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## Lazarus 1966 stress theory

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(March 2011) (Learn how and when to remove this template message) (Learn how and when to remove this template message) Transactional Model of Stress and Coping of Richard Lazarus Richard S. Lazarus (March 3, 1922 – November 24, 2002) was a psychologist who began rising to prominence in the 1960s, when behaviorists like B. F. Skinner held sway over psychology and explanations for human behavior were often pared down to rudimentary motives like reward and punishment. A Review of General Psychology survey, published in 2002, ranked Lazarus as the 80th most cited psychologist of the 20th century.[1] He was well renowned for his theory of cognitive-motivational theory within emotion.[2] Career After graduating from City College of New York and the University of Pittsburgh, Lazarus joined the faculty at the University of California, Berkeley in 1959.[3] During the 1970s, Lazarus worked with PhD student Susan Folkman studying stress and coping. In her doctoral thesis, Folkman coined the terms "problem-focused coping" and "emotion-focused coping".[4] Lazarus and Folkman co-authored a book called "Stress, Appraisal and Coping" in 1984, which worked through the theory of psychological stress, using concepts of Cognitive appraisal and coping.[5][6] In this book, they were the first to make the distinction between "problem-focused coping" and "emotion-focused coping" which could result in consequences for both physical and mental health.[7] They described "emotion-focused coping" as dealing with stress by regulating one's emotions and "problem-focused coping" as "directly changing the elements of the stressful situation"[8] Research Lazarus advocated the importance of emotion, especially what he described as the marriage between emotion and thought.[9] His views put him at odds not only with behaviorism but also with a movement that began toward the end of this century to explain all human behavior by looking at the structure of the brain. Lazarus' cognitive-motivational approach to understanding human behavior maintained that individuals have internal processes affecting conditions and coping processes that affect the cognitions that drive emotional reactions.[2] From this perspective, the degree to which a perceived threat affects an individual's emotional and psychological response to such life event in the future [10] At the heart of Lazarus's theory was what he called appraisal. Before emotion occurs, he argued, people make an automatic, often unconscious, assessment of what is happening and what it may mean for them or those care about. From that perspective, emotion becomes not just rational but a necessary component of survival. According to Lazarus, there are two kinds of appraisal: primary appraisal, which is aimed at establishing the significance of an event's meaning to the organism; and, secondary appraisal, which assesses the ability of the organism to cope with the consequences of the event.[2] Lazarus worked on topics such as hope and gratitude. He was perhaps best known for his work on coping, gaining attention for studies that showed that patients who engaged in denial about the seriousness of their situation did better than those who were more "realistic." He also found that stress often had less to do with a person's actual situation than with how the person perceived the strength of his own resources.[11] Emotion definition Lazarus (1991) defines emotions according to "core relational themes" which are intuitive summaries of the 'moral appraisals' (e.g. of relevance, goal conduciveness) involved in different emotions. These themes help define both the function and eliciting conditions of the emotion. They include: Anger - a demeaning offense against me and mine. Fear - facing an immediate, concrete, and overwhelming physical danger. Sadness - having experienced an irrevocable loss. Disgust - taking in or being too close to an indigestible object or idea (metaphorically speaking). Happiness - making reasonable progress toward the realization of a goal. Known publications Adjustment and Personality, 1961 Personality and adjustment, 1963, Englewood Cliffs, N.J. Prentice-Hall. The Nature of Psychological Inquiry, 1964 Psychological stress and the coping process, 1966, New York: McGraw-Hill. Personality, 1971, (2nd edition) Englewood Cliffs, N.J. Prentice-Hall. Patterns of adjustment and human effectiveness, 1968, New York: McGraw-Hill. Patterns of adjustment, 1976, (3rd edition), New York: McGraw-Hill. "A cognitively oriented psychologist looks at biofeedback". American Psychologist. 30 (5), 553-561. 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Retrieved from "Skip to main content Skip to table of contents Stress has been defined traditionally either as a stimulus, often referred to as a stressor, that happens to the person such as a laboratory shock or loss of a job, or as a response characterized by physiological arousal and negative affect, especially anxiety. In his 1966 book, Psychological Stress and the Coping Process (Lazarus, 1966), Richard Lazarus defined stress as a relationship between the person and the environment that is appraised as personally significant and as taxing or exceeding resources for coping. This definition is the foundation of stress and coping theory (Lazarus & Folkman, 1984). Stress and coping theory provides a framework that is useful for formulating and testing hypotheses about the stress process and its relation to physical and mental health. The framework emphasizes the importance of two processes, appraisal and coping, as mediators of the ongoing relationship between the person and the environment. Stress and coping theory is... This is a preview of subscription content, log in to check access. Folkman, S. (1997). Positive psychological states and coping with severe stress. Social Science and Medicine, 45, 1207–1221.PubMedCrossRefGoogle ScholarFolkman, S. (2008). The case for positive emotions in the stress process. Anxiety Stress Coping, 21, 3–14.PubMedCrossRefGoogle ScholarFolkman, S. (Ed.). (2011). The Oxford handbook of stress, health, and coping. New York: Oxford University Press.Google ScholarFolkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. American Psychologist, 55, 647–654.PubMedCrossRefGoogle ScholarFredrickson, B. L. (1998). What good are positive emotions? Review of General Psychology Special Issue: New Directions in Research on Emotion, 2, 300–319.Google ScholarLazarus, R. 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Discover the world's research20+ million members135+ million publications700k+ research projectsJoin for free 11 Translating Coping Theory into an Intervention SUSAN FOLKMAN, MARGARET CHESNEY, LEON MKCUSICK, GAIL IRONSON, DAVID S. JOHNSON, and THOMAS J. COATES During the 1980s, the Berkeley Stress and Coping Project conducted a number of studies about the coping process based on a cognitive theory of stress and coping (Lazarus, 1966; Lazarus & Folkman, 1984). These studies further understanding of the coping process, inducing its multidimensionality, the contextual person and environmental factors that influence it, and its relationship to emotions, psychological well-being, and physical health (e.g., Folkman & Lazarus, 1980, 1985, 1986; Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986). In this chapter we describe brief coping theory and research into practice by integrating findings of the Berkeley Stress and Coping Project with leading stress management techniques. The purpose of the intervention is to increase individ-u als' effectiveness in appraising and coping with the demands of daily life. SUSAN FOLKMAN, MARGARET CHESNEY, LEON MKCUSICK, and THOMAS J. COATES • Center for AIDS Prevention Studies, University of California, San Francisco, California 94143. GAIL IRONSON, Department of Psychology, University of Miami, Coral Gables, Florida 33124. DAVID S. JOHNSON • Pacific Graduate School of Psychology, Palo Alto, California 94117-1030. The Social Context of Coping, edited by John Eckenrode. Plenum Press, New York, 1991. 239 240 SUSAN FOLKMAN ET AL. BACKGROUND The coping intervention is based on a cognitive-relational defini-tion of stress in wh ich stress is viewed as a relationship between the person and the environment that is cognitively appraised by the individual as personally significant and as taxing or exceeding resources (Lazarus, 19

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