MODELS OF THE STRESS & COPING PROCESS
Selye’s Model

- Selye’s model is called the **General Adaption Syndrome or GAS**.
- It is split into three stages. The first stage is the alarm stage, where a stressor sets off the body prepares for action.
- The second stage is the resistance stage where the body focuses its resources to battle the stressor. During this stage the body gets weakened as it loses its resources.
- The final stage is the exhaustion stage, where the body can no longer resist the stressor.
LAZARUS’S MODEL

- Lazarus’s Model differed slightly from Selye’s. By working more with humans, he came to the conclusion that the stressor, nor the response could define stress, rather it was the individual’s perception and appraisal of the stressor that would create stress.

- He realized that different individuals would look at an event differently and have different kinds of stress, positive or negative.
Cognitive appraisal of stress is a two-part process which involves a primary appraisal and a secondary appraisal.

Primary appraisal involves the determination of an event as stressful. During primary appraisal, the event or situation can be categorized as irrelevant, beneficial, or stressful. If the event is appraised as stressful, the event is then evaluated as either a harm/loss, a threat, or a challenge.
The first stage in his model is primary appraisal where the subject analyzes the stressor and determines if it will be positive or negative, exciting or harmful, etc.

The second stage is secondary appraisal, where the subject determines if he or she can cope with the given stressor.

Even if the stressor is determined as harmful in the first stage, if the subject decides he or she can cope with it in the second stage, stress will be kept at a minimum.
Secondary appraisal occurs after assessment of the event as a threat or a challenge. During secondary appraisal the individual now evaluates his or her coping resources and options.

According to the theory of transactions, stress arises only when a particular transaction is appraised by the person as relevant to his or her well-being. In order for an event to be appraised as a stressor, it must be personally relevant and there must be a perceived mismatch between a situation's demands and one's resources to cope with it.
STRESSOR

PRIMARY APPRAISAL

Is this event beneficial, harmful threatening, Or challenging?

Emotions are Generated by the appraisal

SECONDARY APPRAISAL

Can I cope with the stress?

What are the alternatives?

Sorry I can’t cope

I experience a lot of stress

Yes I can cope

Minimum Stress
GENERAL STRESS MODEL

STRESSOR

VARIOUS STRESS LEVEL

COПING STRATEGIES

EFFECT (+/-)

Subjektief-Cognitive Appraisal Model

- STRESSOR
- SUBJECTIVE COGNITIVE APPRAISAL
  - EMOTIONAL RESPONSE
  - PHYSIOLOGICAL RESPONSE
  - BEHAVIORAL RESPONSE
Model Penilaian Subjektif-Kognitif

**POTENTIALLY STRESSFUL OBJECTIVE EVENT**
A major exam, a big date, trouble with The boss, or financial Setback, which may lead to frustration, Conflict, change, or pressure

**SUBJECTIVE COGNITIVE APPRAISAL**
Personalized perceptions of threat, which are Influenced by familiarity with the event, its Controllability, its predictability, and so on

**Emotional Response**
Annoyance, anger, anxiety, fear

**Physiological Response**
Autonomic arousal, Hormonal fluctuations

**Behavioral Response**
Coping efforts, such as Blaming oneself, seeking Help, solving problems
Model Weiten, (1994)

- Stressor
- Subjective Cognitive appraisal
- Intensity of reactions
- Resources (Individual, family, community)
- Positive Adjustment
- Negative adjustment
Model Matheny, (1986)
Moos & Swindle (1990)

- **Model of stress and coping**
  - looking as stressor

- **Environment**
  - Ongoing life stressors and social resources

- **Individual**
  - Sociodemographic characteristics, personal resources eg self-esteem, intellect, coping skills, personal goals

- **Life events**
  - Such as getting married or moving house
Family stress

- Hill's (1949) ABC-X model of family stress and coping
- Double ABCX, T-Double ABCX, and Resiliency Model of Family Stress, Adjustment, and Adaptation (McCubbin & McCubbin, 1989, 1993; McCubbin & Patterson, 1983)
- Family Adjustment and Adaptation Response (FAAR) model (Patterson, 1988, 1989).
Model ABC-X (Reuben Hill, 1949)

A → B → C → X

Factor X (crisis/ extreme stress) is the result of the interaction between factors A, B, & C.
Model ABC-X (Reuben Hill, 1949)

A

The stressor—an event that potentially changes the family structure

B

Family resources

C

Perception/Appraisal of the stressor & resources

X

Crisis or stress

Critiques

• Too ‘deterministic & linear
• Not comprehensive (as compared to more recent models
ABC-X Model

Based on Reuben Hill's ABC-X Model (1949) which focuses on family responses to crisis
- Initial focus was WWII families
- A = The event
- B = The family's resources to handle the event
- C = The definition which the family gives to the event
- X = The resulting crisis
Result of Crisis

- Adaptation
- Bonadaptation
  - “Good,” positive adaptation
  - Positive result to the crisis
- Maladaptation
  - “Bad,” negative adaptation
  - Unhealthy or dysfunctional resolution of the crisis
Hill’s ABC→X Theory of Family Crisis
The Double ABCX Model
(McCubbin, 1983, 1989)
The Double ABCX Model  
(McCubbin, 1983, 1989) con’t

- a A = additional stressors
- b B = additional resources
- c C = reinterpretations

- Coping strategies can be determined after phase 1
- Adjustments may be positive or negative
Roller-Coaster Profile of Adjustment - 4 Stage Model

- **Models of Stress**
- Families go through four (4) stages when faced with a crisis:
  - **Crisis**
  - **Disorganization**
  - **Recovery**
  - **Reorganization**.

- After a crisis, families have to cope with the situation, before they enter into the recovery phase which can be short or long. Communication skills may improve as families try to solve problems (i.e.-birth of a newborn) or may break down further (i.e.-divorce).
“Roller Coaster” Model:
Koos (1946) & Burr & Klein (1994)
Biopsychosocial Model of Stress (Bernard & Krupat, 1994).

Stress involves three components:

- an external component
- an internal component
- and the interaction between the external and internal components
Multisystem Assessment of Stress and Health (MASH) Model

- The MASH Model builds upon previous stress research to form a comprehensive biopsychosocial model of stress and health (Aldwin, 1994; Boss, 1989; Doherty & Campbell, 1988).

- Earlier work in the field of stress concentrated on stress and coping at only one conceptual level, most often at the personal level or in a work setting (Aldwin, 1994).
The Four Key Coping Resources (MASH)

- (1) Problem Solving -- the ability to deal directly with, not avoid, the problems you face and make positive changes to resolve them.
- (2) Communication -- the ability to honestly share thoughts and feelings with others to promote mutual understanding.
- (3) Closeness -- a comfort level with others and the ability to connect with people in your environment.
- (4) Flexibility -- an openness and ability to respond to change.
Diathesis-stress model

- According to this model a **mental disorder** (illnesses or diseases that have prominent emotional, behavioral, and psychological symptoms) or other **psychopathology** (the specific manifestations, morbid or sick behaviors, thoughts, emotions) occurs when an individual with a **diathesis** (a tendency, vulnerability, or predisposition) is exposed to a **stress**.
The Diathesis-stress model is a psychological theory that explains behavior as both a result of biological and genetic factors ("nature"), and life experiences ("nurture"). This theory is often used to describe the pronunciation of mental disorders, like schizophrenia, that are produced by the interaction of a vulnerable hereditary predisposition, with precipitating events in the environment.
Genetic vs. Environment

- Some mental illnesses are caused mostly by genetic (predisposed) factors while others are primarily learned (environmental)
- Most mental illnesses, however, are a result of the combination of genetics and learning. Whether an individual gets a mental illness or not depends on which factors affect them most.

- Most likely to get mental illnesses
  - HIGH genetic predisposition
  - HIGH amount of stress

- Least likely to get mental illnesses
  - LOW genetic predisposition
  - LOW amount of stress
Conclusion

Stress (and coping model) can be categorized into 3 broad approach

1. Live events model (objective)
2. Cognitive model (subjective)
3. Stimulus model (interactional)
4. Phases
5. Combination of model