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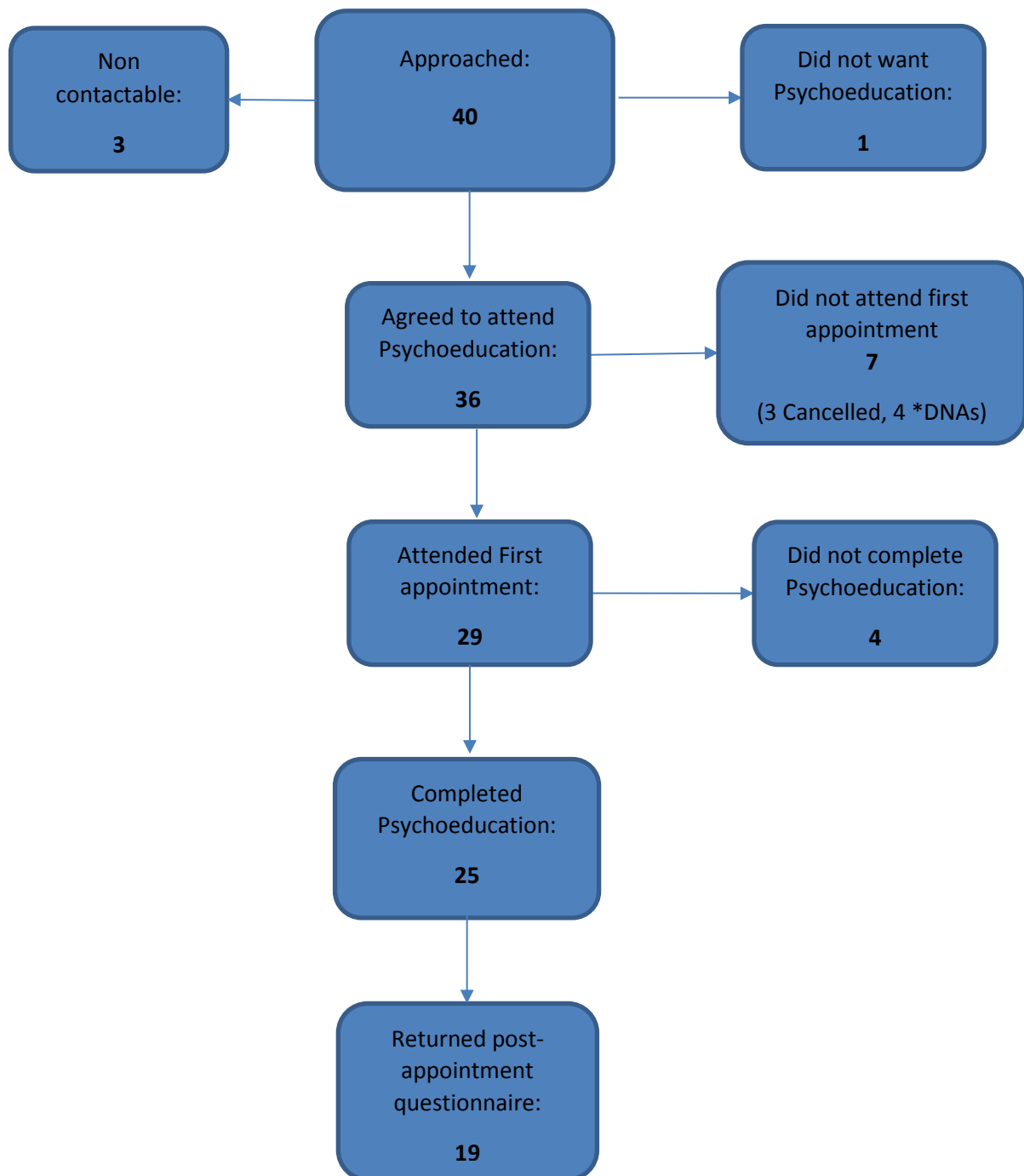
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Table 1. The Psychoeducation package (modified from [13]).

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

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

Sites	A) N = 19	B) N = 4	C) N = 1	D) N = 1	Total N = 25
Gender					
(% female)	57.9	25	100	100	56
Age					
(Mean years)	43.3 (19.7)	37 (13.7)	43	31	41.8 (18.1)
Unemployed					
(%)	52.9	50	100	100	52.2
Post-school education					
(%)	58.3	66.6	100	100	58.8
Years since first PNES	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
<i>Seizure frequency~</i>			
<i>(median/month)</i>	8 (16)	3 (12)	(Z = -1.819, p = 0.069)
<i>CORE*</i>	2(1)	1.3 (1.1)	(Z = -2.303, p = 0.021)
<i>WSAS</i>	26(17.9)	20.5 (14)	(Z = -1.547, p = 0.122)
<i>BIPQ**</i>	54.5 (23)	42 (21.3)	(Z = -3.027, p = 0.002)
<i>EQ-5D</i>	0.7 (0.3)	0.7 (0.3)	(Z = -1.452, p = 0.147)
<i>NewQOL -6D</i>	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

To what extend...	Mean & St. D
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)