

# Mindfulness-based Cognitive Therapy

Willem Kuyken

World Congress in Behavioral and Cognitive  
Therapies, 2013  
Lima, Peru

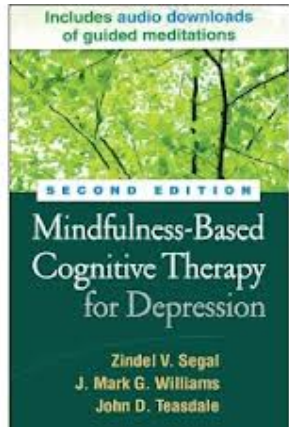


# Outline

1. What is mindfulness?
2. What is learned in MBCT?
3. Theory and research:  
Keynote Wednesday July  
24<sup>th</sup>, 12.00-1.00pm
4. How does MBCT support this  
learning?
5. Developing as an MBCT  
instructor



# Mindfulness-based Cognitive Therapy



Zindel Segal,  
University of Toronto



Mark Williams,  
University of Oxford



John Teasdale,  
Formerly of the Medical Research  
Council Cognition and Brain  
Sciences Unit, Cambridge



What is Mindfulness?

# Mindfulness

*Mindfulness means paying attention  
in a particular way . . . .*

- on purpose*

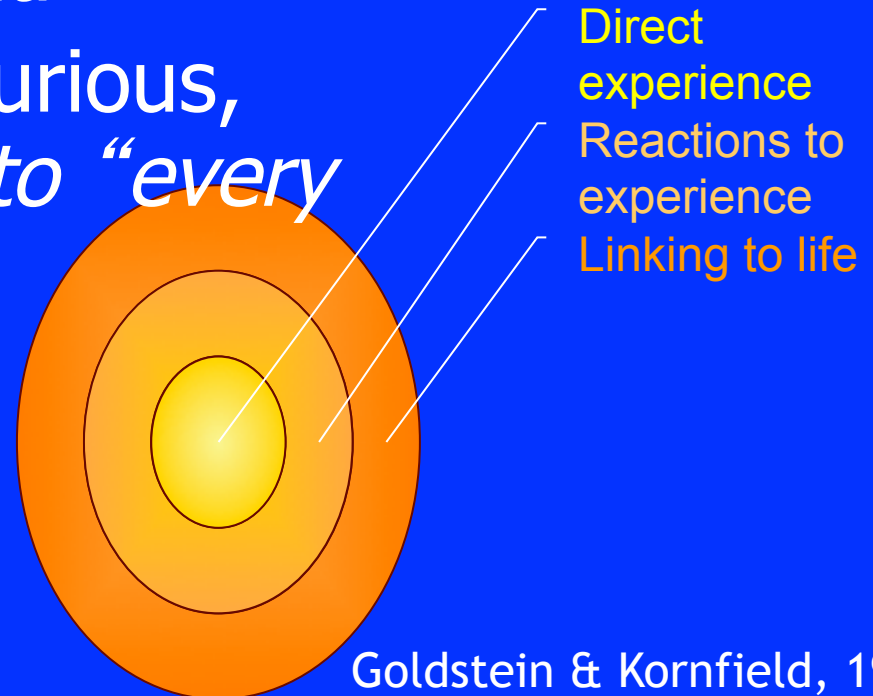
- in the present moment*

- non-judgementally*

Jon Kabat-Zinn

# A Pragmatic Definition of Mindfulness

- Attentional focus (torch beam) and broader awareness
- Tuning in *to the body, feelings and mental phenomena*
- Accepting, inclusive, curious, open, compassionate *to “every aspect of experience”*



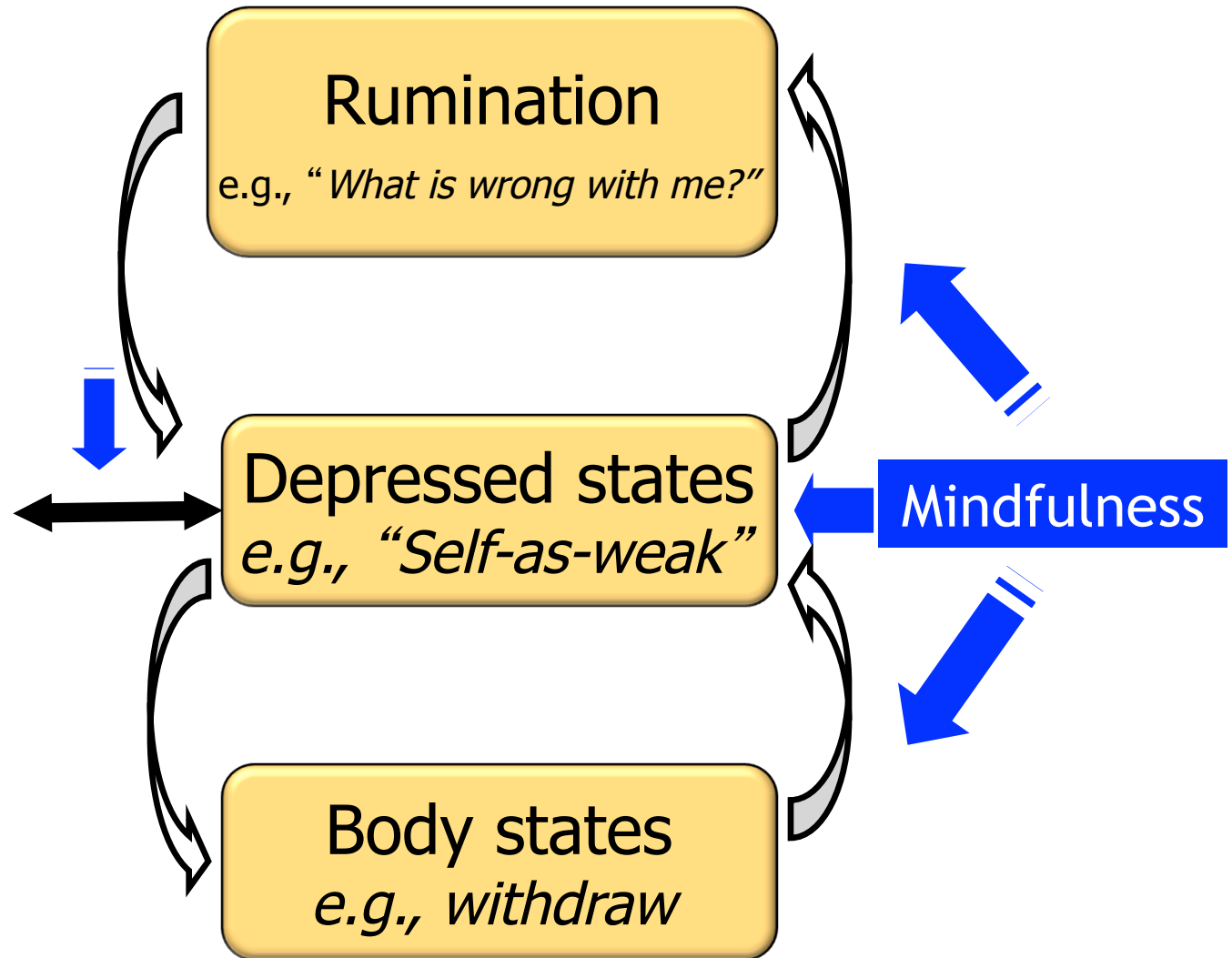
Goldstein & Kornfield, 1987

# Recurrent Depression: Why Mindfulness?

# Relapse & MBCT's Proposed Mechanism of Change



Negative  
mood  
*sadness*



Differential Activation Hypothesis (Lau, Segal and Williams, 2004)



What is Learned in MBCT?

# What is Learned in MBCT: Being and doing Responding rather than reacting



# What is Learned in MBCT?

## Three Mechanisms of Change

1. What the mind is processing,
2. How the mind is processing it and,
3. The view or perspective



# Lynda and Her Husband of 40 Years Again



# How Does MBCT Support Participants' Learning?

# Mindfulness-based Cognitive Therapy

Integration of:

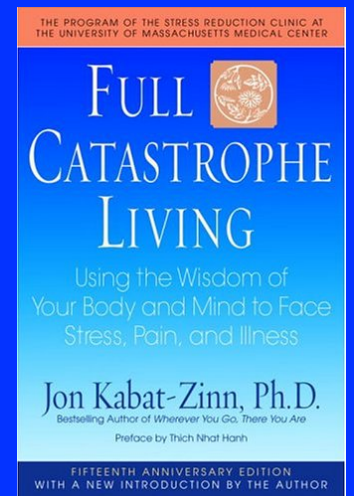
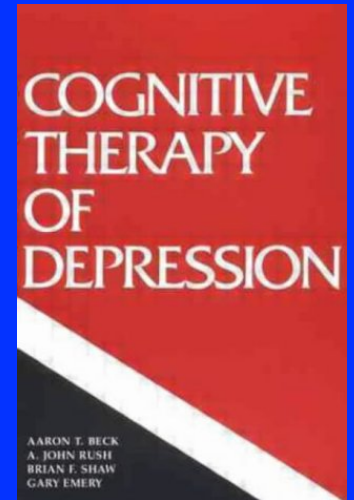
Cognitive therapy for depression

+

Theoretical understanding of  
depression relapse mechanism

+

Mindfulness approaches



# MCBT Programme - Practicalities



- Group format with 8 -15 in each class
- 1 (or 2) teachers
- Combination of group classes and home practice
- Home practice supported by CDs and hand-outs

# MCBT Programme - Practicalities



- Pre-class orientation session
- Eight weekly 2 hour group sessions, plus optional all day and follow-up sessions
- Home practice, up to one hour per day, 6 days a week - mostly mindfulness practice
- Total class time = circa 23 hours
- Total practice time = circa 50 hours



# Role of Practice



# Inquiring Into Practice & Practising Inquiry

## **(A) Noticing**

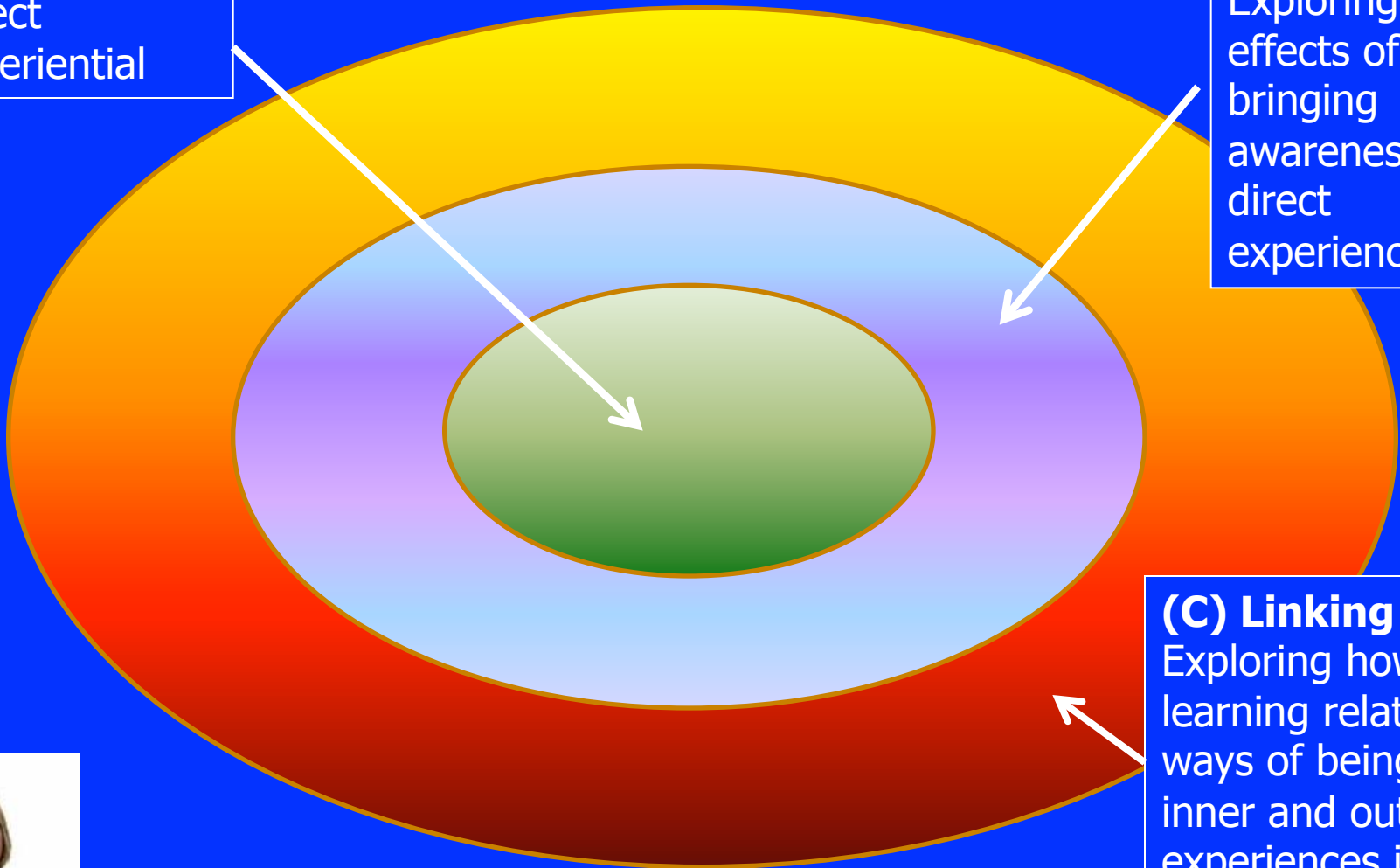
Direct  
experiential

## **(B) Dialogue**

Exploring the  
effects of  
bringing  
awareness to  
direct  
experience.

## **(C) Linking**

Exploring how this  
learning relates to  
ways of being with  
inner and outer  
experiences in  
daily life.



Crane, 2009



# Themes for First Half of the Program (Sessions 1-4)

- Automatic pilot and awareness
- Doing and being
- Staying present and developing mindfulness
  - Barriers: attachment and aversion
- Linking to reactivity and depression

# MBCT Programme First Half (Sessions 1-4)

## Core mindfulness practices

- Body scan
- Mindfulness of breath
- Mindful movement and walking

## Other practices

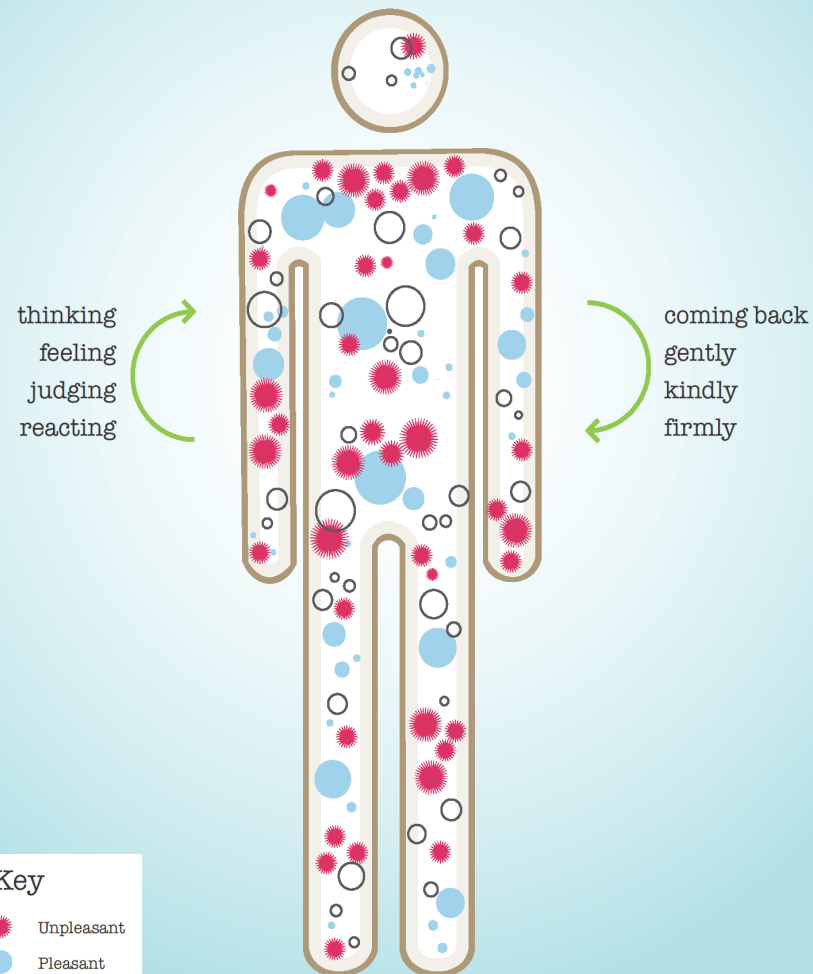
- Routine activities (e.g., eating raisin)
- Mindfulness of pleasant and unpleasant events
- 3-minute breathing space

## Other exercises

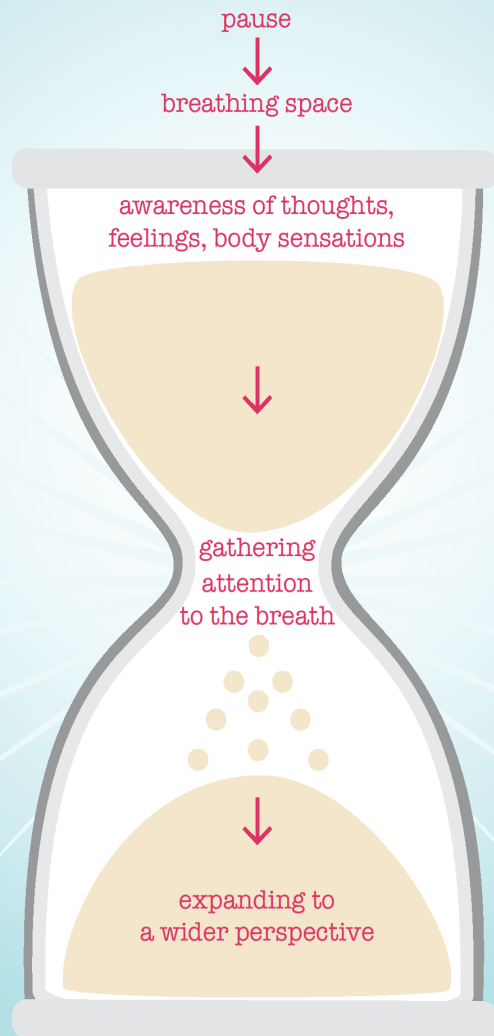
- Walking down the street
- The territory of depression



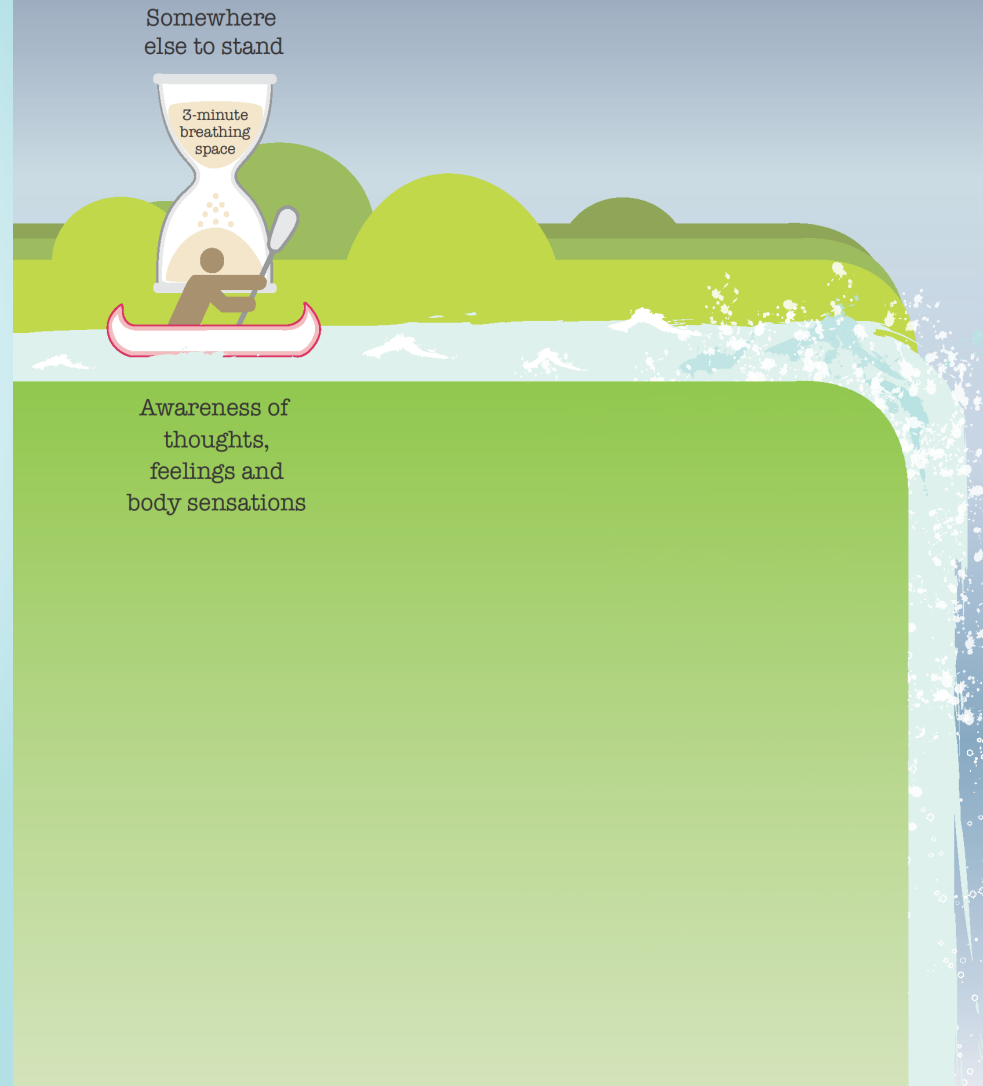
# Fully present in the body: working with barriers



# Stepping out of automatic pilot



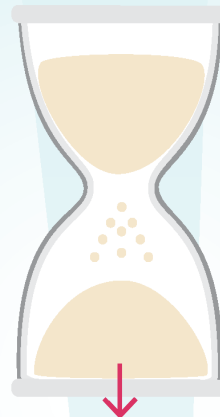
# Niagara Falls



# Themes for the Second Half of the Programme (Sessions 5-8)

- Thoughts are not facts
- Choice & responding
- “How can I best take care of myself?”
- Weaving the parachute every day

# Stepping out of automatic pilot



choosing to respond



**Body door**

Awareness of sensations.

**Thoughts door**

Making a deliberate decision to relate differently to your thoughts.

**Door of skillful action**

Open to the possibility of taking some considered and conscious action.

**Re-entry/  
further  
practice door**

Choosing to continue mindfulness practice.



# Weaving your parachute



# MBCT Programme Second Half

## Sessions 5-8



### **Additional Practices**

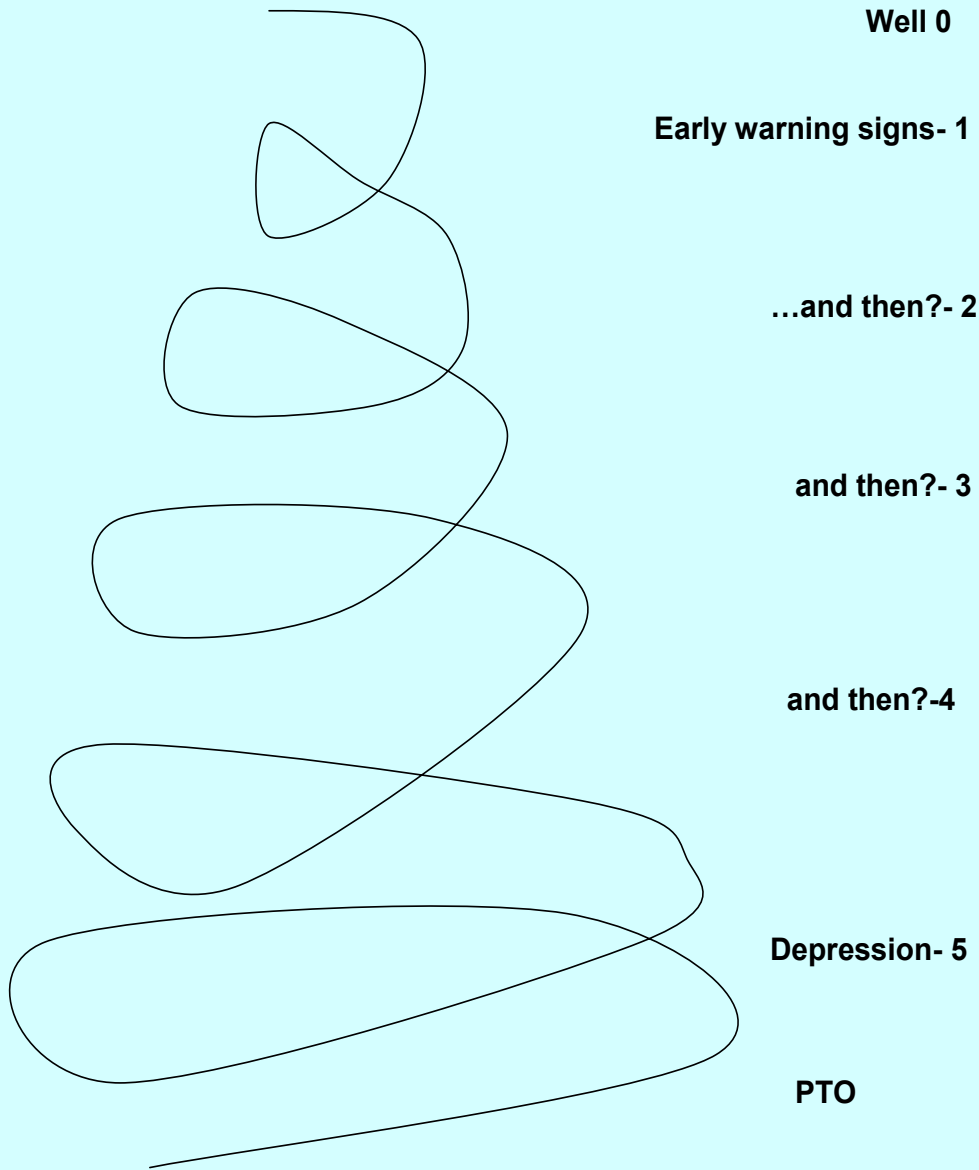
- Mindfulness with difficulties
- 3-minute coping breathing space

### **Other exercises**

- Thoughts and moods
- Nourishing activity— links between activity and mood
- Developing a response plan
- Developing a realistic and sustainable pattern of practice

# Relapse Signature and Response Plan

**Response Plan** (what actions/responses can I choose that will lift my mood, give me energy, give me a sense of satisfaction and nourish me, even if I don't feel like doing them)



**When I am well**

**When I notice early warning signs**

**When I feel mildly depressed**

**When I feel depressed**

# Training as an MBCT Teacher

Mindfulness (2012) 3:76–84  
DOI 10.1007/s12671-011-0073-2

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MINDFULNESS IN PRACTICE

## **Competence in Teaching Mindfulness-Based Courses: Concepts, Development and Assessment**

**Rebecca S. Crane • Willem Kuyken •  
J. Mark G. Williams • Richard P. Hastings •  
Lucinda Cooper • Melanie J. V. Fennell**

# MBCT Teachers

“The instructor’s own basic understanding and orientation will be one of the most powerful influences affecting this process [*helping individuals make a radical shift*]. Whether the instructor realizes it or not, this understanding colors the way each practice is presented, each interaction handled.”

# Embodiment

“*Teachers* of mindfulness are *practitioners* of mindfulness in their own daily lives. Without a teacher having an ongoing mindfulness practice, whatever is being taught is not MBCT”

Segal et al., 2013, p. 6-7

- Participation in an MBCT group as a *participant*
- Personal mindfulness practice

# The Role of the Teacher

- Weaving the experiential, theoretical & clinical tapestry
- Attending to own, individuals' & group processes
- Facilitating learning through inquiry, dialogue & didactic teaching

# Integrity in Teaching MBCT

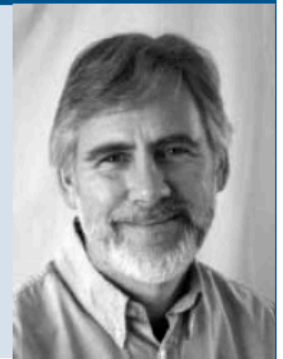




## Editorial

# Mindfulness-based cognitive therapy: a promising new approach to preventing depressive relapse

J. Mark G. Williams and Willem Kuyken



## Outstanding Challenges

- Training & supervising MBCT teachers
- Implementation
- Answering key research questions
- Adapting and developing MBCT for new populations and presentations

# In Summary

1. Considered the meaning of mindfulness
2. Overviewed what is learned in MBCT
3. For theory & research: Keynote  
Wednesday 24<sup>th</sup> July, 12.00-1.00pm
4. Unpacked how MBCT supports learning
5. Considered routes to training as an MBCT instructor



[What we do](#) [What we offer](#)

Through cultivating mindfulness,  
the Exeter Mindfulness Network has the intention to reduce  
human suffering, promote well-being and create the  
conditions in which people  
can flourish.

#### Featured

##### Training in Mindfulness-based Cognitive Therapies and Approaches

We offer postgraduate training and  
supervision in Mindfulness-Based  
Cognitive Therapies and Approaches  
aimed at developing competence in  
established evidence-based applications

[Find out more](#)

#### Recent News & Resources

12 July 2012 Newsletter  
07

12 April 2012 Newsletter  
04

20 October 2012 intake of our postgraduate training  
02 in mindfulness-based cognitive therapies



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