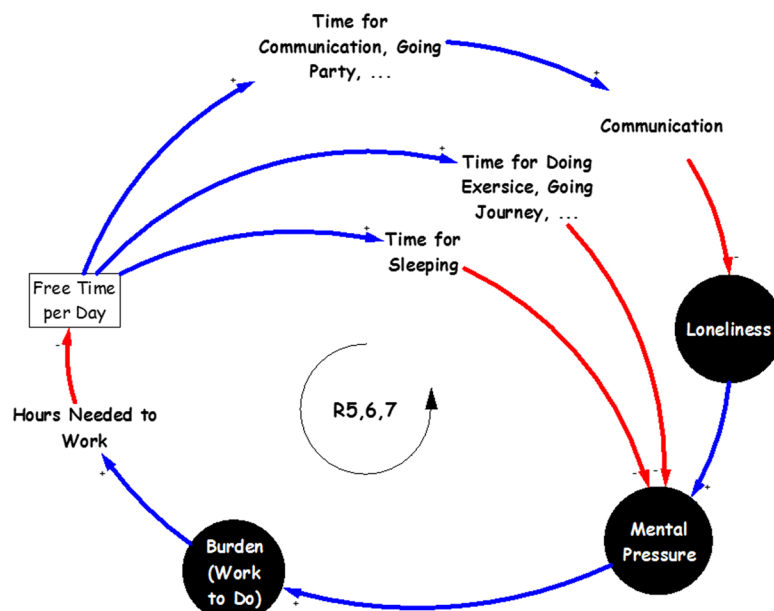
R2- Bedridden:
more [(work to do)/(time left to deadline)] → more stress → more mental pressure → more getting sick (migraine, stomach pain, ...) & being in bed → less time left to deadline → more (work to do)/(time left to deadline)

R3- Mental Pressure Kills Productivity:
More work to do → more (work to do)/(time left to deadline) → more stress → more Mental pressure → less productivity → less speed of progress → less works done → more work to do

R4- Exam Nights & Grade:
more work to do → more remained works for Exam Nights → less grade → more fear of Not Getting Graduated or Not Finding a Proper Job after Graduation → more mental pressure → less quality & productivity → more work to do



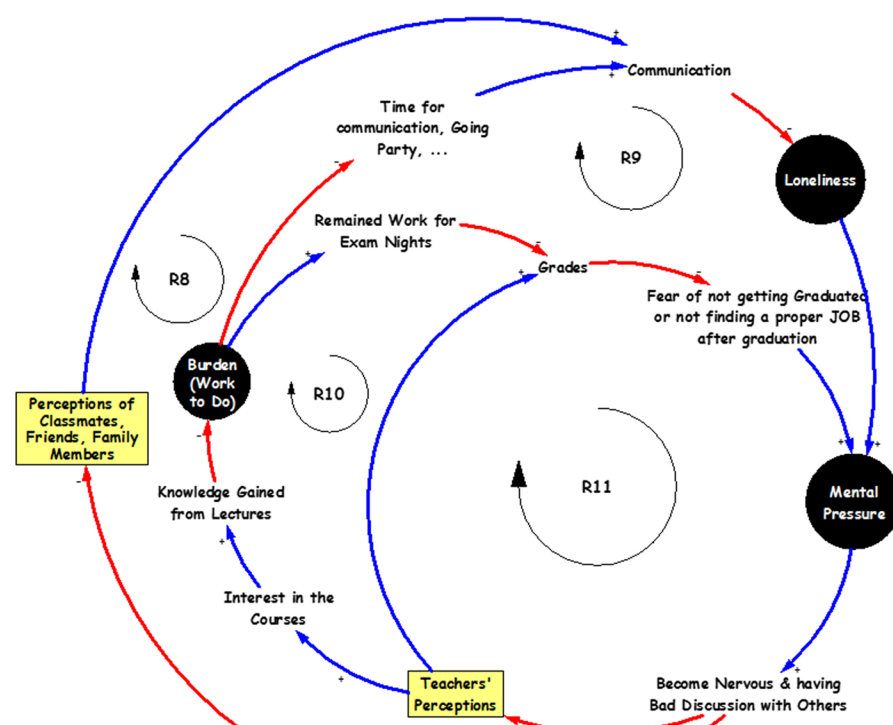
B. Time to relieve mental pressure is swallowed up by work Overtime



R5, R6, & R7- Work Overtime:

more work to do → more hours needed to work → less free time to sleep, do exercise, recreation, go journey, go party, communication, ... → less discharge of mental pressure → more mental pressure → less productivity & quality → more work to do

C. Mental Pressure Make you Aggressive & short-tempered



R8- Isolation & Loneliness:
more loneliness → more mental pressure → more become nervous & aggressive → more objection to teachers → more bad feeling to the professor & the course → less interest in the course → less knowledge gained in the class → more work to do → more loneliness & more fear to get low grades → more mental pressure

R9- disinterest in the course:
more mental pressure → more become nervous & aggressive → more objection to teachers → more bad feeling to the professor & the course → less interest in the course → less knowledge gained in the class → more work to do → more loneliness & more fear to get low grades → more mental pressure

R10, R11 - Self-Fulfilling Prophecy:
more mental pressure → more being short-tempered & aggressive → more objection & bad discussion with professors → more teachers' negative Perceptions → less "Grade" & less "interest in the course" → less "Knowledge Gained in Lectures" → more Work to Do → more "Remained Work for Exam nights" → less Grade → more mental pressure

Next Steps:

- Doing Future research to expand upon this initial model of suicide dynamics
- Quantification the model to gain a better understanding and contribute to personalized methods of evaluation, prevention and intervention
- Use the model to Influence University Policy

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This paper is available for download here:

