Data indicate high levels of trust and reliance upon clinicians’ expert knowledge and accessibility of the service, flagging up potential tensions with self-management principles of valuing patient-held expertise, and fostering individuals’ knowledge and skills to self-manage. Somewhat paradoxically, participant’s geographical spread, combined with lack of specialists in local services, acts as both a driver to self-management, and towards reliance on specialist centres. Can increased reliance on specialist services be reconciled with self-management principles?

Twelve individuals were recruited from specialist clinics and participated in semi-structured interviews. Data were analysed against self-management principles informed by Social Cognitive Theory, and a tripartite theoretical conceptualisation of trust involving reliability, general, and specific trust. Data were then examined for incongruity and potential impact on implementation.

Service-users’ trust in specialist services arises, firstly, from clinicians’ understanding and knowledge of neuromuscular conditions, resulting in information perceived as good-quality and reliable; and secondly, from continuity and accessibility of care. This may naturally play towards health service-centred narratives, which are incompatible with self-management implementation. However, the data support alternative interpretations to align trust and reliance on specialist services with self-management. Opportunities for vicarious learning are sparse in rare conditions, but clinicians can promote self-efficacy through vicarious dialogue, and sharing experiences of other service-users. Trust acts as an enabler to goal-setting and positive management dialogue is likely to be rejected.

Our preliminary findings highlight the uniqueness of patient-clinician relationships in this setting, providing insights into how the intervention can be implemented to this clinical context and population.

**Background** The concept of epistemic trust captures one’s willingness to receive new information as trustworthy and relevant, underpinning one’s learning capacity to internalize new knowledge and generalize them in a wider context. The lack of epistemic trust may link to the emergence and persistence of general psychopathology. As a recently introduced concept in developmental and clinical psychology, epistemic trust requires empirical work never previously done.

**Aims** The aim is to explore how epistemic mistrust (e.g., hyper vigilance, petrification) come about in one’s development leading to mental disturbance, how epistemic trust can be (re-)established in psychotherapy, and moreover, how therapists act can appropriately respond to epistemic mistrust and help establish epistemic trust.

**Methods** Task analysis, an inductive approach where patterns of change can be identified within a psychotherapy context, will be conducted in randomly selected audio-recordings of psychotherapy sessions from the Improving Mood with Psychoanalytic and Cognitive Behaviour Therapy (IMPACT) study, a randomized controlled trial comparing three interventions in the treatment of depression in adolescents.

**Expected results** A model of (re-)establishing epistemic trust in psychotherapy for depressed adolescents will be presented by engaging cases with both good and poor outcomes, with an awareness of the potentially different productive processes used across three treatment arms. The results answer whether levels of epistemic trust moderate one’s psychotherapy outcomes and propensity to thrive in socially adverse circumstances—allow the extent to which epistemic trust underpins resilience to be further understood. Moving beyond specific mental disorders and psychotherapy orientations, we will argue how a lack of epistemic trust is common in general psychopathology and its restoration is necessary for all kinds of treatments based on our findings to help guide the professionals in practice.

**The current stage of the work:** Writing a study protocol.

### Abstracts

**THERAPEUTIC SETTINGS AND BEYOND: A TASK ENGAGING COMMUNITY: WAYS TO IMPROVE TRUST AND OUTCOMES THROUGH COMMUNITY-LED METHODS AND ANALYSIS**

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**Background** The concept of epistemic trust captures one’s willingness to receive new information as trustworthy and relevant, underpinning one’s learning capacity to internalize new knowledge and generalize them in a wider context. The lack of epistemic trust may link to the emergence and persistence of general psychopathology. As a recently introduced concept in developmental and clinical psychology, epistemic trust requires empirical work never previously done.

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