

Supplemental Material: Simple effects

Accepters had higher scores for target symptoms at Test 2 ($M = 2.73$, 95% CI = [2.51-2.96]) than at Test 1 ($M = 1.90$, 95% CI = [1.75-2.05]). The mean increase in target symptom scores ($M = 0.84$, 95% CI = [0.65-1.02]) was statistically significant [$t(48) = 9.14$, $p < .001$] and was associated with a large effect size ($d = 1.31$). Accepters also had higher mean scores for control symptoms at Test 2 ($M = 2.30$, 95% CI = [2.13-2.46]) than at Test 1 ($M = 2.17$, 95% CI = [2.02-2.32]). The mean increase in control symptoms ($M = 0.13$, 95% CI = [0.04-0.21]) was statistically significant [$t(48) = 2.95$, $p = .005$] and corresponded with a small to moderate effect size ($d = 0.42$).

Rejecters had higher scores for target symptoms at Test 2 ($M = 2.02$, 95% CI = [1.75-2.29]) than at Test 1 ($M = 1.68$, 95% CI = [1.47-1.89]). The mean increase in target symptom scores ($M = 0.34$, 95% CI = [0.15-0.53]) was statistically significant [$t(24) = 3.78$, $p = .001$] and was associated with a large effect size ($d = 0.76$). Rejecters had higher mean scores for control symptoms at Test 2 ($M = 2.23$, 95% CI = [1.98-2.48]) than at Test 1 ($M = 2.03$, 95% CI = [1.82-2.24]). The mean increase in control symptoms ($M = 0.20$, 95% CI = [0.10-0.30]) was statistically significant [$t(24) = 4.18$, $p < .001$] at a large effect size ($d = 0.84$).

Table S1: Overview of instructions and materials for each experimental stage.

Procedure: Instructions / Materials		
Stage 1	<i>Cover story</i>	"You are taking part in a big data project to improve university student counselling. The uni is working on an algorithm that maps stress-symptom associations. Your data will be used to improve this algorithm-in-development."
	<i>Test 1</i>	Student-Stress Questionnaire (SSQ; bogus; 33-items) Checklist for Symptoms in Daily Life (CSDL)
	<i>Instruction</i>	"Please fill in these questionnaires. Afterwards, I will format and process your answers so that they can be fed into the algorithm's database."
	<i>Cover story</i>	"I will now format and process your answers. In the meantime, you can play Tetris. Afterwards, we will run the algorithm together. To further tweak its calibration, it will ask you to elaborate on some symptoms."
<i>Filler: Tetris (10 minutes)</i> <i>Manipulation:</i> The researcher secretly edits a keyboard-responsive slideshow that resembles a computer program. Randomly selected symptoms: accurate feedback: 4 slides; upgraded feedback: 2 slides		
Stage 2	<i>Cover story</i>	"Thank you for waiting, data formatting has been completed. We will now run the algorithm together. For its calibration, it will ask you to elaborate on six symptoms that stand out as compared with other student's scores and to write your comments down."
	<i>Form</i>	Symptom Elaboration Form (instructions: verbal and on paper)
	<i>Symptom Misinformation</i>	Figure 1: Bar graph; Written: "The stress-symptom algorithm indicates that you [intensity] suffer from [symptom]."
	<i>Rejection coding</i>	Participants indicate that they disagree/are confused/remember differently the rating they provided vs. the feedback given by the algorithm
	<i>Experimenter response a.</i>	Are you sure you don't experience [symptom and intensity]? This is really weird. (..) Perhaps, a formatting error occurred as the algorithm is still under construction, or you may have made an error when filling out the items."
	<i>Experimenter response b.</i>	"Really, you don't experience [symptom and intensity]? (..) Hmm, perhaps something really went wrong with the formatting. Thanks for telling me, I will check this after this session, because this is vital for the algorithm."
Stage 3	<i>Red Herring</i>	"Could you fill in a few more short questionnaires? First, there is a short questionnaire about consistency in daily and academic life. In addition, for the calibration of the algorithm, we would like to get the most accurate estimates of your stress and symptom levels. Therefore, after filling in the B-PARQ, we would like to ask you to also respond to the SSQ and CSDL again." Brief Personal and Academic Reliability Questionnaire (B-PARQ, bogus)
	<i>Test 2 & other questionnaires</i>	SSQ, CSDL Dissociative Experiences Scale, Taxon (DES-T), Toronto Alexithymia Scale, 20-item (TAS-20)
	<i>Exit questionnaire (open and multiple choice)</i>	Instructions emphasized anonymity and honesty. 'What do you think the purpose of this research experiment was? (e.g., hypotheses, measures of interest)." "Did you find anything strange or peculiar about the experiment?" 'If we told you that we manipulated/deceived you during our research, what would you think the manipulation was, and why? Please elaborate."