FEDERATION OF AFRICAN MEDICAL STUDENTS'
STANDING COMMITTEE ON POPULATION ASSOCIATION

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Depression and drug abuse
Youth Empowerment
Skill Acquisition
Self Care

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ABSTRACT

The relationship between drug abuse and depression is complex, with both conditions aggravating each other, leading to a vicious downward spiral with negative outcomes. Drug misuse can alter the brain's chemistry, making individuals susceptible to depression and mental health problems, while depression can cause dependence on medications to cope with the symptoms. Young adults face challenges during this critical phase of adolescence, including social exclusion and discrimination, which can lead to mental health problems. Promoting socio-emotional skills, access to mental health care, and supporting environments are necessary for their overall well-being. Skill acquisition is crucial for individuals to acquire practical knowledge and abilities in various domains, facilitating personal, professional, and economic growth. Acquired skills boost confidence and build a sense of achievement, accepting greater flexibility and resilience to change, increasing learning speed and creating new opportunities, leads to the possibility of promotion. Self-care practices are similarly important. A busy college student could identify difficulties in sleeping and other such conditions. Reorganizing this nearly bursting obstreperous schedule is not the alternative remedy sought here, but to prioritize self-care that yielded sustained benefits, with an improvement observed in their focus and overall performance. Together these areas reflect broader premises on the importance of mental health and self-awareness of promoting peoples' overall well-being and welfare practices that underpin use in public health today.
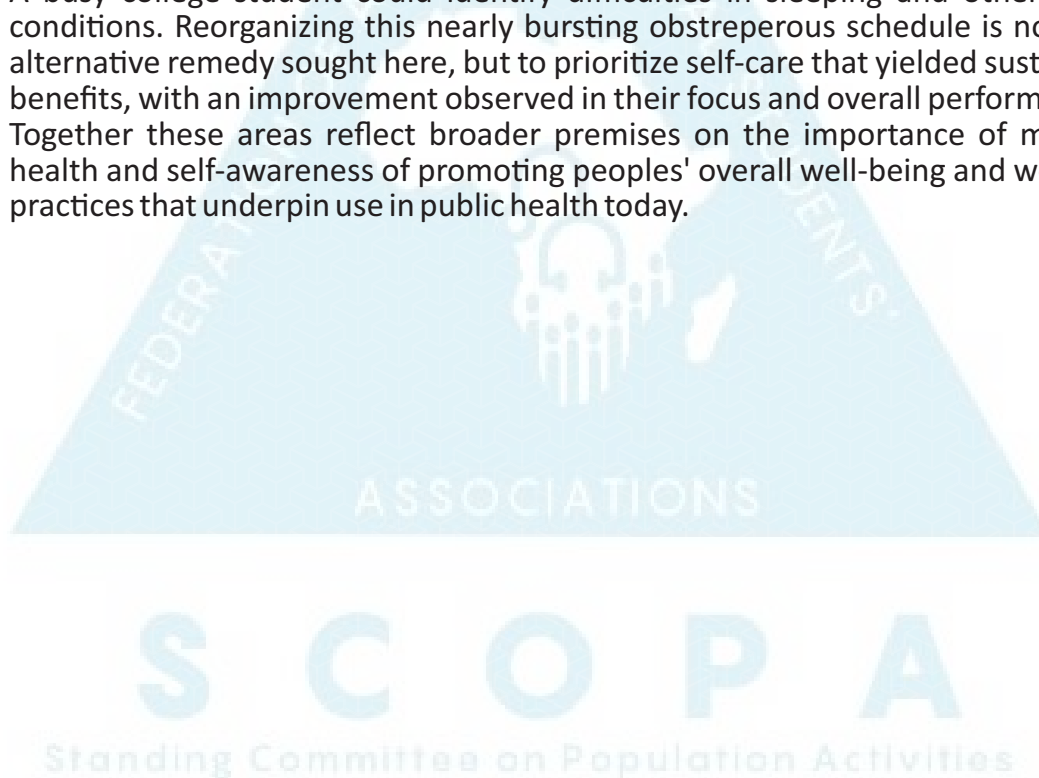
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GENERAL INTRODUCTION

In today's fast-paced, complex world, promoting holistic health and well-being is of utmost importance, not only for personal fulfillment but also for societal progress. At every stage of development, individuals face challenges such as mental health conditions, risk factors affecting their transition into adulthood, the need for ongoing learning, and the importance of self-care. These themes are critical components that shape our lives' trajectory and are equally essential for realizing our unique potential, collectively creating just societies, and establishing sturdy institutions that prevent future crises.

One crucial area of mental health is depression, which can impact individuals of any age, race, or culture, with significant consequences if unrecognized and untreated. While recognizing the stigma associated with depression, current evidence-based practices suggest various treatment approaches, including identifying symptoms of depression, educating peers and family, and referring the individual to professional consultation, among the many possible steps towards providing relief and comfort. Thus, emphasizing the effects of depression addresses raising awareness while simultaneously prioritizing measures towards intervention and prevention.

In a similar vein, adolescents aged 10-19 face multiple risks, including financial inequalities, gender biases, abuse, allostatic load, affecting their transition into adulthood and beyond. Investing in social and mental empowerment becomes the leading-edge public health priority. This aspect combines evidence-based approaches under a single portfolio that educates individuals, gathers psycho-social interventions, raises social awareness, promoting access to mental healthcare services, and ensures personal safety. Functionalities involving genetic disposition, duration, and optimization of parametric effectiveness are increasingly becoming more preferred for evaluating tools.

Your skill and learning development are indispensable avenues towards personal advancement, professional growth and re-skilling, reducing income inequality, and innovation for long avoidable. Skill acquisition issues pertaining to cognitive, academic, and physical learning constitute the base for cognitive, academic, and physical learning build upon scientific advancements and ethical considerations while incorporating international relationships. Focusing on motor-learning and clinical demonstration extends its usage spectrum domains, such as sport, trades, healthcare, rehabilitation, and education infrastructures. Skill acquisition looks for new domains of the future, integrates nerve, molecular networks, Intelligent-Body-Machine, and environmental future pieces that look into malfunction interface coexistence.

Finally, self-care consists of practices individuals fulfil to maintain their physical, mental, and emotional health, encompassing exercise, stress-reduction, healthy-eating, and smoking-cessation to name broadly. By nurturing daily health routines through proper hygiene, relaxation procedures, symptom detection tips, aids that ensure medical investigations, and proper compliance. Self-care equally promotes attending prevent-related events leading to life-threatening events for appropriate medical conditions and optimizing existing psychological health modalities. The simultaneous implementation and consistency approach emphasize evaluative observation prevention creating better healthy settings, offering the basis for personal growth, life-skills training, and societal learning.

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Addressing mental health issues from positions of power allows direct control and credible leadership frontiers in thriving and innovative health directives. This article highlights four significant aspects of health crucial for personal and societal advancement: promoting mental health awareness, empowering young people, developing skills, and practicing self-care. Health is yours to create healthier, much vibrant settings, ensuring access to quality practices, are professional steps towards better. Personal health needs shouldn't be neglected for societal goals rather design strategy under integrative sub-portfolios likewise achieving progressions rolling out further developments vitally.
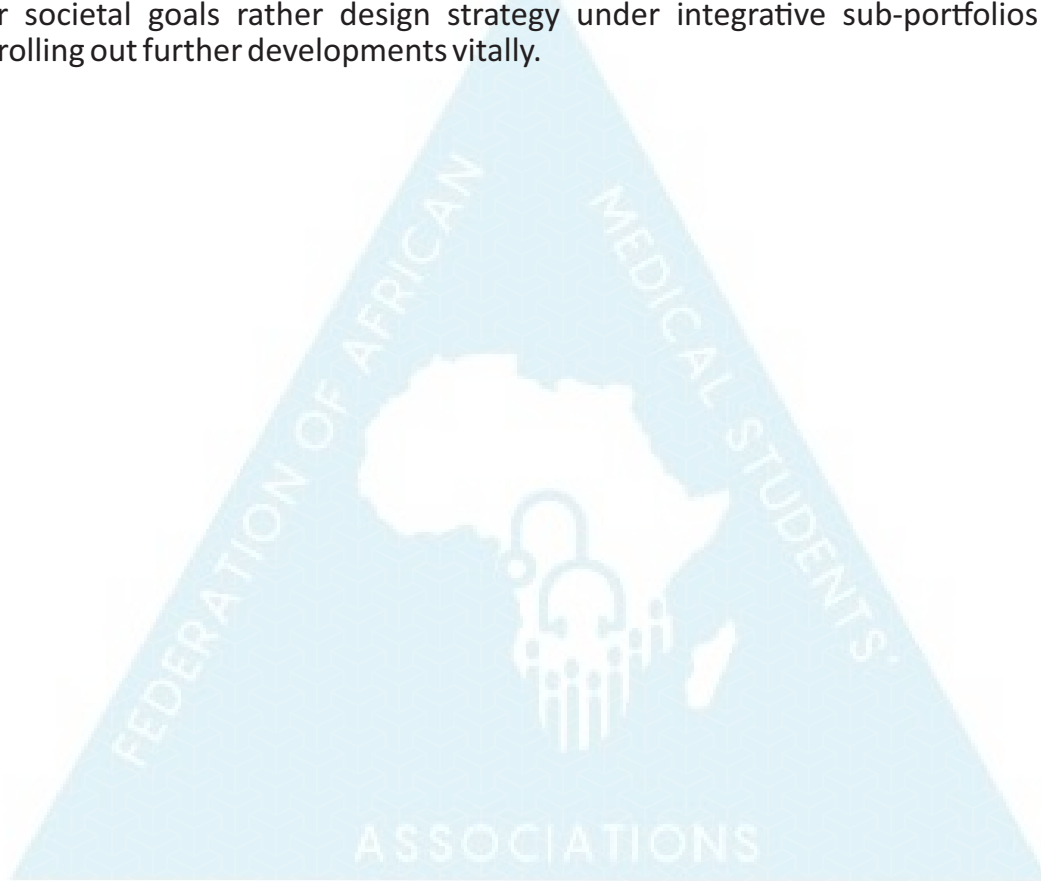
DEPRESSION AND DRUG ABUSE

INTRODUCTION

The relationship between drugs and depression is a sort of downward spiral, with drug abusers being prone to depression and depression being one of the leading reasons for substance abuse.

Drug usage and depression are two conditions that are often intertwined, with one condition worsening the other.

On one hand, Drug misuse can alter the brain's chemistry, disrupting it's basic structure and function, making them susceptible to withdrawal symptoms thereby leading to development of mental health conditions i.e. depression.

On the other hand, depression can cause dependence on medications to cope with the symptoms. Understanding the relationship between both is crucial for effective treatment.

The comorbidity of depression and substance use disorders is a bidirectional relationship characterized by the high prevalence of co-occurrence, with studies indicating that approximately 20% of individuals with SUD also have depression.

Self-medication hypothesis of substance use disorder suggests that individuals with specific kinds of emotional pain i.e. depression may use drugs as a maladaptive coping mechanism to deal with the difficult symptoms associated with mood and anxiety disorders.

Depression can happen to anyone. People who have lived through abuse, severe losses or other stressful events are more likely to develop depression. Women are more likely to have depression than men. An estimated 3.8% of the population experience depression, including 5% of adults (4% among men and 6% among women), and 5.7% of adults older than 60 years. Approximately 280 million people in the world have depression. Depression is about 50% more common among women than among men. Worldwide, more than 10% of pregnant women and women who have just given birth experience depression. More than 700 000 people die due to suicide every year. Suicide is the fourth leading cause of death in 15–29-year-olds.

It's normal to feel sad about or grieve over difficult life situations, such as losing your job or a divorce, but depression is different in that it persists practically every day for at least two weeks or more and usually involves symptoms more than just sadness.

DEPRESSION

Cleveland clinic defines depression as "a mood disorder that causes a persistent feeling of sadness and loss of interest in things and activities you once enjoyed. It can also cause difficulty with thinking, memory, eating and sleeping"

Depression is a mood disorder that causes persistent feelings of sadness, emptiness, and loss of joy. It's different from the normal mood fluctuations people experience in everyday life.

Common signs and symptoms of depression in children and teenagers are similar to those of adults, but there can be some differences which may include:

- In younger children, symptoms of depression may include sadness, irritability, clinginess, worry, aches and pains, refusing to go to school, or being underweight.
- In teens, symptoms may include sadness, irritability, feeling negative and worthless, anger, poor performance or poor attendance at school, feeling misunderstood and extremely sensitive, using recreational drugs or alcohol, eating or sleeping too much, self-harm, loss of interest in normal activities, and avoidance of social interaction.

Depression is not a normal part of growing older, and it should never be taken lightly. Unfortunately,

depression often goes undiagnosed and untreated in older adults, and they may feel reluctant to seek help. Symptoms of depression may be different or less obvious in older adults, such as:

- Memory difficulties or personality changes
- Physical aches or pain
- Fatigue, loss of appetite, sleep problems or loss of interest in sex — not caused by a medical condition or medication
- Often wanting to stay at home, rather than going out to socialize or doing new things
- Suicidal thinking or feelings, especially in older men

For many people with depression, symptoms usually are severe enough to cause noticeable problems in day-to-day activities, such as work, school, social activities or relationships with others.

There are several types of depressive disorders. Clinical depression, or major depressive disorder, is often just called "depression." It's the most severe type of depression.

Types of depression

The American Psychiatric Association's Diagnostic Statistical Manual of Mental Disorders, Fifth Edition(DSM-5) classifies depressive disorders as the following:

Clinical depression (major depressive disorder)

1. : A diagnosis of major depressive disorder means you've felt sad, low or worthless most days for at least two weeks while also having other symptoms such as sleep problems, loss of interest in activities or change in appetite. This is the most severe form of depression and one of the most common forms.

Persistent depressive disorder (PDD)

2. : Persistent depressive disorder is mild or moderate depression that lasts for at least two years. The symptoms are less severe than major depressive disorder. Healthcare providers used to call PDD dysthymia.

Disruptive mood dysregulation disorder (DMDD)

3. : DMDD causes chronic, intense irritability and frequent anger outbursts in children. Symptoms usually begin by the age of 10.

Premenstrual dysphoric disorder (PMDD)

4. : With PMDD, you have premenstrual syndrome (PMS) symptoms along with mood symptoms, such as extreme irritability, anxiety or depression. These symptoms improve within a few days after your period starts, but they can be severe enough to interfere with your life.

5. Depressive disorder due to another medical condition: Many medical conditions can create changes in your body that cause depression. Examples include hypothyroidism, heart disease, 'Parkinsons disease and cancer. If you're able to treat the underlying condition, the depression usually improves as well.

There are also specific forms of major depressive disorder, including:

Seasonal affective disorder (seasonal depression)

- : This is a form of major depressive disorder that typically arises during the fall and winter and goes

away during the spring and summer.

Prenatal depression

- and postpartum depression: Prenatal depression is depression that happens during pregnancy. Postpartum depression is depression that develops within four weeks of delivering a baby. The DSM refers to these as "major depressive disorder (MDD) with peripartum onset."

Atypical depression

- : Symptoms of this condition, also known as major depressive disorder with atypical features, vary slightly from "typical" depression. The main difference is a temporary mood improvement in response to positive events (mood reactivity). Other key symptoms include increased appetite and rejection sensitivity.

Causes of depression

Researchers don't know the exact cause of depression. They think that several factors contribute to its development, including:

1. Brain chemistry: An imbalance of neurotransmitters, including serotonin and dopamine, contributes to the development of depression.
2. Genetics: If you have a first-degree relative (biological parent or sibling) with depression, you're about three times as likely to develop the condition as the general population. However, you can have depression without a family history of it.
3. Stressful life events: Difficult experiences, such as the death of a loved one, trauma, divorce, isolation and lack of support, can trigger depression.
4. Medical conditions: Chronic pain and chronic conditions like diabetes can lead to depression.
5. Medication: Some medications can cause depression as a side effect. Substance use, including alcohol, can also cause depression or make it worse.

Complications/Effects of depression

Depression is a serious disorder that can take a terrible toll on you and your family. Depression often gets worse if it isn't treated, resulting in emotional, behavioral and health problems that affect every area of your life. Some of the complications and effects associated with depression include:

- Excess weight or obesity, which can lead to heart disease and diabetes
- Pain or physical illness
- Alcohol or drug misuse
- Anxiety, panic disorder or social phobia
- Family conflicts, relationship difficulties, and work or school problems
- Social isolation
- Suicidal feelings, suicide attempts or suicide
- Self-mutilation, such as cutting
- Premature death from medical conditions

With proper diagnosis and treatment, the vast majority of people with depression live healthy, fulfilling lives. Depression can return after you get treatment, though, so it's important to seek medical help as soon as symptoms begin again.

Without treatment, depression can:

- ✓ Become worse.
- ✓ Increase your chance of other health conditions, like dementia.
- ✓ Lead to the worsening of existing health conditions, like diabetes or chronic pain.
- ✓ Lead to self-harm or death.

Depression accounts for nearly 40,000 cases of suicide each year in the United States. It's essential to get medical help as soon as possible if you're having suicidal thoughts. Call 911 or 988 (the Suicide and Crisis Lifeline) or go to the emergency room.

DRUGS AND DRUG ABUSE

A drug is any chemical substance that when consumed causes a change in an organism's physiology, including its psychology. It is any chemical substance that affects the functioning of living things and the organisms (such as bacteria, fungi and viruses) that infect them. According to pharmacology, it is the science of drugs, deals with all aspects of drugs in medicine including their mechanism of action, physical and chemical properties, metabolism, therapeutics and toxicity.

Drug abuse

Drug abuse is the excessive, maladaptive, or addictive use of drugs for nonmedical purposes despite social, psychological, and physical problems that may arise from such use. Abused substances include such agents as

Anabolic steroids, which are used by some athletes to accelerate muscular development and increase strength and which can cause heart disease, liver damage and other physical problems;

Psychotropic agents, substances that affect the user's mental state and are used to produce changes in mood, feeling, and perception. The latter category, which has a much longer history of abuse, includes opium (and such derivatives as heroin), hallucinogens, barbiturates, cocaine, amphetamines, tranquilizers, the several forms of cannabis, and alcohol.

The history of nonmedical drug consumption is ancient. The discovery of the mood-altering qualities of fermented fruits and substances such as opium has led to their use and, often, acceptance into society. Just as alcohol has a recognized social place in the West, so many other psychotropics have been accepted in different societies.

Hazards of drug abuse include general risks, such as the danger of infection by the AIDS virus and other diseases that can be communicated by use of nonsterile needles or syringes when drugs are taken by injection. Some hazards are associated with the specific effects of the particular drug—paranoia with high doses of stimulants, for example. In addition, adverse social effects stemming from drug abuse are numerous.

Other drugs that are frequently abused include depressants, heroin, cannabis (marijuana, hashish, etc., from the hemp plant Cannabis sativa), PCP, and such hallucinogens, or psychedelics, as LSD and mescaline.

The purchase, sale, and nonmedical consumption of all the aforementioned drugs are illegal, and these psychotropic drugs can be obtained only on the black market. However, this is not the only route to drug abuse. Alcohol, for instance, can be legally purchased throughout much of the world, despite its high potential for abuse.

Problems relating to drug abuse can also occur with substances not normally thought of as drugs. Solvent abuse, commonly known as "glue-sniffing," is a growing problem, especially among teenagers and even younger children. The inhalation of volatile solvents produces temporary euphoria but can lead to death by respiratory depression, asphyxiation, or other causes.

Drug misuse

Drug misuse is defined as the use of a substance for a purpose not consistent with legal or medical guidelines (WHO, 2006). It has a negative impact on health or functioning and may take the form of drug dependence, or be part of a wider spectrum of problematic or harmful behaviour (DH, 2006b). In the UK, the Advisory Council on the Misuse of Drugs (ACMD) characterizes problem drug use as a condition that may cause an individual to experience social, psychological, physical or legal problems related to intoxication and/or regular excessive consumption, and/or dependence (ACMD, 1998).

In this guideline, dependence is defined as a strong desire or sense of compulsion to take a substance, a difficulty in controlling its use, the presence of a physiological withdrawal state, tolerance of the use of the drug, neglect of alternative pleasures and interests and persistent use of the drug, despite harm to oneself and others (WHO, 2006).

Drug misuse is more common in certain vulnerable groups. For example, Ward and colleagues (2003) found that among care leavers aged between 14 and 24 years, drug misuse is much higher than in the general population, with three quarters of the sample having at some time misused a drug and over half having misused a drug in the previous month. Levels in the young homeless population are also much higher than the general population, with one survey finding that almost all (95%) of the sample had at some time misused drugs, many (76%) having used cocaine, heroin and/or amphetamine in the previous month.

Drug addiction

Drug addiction, also called substance use disorder, is a disease that affects a person's brain and behavior and leads to an inability to control the use of a legal or illegal drug or medicine. Substances such as alcohol, marijuana and nicotine also are considered drugs. When you're addicted, you may continue using the drug despite the harm it causes.

Drug addiction can start with experimental use of a recreational drug in social situations, and, for some people, the drug use becomes more frequent. For others, particularly with opioids, drug addiction begins when they take prescribed medicines or receive them from others who have prescriptions.

The risk of addiction and how fast you become addicted varies by drug. Some drugs, such as opioid painkillers, have a higher risk and cause addiction more quickly than others.

As time passes, you may need larger doses of the drug to get high. Soon you may need the drug just to feel good. As your drug use increases, you may find that it's increasingly difficult to go without the drug. Attempts to stop drug use may cause intense cravings and make you feel physically ill. These are called withdrawal symptoms.

Help from your health care provider, family, friends, support groups or an organized treatment program can help you overcome your drug addiction and stay drug free.

Hard drugs

It is not uncommon to hear terms like "hard drugs" or "soft drugs," words that imply that one type of drug is less worrisome than another. Soft drugs are thought to be socially acceptable or less of a concern than hard drugs.

Whether a drug is considered hard or soft, all drugs carry the risk of misuse and addiction. Drugs can create negative health impacts that could shorten your lifespan and, in some cases, cause overdose. While there is no safe drug, it can be helpful to know the difference between intensity levels of drugs and how they could impact your overall health.

Examples of soft drugs are hallucinogens like cannabis, mescaline, psilocybin, LSD, ayahuasca, iboga, and DMT. While they do not cause physical addiction, some of them may still lead to psychological dependence.

Drugs that are often labeled "hard" carry a significant risk of overdose, dependency, and addiction. They tend to carry a higher likelihood of physical side effects as well. Most sources would consider the following drugs to be the riskiest:

- Methamphetamines
- Cocaine
- Heroin
- Amphetamine
- Opioids like fentanyl
- Alcohol

These drugs (yes, including alcohol) can lead to numerous health risks whether you are using them one time or consistently.

Interaction between depression and substance misuse
Drugs have the potential to alter the brain's structure and function making substance abusers more likely to develop mental disorders including, but, obviously not limited to, depression. Source

Patients suffering from depression, particularly clinical depression may seek release from their condition through drugs.

This, however, isn't advised because while symptoms may be relieved temporarily, this state is not permanent and a resistance to the drug is built over time with subsequent use, leading to increased dosages on each use and shorter intervals of "bliss" or relief. Thus, creating a dependency on an already potentially addictive drug.

This dependency may actually worsen the depression as it can easily lead to feeling or self loathing and depreciation. When the drug is alcohol, the problem is sometimes called alcoholism, a term coined in 1865 by magnus Huss and the person who abused alcohol as alcoholic.

it's very easy to self medicate and while it may cause temporary bodily relaxation and stress removal, in long term it alters the brain's chemistry.

Researchers have found a strong correlation between alcohol addiction and depression, with nearly 33% of all people with alcohol dependence struggling with a mood disorder like depression.

Depression and stimulants.

Stimulant can worsen depression symptoms. While these can cause short term happiness, they often lead to depression when the adrenaline fades, causing a repetitive cycle of addiction to get the same feeling. Examples of stimulants include ecstasy, cocaine, amphetamines, methamphetamines, etc.

Depression and marijuana

marijuana is a popular drug to self medicate with. The cannabis composition adversely affects the brain, causing cognitive and behavioral changes. While it temporarily relieves depressive symptoms, it can also cause sadness.

STATISTICS SHOWING THE RELATIONSHIP :

One 2020 review of research considered both community and clinical data from 1990 to 2019. According to the results:

- 25% of people with major depressive disorder (MDD) also have a substance use disorder
- 20.8% of people with MDD also have alcohol use disorder
- 11.8% of people with MDD also have illicit drug use disorder
- 11.7% of people with MDD also have cannabis use disorder
- An estimated one-third of patients with clinical depression engage in one form of drug abuse or the other as a form of self medication

Scenarios:

- A person with depression may turn to drugs to temporarily escape feelings of sadness and hopelessness, leading to a cycle of addiction and aggravating the depression.
- An individual struggling with drug addiction may experience depression as a result of the physical and emotional toll of addiction. The brain becomes dependent on the drugs and sudden stoppage will take a while for the brain to adjust. Meanwhile, the person feels numb.
- A person with a history of depression may be more likely to develop a substance use disorder due to genetic predisposition or environmental factors.
- 1 in 5 individuals with depression also have a substance use disorder. (Source: National Institute of Mental Health)

- 40-60% of individuals with substance use disorders also have a mental health condition like depression. (Source: Substance Abuse and Mental Health Services Administration)
- Drug overdose is a leading cause of death among people with depression. (Source: Centers for Disease Control and Prevention
- People that have depression are at a 10% lifetime risk of suicide. With the risk increasing to 20% with the addition of drug abuse.
- Data gathered by the University of Utah also showed that 27% of people with major depressive disorder have a drug addiction.

A person who self isolated and spends a lot of time using substances can affect his/her career, academics and relationships, warding off emotional connections and increasing chances of depression

TREATMENT

Treatment for co-occurring depression and substance use requires an integrated approach that addresses both conditions simultaneously.

Some options include:

Medications; this addresses the psychological cause of depression and substance use disorder. A doctor or psychiatrist can offer more information about options for medication treatment.

Physiotherapy; This addresses the social and emotional causes of mental health issues.

Some approaches include - cognitive behavioral therapy, motivational interviewing, dialectical behavioral therapy

Support groups; This is a space for people with similar conditions and mental health symptoms to communicate, get help together and see one another as equals.

Effective treatment for both conditions can improve overall mental and physical health, relationships and quality of life.

How to cope with depression

Coping with depression can be challenging, but there are steps you can take to improve your well-being. Here are some strategies to consider:

1. Consider a Walk Around the Block: Even when you lack energy, try setting a small goal like walking around the block. Exercise can help reduce depression symptoms and boost energy levels
2. Try to be with cheerful people and have someone to confide in.
3. Use the opportunity to try and learn new things.
4. Do things that makes you feel happy.
5. Try changing your lifestyle and daily routine.
6. Try doing new things.
7. Meditation and listening to music helps to lighten up ones mood

8. Try expressing yourself. Consider writing what you are experiencing and writing down your thoughts can help you.

9. Eat well and maintain a good sleeping habit.

Remember, it's essential to seek professional help if you're experiencing depression. Reach out to family, friends, or a therapist, and consider treatment options. You're not alone, and there's support available.

CONCLUSION;
Depression and substance abuse share a reciprocal relationship, with each condition worsening the other. Understanding this relationship is important for proper treatment and support. Regardless of which condition appears first, dual diagnosis treatment standard is to address all symptoms and concerns at the same time.

Healthcare professionals should endeavor to screen for both depression and substance use disorders in patients presenting with either of these conditions.

Further research is needed to develop effective prevention programs, identify underlying risk factors, create effective intervention strategies to improve and improve treatment outcomes.
Certainly! Here's a concise conclusion for your depression and drug abuse research:

Depression and drug abuse are complex and interconnected issues that significantly impact individuals and society. Here are the key takeaways:

1. **Comorbidity**: Depression and substance abuse often coexist. Individuals with depression are at higher risk of developing substance use disorders, and vice versa.

2. **Biological and Psychological Factors**: Shared neurobiological pathways contribute to both conditions. Genetic predisposition, neurotransmitter imbalances, and altered brain circuits play a role.

3. **Self-Medication Hypothesis**: Some individuals use drugs as a coping mechanism for depression symptoms. However, substance abuse can exacerbate mental health issues.

4. **Treatment Challenges**: Treating comorbid depression and substance abuse requires an integrated approach. Addressing both conditions simultaneously is crucial for successful outcomes.

5. **Psychotherapy and Medication**: Evidence-based treatments include cognitive-behavioral therapy (CBT), motivational enhancement therapy (MET), and antidepressant medications.

6. **Social Support and Relapse Prevention**: Building a strong support network and developing coping skills are essential. Relapse prevention strategies help maintain recovery.

7. **Holistic Approach**: Consider holistic interventions, such as mindfulness, exercise, and lifestyle changes, to improve overall well-being.

Remember that seeking professional help is vital. If you or someone you know is struggling, reach out to a healthcare provider or a mental health specialist. You're not alone, and there's hope for recovery.

YOUTH EMPOWERMENT

INTRODUCTION

This studies highlights the importance of social and mental empowerment for young individuals, particularly during the critical phase of adolescence. It describes the prevalence of mental health conditions among this age group and the effects of social exclusion and discrimination. The article emphasizes the need for promoting socio-emotional skills, access to mental health care, and supportive environments to nurture individuals' overall health and well-being. The article also looks into different dimensions of youth empowerment, focusing on psychological and social empowerment. It explores the four stages of social empowerment and some of the challenges that impede the process, such as systemic discrimination and knowledge gaps. The article further provides strategies such as improving infrastructure, enhancing legal frameworks, and collaborations with NGOs and civil society to promote social empowerment. Ultimately, the article argues that promoting social and mental empowerment will lead to a more equitable and just society, where every individual can reach their full potential and contribute to their community's well-being.

Across the world, young people are facing tremendous risks and barriers that can make their transition to adulthood challenging. Adolescence is an important and formative time, and it is critical to provide protection and support, particularly for those who face poverty, violence, and abuse. Mental health conditions are prevalent among young people, and social stigma affects their readiness to seek help. Protecting and empowering young people during this crucial phase of their lives is vital, and this article highlights the importance of social and mental empowerment. The article argues that enabling individuals to reach their full potential by building the necessary skills and resources will create a more just and equitable society where everyone can thrive. The article explores different dimensions of youth empowerment such as psychological and social empowerment, and unpacks strategies that can promote social empowerment, some of the challenges impeding the process, and the way forward. Overall, this article makes a compelling case for the need to prioritize youth empowerment through a range of approaches, including education, awareness campaigns, Skill development, service provision, and critical engagement with communities, among others. One in six people are aged 10–19 years. Adolescence is a unique and formative time. Physical, emotional and social changes, including exposure to poverty, abuse, or violence, can make adolescents vulnerable to mental health problems. Protecting adolescents from adversity, promoting socio-emotional learning and psychological well-being, and ensuring access to mental health care are critical for their health and well-being during adolescence and adulthood.

Globally, it is estimated that 1 in 7 (14%) 10–19 year-olds experience mental health conditions *(1)*, yet these remain largely unrecognized and untreated.

Adolescents with mental health conditions are particularly vulnerable to social exclusion, discrimination, stigma (affecting readiness to seek help), educational difficulties, risk-taking behaviours, physical ill-health and human rights violations.

Mental health determinants

Adolescence is a crucial period for developing social and emotional habits important for mental well-being. These include adopting healthy sleep patterns; exercising regularly; developing coping, problem-solving, and interpersonal skills; and learning to manage emotions. Protective and supportive environments in the family, at school and in the wider community are important.

Emotional disorders

Emotional disorders are common among adolescents. Anxiety disorders (which may involve panic or excessive worry) are the most prevalent in this age group and are more common among older than among younger adolescents. It is estimated that 3.6% of 10–14-year-olds and 4.6% of 15–19-year-olds experience an anxiety disorder. Depression is estimated to occur among 1.1% of adolescents aged 10–14 years, and 2.8% of 15–19-year-olds. Depression and anxiety share some of the same symptoms, including rapid and unexpected changes in mood.

Anxiety and depressive disorders can profoundly affect school attendance and schoolwork. Social withdrawal can exacerbate isolation and loneliness. Depression can lead to suicide.

Behavioural disorders

Behavioural disorders are more common among younger adolescents than older adolescents. Attention deficit hyperactivity disorder (ADHD), characterized by difficulty paying attention, excessive activity and acting without regard to consequences, occurs among 3.1% of 10–14-year-olds and 2.4% of 15–19-year-olds *(1)*. Conduct disorder (involving symptoms of destructive or challenging behaviour) occurs among 3.6% of 10–14-year-olds and 2.4% of 15–19-year-olds *(1)*. Behavioural disorders can affect adolescents' education and conduct disorder may result in criminal behaviour.

Psychosis

Conditions that include symptoms of psychosis most commonly emerge in late adolescence or early adulthood. Symptoms can include hallucinations or delusions. These experiences can impair an adolescent's ability to participate in daily life and education and often lead to stigma or human rights violations.

Promotion and prevention

Mental health promotion and prevention interventions aim to strengthen an individual's capacity to regulate emotions, enhance alternatives to risk-taking behaviours, build resilience for managing difficult situations and adversity, and promote supportive social environments and social networks.

These programmes require a multi-level approach with varied delivery platforms – for example, digital media, health or social care settings, schools or the community – and varied strategies to reach adolescents, particularly the most vulnerable.

Youth empowerment, and empowerment in general, occurs at individual and collective levels, in the form of, amongst others, psychological, social, economic and political Empowerment. Youth empowerment emphasizes youth strength instead of weaknesses. It enables and promotes greater active youth participation and influence in the settings in which they are involved and which affect their lives.

Youth Empowerment

Youth empowerment is a process where children and young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes.[

Youth empowerment is different from youth development because development is centered on developing individuals, while empowerment is focused on creating greater community change relies on the development of individual capacity.

Youth, generally defined as young people aged between 15 and 24, are a key population. Their empowerment as members of our societies is vital for the societal ecosocial transition from a human-centered to an ecosocial focus, in pursuit of Sustainable Development (SD) and the United Nations "The 2030 Agenda for Sustainable Development" with its 17 Sustainable Development Goals (SDGs). In relation to sustainability, ecosocial transition is a holistic perspective with ecological, economic, and social dimensions of development focusing on the interlinkage between social and ecological sustainability [1]. From this perspective, it is argued that youth can create and become a positive and dynamic force for SD if they are given the knowledge and opportunities to thrive and be involved in decision-making processes

Variables associated with youth empowerment include "increased skills, critical awareness and mastery of the environment, higher levels of self-determination, shared decision-making, and participatory competence". These variables can be observed in the movement initiated by the Swedish climate activist Greta Thunberg, who in 2018 at the age of 15 started a protest outside the Swedish Parliament for stronger action on climate change with a sign reading "Skolstrejk för klimatet" (School Strike for Climate). This strike initiated the Fridays for Future movement, in which youth on school strike protested every Friday against the lack of professional and political responses towards climate actions. In particular, professionals such as social workers across the world are being blamed by climate-engaged groups of young people for not doing enough to secure their future in terms of SD

In terms of youth empowerment, for a youth to be empowered on the outside he or she must first be mentally empowered. Certainly!

To elaborate on the context above, the concept of mental empowerment is an essential foundation for any form of youth empowerment. When we talk of youth empowerment, most people think of boosting the financial, occupational, social or educational ability of youths. While all these are valuable forms of empowerment, building mental empowerment ought to be the foundational stepping stone to achieve these other forms of empowerment.

Mental empowerment is the cognitive ability to take control over one's thoughts and emotions. When one is mentally empowered, they possess self-mastery and self-control that helps them navigate through life's uncertainties and challenges, harness their potential and pursue their goals.

Now, how does this apply to students? Students often find themselves in an environment filled with uncertainty due to the stiff academic competition, never-ending projects, or even complex social relationships, among others. Therefore, building mental resilience amongst students in educational institutions can help them navigate vague horizons, maintain composure under the weight of stress and exert intellectual brilliance.

Once students become mentally fortified, they can strategically comprehend and play to their strengths effectively for their betterment. They develop a distinct drive to achieve their life aspirations and targets meaning majored on innovation and self-motivated progress even in case of challenges.

It's the mental mindset you choose before you step into anything will determine what you make out of it. The mental disposition of students toward their studies reflects directly on the vigor they put in to excel. By choosing to attain!

So under the youth empowerment we have six interdependent dimensions we but would be dealing with
   ➢ Mental empowerment
Mental empowerment would further be split into *psychological empowerment* and *social empowerment*

Psychological empowerment (PE)

Psychological empowerment (PE) is a subjective, cognitive and attitudinal process that helps individuals feel effective, competent and authorized to carry out tasks. Over the last twenty years, research into PE has reported strong evidence reaffirming its role as a motivational factor in organizational psychology.

Empowerment theories

Over the last twenty years, research into psychological empowerment has reported strong evidence reaffirming its role as a motivational factor in organizational psychology. The term "empowerment" was coined in 1977 by Kanter, who identified it as the cornerstone for improving quality and service in organizations. Kanter believed that by empowering workers, organizations could ensure that they responded more flexibly to the different situations which may arise, instead of merely obeying rules in an automatic fashion.

Hypothesis 1a: Psychological empowerment will be negatively and significantly associated with job stress/strain and indicators of burnout. The greater the PE, the lower the level of job/educational strain.
Hypothesis 1b: psychological empowerment will be positively associated with job satisfaction.
Hypothesis 1c: Psychological empowerment will positively influence workers' intrinsic motivation.
Hypothesis 1d: Associations between Psychological empowerment and its antecedents will have larger positive output in those professions involving close contact with, or the provision of services to, other people.
Hypothesis 2a: Greater organizational tenure will be associated with greater Psychological empowerment.
Hypothesis 2b: Higher organizational rank will be positively and significantly associated with Psychological empowerment.
Hypothesis 2c: Higher education levels will be associated with greater Psychological empowerment.
Hypothesis 2d: Positive personality characteristics will positively influence Psychological empowerment.
Hypothesis 2d: Negative personality characteristics will be negatively and significantly associated with Psychological empowerment.
Hypothesis 3a: Structural and high-performance managerial empowerment practices in the organization will, in general, be positively associated with Psychological empowerment.

Youth empowerment through higher education according to Okeke and Emenalo (2008) can be realized through teaching, research, creation, dissemination and services to the community. They further maintained that this can also be possible if properly and effectively pursued and complete actualization youth empowerment is always assured. To this end therefore, educational experiences of youths have to be such that it is conducive to promoting not only the fullest individual development but also the acquisition of knowledge, attitudes, behaviours and occupational skills that are appropriate for maintaining the social status quo, advancing economic progress and developing individual (youth) personality (Okpete, 2005).

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Attitude of the youth: The first hurdle in the youth empowerment process is the youth itself. The attitude and the perceptions of the youth, particularly those in higher institution is not self-centered. In metropolitan cities it is a bit positive. Youths (students) are not having sound planning mechanism for their development. They are not aware of their own potential and they never pay attention to dig out their inner talents and capabilities. In this age of globalization and fierce competition, still the higher institutional youths in many parts of the country, are influenced by the cheap tactics of social vices. It is very much unfortunate to find youth lacking individuality, which is a prerequisite for empowerment. A majority of youth is lacking decision – making skills. They can't identify the problem, define the problem properly and they are incapable of evaluating the alternate solution for the problem.

Some youths do not have a vision to achieve something grate. A majority of youth (students) are lacking orientation of life. The initiation should come from within the individual. Only the self-motivated youth can tread the path that facilitates empowerment. As a wise saying goes - "One can take a horse to water but one cannot make it drink." If the youth is not ready to accept the challenges and are not ready to embrace a change in their life, the youth empowerment process becomes meaningless.

Youth Management and empowerment is a challenging task that can't be achieved over night. It is a constant process, requiring serious attention from various elements like – youth itself, the Government, the education system and Non-Government organizations. Youth should be self – motivated to realize their potentialities. They should try to have

individuality of their own, not negatively influenced by any external element. Youth should identify the new challenges and opportunities created as a result of globalization. Youth should develop leadership skills, decision making skills, analytical skills & life skills in order to empower themselves absolutely. The youth should try to explore all the avenues, for their development. Before all these, they must be ready to get empowered.

WHAT IS SOCIAL EMPOWERMENT?

Social empowerment is the process of building the autonomy, power, confidence and other necessary means to enact change and pave the way for a better future. Social empowerment takes place at both the individual and the collective level. For an individual, social empowerment could look like gaining the inner and outer resources to make personal choices, such as what to eat, where to live and other decisions that allow us to control our environment and way of life.

Social empowerment also refers to the process by which individuals and communities acquire the skills, knowledge, and opportunities necessary to take part fully in social, economic, and political life. This empowerment enhances their ability to make decisions and transform those choices into desired actions and outcomes. It seeks to uplift marginalized and disadvantaged groups. It ensures that all members of society can contribute to and benefit from developmental processes.

On a collective level, social empowerment looks like organizations and institutions that help marginalized groups of people gain the resources to be empowered, such as material assets, good health, education, social belonging, self-esteem, self-confidence and economic opportunity. The goal is to give people who lack access to these resources a sense of identity, community and well-being so they can thrive and to eliminate systems that keep them without necessary resources and perpetuate marginalization.

Social Empowerment

Social empowerment aims to improve the social status and well-being of individuals or marginalized groups within society. It involves promoting social inclusion, equal rights and opportunities, as well as challenging social norms and prejudices that perpetuate discrimination and exclusion.

It's essential to recognize that these types of empowerment are interconnected and often overlap. For example, economic empowerment can lead to improved social status and social empowerment can influence political engagement. The various types of empowerment often work together to create positive and transformative change in individuals and communities.

Need for Social Empowerment

Social empowerment is crucial for creating an equitable and just society where every student has the opportunity to reach their full potential. It addresses systemic inequalities, providing marginalized students with the tools necessary to overcome barriers and take part as equals.

The need for social empowerment is evident in many ways:

- *Reduction of Inequality*: Social empowerment provides underprivileged students with the opportunity to close gaps in areas such as education and health, giving them the chance to succeed, regardless of their background or socio-economic status.

- *Improvement in Quality of Life:* When students' voices are heard and their needs are met, they have greater access to quality education, health care, and other services. This leads to a better quality of life, which contributes to overall well-being.

- *Strengthened Student Democracy:* An empowered student populace actively participates in democratic processes, ensuring inclusive and representative governance within schools and universities.

- *Economic Growth:* Empowering students from all backgrounds ensures that all young individuals have access to the requisite skills and knowledge needed to contribute positively to society. With everyone having a chance to contribute, it drives overall growth and development, benefiting the broader student community, their families and the entire society.

How Can I be Socially Empowered?

The gateway to social empowerment is to first be able to recognize what's blocking you from thriving. In social work, these blockages are divided into two categories: direct power blocks and indirect power blocks.

Direct power blocks are the systems and structures that prevent people from achieving important goals, such as better employment conditions, higher education or safe housing. Even though students may already be enrolled in quality schools, discrimination and unfavorable institutional policies can still directly hinder their educational progress. Also, access to proper resources, technology, and educational tools to develop critical thinking and learning support is essential throughout a student's academic journey. Additionally, inequalities in ethnicities, socioeconomic status, and other factors perpetuate a divide despite equal access to education. All students deserve equal access to supportive growth that enables them to discover and pursue their passions and aspirations and access background opportunities to reach their potential. To help dismantle these direct power blocks, we can work to cultivate awareness, as well as provide ways to take action against mistreatment and advocate for policy reforms and corrective laws.

Indirect power blocks are more challenging to tackle. These indirect blocks are the result of internalized oppression. Groups with personal and historical experiences of widespread mistreatment often absorb negative messaging about their worth. They internalize narratives about who they are, what they can achieve, the options they have and what kind of quality of life they are able to live, and then those narratives are passed down through generations. These blocks are deeply ingrained and often require therapeutic interventions, such as trauma-focused cognitive behavioral therapy, to help individuals shift their mindset.

One example of internalized oppression may be seen in a young woman who grows up in a patriarchal society where they are told that women are inferior. This constant message is reinforced subtly and unsubtly throughout her life. It is seen in her family, in the media, the role models presented to her. As the young woman is exposed these negative messages, she absorbs and internalizes them. Thus she grows up believing that they can only achieve so much, their opinions are not valued, cannot speak out loud on issues such as harassment and abuse. Despite high academic performance, she gets discriminated in workplaces and is talked over frequently. Trauma-informed therapy can help individuals like her recognize their internalized oppression and empower them to value their personal worth. Through the healing process, she learns more about herself, confronts her limiting beliefs, molds her growth, and begins to experience a sense of self-efficacy that transcends inherited narratives.

WHAT ARE THE 4 STAGES OF SOCIAL EMPOWERMENT?

Social empowerment involves a process through which individuals or groups gain power, agency and inclusion within society. The stages of social empowerment can be described as follows:

1. Awareness and Recognition

The first stage of fostering student empowerment is to create awareness among individuals or groups of their social status and the factors that contribute to their marginalization or exclusion. Through realization, students begin recognizing systemic barriers that limit their opportunities and impact, including the patterns of uneven funding, preferential treatment, or other issues that can impede their capacity. They start discovering an understanding and appreciation of how various school cultures, voices, and resources influence differences. Understanding these inequalities helps young people develop proper conviction to confront societal norms, prejudice, and biases that limit them- and actively participate in creating equitable structures and processes with equal rights and opportunities for all.

2. Building Social Capital

The second stage of student empowerment is aimed at nurturing social capital - strengthening the relationships, networks, and connections necessary for their full integration and participation in the schooling experience and broader society. By making connections with peers, educators, and communities, they aim to synchronize their ambitions, build inclusive alliances and share solutions for common problems and improvement. Developing social capital includes participation in programs, extracurricular activities, community service, movements, and more, reflecting shared values and commitments. This network offers these young people the resources and support they require to achieve individual goals, address challenges institutionally, and contribute genuinely to the freeing of their potential both in their school and beyond it.

3. Developing Agency and Voice

The third stage of empowering students revolves around providing them with a sense of agency — confidence in their ability to make things happen and influence outcomes. Students require the knowledge, skills and assertiveness essential for them to voice their opinions and advocate for their rights. This stage of empowerment aims at nurturing relational skills, assertiveness, self-efficacy, and active listening skills in young people. Students build self-confidence, learn about persuasion, communication, and collaborate on their concerns to achieve equitable solutions regardless of the setting or context. This practice provides students with hands-on experience in decision-making and conflict resolution abilities, assuming they understand how power operates within an institution. They gradually aim to transform their role to becoming more proactive than reactive members of society, facing more significant social issues within and beyond their school communities.

4. Collective Action and Social Change

The final stage of empowering students entails joining hands and taking collective action to create positive social change. The phase encompasses various activities such as encouraging social transformation through grassroots movements, confronting national level policy changes in remote walks and club motions that destroy oppressing cultures while promoting inclusiveness, equality, and social justice phenomena. It's paramount to treat empowering as a holistic process, with individuals or groups taking steps back and forwards as they face new challenges or opportunities. Moreover, these stages are not fixed, depending on specific circumstances or challenges experienced within each social empowerment realm. Hidden within this last stage is the genuine belief that social change youth advocates can trigger a dynamic reform cycle in their respective regions, creating social courage that helps fight for inclusive communal institutions while operating within equitable and fair governance. Ultimately, in empowering gen-next youngsters, just a synchronizing and leveraging diverse ideas and knowledge building social networks, agencies can equip young people to surmount social barriers and contribute meaningfully to the prosperity and liberty of the whole society.

Importance of Social Empowerment

Social empowerment is foundational for the sustainable development and social justice of a student society. The following reasons highlight its importance for student communities:

1. Improved Mental and Physical Health: Social empowerment promotes healthy habits and improves the physical and mental well-being of students. Empowered students are more likely to have access to healthy lifestyles while adopting healthy behavioral pattern and psycho social support tackling issues that affect health welfare.

2. Reduced Inequality: Empowering students reduces social inequality and sends a message that every student has the potential to achieve success and access to social opportunities regardless of socio-economic backgrounds. Generating a conversation for complex sensitive stratifications of family-related issues would initiate dialogue that allow culture sharing, subsequently creating solutions for macroecomic problems within societies accompanied by long-lasting attributes of extension continuity.

3. Establish Voice: Empowered students have access to information and platforms to voice out issues clouding their environs, empowering an alternate norm and helpfulness amongst themselves and a feeling of significance in the face of implementation and solving issues.

4. Laying a Foundation for Student Success: Empowerment in social issues alone are strong indications of success, Trade and converting team players have created opportunities shaping paradigm shifts. Result intensely indicate of affirmative means of been anticipatory outcomes or raising emotional intelligence collectively, because insults can create resilience such wild factors in life allow better building soft-skills envisioning day-to-day activities oriented to a growing Students leavening safe These steps unveil in-depth wordings in productive activity.

Challenges to Social Empowerment

Despite significant efforts, numerous challenges impede the process of social empowerment. Addressing these obstacles requires continuous and adaptive strategies.

Systemic Discrimination: Persistent social norms and prejudices that perpetuate discrimination against marginalized groups.

Lack of Awareness: Limited awareness among marginalized groups about their rights and available resources.

Inadequate Infrastructure: Poor infrastructure in rural and underserved areas restricts access to essential services.

Policy Implementation Gaps: Discrepancies between policy formulation and practical implementation on the ground.

Economic Disparities: Wide economic gaps make it difficult for marginalized groups to access mainstream opportunities.

Way Forward

Addressing the challenges to social empowerment necessitates a multi-faceted approach. It ensures policies are effectively enforced and marginalized groups are actively involved in the development process.

Strengthening Legal Frameworks: Enhancing and rigorously enforcing laws that protect the rights of marginalized groups.

Promoting Education and Awareness: Conducting comprehensive awareness campaigns and educational programs to inform marginalized groups about their rights and available resources.

Improving Infrastructure: Investing in infrastructure development, particularly in rural and underserved areas. This ensures access to education, healthcare, and economic opportunities.

Encouraging Participation: Ensuring that marginalized groups are included in decision-making processes at all levels of governance.

Collaboration with NGOs and Civil Society: Partnering with non-governmental organizations and civil society. This helps implement grassroots-level interventions and monitor policy effectiveness.

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SUMMARY AND CONCLUSION ON SOCIAL EMPOWERMENT

- **Definition and Objective:** Social empowerment involves enabling individuals and communities, especially marginalized groups, to participate fully in social, economic, and political life. Its objective is to create an inclusive society where everyone has equal opportunities to succeed.

- **Significance in Reducing Inequality:** By addressing systemic inequalities, social empowerment helps in bridging gaps between various social groups. It reduces disparities in access to resources, education, healthcare, and employment, promoting a more equitable society.

- **Enhancement of Quality of Life:** Empowering marginalized groups improves access to essential services and opportunities, leading to better living standards, health outcomes, and overall well-being.

- **Strengthening Democracy:** An empowered populace actively participates in democratic processes and governance. This inclusivity ensures that decision-making at all levels reflects the diverse needs and interests of the entire population.

- **Impact on Economic Growth:** Social empowerment drives economic growth by increasing labor force participation and productivity. It also fosters entrepreneurship and innovation, contributing to the overall economic development of the country.

- **Challenges to Social Empowerment:** Despite various efforts, numerous challenges such as systemic discrimination, lack of awareness, inadequate infrastructure, and gaps in policy implementation persist. Addressing these challenges requires adaptive strategies and continuous efforts.

- **Way Forward:** To achieve comprehensive social empowerment, it is essential to strengthen legal frameworks, improve infrastructure, promote education and awareness, encourage active participation of marginalized groups in decision-making processes, and collaborate with NGOs and civil society for grassroots-level interventions.

- **Inclusivity and Diversity:** Emphasizing inclusivity and diversity in all sectors of society ensures a range of perspectives and experiences, fostering creativity, innovation, and resilience within communities.

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SKILL ACQUISITION RESEARCH

INTRODUCTION

Skill acquisition is a vital aspect of medical education, enabling healthcare professionals to provide high-quality patient care. This research paper explores the intricate relationships between social structure, social processes, mind-body relationships, personality development, motivation, and emotion in skill acquisition in medical education. Skill acquisition involves the structured outcomes humans obtain or produce by integrating related function and meaning, referring to skill development in relation to a specific ability. The diversity of skill acquisition: the publication by looking at theoretical frameworks, applications and evaluations. We will focus on different intervention strategies and research designs in order to show complexity of skill acquisition, maintenance, enhancement.

Skill Acquisition refers to the process of acquiring practical knowledge and abilities in various domains, ranging from initial learning to advanced proficiency . It involves developing activities over time to the point where they become automatic in performing the required skills . Skill acquisition is crucial for entrepreneur development, as it enhances the skill set and knowledge of entrepreneurs in managing and organizing business ventures while considering associated risks . In the context of economic development, skill acquisition programs have been shown to positively impact self-reliance and local production capabilities among students in technical colleges. Initiatives like the NYSC-SAED program aim to reduce youth restiveness and unemployment by providing training in entrepreneurship and skill acquisition to young graduates. Overall, skill acquisition plays a vital role in personal, professional, and economic growth.

Skill acquisition is the process of learning practical knowledge and abilities in various areas, from basic learning to advanced proficiency. It involves developing activities over time until the required skills become automatic.

Some say that skill acquisition follows three stages: cognitive, associative, and autonomous. Others say that skill acquisition is affected by personal characteristics like confidence, ability, and genetics, as well as the environment. The environment includes the type of skill, the feedback provided, and the practice method used.

Skills can be acquired through many sources, including: Traditional home-based activities and education, Vocational training centers, and Apprenticeships with community members.

Acquired skills can help people progress in their current roles, find new career opportunities, and keep up with changing work environments. Other benefits include:

- Building confidence and a sense of achievement
- Creating a stronger resume
- Developing a growth and flexibility mindset
- Diversifying job responsibilities
- Increasing learning speed
- Creating the possibility for promotion

Skill acquisition, also referred to as motor learning and control, is the interdisciplinary science of intention, perception, action, and calibration of the performer-environment relationship. In particular, skill acquisition is an umbrella term specific to the knowledge of and knowledge about what behavioural and neurological variables influence central nervous system adaptation in response to the learning or re-learning of a motor skill.

In simplified terms, skill acquisition refers to voluntary control over movements of joints and body segments in an effort to solve a motor skill problem and achieve a task goal.

Skill acquisition is the transformative process that outperforms the average individual. We start off as babies, then becoming experts. It's not done overnight. Read. Understand. Recall. It's a super boring process with interesting results. As such, 'boring' might be a bit extreme. It's a fascinating journey that transforms us from novices to masters in various domains. Imagine the first time you tried to ride a bike or play a musical instrument. Those initial, clumsy attempts are part of the cognitive stage, where you're just beginning to understand the task at hand.

As you practice, you enter the associative stage, where you start to see patterns and make connections. It's like finally getting the hang of balancing on that bike or playing a simple tune without mistakes.

Eventually, with enough practice and dedication, you reach the autonomous stage. Here, the skill becomes second nature, and you can perform it effortlessly, almost without thinking. This progression not only applies to physical skills but also to cognitive abilities, such as learning a new language or mastering a complex subject.

Skill acquisition is crucial because it empowers us to continually grow and adapt. Whether for personal development, career advancement, or simply the joy of learning, acquiring new skills keeps our minds sharp and our lives enriched.

The theory and concepts of skill acquisition delve into understanding how we learn and master new abilities. Here are some key ideas:

The theories and concepts of skill acquisition provide a comprehensive understanding of how we learn and master new abilities. The process begins with the cognitive stage, where learners are introduced to the task and often make frequent errors. This stage is characterized by a high level of conscious thought as individuals try to understand what needs to be done. As practice continues, learners move into the associative stage, where they start to refine their skills, recognize patterns, and make fewer mistakes. Finally, with enough practice, they reach the autonomous stage, where the skill becomes automatic and can be performed effortlessly.

Motor learning, a subfield of skill acquisition, focuses on the development of physical skills through practice, feedback, and the transfer of learning. Effective skill acquisition also involves managing cognitive load, as suggested by the cognitive load theory. This theory emphasizes the importance of breaking information into manageable units (chunking) and providing support structures (scaffolding) to avoid overwhelming the learner.

Deliberate practice is another crucial concept, involving purposeful and systematic practice with clear goals, focused efforts, and regular feedback. This type of practice is essential for achieving high levels of proficiency. Neuroplasticity, the brain's ability to reorganize itself by forming new neural connections, plays a significant role in learning new skills. It allows the brain to adapt and change in response to practice and experience.

The rationale behind such approach would be rooted in the cognitive theories of skill acquisition, which focuses on mental processes during learning. Key theories are:

- Schema Theory: Developed by Bartlett, the schema of idea holds that data is arranged into bunches or schemas. It is the behavioral theories that are concerned only on observable behaviors and external/environmental factors influencing learning. Major theories include:
- Operant Conditioning: This view, first developed by Skinner, argues that reinforcement and punishment guide behavior.
- Pavlovian Conditioning: Pavlov showed that stimulus associations can lead to conditioned responses.
- Bandura also combined a cognitive and behavioral approaches in his Social learning theory. It demonstrates the necessity of observation, learning by example and copying others.

Most research on skill acquisition itself takes place in educational environments with temporal constraints, using formal curricular and pedagogical structures designed for learning. "Research in this context focuses on the empirical evidence for alternative ways to teach-especially guided instruction (direct teaching, inquiry-based learning and collaborative arrangements).

Skill development is crucial when it comes to employee growth and organizational success at the workplace. The training programs are expected to also contain not only technical skills, but soft communication and team-working abilities. This domain of institutional research concerns the consequences of a plurality manner preparation approach (specifically, that from on-the-job training to e-learning in addition simulation teaching).

Between in a clinical setting, you need to learn how skill of your patient for healing and empowering them with self-care. The intervention may be directed at motor skills, cognitive functions and/or social behaviors. Research typically focuses on populations in need of intervention,

Social structure and skill acquisition in medical education are linked, with social contexts influencing learning and development (Bandura, 1977). Social processes and behavior in medical team training also play a crucial role (Ajzen, 1991). Mind-body relationships and personality development in medical students are essential, as physical and mental practices shape skill development (Damasio, 2004). Motivation and emotion in skill acquisition in medical education drive learning and improvement (Amabile, 1988).

Take for example Mrs Peterson, a housewife whose husband had just died and was experiencing financial difficulties. Due to her acquiring a skill, she was able to earn and attend to financial needs.

Skill acquisition in medical education is defined as developing expertise in medical skills through practice, feedback, and motivation. Causes include social structure, social processes, mind-body relationships, personality development, motivation, and emotion. Effects and outcomes include expertise, confidence, personal growth, and improved patient care. Benefits and consequences include enhanced patient safety, reduced medical errors, and improved healthcare outcomes.

Skill acquisition in medical education enhances patient care and safety, develops confidence and competence in medical skills, and prepares students for interdisciplinary teamwork and complex healthcare environments.

Skill acquisition is vital for students as it enhances critical thinking, problem-solving, communication, and collaboration skills. It also fosters a growth mindset, adaptability, and resilience.

In general, motor skills are tasks that require voluntary control over movements of the joints and body segments to achieve a goal. Some examples include riding a bicycle, walking, reaching for your coffee cup, jumping, running, and weightlifting.

The learning and performance of these skills are what movement scientists refer to as motor learning and control, or skill acquisition. Whether it is achieving full extension of the knee after anterior cruciate ligament (ACL) reconstruction surgery, learning how to walk again, or increasing your shooting proficiency in basketball, the study of motor learning and control plays an integral role in both the performance and rehabilitation of these skills.

This article is a general introduction to the science and philosophy of motor learning and control. After defining several key terms, we review the stages of learning and present two theories of motor control, all whilst paying tribute to those who introduced this very science to the world.

What is skill acquisition?

The term skill acquisition refers to acquiring skills for a specific task. It can be used as a verb (to acquire skills) or an adjective (a skillful craftsman). There are three stages to skill acquisition: 1) performance without awareness, 2) conscious competence, and 3) unconscious competence. It's vital that people develop new skills throughout their lives because it helps them keep up with changes in society and technology.

Skill acquisition, also referred to as motor learning and control, is the interdisciplinary science of intention, perception, action, and calibration of the performer-environment relationship. In particular, skill acquisition is an umbrella term specific to the knowledge of and knowledge about what behavioural and neurological variables influence central nervous system adaptation in response to the learning or re-learning of a motor skill [5].

In simplified terms, skill acquisition refers to voluntary control over movements of joints and body segments in an effort to solve a motor skill problem and achieve a task goal.

Araújo and Davids (2011) tried answering this question in their paper titled "What Exactly Is Acquired During Skill Acquisition?". They concluded that skill acquisition is defined as a teleonomic process that involves continual adjustment. The reason they use the words "continual adjustment" is because skill acquisition occurs through the creation and adaptation of a functional relationship with the environment, rather than the formation of an entity In other words, it is always being adapted to the environment.

Every person needs to acquire new skills to remain competitive. Learning new things can be a valuable tool for building your career or advancing your job, but learning a new skill or updating old ones can be challenging, especially if you feel like the process could be faster. Skill acquisition refers to acquiring, developing, and...

Every person needs to acquire new skills to remain competitive. Learning new things can be a valuable tool for building your career or advancing your job, but learning a new skill or updating old ones can be challenging, especially if you feel like the process could be faster. Skill acquisition refers to acquiring, developing, and improving specific skills or abilities through learning and practice. It involves acquiring cognitive and physical skills, ranging from essential motor to complex cognitive abilities. It encompasses the steps taken to learn and master a particular skill, starting from the initial stages of learning to the point where the skill becomes automated and can be performed effortlessly.

Why is skill acquisition important?

The study of motor learning and control is a comprehensive approach to understanding human movement outside traditional biomechanical interventions. As an interdisciplinary science, skill acquisition engages experts in neuroscience, physiology, psychology, biomechanics, and coaching, as an avenue to research how the neuromuscular system functions to activate and coordinate the muscles and limbs involved in the performance of a motor skill.

While there are many different theories surrounding skill acquisition and the practical tools used to improve it, there is still a considerable lack of knowledge that details exactly what is acquired during skill acquisition and which practices are best in order to develop these skills. Learning new skills will help you develop the career you want. Even if you are unsure what you want to do, taking classes in various subjects will give you experience and allow you to explore different interests. Remember that acquiring skills doesn't just have to be about schoolwork. You can also learn from your family or friends by working on projects together.

The process of developing skills in some way or another. This could mean gaining new abilities or further fostering the ones you now have. For example: learning a language by going to class four hours per week would be considered skill acquisition because the student was going to language class four hours a week, which helps them acquire their desired skill. When people think about skill development, they often think about it as something that happens when a person spends time working on something like studying for exams, but there are also many other ways it can happen.

Skill acquisition is the method of discovering a new skill.

"Acquisition" means taking something you already have and adding it to your repertoire, while "learning" suggests adapting your existing knowledge base. In other words, acquiring skills means gaining new insights into how people can use their existing skills in different ways and contexts. Skill acquisition involves mental and physical processes; it also requires motivation from your environment (i.e., training opportunities) and from within yourself (i.e., intrinsic factors such as curiosity about something new).

The three stages of skill acquisition

Learning refers to the initial stage in which an individual gains new skills. The consolidation stage is when the person practices what they have learned until they become more proficient at it. The maintenance stage occurs when the individual applies their newly acquired skills to a more diverse range of environments to maintain them.

For example, a student may go through all three stages during the school year; first learning about a subject in class, then consolidating what they have learned by studying for exams or doing homework assignments at home, and finally applying that knowledge to other aspects of life outside of school like playing sports or doing arts & crafts. Skills are developed in these three stages. To take advantage of these opportunities early on and learn how to acquire skills as efficiently as possible, young people need some essential support from parents and educators who can help guide them on how to keep developing and strengthening their skills.

There are basically three stages of skill acquisition; the cognitive stage, associative stage, and the autonomous stage. The first stage is when you are still battling with the skill, the second is when you are practicing the skill, and the third is when you are already an expert of the skill.

Stage 1: Cognitive Stage

The cognitive stage of skill acquisition begins when an individual recognizes the need for a new skill. The individual will then analyze the skills they already have. This is done in order to determine if the skill can be gotten through self-study or by someone else. If it's impossible to learn independently, the individual may research whether it's available as a class at their local community college. An activity plan is made and taken out when the choice has been made

Stage 2: Associative Stage

In the second stage of skill acquisition, the learner begins associating what they've learned with other concepts they already know. They start to see connections between their new knowledge and things from other areas of their lives. This stage can be a little frustrating because it will often take many repetitions for learners to fully understand a concept before it makes sense to other concepts.

Learning to read music requires many repetitions of looking at notation on the page before you can associate what you see with the sounds in your head.

Stage 3: Autonomous Stage

The autonomous stage is when skills are fully earnt. This stage can take a long time because many obstacles are to be overcome. The most common obstacle is experiencing failure, which teaches how to adjust your strategy and tactics if things don't work out. Another obstacle is the lack of feedback. Feedback comes from three different sources: intrinsic, extrinsic, and vicarious. Intrinsic feedback provides information about one's actions by themselves or by other people. Extrinsic feedback comes from an external source like social media or television. Vicarious feedback involves observing someone else's behavior or results without directly participating in those behaviors or having any control over them.

For instance, assume somebody needs to figure out how to cook vegetables. They might explore by trying several vegetables at home and discussing them with friends who cook. Next, they consolidate their cooking knowledge by making dishes for family members or practicing for an upcoming dinner party. Finally, they apply their skills by preparing a dish for an event or cooking alongside another chef.

What are the features of skill acquisition?

1. The most common way of gaining abilities occurs in three phases: early, halfway, and late.
2. Beginning phase abilities are the easiest to advance yet the hardest to dominate.
3. Intermediate stage skills take more effort than early stage skills but do not require as much practice as late stage skills.
4. Late-stage skill acquisition requires the most work and practice but yields the best results overall.

Skill Acquisition is of two types; vocational and non-vocational skills.

Vocational skills require knowledge and intelligence

Non-vocational skills do not necessarily require knowledge and intelligence.

What are vocational skills?

Vocational skills are the practical skills specific to a career, trade, or job role. You can typically acquire them through vocational or technical training programs or apprenticeships. But because they're often hands-on, the best way to earn vocational skills is from on-the-job training and firsthand work experiences.

You might associate vocational jobs with manual or hands-on labor, like the positions that carpenters, computer technicians, or electricians fill. But every profession has unique vocational skills. A professional building contractor knows about different HVAC systems, while a veterinarian can diagnose dogs with canine-specific symptoms. Those are both vocational.

Likewise, the definition of vocational skills doesn't just consider technical and practical skills. Specific soft skills can also be a part of your toolbox, including critical thinking, problem-solving, and time management. How you use those transferable skills will depend on your profession, which is part of what makes them vocational.

A building contractor and veterinarian each flex their communication skills to break down jargon into clear instructions and explanations. But the contractor might fine-tune their negotiation tactics and conflict resolution skills to resolve gigs, whereas a good vet practices empathy and active listening to deliver important information to pet owners. Both people

communicate, but in different ways based on their positions.

Identifying what vocational skills are important for your career is essential to continuous learning and professional growth. Prioritizing them will help you improve your performance and stay competitive. And if you're finishing high school, completing your college education, or considering a career change, aligning your natural skill set to your career choice will help your resume stand out.

Pre-vocational skills

Pre-vocational skills are the foundation that nearly everyone needs — like punctuality, communication, and work ethic — before moving on to more job-specific ones. They represent the life skills that help you meet daily expectations and interact efficiently with colleagues and clients.

Regardless of your roles and responsibilities, these pre-vocational skills are important to have:

- Time management skills: No matter your job, you're one part of a larger chain. Meeting deadlines and prioritizing tasks properly ensures you don't block up the line and help your colleagues and clients reach their goals.
- Professionalism: Your work ethic, respect for others, and dedication to quality are the foundations of professionalism. A professional attitude bolsters team dynamics with a respectful atmosphere that encourages collaboration.
- Interpersonal skills: For client-facing and internal roles alike, how you interact and build relationships contributes to productivity and positivity in the workplace.
- Basic computer literacy: Most businesses are computer-based, which is probably why proficiency in Microsoft Excel is the most in-demand technical skill as of 2022. Luckily, many office applications share similar platform setups, meaning a proficiency in Google Workspace or Microsoft Office can help you transition into more task-specific platforms, like Quickbooks for accounting.
- Adaptability: Work isn't always predictable, but your team depends on you to roll with the punches. Whether embracing new automation technologies or responding to a customer complaint, resilience and resourcefulness keep productivity moving and safeguard your team's workflow.
- Students with Difficulties Managing Vocational Education in High School: Identifying Intervention Areas Related to Self-Reported Student-Environment Fit and Mental Health

Personality development and skill acquisition

Personality is the characteristic way that someone behaves, thinks and feels. These characteristic aspects of the person influence their work efforts and mentality towards skill development, which greatly influences skill acquisition.

How people behave greatly impacts the acquisition of skill. Someone who is characterised by a good work ethic and punctuality will develop a skill faster than someone who is not. Acquiring a skill requires hard work and dedication. If an athlete does not do this, they will not develop the skill as well or as quickly as someone who does.

If someone has a personality that frequently has negative thoughts about skill development and personal ability this is diminish their ability to acquire skills. However, positive self talk and self-confidence will positively influence skill acquisition.

How an athlete feels will also impact skill acquisition. If an athlete feels energetic and focused then they are more likely to succeed in acquiring a new skill. In contrast, an athlete who is often sad or is characterised by feeling sluggish will develop the skill much slower and to a lower level.

Traits within a personality that help in the acquisition of skill include: determination, enthusiasm, dedication, positive attitude, cooperation, patience, and a willingness to try something new. These help the athlete to accept and respond

to a coaches feedback, try new ways of completing the skill, or try new skills.

These personality traits help the athlete to not get frustrated over errors or a lack of progress, and are more likely to keep the athlete trying when things go wrong compared to other athletes. These types of athletes also help promote a more positive learning environment for others and the coach, which improves their capacity to develop the skill.

Skill acquisition can have many positive effects on students, including:

- Self-reliant education
- Students can develop the skills they need to educate themselves.
- Higher order thinking skills
- Students can develop problem-solving and creative skills that are important in a changing technological environment.
- Employability
- Students can set themselves apart from their peers in a competitive job market.
- Career progression

Students can gain valuable industry skills through education, mentoring, and experience, which can help them perform better or move between industries.

Skill acquisition can also be influenced by cognitive, emotional, and social processes. Factors like emotional intelligence, motivation, and coping skills can impact students' information literacy scores. It is the science that underpins movement learning and execution and is more commonly termed motor learning and control.

Terminus

What is skill acquisition? It's the process of developing skills. Abilities are through training and experience. There are three cognitive, associative, and autonomous phases of ability securing. In the cognitive stage, you're taking in information about a skill. In the associative stage, you're practicing or learning how to perform the skill on your own but still receiving feedback from a teacher or coach.

Skill acquisition is vital because it helps us to be more effective in our jobs and lives. The more skills we have, the better prepared we will be for our future career paths. This article has given you an overview of what skill acquisition is, why it's essential.

In this fast-paced and ever-evolving world, skill acquisition has become more important than ever before. Whether you're a student, a professional, or an entrepreneur, continuously honing off and acquiring new skills is important for both personal and professional growth. From enhancing employability to fostering innovation and adaptability, the significance of skill acquisition cannot be overstated.

Enhancing Employability:

In an increasingly competitive job market, possessing a skill set can set individuals apart from their peers. Employers seek candidates who not only have the required qualifications but also possess a range of skills that are relevant to the role. By actively acquiring new skills, individuals can demonstrate their commitment to self-improvement and their ability to adapt to changing job demands. This adaptability is particularly valuable in industries undergoing rapid technological advancements, where outdated skills can quickly become obsolete.

Fostering Innovation and Creativity:
Skill acquisition fuels innovation and creativity by broadening individuals' perspectives and enabling them to approach problems from different angles. Learning new skills exposes individuals to diverse ideas and methodologies, sparking creativity and inspiring innovative solutions. For example, a software developer who learns design thinking principles may apply them to create user-friendly interfaces, enhancing the overall user experience of their product. By continuously expanding their skill set, individuals can push the boundaries of conventional thinking and drive meaningful change within their organizations and industries.

Adapting to Change:
In today's business landscape, adaptability is key to staying relevant and thriving in the face of change. Acquiring new skills equips individuals with the tools and knowledge needed to navigate unfamiliar territories and embrace new opportunities. Whether it's learning a new programming language to keep up with emerging technologies or mastering remote collaboration tools to adapt to remote work environments, the ability to quickly learn and apply new skills is essential for staying ahead of the curve. By embracing a growth mindset and actively seeking out opportunities for skill acquisition, individuals can position themselves as agile and resilient professionals capable of thriving in any environment.

Cultivating Lifelong Learning:
Beyond its immediate benefits, skill acquisition fosters a culture of teachability that is essential for personal and professional fulfillment. In today's knowledge-driven economy, the pace of change is relentless, and staying stagnant is not an option. By embracing a mindset of continuous learning, individuals can remain intellectually curious, adapt to new technologies and trends, and stay ahead of the curve in their respective fields. Moreover, lifelong learning has been linked to improved cognitive function, enhanced problem-solving abilities, and greater overall well-being, underscoring its importance beyond career advancement.

In conclusion, skill acquisition is a fundamental aspect of personal and professional development in today's rapidly changing world. From enhancing employability and fostering innovation to adapting to change, the benefits of acquiring new skills are too many to be numbered. By embracing a mindset of continuous learning and investing in their development, individuals can position themselves for success and thrive in any environment. As the famous quote by Albert Einstein goes, "Once you stop learning, you start dying." Therefore, let us embrace the journey of lifelong learning and unlock our full potential as individuals and professionals.

SELF CARE

INTRODUCTION

Observation was done on a college student who excelled in academics, sports, and extracurricular activities. The schedule of the subject was always packed and seemed to mount stress on the student. This student was seen to be experiencing stress, fatigue, difficulty sleeping, and headaches. Self-care practices were advised to the subject. The subject prioritized self-care and noticed an improvement in their health, focus, mood, and overall performance. This paper reports on the concept and benefits of self-care.

Self-care is the process that involves different activities that promote the well-being and health of a person to prevent and manage diseases. They are activities that play a role in the well-being of an individual including lifestyle, exercise, hygiene, and sleep. Self-responsibility and self-reliance are needed to practice self-care. Self-care is prioritizing one's physical and mental health by adopting healthy lifestyle habits. It places individuals as an active agent of their health but does not replace health care instead it provides alternative options to healthcare. Self-care is something that everyone needs not just those who are stressed or sick. It is a necessity as part of one's daily routine to prevent diseases and is different for everyone. The self-care routine of a patient with diabetes mellitus is different from the self-care routine of someone trying to get fit.

SELF CARE CHALLENGES

Self-care maintenance is behaviours that encompass self-care actions to maintain one's health. Self-care maintenance includes digital, medical, and natural intervention to provide an additional option to formal health services. But before recommending self-care behaviours, it is important to understand the challenges surrounding access to it. Self-care access can be affected by funds, energy or motivation, cultural belief, support, living situation, knowledge, cognitive abilities, individual beliefs or attitudes and. emotional well-being. Self-care is not possible for everyone and some people do not have the means and support to access it.

SOCIETY VIEW TO SELF-CARE

Our society demands productivity and views self-care as a selfish endeavor. This has placed the struggle of an individual as a lesser problem. The need to rest and recharge after stress or burnout is a necessity, not a luxury. It is a necessity to maintain one's health and well-being. Paying attention to ones body does not only involve going to the doctor but also to what your body needs. Resting when feeling tired, and sleeping for more than 5 hours are necessary for the body. Going to the gym has been seen by many to be for people who have a lot of time on hand. However, exercising for 30 minutes for 5-6 days a week can improve mental and physical well-being. Dancing in your home, and doing squats or short walks to stay active can help people think, learn, solve problems, and balance emotions better. Avoiding harmful substances, excess anything, and taking into account one's dietary needs are also actions that can help maintain one's health. About 30% of people partake in self-care practices. Many juggling many responsibilities and obligations in life but amidst all its chaos, prioritizing self-care is important for maintaining health and happiness.

SELF-CARE AND MENTAL HEALTH

According to WHO, Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is a determinant of how an individual interacts with people, deal with stress and make decisions. A diversion from these normal state of mental and emotional states and behaviour is referred to as a mental health disorder. Studies have shown that self-care can be effective in treating and managing mental disorders. According to WHO, 1 in 8 people in the world live with a mental disorder, with depression and anxiety the most common. Self-care can help prevent and reduce these mental health issues. Eating healthy meals, carrying out relaxing activities,

sleeping, 30 minutes of exercise a day, focusing on positivity, staying hydrated, and practicing gratitude are some of the self-care tips that can lead to improvement in overall mental well-being.

SELF-CARE AND PHYSICAL HEALTH

Chronic stress is a precursor for many diseases and illnesses. It has led to a variety of problems like high blood pressure, diabetes, stroke, obesity, weakened immune system or heart attack. Unmanaged stress wears and tears the body resulting in challenges in daily life. Self-care can help in managing stress and lowering the risk of a disease. It enables one to attend to the body's needs. Research has shown that activities like yoga, mindfulness, healthy lifestyle, and exercise are linked to longevity and positive health outcomes. People with chronic illnesses have a higher chance of recovery and physical functioning when they carry out these self-care actions. Self-care alone is not a cure to chronic disease but it can help prevent future illnesses. It does not have to be a heavy lifting at the start. It can be small activities like walking during a TV break or switching that soda for a healthy snack. Building up new beneficial behaviour or creating a health plan is a starting point for a better, long, and healthy life.

SELF-CARE AND THE ENVIRONMENT

Having a spiritual and healthy relationship is a type of self-care. Fostering relationships, and connecting with the community can benefit the overall well-being of an individual. Nurturing one's spiritual needs allows one to think beyond oneself and connect on a deeper level with oneself and the environment. Caring for the world and having a relationship with our planet Earth has been shown to improve, maintain, and restore good health. Reducing the amount of waste produce not only benefits the earth but also supports physical health. Spending time in nature is a simple act of self-care that helps in reducing stress and putting the mind at peace. The environment plays a critical part in building and maintaining good health.

Fig 1 Dimension of self-care

BENEFIT OF SELF-CARE

Ancient Greeks practiced self-care long ago and called it 'Philautia' which means 'self-love 'or 'love for self'. They believed love for oneself is the pillar from which love can be built. Self-care means different things to different people. It can vary from eating a healthy and balanced diet, steps to stop smoking, taking that walk, stopping when one feels tired, getting a message, taking a bubble bath, or sleeping for 7 hours. The action does not matter only the benefit of such action to the health and wellbeing of an individual does. Self-care practices have been shown to increase self-esteem, allow the development of one's full potential, and improve happiness and health. These practices can also help to boost the immune system and provide many heart benefits thereby curbing health problems caused by stress leading to an improved life. Caring for oneself can aid in improving mood, a feeling of peace, and rejuvenation. Allowing one to cultivate a self of inner calm. Incorporating self-care activities into one's life step-by-step can set an individual for a life of success, fulfillment, balance, happiness, increased productivity, and better sleep.

SELF-CARE PRACTICES

Whether we'll be healthy or not depends on what we take. The foundation of our health is the food we feed our bodies. Food provides our body with the energy and necessary nutrients it needs for survival and optimal functioning. Just like our cars need fuel to function, food is the fuel our bodies need to survive. Self-care is not just about eating or eating the right foods. It extends beyond that. It's about cultivating the right relationship with food. Instead of restrictive diets that supply energy below a person's needs, it embrace a balanced approach. Food is a powerful tool for self-care that nourishes the mind and spirit. Self-care is a journey where every bite is a step in the right direction towards a more balanced you. The content of a meal is important to achieve a balanced diet from the body's main source of energy comes from carbohydrates, proteins that enable our body tissue to thrive, fats and oil that aid in the generation of hormones, nutrient absorption, and brain function to the micronutrients such as vitamins and minerals that aid in digestion. Each takes part in providing a healthy life.

Physical activity is an important part of self-care that helps to stimulate the muscles and brain chemicals to provide an emotional lift and reduce stress. Doing yoga, sitting in the sunlight, taking a shower or bath, exercising, walking and dancing are a range of physical activities that can give an individual a boost and increase cardiovascular fitness, strengthen bones, boost muscle power, and develop resilience.

CHRONIC DISEASE

Patients with chronic conditions require proactive self-care to manage and maintain overall well-being. Self-care is vital in the management of chronic diseases. It forms half of the management plan for chronic diseases. It is very important in all aspects of health management.

By 2030, the number of people aged 60 and over is projected to reach 1.4 billion, and by 2050, this figure is expected to rise to 2.1 billion (World Health Organization [WHO], 2022a). The rapid aging of the population has raised serious public health concerns related to the increasing prevalence of chronic conditions. A way to take care of this is by educating patients on self-care via greater involvement in their care to enhance health and decrease medical expenses. Individuals with chronic disease need to make a naturalistic and informed decision to manage their condition (self-care management). These can be done by understanding the illness and its treatment plan, monitoring symptoms and solving problems caused by the disease, and applying effective self-care strategies into daily life to achieve interactions with healthcare providers. Enabling the patient to maintain, or promote maximum health and well-being.

IMPORTANCE OF SELF-CARE TO STUDENTS

Self-care is crucial for college students as a result of its impact on their physical and mental well-being. College life is a whole different ball game. It is demanding and stressful, with academic obligations and social demands. Self-care practices like exercise, meditation, or spending time in nature can help reduce stress levels and improve overall resilience in coping with challenges. It also enhances better focus, concentration, and cognitive functioning.

Activities like seeking counseling services, joining support groups, or practicing mindfulness are also self-care practices that can significantly contribute to the good mental health, physical health, and academic performance of a student. A balance between work and life is created to enhance productivity and avoid burnout.

College is a transitional period where students must develop habits and routines to achieve maximum success. Self-care should be a priority during this period to enable students to live a substantial and healthy life that can lead to better long-term physical and mental health outcomes.

Overall, self-care is a necessity for college students to thrive academically, emotionally, and socially during this metamorphic phase of their lives for an integral development for the challenges they will face beyond college

CONCLUSION

This paper evaluates the concepts of self-care, its challenges, societal views, and benefits to body, mind, and environment. It establishes the advantages of partaking in self-care behaviour to the enrichment of the health and well-being of students, adults, and young and elderly patients. Noting that health is the most important thing an individual has. Maintaining and improving it is the way to go for a substantial and extensive life, and self-care is a key step to achieving this. A healthy diet, a moving body, a peaceful mind, and a calm environment are stepping stones to achieving the best quality of life**.**
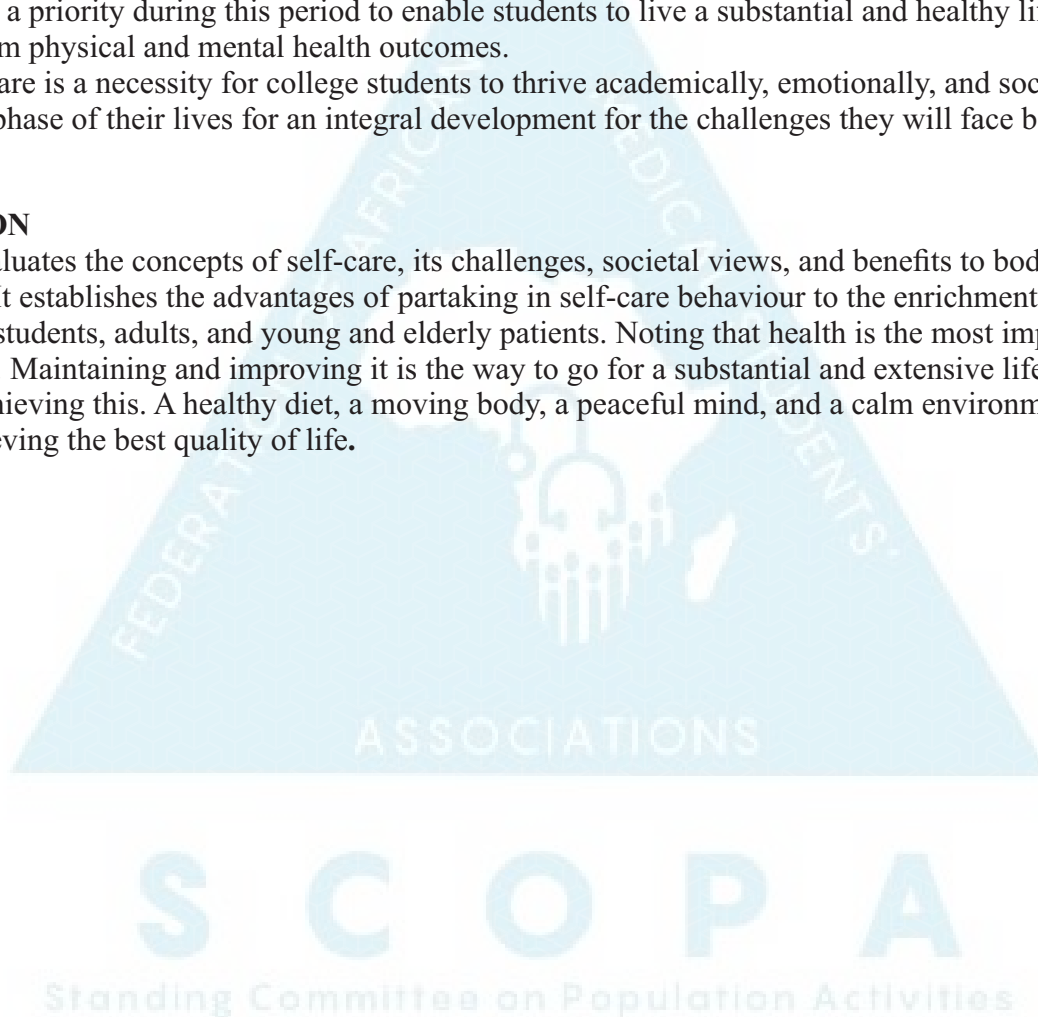
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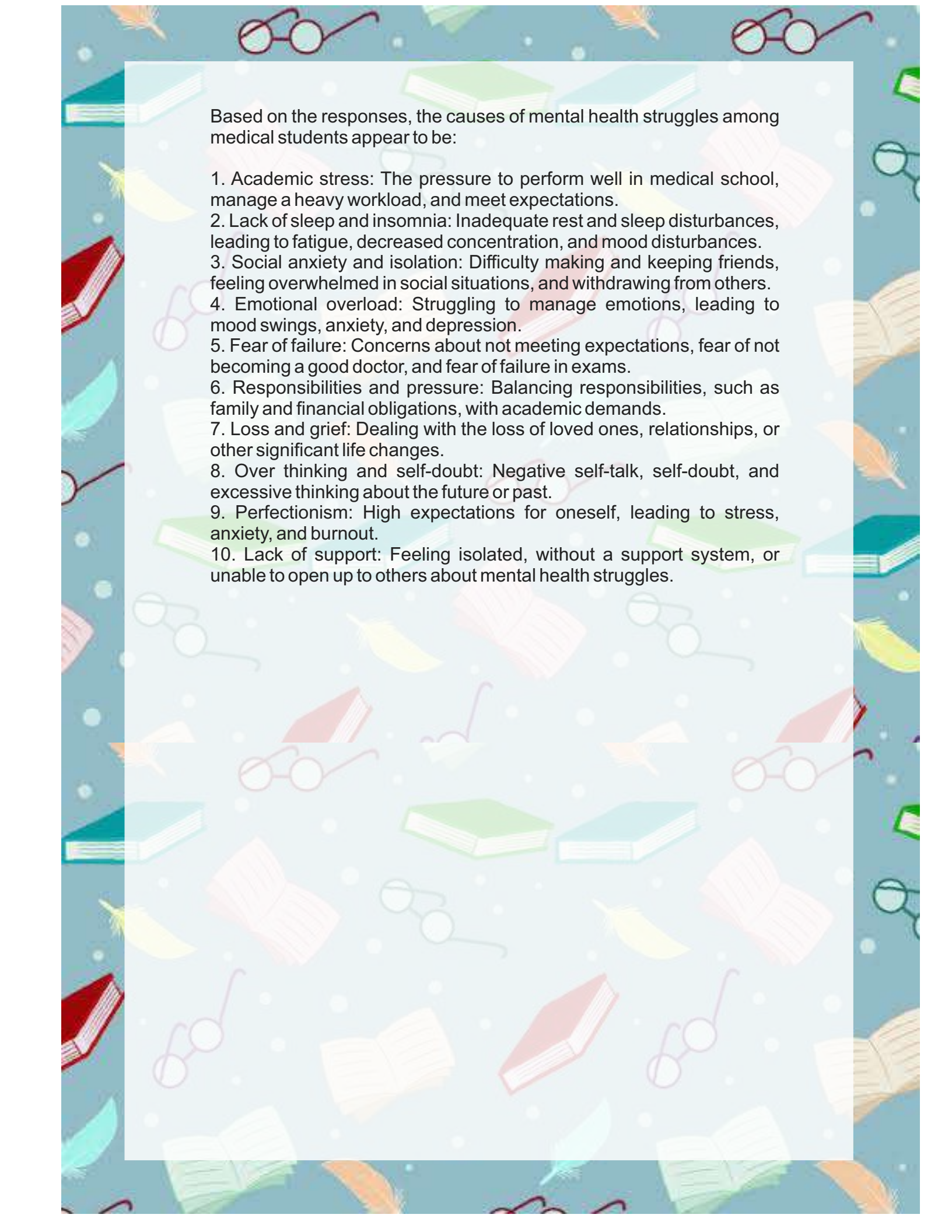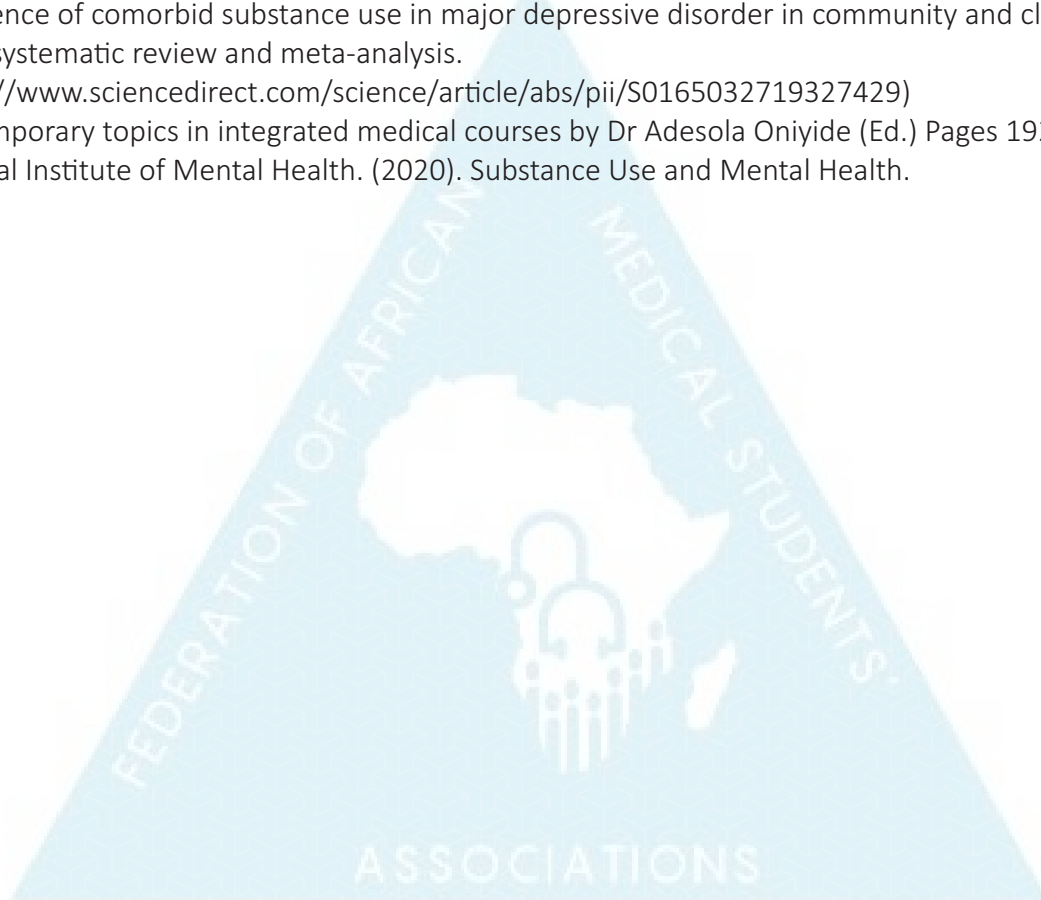
Our survey on medical students revealed a concerning trend: a significant number struggle with mental health issues, including depression, anxiety, and stress, which can impact their academic performance and well-being.

Through our survey carried out, It is estimated that about 66.7% of young people are susceptible to mental health issues.

Statistics has shown that most young people struggle with depression, stress management and anxiety.

You might ask these questions;

1. What can be the cause of these issues
2. What are the ways in which it can be solved

Based on the responses, the causes of mental health struggles among medical students appear to be:

1. Academic stress: The pressure to perform well in medical school, manage a heavy workload, and meet expectations.
2. Lack of sleep and insomnia: Inadequate rest and sleep disturbances, leading to fatigue, decreased concentration, and mood disturbances.
3. Social anxiety and isolation: Difficulty making and keeping friends, feeling overwhelmed in social situations, and withdrawing from others.
4. Emotional overload: Struggling to manage emotions, leading to mood swings, anxiety, and depression.
5. Fear of failure: Concerns about not meeting expectations, fear of not becoming a good doctor, and fear of failure in exams.
6. Responsibilities and pressure: Balancing responsibilities, such as family and financial obligations, with academic demands.
7. Loss and grief: Dealing with the loss of loved ones, relationships, or other significant life changes.
8. Over thinking and self-doubt: Negative self-talk, self-doubt, and excessive thinking about the future or past.
9. Perfectionism: High expectations for oneself, leading to stress, anxiety, and burnout.
10. Lack of support: Feeling isolated, without a support system, or unable to open up to others about mental health struggles.

Addressing depression, anxiety, and stress among medical students requires a comprehensive approach that includes personal strategies, institutional support, and professional help. But here are some ways to tackle these issues personally:

1. Time Management
   - Develop a study schedule to manage workload effectively.
   - Break tasks into smaller, manageable chunks to avoid feeling overwhelmed.

2. Healthy Lifestyle
   - Ensure a balanced diet and regular exercise to boost physical and mental health.
   - Prioritize getting enough sleep and establish a consistent sleep routine.

3. Mindfulness and Relaxation Techniques
   - Practice mindfulness, meditation, or yoga to reduce stress and improve focus.
   - Take regular breaks and engage in activities that you enjoy.

4. Emotional Regulation
   - Keep a journal to express and understand your emotions.
   - Practice self-compassion and avoid negative self-talk.

5. Social Connections
   - Make an effort to build and maintain supportive friendships.
   - Join clubs or groups to meet new people with similar interests.

6. Limit Overthinking
   - Focus on the present moment and avoid dwelling on past mistakes or future worries.
   - Set realistic goals and celebrate small achievements.

7. Incorporate Hobbies and Interests
   - Engage in hobbies and activities that you enjoy to provide a break from academic stress.
   - Set aside time for leisure and relaxation.

8. Set Boundaries
   - Learn to say no to additional responsibilities that may overwhelm you.
   - Set boundaries to protect your personal time and well-being.