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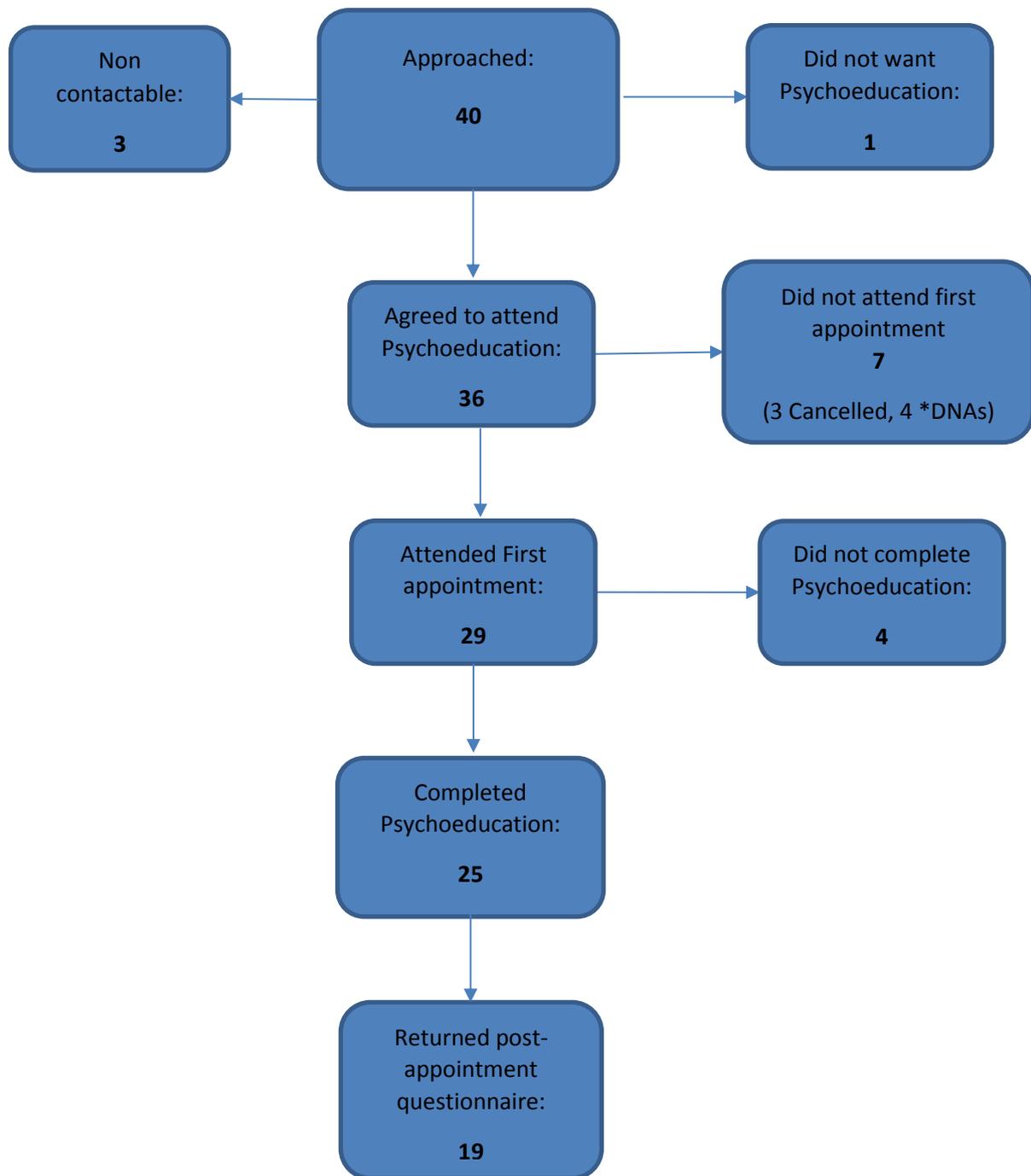
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Table 1. The Psychoeducation package (modified from [13]).

| Session                              | Aims of session   | Strategies to use  | Homework   | Essential criteria  |
|--------------------------------------|---|--|--|---|
| Session 1:<br>Understanding<br>PNES  | Engage the patient.<br><br>Provide a psychological explanation of the symptoms.<br><br>Explain the mind-body link.  | Use case studies to illustrate the mind-body link.<br><br>Devise a problem list                                      | Read through case studies                                  | Ask about the diagnosis and how they feel about this.<br>Discuss PNES and allow for questions about this diagnosis.<br>Explain relation of PNES to stress.<br>Set homework. |
| Session 2: Before and during attacks | Identify warning signs prior to seizures<br>Teach self-management skills to cope with seizures.<br>Identify physical sensations associated with stress and anxiety. | List of physical symptoms they experience.<br>Relaxation techniques.<br>Imagery.<br>Body scan.<br>Sensory grounding. | Practise techniques and relaxation.                        | Review homework.<br>Identify possible triggers and warning signs.<br>Teach prevention techniques.<br>Set homework.  |
| Session 3:<br>Improving life         | Identify any avoidance behaviours adopted due to seizures.<br>Develop a goal to reduce one type of avoidance behaviour and a plan of how to achieve this.           | Avoidance checklist.<br>Advantages and Disadvantages Table.<br>Devise plan to approach goal.                         | Patient to begin to put the plan into action for homework. | Review homework.<br>Identify areas of avoidance.<br>Explain association between avoidance and anxiety.<br>Set homework.   |

| Session                            | Aims of session  | Strategies to use  | Homework | Essential criteria  |
|------------------------------------|--|--|----------|---|
| Session 4:<br>Therapy<br>blueprint | Discuss how to improve functioning in the patient's most valued areas of life.<br>Reflect on what the patient has learnt about their seizures. | Valued directions worksheet.<br>Looking forward worksheet. |          | Review homework.<br>Review strategies learnt.<br>Discuss 'moving forward' from here.<br>Discuss future resources to access. |

Figure 1 Participants Pathway



\* DNA: Did not attend appointment without contacting the service.

Table 2. (Sites A = Sheffield, B = Huddersfield and Calderdale, C= Derby, D = Nottingham)

| <b>Sites</b>                  | <b>A) N = 19</b> | <b>B) N = 4</b> | <b>C) N = 1</b> | <b>D) N = 1</b> | <b>Total N = 25</b> |
|-------------------------------|------------------|-----------------|-----------------|-----------------|---------------------|
| <b>Gender</b>                 |                  |                 |                 |                 |                     |
| <b>(% female)</b>             | 57.9             | 25              | 100             | 100             | 56                  |
| <b>Age</b>                    |                  |                 |                 |                 |                     |
| <b>(Mean years)</b>           | 43.3 (19.7)      | 37 (13.7)       | 43              | 31              | 41.8 (18.1)         |
| <b>Unemployed</b>             |                  |                 |                 |                 |                     |
| <b>(%)</b>                    | 52.9             | 50              | 100             | 100             | 52.2                |
| <b>Post-school education</b>  |                  |                 |                 |                 |                     |
| <b>(%)</b>                    | 58.3             | 66.6            | 100             | 100             | 58.8                |
| <b>Years since first PNES</b> | 5.7 (10.1)       | 2 (1)           | 4               | 13              | 5.3 (9.1)           |

Table 3. Baseline and post intervention outcome measures

|                                  | Pre-treatment | Post-treatment | Difference pre-& post treatment |
|----------------------------------|---------------|----------------|---------------------------------|
| <b><i>Seizure frequency~</i></b> |               |                |                                 |
| <b><i>(median/month)</i></b>     | 8 (16)        | 3 (12)         | (Z = -1.819, p = 0.069)         |
| <b><i>CORE*</i></b>              | 2(1)          | 1.3 (1.1)      | (Z = -2.303, p = 0.021)         |
| <b><i>WSAS</i></b>               | 26(17.9)      | 20.5 (14)      | (Z = -1.547, p = 0.122)         |
| <b><i>BIPQ**</i></b>             | 54.5 (23)     | 42 (21.3)      | (Z = -3.027, p = 0.002)         |
| <b><i>EQ-5D</i></b>              | 0.7 (0.3)     | 0.7 (0.3)      | (Z = -1.452, p = 0.147)         |
| <b><i>NewQOL -6D</i></b>         | 0.7 (0.3)     | 0.8 (0.2)      | (Z = -1.112, p = 0.266)         |

\*\*\*p<.001, \*\* p<.01, \*p<.05, ~p<.10

Table 4 Participant perception of usefulness and relevance of intervention

| <b>To what extend...</b>   | <b>Mean &amp; St. D</b> |
|--|-------------------------|
| Has the intervention allowed you understand your attacks better? | 8 (2.6)                 |
| Has the intervention allowed you to control your attacks better? | 7.8 (2.6)               |
| Was the intervention relevant to you?                            | 8.9 (1.4)               |
| Was the intervention clear and comprehensive?                    | 8.6 (2.3)               |
| Would you recommend it to others?                                | 9.1 (2.2)               |