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| Module | Target | Description |
| 1. Attribution
 | Attributional bias and monocausal inferences | Objectives: Change maladaptive thought patterns and reduce self-serving bias. Exercise: Facilitator provides information on attributional styles and their social consequences. Participants are then asked to generate three explanations (self-oriented, other-oriented or situation-oriented) in a given scenario.  |
| 1. Jumping to conclusions I
 | Jumping to conclusions bias and bias against disconfirmatory evidence | Objectives: Withhold judgment until sufficient evidence is attained and to avoid succumbing to first impressions. Exercises: Facilitator demonstrates possible consequences of (wrongly) jumping to conclusions. In the first task, participants are shown fragmented pictures that increase in detail at each consecutive frame. In the second task, participants are asked to determine what is shown in picture puzzles that give half-truths. |
| 1. Changing beliefs
 | Bias against disconfirmatory evidence and jumping to conclusions bias | Objectives: Avoid succumbing to first impressions and to keep an open mind. Exercise: Facilitator explains confirmation bias. Participants are then shown three pictures in reverse order that gradually reveal an initially ambiguous narrative. At each picture, participants are asked to rate the plausibility of four possible interpretations (the least plausible are later proven to be true). |
| 1. **To empathize I**
 | Theory of mind and emotion perception | Objective: Avoid overreliance on facial expressions at the expense of other social, non-social and contextual cues.Exercises: In the first task, participants are asked to identify basic human emotions and match them to facial expressions. Afterwards, participants are asked to give a face to different hypothetical characters (athlete, psychologist, actor, serial killer). Participants are then provided examples wherein expressions, gestures and other social cues can be interpreted differently based on situations and personal characteristics. In the second task, participants infer how a target is feeling before being given the correct (counterintuitive) answer. In the third task, three pictures are presented in reverse order. At each picture, participants deduce which of three provided options is the logical next step in the sequence. In the last task, four pictures are successively shown to disambiguate the plot. Participants are then asked to judge the intentions of actors using three provided alternative explanations.  |
| 1. Memory
 | Overconfidence in errors | Objectives: Understand the fallibility of human memory and to seek additional information when uncertain. Exercises: Facilitator familiarizes participants with the false memory effect using the Deese-Roediger-McDermott paradigm. The false memory paradigm is then exemplified with a recognition task wherein participants are asked to decide if a target element was present or not in a given picture (logical inference often ‘adds in’ missing elements).  |
| 1. **To empathize II**
 | Complex theory of mind, social cognition and need for closure | Objective: Exemplify the difference between the participant’s level of information as ‘omniscient’ compared to the limited facts available to the protagonist. Exercises: Participants discuss the utility of certain cues that aid in making judgments about a person. Then, participants take the perspective of the protagonist in a comic sequence and infer what their character may be thinking of another character or event. Two versions of the tasks are available: the standard administration procedure (comic is presented all at once) or the BADE-ized version (comic is presented in sequences that gradually elucidate context). If time and resources allow, the BADE-ized version is recommended. |
| 1. Jumping to conclusions II
 | Jumping to conclusions bias and liberal acceptance | Objective: Take the time and effort necessary to solve complex problems. Exercise: Participants are asked to match four titles to four paintings where the solution may or may not be immediately obvious. Upon superficial assessment, paintings will tempt false responses.  |
| 1. Mood
 | Negative cognitive schemata | Objective: Raise awareness of dysfunctional thinking patterns that contribute to depression and low self-esteem. Exercises: Participants list typical symptoms and treatment options of depression. The tasks target depressive cognitive schemata (overgeneralization, selective abstraction) and dysfunctional coping strategies.  |
| *Additional Module I* | Increasing self-esteem | Objectives: Explain how low self-esteem emerges and to learn to appreciate the positive aspects in one’s life. Exercises: Facilitator explains to participants that self-esteem is a subjective value (no one is inherently better or worse than another) and differentiates between low and high self-esteem. Participants refocus on their strengths and are given advice on how to increase positive self-esteem.  |
| *Additional Module II* | Dealing with prejudices (stigma)  | Objectives: Challenge prejudice and reduce self-stigmatization.Exercises: Images of famous people with or without a history of mental illness are presented. Then, paintings by mentally ill people are provided to illustrate the importance and value of people with mental illness. Afterwards, participants are informed of the commonality of mental illness and (sub-threshold) psychotic symptoms.  |

Table 1: Description of MCT modules abridged from Moritz & Woodard (full version available at https://clinical-neuropsychology.de/metacognitive\_training-psychosis/). Bold lettering indicates the social cognition modules of MCT. Italics indicate the two additional modules of MCT that were previously included in module 8.