**Supplementary Material**

**The UMAM Cognitive Training**

*Objectives*

 The main goals of the UMAM cognitive training program were to teach basic knowledge about memory and promote a greater sense of memory control in people over 65. The training was intended to stimulate cognitive processes and to develop strategies to manage daily-life memory problems. In other words, this training was a meta-memory- and cognitive stimulation-based program. From 2006 to the present, the UMAM cognitive training program has been carried out in the 16 Local Health Centers of the City of Madrid.

*Participants*

 The UMAM cognitive training program was led by one instructor in groups of 14-16 participants each. All the instructors had a professional degree (general practitioner, psychiatrist, or neuropsychologist) and had received specific training before conducting the first session of evaluation.

*Duration*

 The UMAM cognitive training program consisted of a total of 30 sessions, 90 min each. Twenty-eight of them were carried out within three months, and the last two could be considered as maintenance or booster sessions that took place within the following six months.

*Procedure*

 For each session, instructors followed a structured format divided into two parts. Each of them had its own objectives, materials and specific activities.

 The first part started with a review of previous homework, 15 min of relaxation, and 10 min more of activation. In these ten minutes, participants were randomly asked to answer some arithmetic problems aloud.

 The 60-min second part involved structured training using activity-sheets, role-playing, audio video, and the instructor’s explanations. The outline of each exercise included motivation, presentation of specific goals, individual or group solution, thinking over the results, and application to daily life. The last 5 min were used to suggest some homework to do.

*Structure*

 The UMAM cognitive training program was a multi-domain cognitive training which was divided into four training areas:

*(1) Training Area 1: Cognitive Stimulation and Learning Specific Strategies*

 Cognitive processes such as attention, perception or language were stimulated by specific exercises. The most important memory strategies were intended to teach visualization, association, categorization, or information elaboration in order to remember places, texts, images and conversations.

*(2) Training Area 2: Memory Concepts*

 The main aspects of memory functioning, especially those whose knowledge may have more impact on daily life, were presented to participants: memory categories, memory processes, memory in older people, and factors reducing memory performance.

*(3) Training Area 3: Management of Everyday Memory Failures*

 Daily forgetfulness and complaints that upset participant’s daily life were extensively treated with role-playing and exercises focused on prospective memory (remembering something to do), retrospective memory (remembering having done something, where an object had been placed or what they had been told), automatic actions (turning off the gas, leaving the key in a specific place, taking medication), remembering names, and recall of texts. The use of external aids (agenda, alarm, telephone book, lists, labels, etc.) was also exercised.

*(4) Training Area 4: Meta-Memory Training*

 As meta-memory plays a key role in memory performance, as of the first session of the UMAM cognitive training, the program stimulated awareness of memory failures and of the mechanisms each person used. Negative stereotypes about memory in older people were addressed through dialogue, and continuous messages about favorable outcomes were given when appropriate strategies or techniques were used.

*Extended description*

 A more extended and comprehensive description of the UMAM cognitive training program can be found in Montejo et al. [50].