

Sven J. Matten · Markus J. Pausch

Depression, Trauma, and Anxiety

In Management and Public Affairs



Depression, Trauma, and Anxiety

Sven J. Matten · Markus J. Pausch

Depression, Trauma, and Anxiety

In Management and Public Affairs



Sven J. Matten München, Bayern, Germany Markus J. Pausch München, Germany

ISBN 978-3-658-45431-9 ISBN 978-3-658-45432-6 (eBook) https://doi.org/10.1007/978-3-658-45432-6

Translation from the German language edition: "Depression, Trauma und Ängste" by Sven J. Matten and Markus J. Pausch, © The Editor(s) and The Author(s) (if applicable), under exclusive license to Springer Fachmedien Wiesbaden GmbH, part of Springer Nature 2024. Published by Springer Fachmedien Wiesbaden. All Rights Reserved.

This book is a translation of the original German edition "Depression, Trauma und Ängste" by Sven J. Matten, published by Springer Fachmedien Wiesbaden GmbH in 2024. The translation was done with the help of an artificial intelligence machine translation tool. A subsequent human revision was done primarily in terms of content, so that the book will read stylistically differently from a conventional translation. Springer Nature works continuously to further the development of tools for the production of books and on the related technologies to support the authors.

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer Fachmedien Wiesbaden GmbH, part of Springer Nature 2024

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Fachmedien Wiesbaden GmbH, part of Springer Nature.

The registered company address is: Abraham-Lincoln-Str. 46, 65189 Wiesbaden, Germany

If disposing of this product, please recycle the paper.

Contents

1			his Guide for those Affected, Relatives, onal Helpers	1
2	The	Role of S	Stress/Stress Spectrum Disorders	5
	2.1		io-psycho-social Model	6
	2.2	Vulner	rability-Stress Model	7
	Refe	rences		8
3	The	Biology	of our Psyche	9
	3.1	Anator	my	9
	3.2	Hormo	ones and Neurotransmitters	12
		3.2.1	Dopamine—Reward and Excitement of the New	13
		3.2.2	Serotonin—Calmness and Serenity	13
		3.2.3	Noradrenaline—Awake and Alert	14
		3.2.4	Endorphins (Painkillers)	14
		3.2.5	Cortisol—The Stress Maker	14
		3.2.6	Oxytocin—The Cuddle Hormone	15
4	The	Psyche-	-Thoughts, Feelings, Body, Behavior	17
	4.1	What a	are Feelings?	17
		4.1.1	How are Feelings Created?	19
	4.2	Conne	ction between Thoughts and Emotions	24
		4.2.1	The Cognitive Model According to Aaron T. Beck	25
		4.2.2	The ABC Model by Albert Ellis	28
	4.3	Conne	ction between Body and Feeling	39
	4.4	Consis	stency of Behavior and Feelings	41
		4.4.1	How Feelings Influence Behavior	42
		4.4.2	How Behavior Influences Feelings	43
	Dofo	****		40

vi Contents

5	Learning Theoretical Models. 5.1 Classical Conditioning.						
	5.2		50				
	5.3		54				
	Refe	8	55				
6		tegies for Better Understanding of Problematic Behavior,					
	Feelings, Thoughts, or Bodily Reactions						
	6.1	•					
	6.2	· · · · · · · · · · · · · · · · · · ·					
		· · · · · · · · · · · · · · · · · · ·	58				
			61				
		6.2.3 Plan Analysis according to Caspar	62				
		6.2.4 Cognitive Restructuring	63				
	Refe		64				
7	Mino	dfulness	65				
	7.1		65				
	7.2	.					
	7.3	1	67				
			68				
			68				
		•	68				
	7.4 How-Skills						
			69				
		7.4.2 Being in the Moment	69				
		7.4.3 Mindful Action	69				
	7.5	Radical Acceptance	70				
	Refe	rences.	71				
8	Resil	lience	73				
	8.1		73				
	8.2		75				
	8.3	Error Culture	76				
9	Self-	esteem	7 9				
10	Valu	es	83				
11	Toxic	c Masculinity	87				
12			89				

Contents

13	Traur	na	91
	13.1	What is a Trauma	91
	13.2	Disorders, Particularly Associated with Stress (ICD-11)	95
	13.3	PTSD/cPTSD.	100
	13.4	Dealing with Symptoms.	107
	Refere	ences.	108
14			111
	14.1	What is Fear?	111
		14.1.1 What are Anxiety Disorders?	113
		14.1.2 Generalized Anxiety Disorder	117
		14.1.3 Panic Disorder	118
		14.1.4 Agoraphobia	121
		14.1.5 Specific Phobia	122
		14.1.6 Social Anxiety Disorder	122
	14.2	Learning Theoretical Models for the Development	
		of Anxiety Disorders	123
	14.3	How can I deal with anxiety?	124
	Refere	ences	125
15	Denre	ession	127
13	15.1	What is Depression?	127
	15.1	Models of Depressive Disorder	130
	13.2	15.2.1 Lewinsohn Reinforcement-Loss Model.	130
		15.2.2 Cognitive Models.	130
		15.2.3 Biological-genetic model.	131
	D - f		
	Refere	ences	134
16	Helpf	'ul Tools/Skills	135
	16.1	Gratitude Journal	135
	16.2	Meditation	136
	16.3	What are My Strengths?/What have I Already Overcome?	137
17	EMD	R (Eye Movement Desensitization and Reprocessing)	139
18	Proph	nylaxis and Enhancement	141
19	Dealis	ng with a Stress Spectrum Disorder	145
17	Duaill	ae wini a partos dutta am Disviuti	177

The Aim of this Guide for those Affected, Relatives, and Professional Helpers

1

In this publication, we would like to discuss a topic that is often taboo in many top management circles: the need for psychological support for top managers, CEOs, board members, and public figures in general. In many countries, it is already common to seek psychological support in leadership positions. In others, however, there is still some reluctance in this regard. In this book, we want to shed light on psychological dynamics and present practical solutions. Even top managers should not find it impossible to seek psychological help. Perceived weaknesses can be developed into individual strengths.

1. Cultural factors and stigma:

Not only Germany has a long history of work ethic and self-control. There is still a certain stigma associated with admitting weaknesses or insecurities. Top managers are often seen as "strong" and "unshakeable" personalities. Admitting mental health issues can be interpreted as a sign of weakness.

2. High performance pressure:

Top managers are under enormous pressure to deliver results and constantly perform at their best. This pressure can lead to high stress and mental strain. Nevertheless, many feel that they have to cope with this pressure alone, as they are in leadership positions and are expected to always be in control.

3. Lack of time and prioritization:

Top managers often lead a very work-intensive life and have only limited time resources. Psychological support requires time and commitment that many are unwilling or unable to provide. Other professional obligations are often seen as more important.

4. Risk to professional reputation:

Disclosing mental health issues can be seen as a risk to one's professional reputation. In the business world, there are still prejudices against people who seek psychological help. This can lead to concerns that one's career may suffer as a result.

5. Lack of awareness and education:

In Germany, as in many other countries, there is still a lack of awareness and education regarding mental health. The importance of prevention and early intervention is often overlooked. This makes it difficult for top managers to recognize the signs of mental strain and respond appropriately.

6. Lack of corporate structures:

Companies often lack clear structures or programs to support the mental health of their executives. This makes it difficult to initiate the process of psychological support. Even if such structures are already established, they are mostly not usable by the top management. The problem starts with the confidentiality of the discussed contents, goes over the billing of the corresponding health insurance or arises at the latest in the next conflict-laden meeting, in which unpleasant decisions have to be made, as the person may have made himself vulnerable.

7. Approaches to solutions and recommendations:

It is important to raise awareness of the importance of mental health and to break down prejudices.

Companies should develop clear programs and structures for the psychological support of their executives.

The executive level should lead by example to reduce the stigma.

Top managers should understand that seeking psychological support is not a weakness, but a sign of self-care and responsibility.

It is advisable to consider psychological support as a preventive measure to better cope with the stress and strains of the leadership job.

Overall, it is crucial that we destignatize the issue of mental health at the top management level and take measures to promote the mental health and well-being of top managers. Only in this way can we ensure that these executives can effectively fulfill their tasks while remaining healthy and balanced.

To enable the above, it is necessary to give the respective top manager himself the opportunity to take care of his mental health. This requires an understanding of the corresponding psychological dynamics and their effects in a first step. In a second step, then learning the appropriate handling of it and the conversion to one's own advantage.

In this context, we have also decided to refrain from using negatively connotated and technically inaccurately defined terms such as "burn-out" from the outset. The term stress spectrum disorder, which we have newly introduced, we would like to be understood as a completely value-neutral definition, which simply refers to the symptoms that occur as a result of stress, which we will elaborate on in the coming chapters.

In order to meet a broad approach, we address on the one hand those affected by, for example, depression, trauma, and fears, generally formulated all types of stress spectrum disorders. This particularly in the target group of public figures such as top managers or board members. At the same time, we also address relatives as well as the target group of professional helpers such as therapists or business coaches and mentors.

The Role of Stress/Stress Spectrum Disorders

Stress plays a central role in many different manifestations for the physical and mental well-being of humans. It represents a "force" from outside or inside, which throws humans out of their psychosomatic balance. This leads to discomfort, which can be perceived at different levels.

It can lead to a "physical" discomfort. It can lead to pain, tension, dizziness, nausea, etc.

The discomfort can also be "psychological". This leads to fears, mood swings, circular thoughts, and more.

Stress can also manifest itself in discomfort at the "behavioral level". In this case, certain things can no longer be done, or can only be done with much more energy, e.g., concentrated work. However, it can also be the case that certain things have to be done in a very specific way, e.g., in the form of obsessive thoughts or compulsive actions.

Finally, it can also manifest itself as "social" discomfort. When this occurs, it often also leads to disturbances and difficulties in relationships. For example, friendships can no longer be maintained.

Effects of Stress	physical symptoms
	psychological symptoms
	behavioral symptoms
	social symptoms

There are many different models to explain the development of psychological symptoms, syndromes, and disorders, each of which is usually already influenced by a therapy school. Each model of origin is based on certain assumptions, prerequisites, i.e., premises, under which the development is explained. These fundamentally influence the

explanation itself. The fewer assumptions are needed for an explanation, the better the explanation.

In the development of psychological symptoms, many different influences often play a role. These different factors have been taken into account in the following models.

2.1 The Bio-psycho-social Model

The so-called bio-psycho-social model (Engel 1977) is a model for explaining the development of psychological symptoms and disorders, which takes into account three core areas of human life, namely

- biological factors: e.g., genetics, injuries, diseases,
- psychological factors: e.g., learning experiences in development, emotional and social competence, stress, pain,
- social factors: e.g., social and economic conditions, working conditions, ethnic affiliation.

Due to the fact that this model takes into account several factors, it is referred to as multifactorial. These different factors, i.e., biology, psyche, and social, condition each other, there is a dynamic equilibrium within the factors themselves and between them. If there is a restriction in one factor, this can be compensated by another. If there is an overload in one factor that can no longer be compensated, or if there is a restriction in several factors, symptoms develop. In this dynamic system, the human body always strives to achieve a balanced state as much as possible. Symptoms or even diseases and disorders occur according to this model through a complex, mutually influencing interaction of body, soul, and environment. Here, a further distinction can be made under the following three factors.

- Predisposing factors: These are susceptibilities, a tendency to develop a certain symptom or a certain disorder. These factors are, so to speak, the Achilles heels at which an individual is particularly vulnerable. Examples: genetic disposition, body structure.
- Triggering factors: These include all those influences that lead to the development of a certain symptom at a certain point in time. These are very concrete stresses, e.g., stress.
- Maintaining factors: Both the affected person and the environment react to the occurring symptoms in a certain way. These reactions can lead to the symptoms not disappearing and taking a chronic course.

2.2 Vulnerability-Stress Model

Another general model for explaining the emergence of psychological symptoms and disorders is the so-called vulnerability-stress model (Zubin and Spring 1977; Wittchen and Hoyer 2011). This model partly builds on the bio-psycho-social model and extends it somewhat.

As already in the bio-psycho-social model with the predisposing factors, the vulner-ability-stress model assumes an individual susceptibility to certain psychological symptoms or disorders and refers to them as vulnerability. This is different for every human being. Some are more "vulnerable" to certain forms of stress than others. Moreover, this vulnerability is only to a limited extent a static size. Although every human being is born with a certain vulnerability and retains certain forms of vulnerability, it is also possible to change one's vulnerability through individual growth and development, or through regression.

If there is a high vulnerability, symptoms only occur at very high stress. With a low one, however, symptoms occur even with less stress.

There are two central factors that determine vulnerability. These are innate factors on the one hand, and acquired (learning history) factors on the other.

In addition, this model says that the mere presence of this vulnerability is not enough for symptoms to occur. There must also be additional occurrence of stress or strain.

The way people now deal with this stress is referred to as coping, and that's why stress management strategies are also called coping strategies. These coping strategies are influenced by both the innate factors, e.g., how exactly the hormonal stress reaction in the body is (rather a very fast and intense reaction or rather a slow and moderate one), and by the learned ones (e.g., are there self-calming strategies that can be used). Coping strategies are person-specific and not very dependent on the respective situations, which means that people react very specifically for themselves across situations. Here, some people have a very high flexibility, i.e., they have a large, broad and deep repertoire of coping strategies and can thus react very flexibly in different situations. Other people do not have this. However, as already mentioned, coping strategies are learned strategies, which means that expansion and further development are possible at any time.

In the vulnerability-stress model, particular emphasis is placed on the interaction of acquired (learning history) susceptibilities and stress in the development of psychological symptoms/disorders.

References

- Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. Science, 196(4286), 129–136.
- Wittchen, H.-U. & Hoyer, J. (2011). Klinische Psychologie & Psychotherapie (2nd ed.). Heidelberg: Springer.
- Zubin, J. & Spring, B. (1977). Vulnerability A new view of schizophrenia. Journal of Abnormal Psychology, 86(2), 103–126.