**Supplementary material:**

**Methods:**

 Self-monitoring questions on perception of compassion-related change:

1. ‘How would you draw yourself today in comparison with your initial drawing?’

Participants were required to check one or more answers from the following: GREEN bigger, RED bigger, BLUE bigger, same as before, GREEN smaller, RED smaller, BLUE smaller. According to Paul Gilbert, one has three types of emotion regulation systems: the Threat System (Red), the Drive System (Blue), and the Soothing System (Green). At the beginning of the CMT program, people received an explanation of this theory and examples were given. Patients were then asked to draw the distribution of their own 3 systems in that moment. At the end of the CMT program, they were invited to draw again the distribution of their 3 systems and to answer the question about the change in comparison to the initial drawing.

2. ‘Have you perceived any change in the distribution of energy among your emotional

systems?’, this was a yes or no question exploring the patients’ perception of any change in

the distribution of energy in the 3 systems.

3. ‘Have you noticed any change in the 3 flows?” Participants were required to check one or more answers from the following: more compassion toward myself, more compassion toward

others, more compassion from others, no significant change. As part of the training, participants were presented the model of Compassion according to Gilbert 2020. They were then invited to draw 3 roads that symbolized their 3 flows of compassion. At the end of the intervention, they were invited to do the same drawing and to acknowledge any change between the drawing before and after the training.

**Deep Breathing Task**

Prior to the commencement of the study, patients with PD were given instructions on a deep breathing exercise. The deep breathing exercise was described as follows: patients were encouraged to bring their attention to their breath, specifically directing it towards the movement of their diaphragm. Next, they were guided to take a slow and deep breath in through their nostrils. As they inhaled, they were instructed to allow their diaphragm to descend, enabling their abdomen to expand. Patients were then prompted to exhale slowly and gently through their mouth. While doing so, they were advised to relax the diaphragm, allowing it to ascend as the air was expelled. Patients were encouraged to continue practicing diaphragmatic breathing for 3 minutes, or as directed by the therapist.

**Results**

*Self-monitoring* questions on perception of compassion-related change:

Eighty-four percent of participants answered ‘yes’ to the question ‘Have you perceived any change in the distribution of energy among your emotional systems?’ indicating that they perceived that their soothing system increased and/or their threat system decreased. The majority of participants perceived a change in the 3 compassion flows (78% an increase in self-compassion; 43% an increase in compassion toward others; 53% an increase in compassion from others) (Supplementary Figure 1).

**Supplementary Table 1: Description of the intervention**

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|  | **Main Theme** | **Concepts** | **Practices** | **Homework** |
| 1 | Compassion: how does the mind work? | Explanation of brain's functioning, physiological reactivity, and consciousness. Introduction of the three emotional systems. | Informative video presentation, Activation of the senses (Mindfulness exercise); Visualization and drawing of your three emotional systems; Deep breathing exercise (soothing system); Sharing experiences in small groups. | Delivery of a form to fill out every day with your predominant emotional system for each day to recognize a pattern of frequency; Train your Gratitude, Pleasure, and Satisfaction (GPS) assets writing down in a journal everyday three things that make you feel grateful, fulfilled, and satisfied; Audio record to practice deep breathing (soothing system) |
| 2 | How to build a Compassionate Mind | Feeling safety or safeness: differences and awareness. Soothing system to balance Threat system. | Compassionate 'landing' to prepare and clear the mind before starting the encounter; STOP exercise (practice to enhance here and now attention); 'Soften, Comfort and Allow' practice; Compassionate 'Caviardage'(art therapy input); Safe place visualisation. | Training the ability to STOP; Audio record to improve self-compassion through mindful body perceptions; GPS journaling. |
| 3 | The three emotional systems and Compassion flows | Comprehension of our actual flows status and capacity towards others, from others and towards the self | Visualization of our compassionate character (compassion embodiment); Drawing the actual status and capacity of our three flows; Sharing in small groups and exchanging symbolic gifts | Audio record to cultivate each of the three compassion flows; GPS journaling; Gratitude Task: Express your thanks to significant individuals or those in your life whom you perceive as providing compassion to you. |
| 4 | Self-Criticism and Self-Compassion: interpretation and behaviour towards the self | Emotions' functional analysis. Self-Criticism’s real functions and how to transform it into Self-Compassion attitude. | Imaginative introjection of three compassion's characteristics; 'Two schools' play: Self-Criticism against Self-Compassion; Sharing in small groups | Apply Self-Compassion in everyday situations (Emotions, Thoughts and Actions); Audio record to help visualize our compassionate figure when we feel the need; GPS journaling. |
| 5 | Working with our emotions: which role does Compassion play in our life? | Finding Compassion spots in our daily life and routine, towards others and the self | Getting to know the multifaceted self and to balance all its different parts with their needs.  | Delivery of a form to fill out with report of our daily struggles and resistance; Audio record to grow mindful asset (body scan); Learning how to ask for help; Learning to look for others in need of help.  |
| 6 | Looking into the future: making compassionate projects. | Analysis of our needs and wishes. | Writing a compassionate letter; GPS journal sharing with the group; Acknowledgement of our resources and qualities; Sharing in small groups |  |

**Supplementary Figures legend:**

Supplementary Figure 1: Figure 1 A, B, C summarizes the results of the qualitative self-monitoring questions. Figure 1A shows the percentage of people with PD answering ‘yes’ or ‘no’ to the question. Figure 1B: shows the number of people selecting that response. People could choose more than one response. The colours (red, blue and green) represent the three types of emotion regulation systems according to Gilbert’s theory. Red refers to the Threat System; Blue refers to the Drive System; Green refers to the Soothing System. Figure 1D summarizes the feedback on the feasibility question and shows the percentage of people responding ‘yes’ and ‘no’ to the acceptability question.