

PSYCHOLOGICAL ASPECTS OF CRISIS, STRESS AND LOSS IN THE PERSONALITY ECOSYSTEM: A REVIEW OF TRAINING PROGRAMS

Tarasenko H. S.

Doctor of Science in Pedagogy, Professor,
Professor at the Department of Ecology,
Natural Sciences and Mathematics of Public
Higher Educational Establishment
«Vinnytsia Academy of Continuing Education»
ORCID ID: 0000-0001-9394-2600

Logutina N. V.

PhD in Pedagogy,
Associate Professor at the Department of Foreign Languages for Specific Purposes
Vasil' Stus Donetsk National University
ORCID ID: 0000-0003-1029-5247

Maliar O. I.

PhD in Psychology, Associate Professor,
Associate Professor at the Department of Pedagogical Sciences,
Primary and Correctional Education
Public Higher Educational Establishment
«Vinnytsia Academy of Continuing Education»
ORCID ID: 0000-0001-5924-4120

The article provides a theoretical analysis of psychological approaches to understanding crisis experiences, stress and loss as key challenges for the personality ecosystem. It is substantiated that crises and traumatic events disrupt the balance of a person's internal and external resources, affecting their cognitive, emotional, behavioral and social spheres. Particular attention is paid to the concepts of stress, grief, cognitive adaptation and post-traumatic growth, which allow us to consider psychological difficulties not only as a source of maladaptation, but also as a potential for personal development.

This scientific work analyzes modern psychological training aimed at developing stress resistance, resilience, adaptation to loss and preventing professional burnout. It is shown that training programs contribute to the restoration of the integrity of the personality ecosystem through the formation of adaptive coping strategies, increasing the level of self-regulation, awareness of emotional states, activation of social support and the search for new life meanings. The significance of such interventions for specialists with high emotional stress, in particular educators, medical and social workers, is particularly emphasized. It is concluded that a comprehensive combination of trainings in stress resistance, resilience, adaptation to loss and prevention of professional burnout is an effective tool for supporting mental health, maintaining professional effectiveness and ensuring sustainable development of the personality ecosystem in the face of modern social challenges.

Keywords: *personality ecosystem, crisis, stress, loss, grief, stress resistance, resilience, adaptation, professional burnout, psychological trainings.*

Тарасенко Г. С., Логутіна Н. В., Маляр О. І. Психологічні аспекти кризи, стресу і втрати в екосистемі особистості: огляд тренінгових програм

У статті здійснено теоретичний аналіз психологічних підходів до розуміння кризових переживань, стресу та втрати як ключових викликів для екосистеми особистості. Обґрунтовано, що кризи та травматичні події порушують баланс внутрішніх і зовнішніх ресурсів людини, впливаючи на її когнітивну, емоційну, поведінкову та соціальну сфери. Особливу увагу приділено концепціям стресу, горювання, когнітивної адаптації та посттравматичного зростання, які дають змогу розглядати психологічні труднощі не лише як джерело дезадаптації, а й як потенціал для особистісного розвитку.

У межах статті проаналізовано сучасні психологічні тренінги, спрямовані на розвиток стресостійкості, життєстійкості, резильєнтності, адаптації до втрати та профілактики

професійного вигорання. Показано, що тренінгові програми сприяють відновленню цілісності екосистеми особистості через формування адаптивних копінг-стратегій, підвищення рівня саморегуляції, усвідомлення емоційних станів, активізацію соціальної підтримки та пошук нових життєвих смислів. Окремо наголошено на значущості таких інтервенцій для фахівців із високим емоційним навантаженням, зокрема освітян, медичних і соціальних працівників. Зроблено висновок, що комплексне поєднання тренінгів стресостійкості, резильєнтності, адаптації до втрати та профілактики професійного вигорання є ефективним інструментом підтримки психічного здоров'я, збереження професійної ефективності та забезпечення сталого розвитку екосистеми особистості в умовах сучасних соціальних викликів.

Ключові слова: екосистема особистості, криза, стрес, втрата, горювання, стресостійкість, резильєнтність, адаптація, професійне вигорання, психологічні тренінги.

Relevance of the topic. Modern life is characterized by a significant increase in the level of uncertainty, dynamic changes and psycho-emotional stress, which is often accompanied by the occurrence of crisis events in personal and professional life. This increases the risk of psychological maladjustment, worsening of the psycho-emotional state, experiencing losses and developing symptoms of professional burnout. In such conditions, the scientific understanding of the phenomena of stress, crisis states and grief, as well as the study of the internal resources of the individual, which determine the ability of a person to maintain mental balance, mobilize adaptive mechanisms and function effectively under the influence of life difficulties, becomes particularly relevant. Psychological stability and the ability to constructively overcome stressful situations play a key role in maintaining mental health, life activity and social adaptation of the individual.

One of the most important areas of modern psychology is the development and implementation of specialized training programs aimed at developing stress resistance, resilience, effective adaptation to the loss of loved ones and the prevention of professional burnout. Theoretical analysis of such approaches allows not only to understand psychological mechanisms of adaptation and coping strategies more deeply, but also to assess the practical effectiveness of interventions that contribute to the restoration of psycho-emotional balance, the development of self-regulation skills, the maintenance of social ties and the search for new meanings in life after crisis events.

The purpose of the article is a theoretical analysis of psychological approaches to understanding stress, crisis experiences, and loss, as

well as substantiating the role of psychological training in stress tolerance, resilience, adaptation to loss, and prevention of professional burnout in maintaining mental health and developing personal resources, in particular in specialists with high emotional stress.

Research methods and techniques. The article applies a theoretical approach to the analysis of psychological aspects of crisis, stress and losses in the structure of personality, as well as to the review of modern training programs. The basis of the study is a systematic analysis of scientific sources, synthesis and generalization of theoretical concepts, as well as a comparative analysis of different approaches to psychological support and the development of stress resistance. Special attention is paid to the classification and structuring of training programs that describe methods of working with crisis states and losses, in particular emotional regulation techniques, relaxation exercises and cognitive-behavioral strategies. Such a theoretical approach allows you to form a holistic understanding of the psychological processes that occur in crisis situations and outline an effective conceptual framework for training programs aimed at developing stress resistance and overcoming losses in the personal ecosystem.

Results. In psychological science, a crisis (from the Greek *krisis* – decision, turning point) is considered as a complex mental state that arises as a result of the action of significant life events or radical changes in the system of personal relationships. In the scientific literature, this phenomenon is described through a number of related concepts, in particular, “critical period” (T. Shibutani), “transition” or “turning point” (G. Shihi), “critical situation” (F. E. Vasilyuk). A crisis is a situation in which a person faces

obstacles in the implementation of leading life goals and cannot overcome them using the usual methods of adaptation [17].

In psychology, a distinction is made between crisis states caused by normative changes in the life cycle and crises caused by traumatic events. Being in a crisis is accompanied by significant psycho-emotional and physical stress, which can lead to both adaptation and personal growth, and to disorganization of life activities. At the same time, events that are the same in content do not become crisis-like for all people, since their impact is mediated by individual personal characteristics and available coping resources.

Crises are an integral part of a person's life path. The events that most often cause crisis experiences include the death of a loved one, a serious illness, separation from the family, a change in social status, starting a family, and a transformation of the social environment. Thus, a crisis appears as a reaction of an individual to circumstances that require a radical restructuring of the lifestyle, thinking, value system, and attitude to existential issues of being [22].

A necessary condition for the emergence of a crisis state is intense emotional stress, blocking of the individual's basic needs, and his subjective reaction to the situation. V. F. Vasilyuk defines a crisis situation as a situation of impossibility in which the subject faces the impossibility of realizing his own life motives, aspirations, and values. Analyzing crisis phenomena, he distinguishes stress, frustration, conflict and crisis as interrelated, but not identical psychological phenomena [17].

The concept of "stress" in its modern meaning was introduced into scientific circulation in the middle of the twentieth century, primarily thanks to the works of G. Selye, who considered it as a universal reaction of the body to environmental influences. The researcher showed that stress can have both negative (distress) and positive (eustress) nature, and also described the stages of development of the stress reaction: anxiety, resistance and exhaustion. Further studies have proven the significant role of both large-scale life events and everyday microstressors in the formation of mental distress [22].

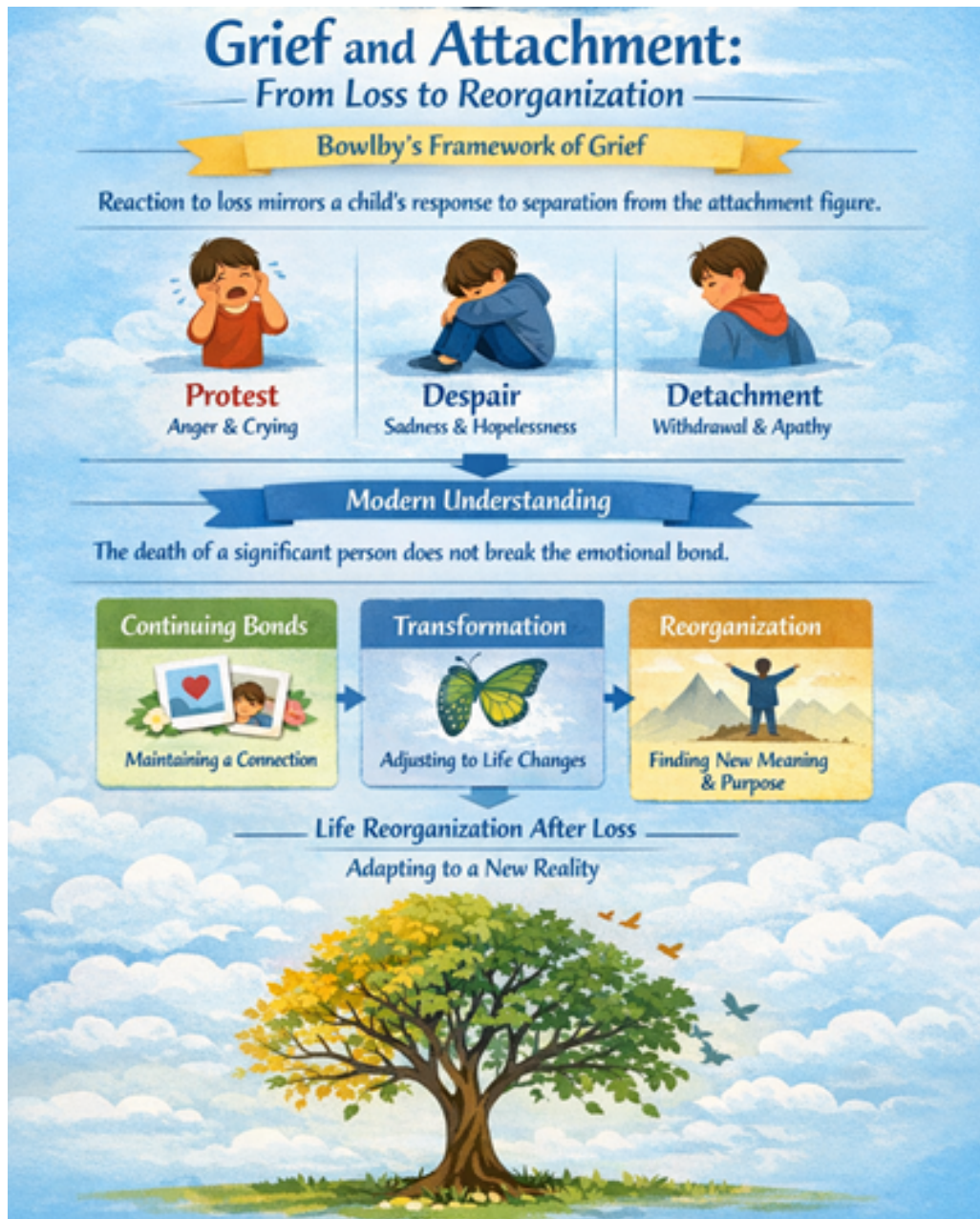
A special place among crisis events is occupied by the loss of a loved one. Start-

ing from the works of S. Freud, the symptoms of grief have long been identified with depressive, anxiety and post-traumatic disorders. However, in the early 2000s, complicated grief was identified as an independent mental phenomenon that requires special study and psychotherapeutic assistance (H. G. Prigerson, S. C. Jacobs, H. G. Prigerson, M. J. Horowitz). Typical manifestations of acute grief include intense sadness and longing, intrusive thoughts and memories of the deceased, emotional outbursts of crying, experiences of loneliness and fear, decreased activity and energy tone, loss of the ability to receive pleasure, social isolation, as well as a feeling of existential emptiness and hopelessness of the future (W. Middleton, B. Raphael, P. Burnett, N. Martinek) [6; 2].

Within the framework of J. Bowlby's attachment theory, which is presented on Pic. 1, the reaction to loss is considered analogous to a child's reaction to separation from the object of attachment and includes phases of protest, despair, and withdrawal. At the same time, modern researchers emphasize that the death of a significant person does not lead to a complete rupture of the emotional connection with him. Instead, it is transformed and the reorganization of the individual's life activities in conditions of loss occurs [1].

According to the position of R. R. Shaver and S. M. Tancredy, the course of grief largely depends on the attachment style formed in childhood: secure, anxious/ambivalent, avoidant or disorganized. Individuals with a secure attachment style usually demonstrate better adaptation to loss, while other styles are associated with the risk of complicated grief and difficulties in forming new life meanings [13].

An explanation of the process of loss and reconstruction of meaning after the death of a loved one is given in the concept of psychological trauma by R. Janoff-Bulman, according to which a person's inner world is based on basic beliefs about the benevolence, justice of the world and the value of one's own "I". A traumatic event disrupts these perceptions, creating feelings of danger, injustice, and loss of control over life. At the same time, successful overcoming of trauma involves the formation of a more realistic picture of the world, combining the recogni-



Pic. 1. Bowlby's Framework of Grief

tion of the vulnerability of life with the awareness of one's own ability to choose and adapt [7].

The initial reaction to loss is usually denial, which performs a protective function, reducing the intensity of the mental shock. However, over time, the reality of the loss manifests itself through intrusive thoughts and memories that disrupt everyday functioning and actualize the need for a meaningful restructuring of life in the absence of a significant person.

First of all, a traumatic event undermines a person's basic ideas about their own ability to control life events. Researchers note that in order

to reduce the intensity of negative emotional experiences and avoid feelings of helplessness and vulnerability, traumatized individuals often resort to self-blame. In an effort to retrospectively restore lost control, people obsessively return to alternative scenarios of the past, reflecting on how events could have changed under different behavior. In psychological literature, this cognitive pattern is called rumination. At the same time, instead of restoring a sense of control, ruminative thinking can intensify depressive states, the cognitive core of which are the ideas of self-blame and one's own inability.

Within the cognitive concept of mental trauma by R. Janoff-Bulman, the key mechanism of successful adaptation is considered to be the process of finding benefit in the experienced experience, which involves rethinking the loss through questions about acquired life experience, new awareness and personal changes. A similar position was also held by B. S. Tjosvold and A. B. Janigian, who emphasized that the restoration of a subjective sense of control over life is possible provided that life schemas are transformed and a negative event is reinterpreted as a catalyst for new, more adaptive ways of thinking and acting [7].

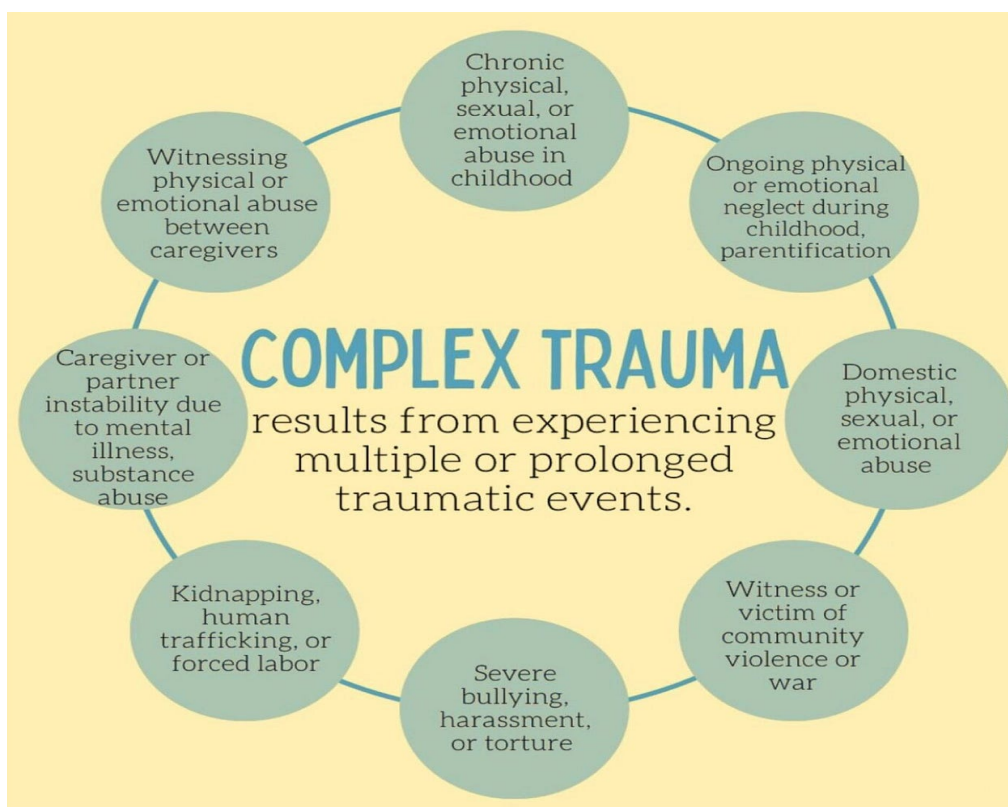
Dr. Chris Deussing, a psychotherapist, who writes about psychology & a bunch of other things, gives us schematic plan of the term “complex trauma” on Pic. 2 [5].

In the theory of cognitive adaptation to a new reality, Charles Taylor also emphasizes the decisive role of meaning-making in the process of overcoming traumatic experience. The ability to find new meanings, maintain professional and everyday effectiveness, as well as a focus on self-improvement are considered key conditions for adaptation. The central mechanism

of this process is positive reappraisal, or cognitive reframing, which allows integrating a traumatic event into a life narrative and considering it as a factor for further development [15].

According to the dual-process model of grief coping proposed by M. Stroebe and H. Schut (1999), adaptation to loss occurs by oscillating between two complementary orientations – loss orientation and recovery orientation. Loss orientation is associated with the direct experience of the pain of loss, which manifests itself in sadness, grief, crying, and emotional separation from the deceased person. Recovery orientation involves the gradual formation of new life roles, identities, and ways of organizing life in which the deceased person retains a symbolic and spiritual presence, but not a physical one. Adaptation to loss consists in a dynamic balance between these orientations until meaning is found both in lost relationships and in the rebuilt life [14].

The grieving process is accompanied by a wide range of emotional, cognitive, and somatic reactions that are not pathological within the normative course. These include states of disbelief and shock, emotional numbness, sudden outbursts



Pic. 2. Complex Trauma

of crying, physical symptoms in the form of sleep disorders, eating disorders and somatic pain, denial of the fact of death, obsessive questions about the causes of the loss, repeated talk about the event, fluctuations between emotional control and disorganization, difficulty concentrating, idealization of the deceased, identification with him, experiences of envy, frustration, bitterness and guilt. In the future, states of exhaustion are possible, the gradual emergence of hope, episodic return of sadness, the formation of readiness for new obligations, the restoration of activity and, ultimately, the achievement of inner peace and filling life with new meanings.

The ability to perform the so-called “grief work” is largely determined by the previous experience of personality development. In the absence of experience of “healthy” separations in the life history, the process of adaptation to loss can be significantly complicated. Often, unfinished grief over previous losses is re-actualized, and the desire to complete the grieving process can be unconsciously experienced as a betrayal of the memory of the deceased, which is sometimes accompanied by somatic disorders or the formation of addictions. The completion of the work of grief is asso-

ciated with a decrease in the frustrated perception of the world and the restoration of a sense of life integrity presented on Pic. 3.

A separate area of research is associated with the phenomenon of post-traumatic growth, which describes positive personal changes that arise as a result of experiencing severe life crises (R. Tedeschi, L. Calhoun). Traumatic events destroy established ideas about the predictability, manageability and benevolence of the world, which is accompanied by intense psychological distress. At the same time, the recovery process opens up the possibility of rethinking life priorities, deepening self-awareness and consciously constructing a new life path [16].

In this context, stress resistance is considered as an integrative personal characteristic that ensures effective functioning under stressors without a destructive impact on activity and interpersonal relationships. At the same time, excessive reduction in sensitivity to emotional stimuli can lead to emotional callousness and social withdrawal. Stress resistance is a dynamic property that can develop in the process of psychotraining and self-regulation. The stress – brain loop may consist of chronic stress as it is shown on Pic. 4 [16].



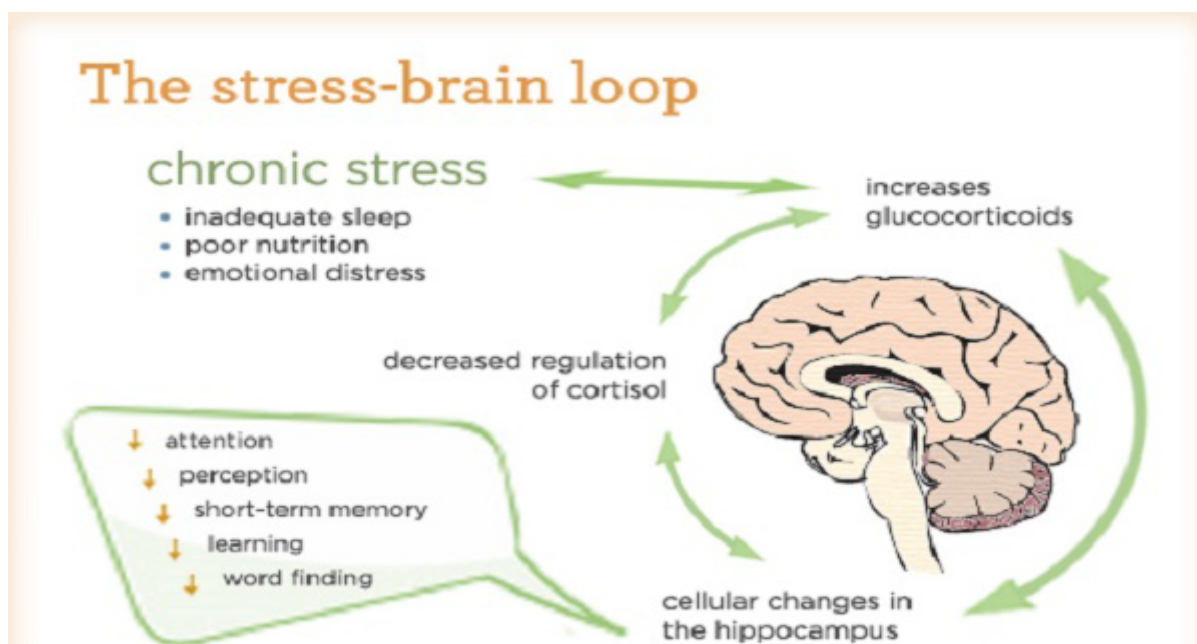
Pic. 3. Navigating the Grieving Process

Therefore, experiencing crisis situations and losses is an integral part of life experience, and the adaptation process, including grief work and the development of stress tolerance, determines the ability of an individual to restore life meanings and ensure psychological balance. In this regard, attention is focused on the theoretical analysis of modern psychological trainings aimed at developing stress tolerance, adaptation to loss, resilience, and prevention of professional burnout.

Stress and resilience trainings are aimed at developing in participants the ability to anticipate stressful situations, form effective communication skills, master self-control and constructively express negative emotions in crisis life circumstances. As shown by S. Madzi's research, resilience is not an innate property, it can be developed through systematic training programs that include exercises for the formation of adaptive coping strategies, effective interpersonal relationships based on trust and support. The model proposed by S. Madzi identifies the following main components of resilience: attitudes (involvement, control, acceptance of life challenges); cognitive and behavioral coping (situation analysis, prospect search, active actions); social support (mutual assistance, encouragement); care for physical and mental health (diet, meditation, relaxation, physical exercise) [10].

A special place in the training is occupied by exercises for the development of hard-coping skills: situational reconstruction allows you to understand the stressful situation more deeply and develop a specific plan of action; focusing helps to track bodily signals during stress; compensatory self-improvement contributes to the awareness of the experience gained in solving problems. Social support exercises are focused on effective conflict resolution, the development of cooperation skills and communicative competence. In the block of caring for physical and psychological health, participants master methods of self-diagnosis of stressful conditions, relaxation and meditation techniques, and also learn to seek professional help in a timely manner. The first version of the training was developed in 2001 (N. D. Koroleva, Ya. V. Shaivska) in the form of a manual and an online program, where participants received theoretical information about the components of resilience, exercises for their development and means of self-testing the acquired skills. Later, the possibility of remote consultation with trainers regarding the program became available [20; 21].

A feature of resilience training for military personnel is the combination of face-to-face classes with homework: participants perform exercises under the guidance of a therapist, apply the acquired knowledge in practice, and receive



Pic. 4. The Stress-brain Loop

feedback on the results. Sessions are held twice a week, which allows for skills to be consolidated and results to be discussed with a therapist. As S. Maddy proves, such trainings contribute to improving the psychological health of military personnel, increasing the effectiveness of their activities, developing leadership qualities and stress resistance, and also helping with rehabilitation after traumatic events, in particular in the context of PTSD, depression, or panic attacks [10].

The structure of the training program involves the sequential mastering of various aspects of resilience:

1. First meeting: familiarization with the program, rules of group work, definition of the concepts of “stress”, “coping”, “personal resources”, breathing and relaxation exercises.

2. Second meeting: analysis of negative thoughts, introduction to adaptive and maladaptive coping strategies, muscle relaxation skills.

3. Third meeting: transformation of negative thoughts into positive ones, development of communicative flexibility and active listening.

4. Fourth meeting: healthy lifestyle, sleep hygiene, rest and physical methods of overcoming stress.

5. Fifth meeting: anger control, learning to safely express emotions and use time effectively.

6. Sixth meeting: the importance of social support, development of skills to share emotions.

7. Seventh meeting: assertiveness training, development of empathy.

8. Eighth meeting: summing up and consolidating the results.

One session is not enough to form resilience, but regular trainings have a positive effect on subjective well-being, creating the prerequisites for the further development of adaptation and stress resistance skills.

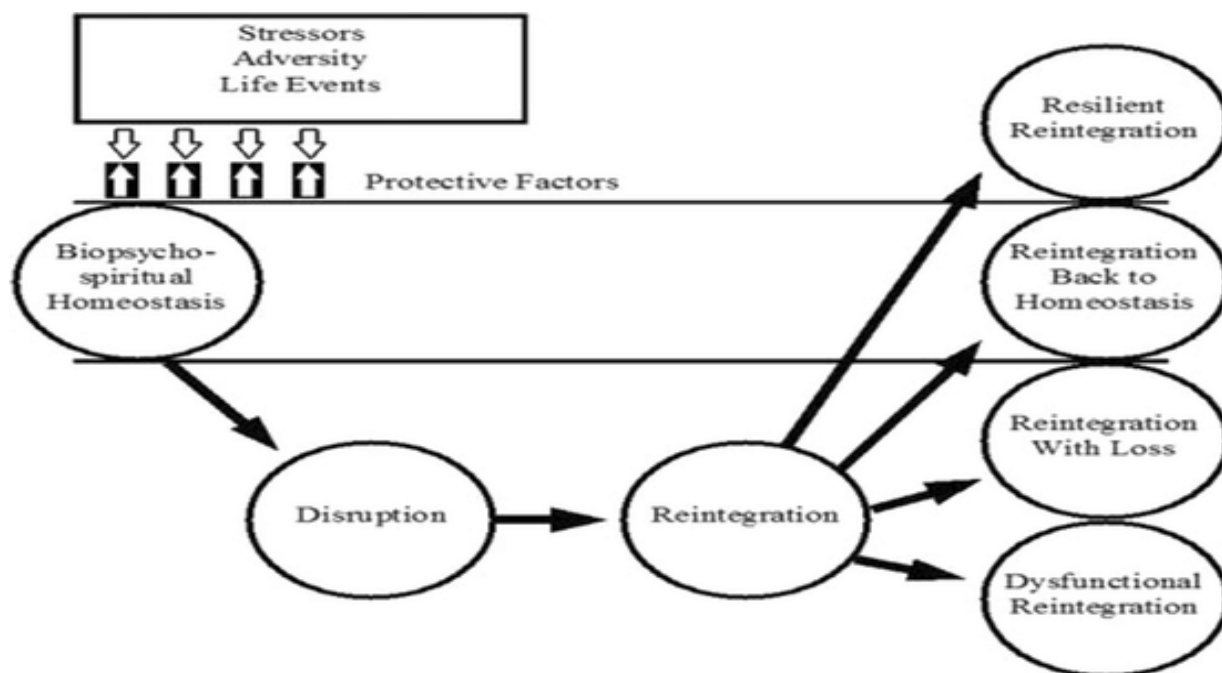
Thus, the effectiveness of stress and resilience trainings has been proven by practice and research, as they help to form self-control skills, adaptive coping strategies and maintain a stable psycho-emotional state in difficult life situations. Based on this experience, programs have been developed that are focused on the development of resilience and the prevention of professional burnout, as they allow participants not only to maintain efficiency in professional activities, but also to maintain mental health in the long term [18].

Resilience trainings are aimed at developing the ability to quickly recover from stressful events and increasing psychological resilience in various areas of life. One of the most famous programs is the G. E. Richardson model, which is used not only among the military, but also among students, medical personnel and people with chronic diseases. The program lasts five days of 1.5 hours and includes: studying innate resilience and analyzing one's own strategies for coping with stress in childhood and adolescence; assessing personal qualities that helped overcome crisis situations; developing self-control, relaxation, meditation and goal-setting skills. Every day the training has its own thematic focus – from understanding life choices and developing self-awareness to learning how to build harmonious relationships, manage emotions, and form a resilient personality [11].

G. E. Richardson model is presented on Pic. 5 [11].

Another example is the psychosocial everyday resilience program READY (Resilience and Activity for Every Day) by N. W. Burton, K. I. Pakenham, and W. J. Brown. It consists of 11 modules that cover the development of specific resilience skills, such as mindfulness, acceptance of negative emotions, social support, future planning, and relaxation practices. The duration of the program is 13 weeks of 2–2.5 hours, which allows you to gradually master the skills and assess their effectiveness using psychodiagnostics, including stress levels, self-acceptance, and life values [3; 4]. The SMART (Stress Management and Resilience Training) program, developed by S. E. Loprinzi, K. Prasad, D. R. Schroeder, and A. Sood, provides for increasing stress tolerance and preventing emotional burnout among staff working with cancer patients and severely injured patients. The training lasts 8 weeks, one two-hour session per week, and includes: awareness of one's own reactions to stress, meditative and relaxation practices, correction of cognitive patterns, transformation of behavior into resilient behavior, as well as increasing physical activity and normalizing sleep and nutrition [9].

Thus, the analysis of modern resilience trainings demonstrates that their systematic approach allows participants not only to increase adaptability to stressful and crisis situations, but also to maintain psychological balance, improve inter-



Pic. 5. Richardson Model

personal relationships and prevent professional burnout [18].

The reviewed resilience trainings demonstrate effectiveness in forming adaptive skills and the ability to recover from stressful situations. However, in professional areas with high emotional stress, such as medicine, social work or education, there is a need for specialized programs to prevent emotional burnout. These trainings combine self-regulation training, effective stress management, development of social support and practical techniques for maintaining mental and physical health, allowing to maintain professional effectiveness and prevent chronic emotional exhaustion.

Among the most well-known programs is "Stress Management and Burnout Prevention" (S. E. Loprinzi, K. Prasad, D. R. Schroeder, A. Sood), aimed at healthcare professionals and staff working with critically ill patients. The program lasts 8 weeks, with two-hour sessions each week, during which participants master techniques for awareness of their own reactions to stress, relaxation and meditation practices, ways to transform destructive cognitive and emotional patterns, as well as methods for maintaining physical health, including optimizing sleep, nutrition and physical activity [9].

Another example is the Mindfulness-Based Stress Reduction (MBSR) program, which

combines mindfulness practices, meditation and relaxation exercises, as well as group discussions of participants' experiences. This program helps to increase awareness of one's own emotions, reduce anxiety and emotional exhaustion, and form the ability to maintain professional effectiveness in difficult conditions.

Training for educators is especially relevant, since work in educational institutions is associated with constant psychological stress and a high risk of burnout. The Teacher Resilience and Burnout Prevention program is designed for teachers and educators and includes the following components: identification of early signs of emotional exhaustion, development of self-regulation skills, formation of a supportive team, exercises for conflict management, and effective planning of working time. The classes include interactive exercises, case studies, and practical relaxation and meditation skills, as well as discussions of individual strategies for maintaining a balance between professional duties and personal life [11]. Another example is the training "Well-Being in Education" (H. Schonfeld, J. Bianchi), aimed at teachers and aimed at building psycho-emotional resilience through the development of mindfulness skills, cognitive reappraisal of stressful situations, and effective self-reinforcement. The program includes a series of modules in which participants

master relaxation techniques, emotional stress management, communication with colleagues, and the formation of a supportive professional environment [12]

Additionally, programs that combine psycho-education and group support are used, for example, “Professional Resilience and Stress Management for Educators”, where teachers are taught to identify symptoms of burnout at early stages, assess the level of emotional stress, and form adaptive strategies for coping with stress. Exercises include self-observation, group discussions, relaxation techniques, and meditation practices that can increase stress tolerance and maintain professional effectiveness in the long term [12].

Thus, trainings on the prevention of professional burnout for different categories of professionals – medical workers, social workers, and teachers – combine cognitive, emotional, and behavioral approaches, providing comprehensive support for the psycho-emotional state and reducing the risk of chronic stress. This emphasizes the importance of integrating knowledge from resilience and resilience trainings for effective professional functioning and maintaining psychological health.

Along with resilience and resilience training, significant attention in psychological practice is paid to loss adaptation programs aimed at helping individuals overcome grief, traumatic experiences, and crisis situations. Such trainings combine emotional discussion of loss, cognitive reorganization of the perception of the event, and the development of self-support and social interaction skills, which allows for the gradual integration of the experienced loss into everyday life and the discovery of new meanings.

One example is **the Grief Recovery Method** program, which provides individual and group sessions aimed at recognizing emotions associated with loss, understanding the grieving process, and developing adaptive strategies for overcoming emotional pain. Training participants learn to distinguish between the stages of grief, form healthy ways of expressing emotions, and effectively interact with their social environment to receive support [8].

Another popular program is “**Complicated Grief Treatment**” (C. M. Jacobs, N. G. Prigerson), aimed at people who have experienced sig-

nificant losses and are at risk of developing complicated grief. The program includes a series of modules that combine psychotherapeutic techniques of cognitive and behavioral adaptation, exercises for reappraisal of loss, conscious living of emotions and development of new resources for life after loss. Special attention is paid to methods of gradual return to everyday activities, activation of social support and search for new life values [6].

For group work, the program “Bereavement Support Groups” is used, which provides for regular meetings of participants under the guidance of a psychologist or trainer, where there is an exchange of experiences, mutual support and practice of skills of adaptation to loss. Participants perform practical exercises for self-observation, discuss reactions to loss, and learn to integrate the experience into their life context [19].

Such trainings are especially relevant for people who experience loss in a professional context – medical professionals, teachers, social workers – because they simultaneously face high emotional stress and the risk of professional burnout. In this case, a complex combination of elements of adaptation to loss, development of stress resistance, and resilience allows not only to reduce emotional discomfort, but also to increase the effectiveness of professional activity, strengthen internal resources, and social ties.

Thus, psychological trainings on adaptation to loss complement programs of vitality, resilience, and burnout prevention, providing a holistic approach to maintaining mental health, developing internal resources, and forming the ability to effectively cope with emotional crises and losses in life. Infographics for a grief Counselor’s 7 step guide to Recovery from loss is presented on the next Pic. 6.

Conclusions. The theoretical analysis conducted allowed us to systematically comprehend the phenomenon of crisis experiences, stress, loss and psychological adaptation of the individual in the conditions of life and professional challenges. It was shown that a crisis is a natural stage of a person’s life path, which is accompanied by significant emotional tension, disruption of habitual ways of functioning and the need to rethink basic life meanings. Stress, in turn, acts as a universal psychophysiological mechanism of response to a threat or change, and its impact on the personality is largely determined by indi-



Pic. 6. Psychological Training Models for Recovery After Loss: A Structured Seven-Step Guide

vidual resources, coping styles and the level of social support. Analysis of theoretical approaches to experiencing loss has shown that grief is a complex and multidimensional process that includes emotional, cognitive and behavioral components. Modern concepts emphasize not the severance of ties with the deceased person, but its transformation and gradual adaptation to a new life context. An important role in this process is played by the attachment style, the individual's basic beliefs, and the ability to cognitively reappraise traumatic experiences.

The consideration of psychological trainings on stress resistance, resilience, adaptation to loss and prevention of professional burnout has shown their high practical value in strengthening the internal resources of the individual. These programs are aimed at developing self-regulation, awareness

of one's own emotional states, formation of adaptive coping strategies, restoration of a sense of control and search for new life meanings. Such trainings are of particular relevance for representatives of professions with high emotional load, in particular educators, medical and social workers.

In general, it can be stated that the integration of training programs aimed at stress resistance, resilience, adaptation to loss and prevention of professional burnout creates an effective basis for supporting mental health and personal growth. A comprehensive approach to the development of psychological resources contributes not only to reducing the negative consequences of stress and traumatic events, but also opens up opportunities for post-traumatic growth, improving the quality of life and maintaining professional effectiveness in the face of modern social challenges.

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