

disorders, psychosis, personality disorders and substance use disorders. The results will include the findings from the systematic reviews of evidence-based psychotherapeutic interventions for some of the disorders and preliminary findings on the moderators of youth psychotherapy will be discussed.

How to do a systematic review on the moderators of psychotherapeutic interventions? Vera Gergov, University of Helsinki, Finland; Eleni Vousoura, Athens University Medical School, Greece; Bogdan Tulbure, West University of Timisoara, Romania; Stig Poulsen, University of Copenhagen, Denmark

Aim: Systematic reviews and meta-analyses are essential methodological tools for identifying evidence-based treatments for mental disorders and offer an important base for further research questions. Yet, the process of defining search terms, as well as in- and exclusion criteria, determining which studies should be included in the systematic review, is challenging. When reading a systematic review, it raises many questions on why the authors made the choices they did, and how the results would have varied if other choices had been made. This presentation will introduce a step by step process of actualizing a systematic review on the moderators of youth psychotherapy in the TREATme project. Methods: Prior to the searches there were a number of discussions on what is understood by a moderator, which search engines to use and how they work, the search terms and inclusion criteria on which studies would be selected for the systematic review. The systematic searches were conducted in PubMed and PsycINFO in September 2018. The search aimed to cover relevant clinical outcome studies for psychotherapeutic interventions with participants in the age range of 13 to 29. The search was conducted by disorder groups: ADHD, anxiety disorders, autism, conduct disorder, eating disorders, mood disorders, psychosis, personality disorders and substance use disorders.

Results: A total of 9,938 different studies with mentioned disorders were identified. Based on inclusion criteria implemented in three steps, studies meeting the criteria for relevant outcome studies were selected. Subsequently, studies including data on moderators of treatment outcome were identified and the results regarding moderators were reported in relevant clusters of diagnostic groups. Discussion: The challenges of building up a search string and defining the inclusion criteria will be demonstrated, and the observations from the inclusion process done separately by two independent reviewers ensuring the inter-rater reliability will be discussed.

Evidence-based psychotherapeutic interventions for youth mental disorders Tamara Prevendar, Sigmund Freud University, Vienna, Austria; Stig Poulsen, University of Copenhagen, Denmark; Eleni Vousoura, Athens University Medical School, Greece; Henriette Löffler-Stastka, Medical University of Vienna, Austria; Branka Milic, Medical University of Vienna, Austria; Sandra Torres, University of Porto, Portugal; Silvana Markovska, Macedonian Academy of Sciences and Arts, North Macedonia; Andrea Saliba, University of Malta, Malta; Elena Poznyak, University of Geneva, Switzerland; Vera Gergov, University of Helsinki, Finland

This presentation provides an overview on the findings of evidence-based treatments for adolescent and young people for several mental disorders based on the systematic literature reviews carried out in the TREATme project. The systematic review process is still ongoing, but the results from ADHD, autism, eating disorders, personality disorders and psychosis are expected to be ready and presented in the conference.

Moderators of psychotherapeutic interventions for young people: What do we know so far? Eleni Vousoura, Athens University Medical School, Greece; Vera Gergov, University of Helsinki, Finland; Bogdan Tulbure, West University of Timisoara, Romania; Ioana Podina, University of Bucharest, Romania; Stig Poulsen, University of Copenhagen, Denmark

Research on the effectiveness of psychotherapeutic interventions and evidence-based treatments for adolescents and young people has increased in the past decades. However, the understanding on how these interventions work for whom, and under what circumstances, is still highly limited. Methodologically, this means that in addition to overall effectiveness, research investigators should focus on those characteristics that influence clinical outcome differentially, depending on treatment allocation, i. e. , treatment moderators. Moderators refer to the pre-treatment characteristics of the patient or therapist such as; gender, age, ethnicity, genetics, temperament, attachment, or treatment delivery such as form or frequency of therapy, which influences the direction or the magnitude of the relation between the intervention and outcome. Moderators help researchers identify subpopulations that are particularly