

Welcome to

**Metacognitive Training  
for Depression (D-MCT)**

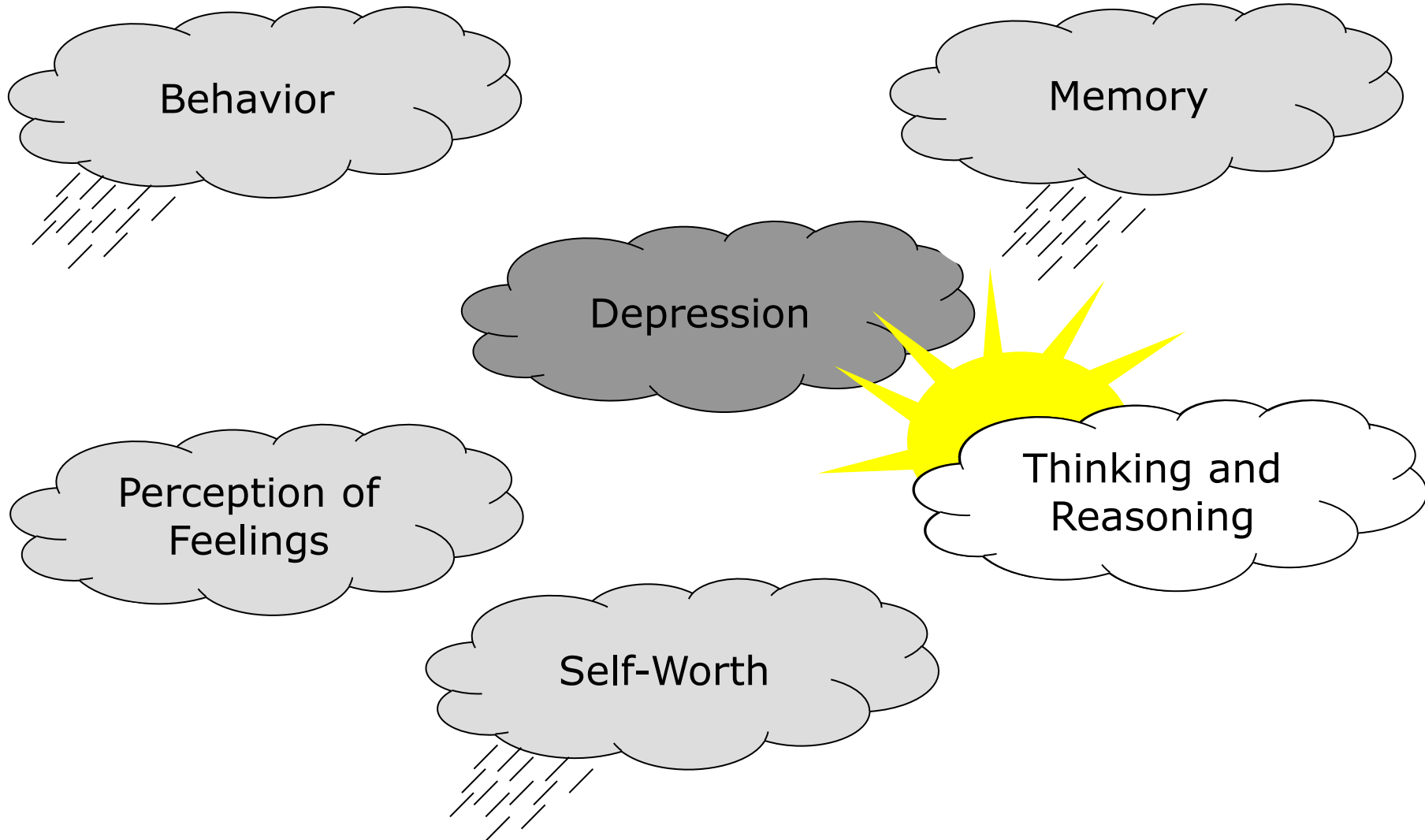
12/14

© Jelinek, Hauschildt,  
Moritz & Schneider;  
ljelinek@uke.de

# D-MCT: Satellite Position



# Today's Topic



# D-MCT Topic:



## **Thinking and Reasoning 2**

# How is "thinking and reasoning" related to depression?

- Many individuals with depression process information differently.

# How is "thinking and reasoning" related to depression?

- Many individuals with depression process information differently.
- These depressive thought patterns are often not based on reality or tend to be very one-sided (i.e. to be convinced of total failure, when something is not perfect, etc.).

# How is "thinking and reasoning" related to depression?

- Many individuals with depression process information differently.
- These depressive thought patterns are often not based on reality or tend to be very one-sided (i.e. to be convinced of total failure, when something is not perfect, etc.).
- We refer to this as "distorted thinking", which can contribute to the development or maintenance of depression.

# Thought Distortions in Depression

adapted from Beck et al., 1979; Burns, 1989

1. "Should" Statements
2. Disqualifying the Positive





# "Should" Statements

adapted from Beck et al., 1979; Burns, 1989

- Trying to push yourself by using "should," "must" or "have to" statements.



# "Should" Statements

adapted from Beck et al., 1979; Burns, 1989

- Trying to push yourself by using "should," "must" or "have to" statements.
- Setting rigid rules and standards allows little room for deviation!



# "Should" Statements

What would a more flexible thought be?

<b>"Should" Statement</b>	<b>Flexible Thought</b>
I should always be on time for appointments.	???

# "Should" Statements

What would a more flexible thought be?

<b>"Should" Statement</b>	<b>Flexible Thought</b>
I should always be on time for appointments.	"It's not of equal importance to be on time to everything. For example, it would be more important to be on time to a job interview versus a casual get together. I try to be on time. If something comes up and I cannot do anything about it, then I can let the other person know that I will be late or I can apologize once I get there."

# More examples of "Should" Statements

- "I should always look put together."

# More examples of "Should" Statements

- "I should always look put together."
- "I should always be witty."

# More examples of "Should" Statements

- "I should always look put together."
- "I should always be witty."
- "I should always have a home-cooked meal to offer guests."

# More examples of "Should" Statements

- "I should always look put together."
- "I should always be witty."
- "I should always have a home-cooked meal to offer guests."
- "My work should always be perfect."



# More examples of "Should" Statements

- "I should always look put together."
- "I should always be witty."
- "I should always have a home-cooked meal to offer guests."
- "My work should always be perfect."

"Should" statements are excessively high standards that we place on ourselves!

# More examples of "Should" Statements

- "I should always look put together."
- "I should always be witty."
- "I should always have a home-cooked meal to offer guests."
- "My work should always be perfect."

"Should" statements are excessively high standards that we place on ourselves!

Are you familiar with this?

Which high standards do you hold yourself to?

# Cost-benefit analysis of "setting the bar high"?

- Benefit?
- Cost?



# Benefits of high standards?



# Benefits of high standards?

- Positive feedback or recognition for special achievements can be good!



# Benefits of high standards?

- Positive feedback or recognition for special achievements can be good!
- Possible short-term payoff (i.e. salary, promotion, improving in a sport).



# Benefits of high standards?

- Positive feedback or recognition for special achievements can be good!
- Possible short-term payoff (i.e. salary, promotion, improving in a sport).



Warning: When you stop setting such high standards, you must also let go of the possible short-term benefits. This makes it more difficult to stop!



# Benefits of high standards?

- Positive feedback or recognition for special achievements can be good!
- Possible short-term payoff (i.e. salary, promotion, improving in a sport).



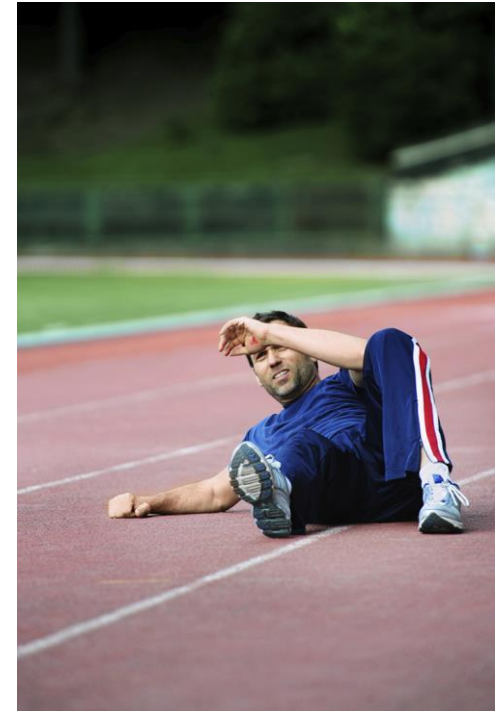
Warning: When you stop setting such high standards, you must also let go of the possible short-term benefits. This makes it more difficult to stop!

Therefore, you should consider the costs!



# Costs of high standards?

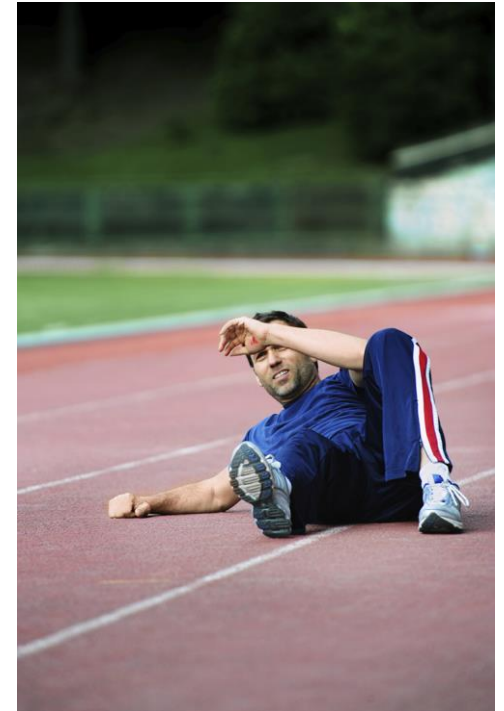
e.g. Potreck-Rose, 2006



# Costs of high standards?

e.g. Potreck-Rose, 2006

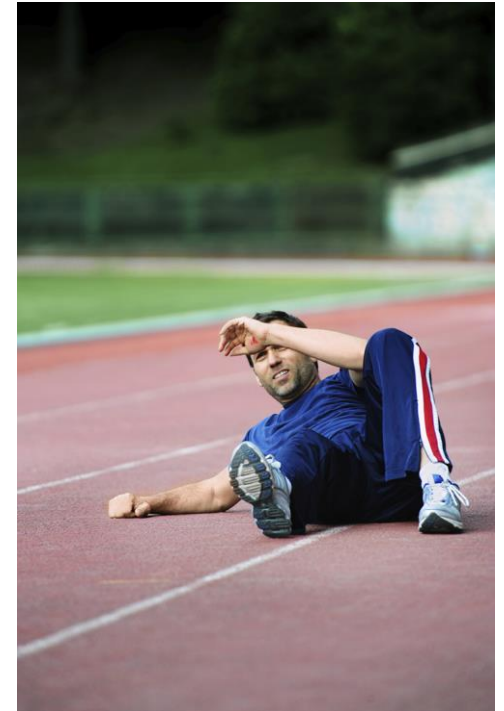
- "Raising the bar" is often frustrating!



# Costs of high standards?

e.g. Potreck-Rose, 2006

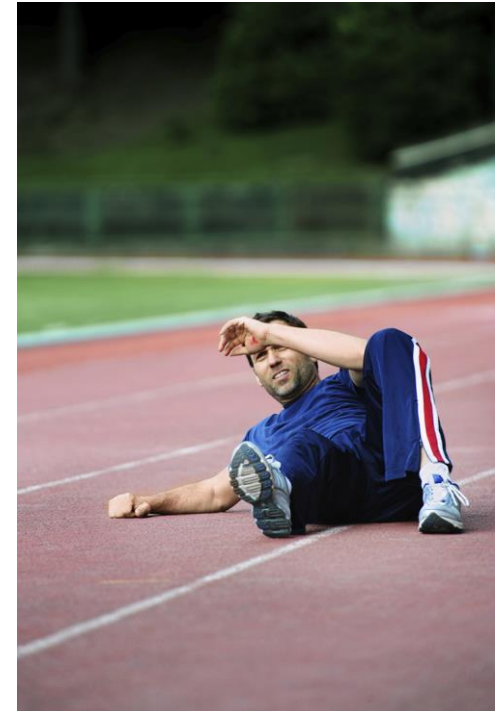
- "Raising the bar" is often frustrating!
- With luck, one can jump over extremely high hurdles, however, it is difficult.



# Costs of high standards?

e.g. Potreck-Rose, 2006

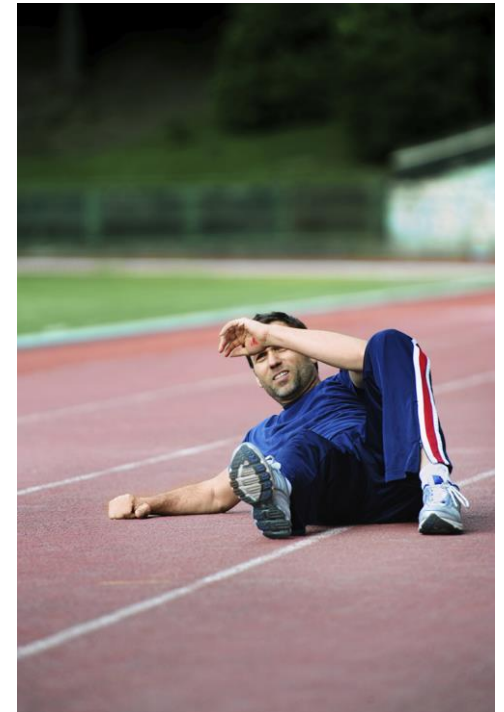
- "Raising the bar" is often frustrating!
- With luck, one can jump over extremely high hurdles, however, it is difficult.
- Expecting one's absolute best every day requires a lot of energy and is next to impossible!



# Costs of high standards?

e.g. Potreck-Rose, 2006

- "Raising the bar" is often frustrating!
- With luck, one can jump over extremely high hurdles, however, it is difficult.
- Expecting one's absolute best every day requires a lot of energy and is next to impossible!
- In the long term, under permanent overload, our ability to achieve is reduced.



# Black and White Thinking

adapted from Beck et al., 1979; Burns, 1989



# Black and White Thinking

adapted from Beck et al., 1979; Burns, 1989

- High demands can encourage "Black and White" thinking:



# Black and White Thinking

adapted from Beck et al., 1979; Burns, 1989

- High demands can encourage "Black and White" thinking:  
When something is not perfect (demands are not 100% fulfilled), we are convinced of total failure.





# Black and White Thinking

adapted from Beck et al., 1979; Burns, 1989

- High demands can encourage "Black and White" thinking:  
When something is not perfect (demands are not 100% fulfilled), we are convinced of total failure.
- Like an inner critic, that only sees black or white.



# Black and White Thinking

What if the expectation cannot be met?

<b>"Should" Statement</b>	<b>Black and White Thinking</b>
I should always be on time for appointments.	"When I can't show up on time for an appointment, I ..."

# Black and White Thinking

What if the expectation cannot be met?

<b>"Should" Statement</b>	<b>Black and White Thinking</b>
I should always be on time for appointments.	"When I can't show up on time for an appointment, I shouldn't go at all."

# Black and White Thinking

What would a more flexible thought be?

<b>"Should" Statement</b>	<b>Black and White Thinking</b>
I should always be on time for appointments.	"When I can't show up on time for an appointment, I shouldn't go at all."

# Black and White Thinking

What would a more flexible thought be?

<b>"Should" Statement</b>	<b>Black and White Thinking</b>
I should always be on time for appointments.	"When I can't show up on time for an appointment, I shouldn't go at all."



"Coming to an appointment too late can happen. It's always better to go late than to not go at all.

It's better to do something 70% rather than to 100% not do it!"



# Finding the right balance!





# Finding the right balance!

e.g. Potreck-Rose, 2006

- Alternative: use a fair measure with realistic demands!





# Finding the right balance!

e.g. Potreck-Rose, 2006

- Alternative: use a fair measure with realistic demands!
- That does not mean that you should not set goals in order to avoid imperfection!







# Finding the right balance!

e.g. Potreck-Rose, 2006

- Alternative: use a fair measure with realistic demands!
- That does not mean that you should not set goals in order to avoid imperfection!
- Rather, find your own **personal balance**: To explore your capabilities while at the same time realizing your boundaries.





# Finding the right balance!





# Finding the right balance!

- In the middle of depression, it can be difficult to find a fair measure.





# Finding the right balance!

- In the middle of depression, it can be difficult to find a fair measure.
- For example, shopping or preparing a meal can be a huge achievement although these activities were very easy during other periods of life.



# Disqualifying the Positive

adapted from Beck et al., 1979; Burns, 1989



# Disqualifying the Positive

adapted from Beck et al., 1979; Burns, 1989

Disqualifying the positive can be indicated by the following:

1. Expecting negative feedback
2. Rejecting positive feedback



# Disqualifying the Positive

adapted from Beck et al., 1979; Burns, 1989

Disqualifying the positive can be indicated by the following:

1. Expecting negative feedback
2. Rejecting positive feedback

Are you familiar with this?  
Personal examples?





# Expecting Negative Feedback

## Example

<b>Event</b>	<b>Expecting negative feedback</b> <b>Helpful thought</b>
You are criticized!	??? ???





# Expecting Negative Feedback

## Example

<b>Event</b>	<b>Expecting negative feedback</b> <b>Helpful thought</b>
You are criticized!	"They see through me, I am worthless." ???



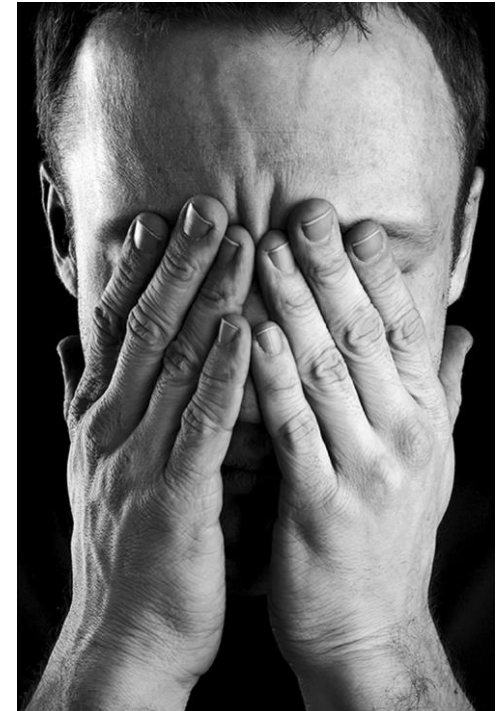
# Expecting Negative Feedback

## Example

<b>Event</b>	<b>Expecting negative feedback</b> <b>Helpful thought</b>
You are criticized!	"They see through me, I am worthless." "Maybe they had a bad day" "Can I learn something from their criticism?"



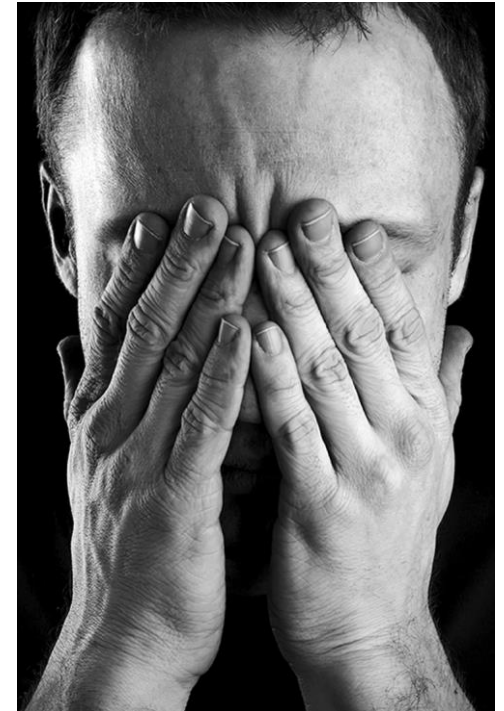
# How can I better handle negative feedback?





# How can I better handle negative feedback?

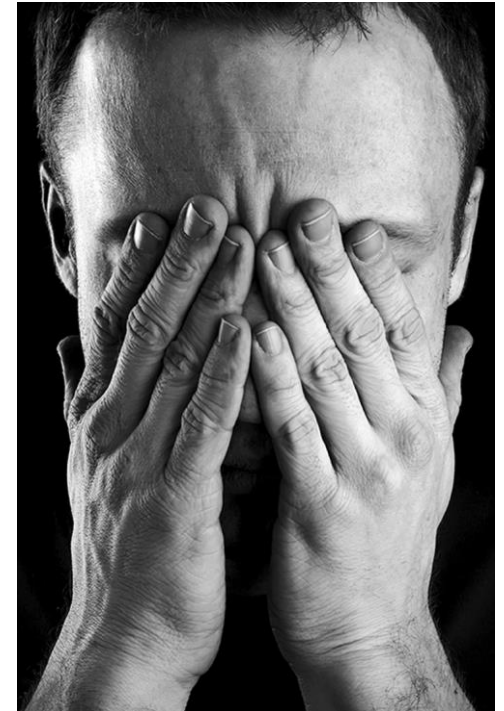
- Differentiate the criticism.





# How can I better handle negative feedback?

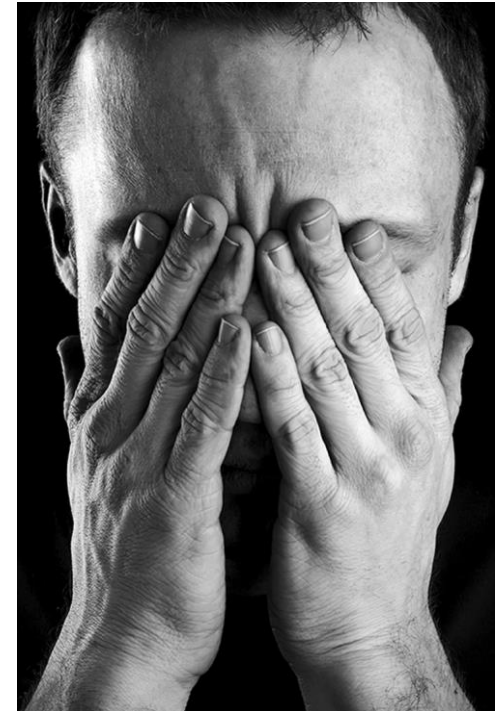
- Differentiate the criticism.
- Avoid overgeneralizations ("Its not me – it`s my behavior!").





# How can I better handle negative feedback?

- Differentiate the criticism.
- Avoid overgeneralizations ("Its not me – it`s my behavior!").
- Handle criticism positively by asking "What could I learn?".



# Disqualifying the Positive

adapted from Beck et al., 1979; Burns, 1989

Disqualifying the positive can be indicated by the following:

1. Expecting negative feedback
2. Rejecting positive feedback



# Disqualifying the Positive

adapted from Beck et al., 1979; Burns, 1989

Disqualifying the positive can be indicated by the following:

1. Expecting negative feedback
2. Rejecting positive feedback
  - Denying positive experiences
  - Positive experiences are regarded as exceptions







# Rejection of Positive Feedback

<b>Event</b>	<b>Disqualifying the Positive Helpful Thought</b>
You are praised!	??? ???



# Rejection of Positive Feedback

<b>Event</b>	<b>Disqualifying the Positive Helpful Thought</b>
You are praised!	"They were just trying to flatter me but weren't being honest."; "They are the only ones that think that." ???



# Rejection of Positive Feedback

<b>Event</b>	<b>Disqualifying the Positive Helpful Thought</b>
You are praised!	"They were just trying to flatter me but weren't being honest."; "They are the only ones that think that." "It's nice that someone is recognizing my accomplishment!"



# Rejection of Positive Feedback

<b>Event</b>	<b>Disqualifying the Positive Helpful Thought</b>
You are praised!	"They were just trying to flatter me but weren't being honest."; "They are the only ones that think that." "It's nice that someone is recognizing my accomplishment!"



But: Accepting praise is often difficult!



# Rejection of Positive Feedback

<b>Event</b>	<b>Disqualifying the Positive Helpful Thought</b>
You are praised!	"They were just trying to flatter me but weren't being honest."; "They are the only ones that think that." "It's nice that someone is recognizing my accomplishment!"



But: Accepting praise is often difficult!  
How well do you manage that?

When do you praise others?

???

# When do you praise others?

- ... when someone has done something well.
- ... when someone tries especially hard.
- ... when you want to motivate someone.
- ... when you want to make someone happy.
- ...



# How can I better accept praise?

- Remember that usually when someone gives praise, it is meant as a gift and to make the other person happy!







# How can I better accept praise?

- Remember that usually when someone gives praise, it is meant as a gift and to make the other person happy!  
Strive to be happy and thankful!





# How can I better accept praise?

- When you in turn devalue this praise ("That's not the case!"), it is as if you have said "I do not like your gift – I don't want it."



# How can I better accept praise?

- When you in turn devalue this praise ("That's not the case!"), it is as if you have said "I do not like your gift – I don't want it."
- Do your words match your tones, mimics or gestures? Pay attention to how they **match!**



# How can I better accept praise?

- When you in turn devalue this praise ("That's not the case!"), it is as if you have said "I do not like your gift – I don't want it."
- Do your words match your tones, mimics or gestures? Pay attention to how they **match!**
- That goes also for the praise that you give to others!



# Thinking and Reasoning 2

## Learning Points

- Pay attention to "Should" Statements, Black and White Thinking and Disqualifying the Positive in everyday life!



# Thinking and Reasoning 2

## Learning Points

- Pay attention to "Should" Statements, Black and White Thinking and Disqualifying the Positive in everyday life!
- Find the right measure for your goals – be fair to yourself so that you have a chance to meet your own demands!



# Thinking and Reasoning 2

## Learning Points

- Pay attention to "Should" Statements, Black and White Thinking and Disqualifying the Positive in everyday life!
- Find the right measure for your goals – be fair to yourself so that you have a chance to meet your own demands!
- This also means forgiving yourself when you find yourself falling into one of those cognitive traps.



# Thinking and Reasoning 2

## Learning Points

- Apply strategies to handle "Disqualifying the Positive" differently and practice them, for example:





# Thinking and Reasoning 2

## Learning Points

- Apply strategies to handle "Disqualifying the Positive" differently and practice them, for example:
  - Differentiate criticism (a specific behavior versus the entire person).



# Thinking and Reasoning 2

## Learning Points

- Apply strategies to handle "Disqualifying the Positive" differently and practice them, for example:
  - Differentiate criticism (a specific behavior versus the entire person).
  - Find the constructive parts of the criticism.



# Thinking and Reasoning 2

## Learning Points

- Apply strategies to handle "Disqualifying the Positive" differently and practice them, for example:
  - Differentiate criticism (a specific behavior versus the entire person).
  - Find the constructive parts of the criticism.
  - View praise as a gift.



# Thinking and Reasoning 2

## Learning Points

- Apply strategies to handle "Disqualifying the Positive" differently and practice them, for example:
  - Differentiate criticism (a specific behavior versus the entire person).
  - Find the constructive parts of the criticism.
  - View praise as a gift.
  - Enjoy praise and do not devalue it.

**Thank you!**

