

Conclusions: This therapeutic tool proves to be useful, beneficial, and clinically effective in a psychotherapeutic context, as its high contribution to the mental health of individuals becomes evident.

Disclosure of Interest: None Declared

EPV1690

Closing the Gap: Integrating Science and Practice in Psychotherapy

N. Schwarzbach^{1*}, M. Pijnenborg¹, R. Hoekstra¹, A. Poppe¹ and T. Bouman¹

¹University of Groningen, Groningen, Netherlands

*Corresponding author.

doi: 10.1192/j.eurpsy.2025.2156

Introduction: The science-to-practice gap in psychotherapy is a prominent topic of discussion that hinders the seamless integration of research findings into clinical settings. This divide seems, among others, to stem from conflicting views on the practical relevance of evidence-based mental health (EBMH).

Objectives: This study aims to provide a comprehensive overview of the existing narratives that define the science-to-practice gap, develop an inclusive definition that reflects the complexities of this issue, and identify the factors influencing and strategies for mitigating this gap.

Methods: We conducted a systematic literature review with a qualitative, thematic synthesis approach including 131 articles. Themes were identified and synthesized to outline the science-to-practice gap. Additionally, we included a historical analysis to examine how the prevalence of certain codes and themes has evolved over time, reflecting shifts in the academic and clinical landscape.

Results: Based on our findings, we refined the definition of the science-to-practice gap, capturing its multifaceted nature. Key themes influencing this gap include the educational background of psychotherapists, orientation towards specific psychotherapeutic schools, and personal inclinations of psychotherapists. Contextual factors such as institutional support and incentives for employing EBMH were also found to be positive influences. However, critiques regarding the rigidity of research methodologies and their applicability to diverse clinical scenarios were prevalent, with observable variances in thematic emphasis over the decades. Strategies identified for bridging the gap emphasized increased dialogue and collaboration between researchers and practitioners.

Image 1:

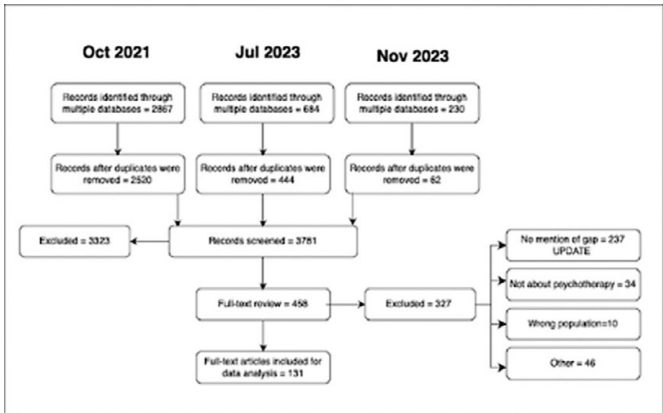


Image 2:

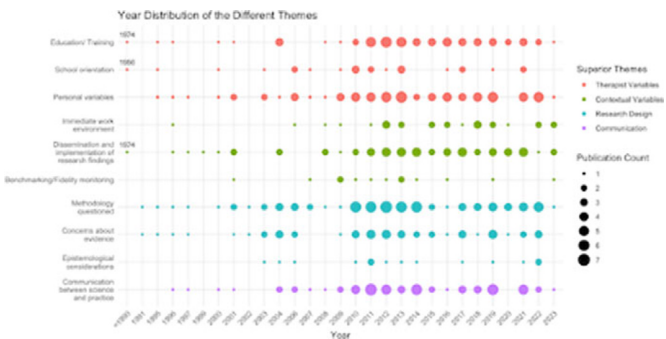
Table 1

Summary of the Reasons for the science-to-practice gap as Mentioned in the Literature

Therapist Variables	Contextual Variables	Research Design	Communication
Education/Training Insufficient education: <ul style="list-style-type: none">critical thinking, research trainingscientific theoriespractical training on application of EBMH School orientation <ul style="list-style-type: none">EBMH more favorable in CBT in contrast to psychoanalytic, humanistic, existential, and eclectic approaches Personal variables EBMH is associated with: <ul style="list-style-type: none">younger therapistsopenness towards EBMHknowledge about EBMHconfidence about EBMH usebelieves about effectiveness, importance and usefulness of EBMH Less EBMH is associated with: <ul style="list-style-type: none">no access to interventions or literatureevaluation fear when using EBMHcultural preferences of not using EBMHmismatch of intervention with patient culturedifficulties understanding EBMHdislike/resistance towards EBMHplacing much value on clinical expertise or artistry	Immediate work environment Influences at the workplace: <ul style="list-style-type: none">supervisorscolleaguessocial environmentpractical supporttechnical supportproviding materialsproviding infrastructureemployer attitudes Dissemination and implementation of research findings Influences: <ul style="list-style-type: none">implementation guidanceimplementation planningcontext specificity of implementationLack of incentives for EBMHimplementation for therapists to implement EBMHengage with research	Methodology questioned <ul style="list-style-type: none">rigidity of RCTsdifficulty applying research resultsrigidity in diagnostic and inclusion criteriarigidity of manualsnomothetic results applied to individual casesoverreliance on efficacy studiesoverreliance on outcome research Concerns about evidence <ul style="list-style-type: none">EBMH interventions ineffective or harmfulvariability not representedlimited awareness of ineffective treatmentpublication bias Epistemological considerations <ul style="list-style-type: none">differences in thinking between positivism/empiricism and	Communication between science and practice <ul style="list-style-type: none">insufficientlackingunidirectionallittle opportunity for exchange

Note: RCT = randomized controlled trials; EBMH = evidence-based mental health; CBT = cognitive-behavioral therapy.

Image 3:



Conclusions: This work sets the stage for future research that should prioritize the clinical perspective on evidence usefulness, broaden the research focus beyond intervention efficacy, and validate diverse methodologies. By proposing practice-focused research guidelines and emphasizing the need for robust dialogue between science and practice, we aim to enhance the applicability of research findings in clinical settings. Ultimately, our findings advocate for policies that facilitate the exchange of ideas and experiences, aiming to bridge the gap between scientific evidence and psychotherapeutic practice effectively.

Disclosure of Interest: None Declared