

Supplemental table. The modules and their objectives

Determinants of the spouse caregiver distress	Needs, difficulties and strategies identified during preliminary interview	Approach	Module titles	Objectives	Number of caregivers who benefited from this module N (%)
Preparedness and confidence	Feeling of exhaustion versus gratification and utility	ACT	<b>Evaluate and reduce feelings of exhaustion*</b>	To be able to identify the signs of exhaustion, and assess its level of exhaustion in order to act accordingly and decrease it	<b>45 (88.23%)</b>
		ACT	<b>Values related to the caregiving role*</b>	To highlight possible discrepancies between values specific to the caregiving role and behaviors associated with these different values. To promote actions that are consistent with the values	<b>35 (68.63%)</b>
	Need for rest, time for yourself without culpability	ACT	<b>Caregiver's Charter*</b>	To draft a caregiver charter allowing caregivers to become aware of the rights and duties of each partner of the help relationship (PWD / caregiver), and clarifying how to enforce them in their daily life to ultimately improve their quality of life.	<b>34 (66.67%)</b>
	Manage PWD's behavior disturbances	ACT	<b>General values</b>	To highlight a possible discrepancy between the general values of the caregiver and the behaviors associated with these different values. To promote actions that are consistent with the values	<b>32 (62.74%)</b>
	Manage caregiving situations	ACT	Mindfulness*	To do mindfulness exercises to encourage caregivers' registration in the present moment, to allow a time for observation of the environment, body sensations, and psychological events (thoughts, emotions)	21 (41.18%)
	Manage daily activities	ACT	Mindfulness*	To do mindfulness exercises to encourage caregivers' registration in the present moment, to allow a time for observation of the environment, body sensations, and psychological events (thoughts, emotions)	21 (41.18%)
	Avoidance of negative emotions and thoughts	Psychoeducation	Managing daily routine	To highlight the imbalance between the different times of caregivers' daily life: help time, pleasure time and bond time and its consequences.	19 (37.25%)
	Difficulties in accepting disease	Psychoeducation	Managing difficult situations *	To analyze and understand the meaning of PWDs behavioral disturbances, to understand the circumstances of appearance of the behavior, to look for a possible triggering cause on which to act in order to modify or avoid its recurrence.	18 (35.29%)
		ACT	Life route	To analyze the situations already overcome in past life, alone or within the couple, in order to apply these forces already employed to the current problematic situation.	17 (33.33%)
		ACT	Culpability	To accept the feeling of guilt, to become aware of the discrepancy between the values linked to the perfection of the "ideal self" and those related to the reality of the "real self," to set limits.	7 (13.72%)

		ACT	Emotional avoidance	To highlight the use of emotional avoidance strategies by the caregiver to control or avoid negative thoughts and emotions, to realize that these strategies are efficient in the short term but not in the long term.	4 (7.84%)
Care recipient's impairments	Difficulties in adapting the level of help to PWD disorders	Psychoeducation	<b>Portrait of the PWD</b>	To put the disease into perspective.To have a more global view of the PWD to increase their feeling of identity.	<b>43 (84.31%)</b>
	Loss of identity markers	Psychoeducation	<b>Stimulation of the PWD</b>	To take into account the residual capacities of the PWD in the different domains constituting its identity in order to stimulate them.	<b>31 (60.78%)</b>
	Perception of PWD's resources	Psychoeducation	<b>Ressources of the PWD</b>	To evaluate in real time PWDs' residual abilities in order and adapt the level of accompaniment in accordance.	<b>26 (50.98%)</b>
Familial divergence	Needs to be visited, helped, valued,and listened	Psychoeducation	<b>Identify the support network*</b>	To identify their support network and to identify the resource persons belonging to this support network according to their needs.	<b>44 (86.27%)</b>
		Psychoeducation	Ask help	To analyze the issues of the request for assistance, to know how to formulate requests and to ask for help when needed, to be able to accept the refusal of the other, to indicate the limits to the help that can be provided.	10 (19.61%)
		ACT	Complaint and struggle	To become aware that complaints as a means to ask for help, to express suffering, to be recognized may operate in the short term but may be deleterious in the long term.	3 (5.88%)
Couple adjustment	Difficulties in projecting into the future, anxious anticipation of the evolution of the relationship	Couple	<b>Future*</b>	To promote a clearer outlook on the future, to address fears related to the evolution of the disease, and to engage in a reflection about future preferences for care	<b>38 (74.51%)</b>
	Maintain a relationship with the PWD	Couple	<b>Psychoeducational communication*</b>	To become aware that exchanges remain possible even when the disease reaches an advanced stage, to consider other modes of communication with the PWD: alternative modes of exchanges, giving priority to all non-verbal behaviors.	<b>26 (50.99%)</b>
	Share activities with the PWD, maintain communication	Couple	Couple:intimacy *	To discuss the place and evolution of the intimate sphere within the couple since the disease, to address the possibility of reinventing a space for the couple, to become aware of the degree of investment and the feeling of satisfaction in the couple's life.	24 (47.06%)
	Loss of intimacy, sharing and affection	Couple	Communication: experiential experience*	To experience new effective communication strategies with the PWD.	22 (43.14%)

		Couple	Couple activities	To share activities with the PWD, to adapt them to disorder, to reinvent themselves by detaching themselves from the memory of past activities.	11 (21.57%)
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\*: priority modules  
in bold: the most commonly used modules (> 50% of the caregivers)