

Psychoeducation research trends: what the data says?

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ABSTRACT

Psychoeducation, merging educational strategies with psychological insights, is pivotal in modern psychology for managing mental health. Understanding psychoeducation trends is vital for its optimization as mental health awareness grows. This study conducted a comprehensive bibliometric analysis of psychoeducation research over the past decade, identifying countries, organizations, researchers, and research theme trends on psychoeducation. Using the preferred reporting items for systematic reviews and meta-analyses (PRISMA) framework, a bibliometric analysis of psychoeducation literature from 1944 to 2024 was performed. Data were sourced from the Scopus database, focusing on peer-reviewed English journal articles. VOSviewer software provided a quantitative assessment of the field's structure and dynamics. Findings indicate significant growth in psychoeducation research, particularly from 2020 to 2024, with rising publications and citations. The United States led contributions, followed by the United Kingdom, China, and Australia. Major institutions included the University of Minnesota Twin Cities and Arizona State University, with notable journals such as "frontiers in psychology" and "psychology in the schools." Influential researchers like Everett L. Worthington, and Bob Algozzine, were prominent. This study outlines psychoeducation's evolution, highlights future research areas, and offers evidence-based insights for enhancing psychoeducational interventions and mental health outcomes globally.

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1. INTRODUCTION

Psychoeducation has emerged as a vital strategy in contemporary psychology. Psychoeducation blends educational principles with psychological insights to empower individuals to manage their mental health [1]–[3]. This approach is acknowledged for its potential to improve treatment outcomes, reduce stigma, and promote overall well-being in the face of growing global mental health issues [4]–[6]. As societal awareness and acceptance of mental health concerns continue to expand, the demand for evidence-based interventions like psychoeducation becomes more urgent [7], [8]. It is crucial to grasp current trends and advancements in psychoeducation to optimize its effectiveness across various populations and environments [9], [10].

Recent literature underscores the effectiveness of psychoeducational interventions across various mental health disorders. Studies conducted between 2019 and 2024 consistently demonstrate significant improvements in the treatment of drug use disorders [11]–[13], symptom management [14], [15], well-being [16], [17], and other quality of life among individuals undergoing psychoeducation [18], [19]. Moreover, advancements in digital technology have revolutionized the delivery of psychoeducation, making interventions more accessible through online platforms and mobile applications [20]–[22]. Although previous research has explored the impact of psychoeducation, it has not explicitly employed a comprehensive bibliometric analysis that systematically maps the evolving landscape of psychoeducation research over the past decade.

Therefore, this study aims to fill this gap by conducting a thorough bibliometric analysis of psychoeducation literature. By employing robust bibliometric methods, including countries and institutions that have contributed significantly, journals that have contributed significantly, the themes that often appear, and data from prominent researchers [23]–[25]. This analysis will provide a comprehensive overview of how psychoeducation research has evolved in recent years and identify critical areas for future exploration [26], [27]. The primary objective is to offer evidence-based insights that can inform practitioners, researchers, and policymakers on enhancing the delivery and effectiveness of psychoeducational interventions in the current context [28]–[30].

The significance of this research lies in its potential to advance knowledge and practice in psychoeducation. By synthesizing recent literature and identifying research gaps, this study guides the development of targeted interventions tailored to the evolving needs of diverse populations and settings. Furthermore, by highlighting influential publications and emerging trends, this research will contribute to shaping the future direction of psychoeducation. This structured approach supports the growing need for evidence-based practice in mental health interventions. It also highlights the value of ongoing research in advancing psychoeducation. Continuous scholarly inquiry is essential for the field's progress in today's environment.

2. METHOD

This study employs a bibliometric analysis to investigate the trends, patterns, and emerging themes in psychoeducation research from 1944 to 2024. This research utilized the preferred reporting items for systematic reviews and meta-analyses (PRISMA) framework [31], [32] to outline the steps of identifying, selecting, and screening articles published in scientific journals. The research design utilizes quantitative analysis of academic literature to understand the structure and dynamics of this field. Data were collected from the Scopus databases, chosen for their comprehensive coverage of peer-reviewed publications.

The search strategy included keywords such as “psychoeducation,” “psychoeducational,” “psychological education,” and “mental health education.” Inclusion criteria ensured that only peer-reviewed journal articles in English and primarily focused on psychoeducation were considered. The selected articles are specifically published in reputable international journals in the areas of psychology, social sciences, health professions, and arts and humanities. Conference papers, book chapters, and editorials were excluded. Keywords that are not appropriate to psychoeducation topics are also excluded, such as human, humans, article, clinical article, priority journal, follow-up, procedures, questionnaire, female, male, adult, controlled study, major clinical study, randomized controlled trial, middle-aged, and young adults. Data was extracted on June 22, 2024.

This research includes several procedures that have been carried out. First, we determine the research theme that will be analyzed. The specified research theme is psychoeducation. Next, we chose Scopus as a database to determine articles that could answer the research objectives. We use the keywords psychoeducation, psychoeducational, psychological education, and mental health education. After we have selected articles that have gone through the peer review process, the next step is to export them to Microsoft Excel for analysis using the VOSviewer application. Figure 1 describes the research flow using the PRISMA model.

Ethical considerations were addressed by adhering to standards of proper citation and acknowledgment, given that the study involved the analysis of published literature with no direct involvement of human subjects or personal data. Data analysis was performed using bibliometric tools and software, specifically VOSviewer, to systematically evaluate the collected data and provide a comprehensive overview of psychoeducation research from 1944 to 2024. This rigorous approach aims to inform future research directions and contribute to the optimization of psychoeducational interventions, advancing knowledge and practice in this crucial field.

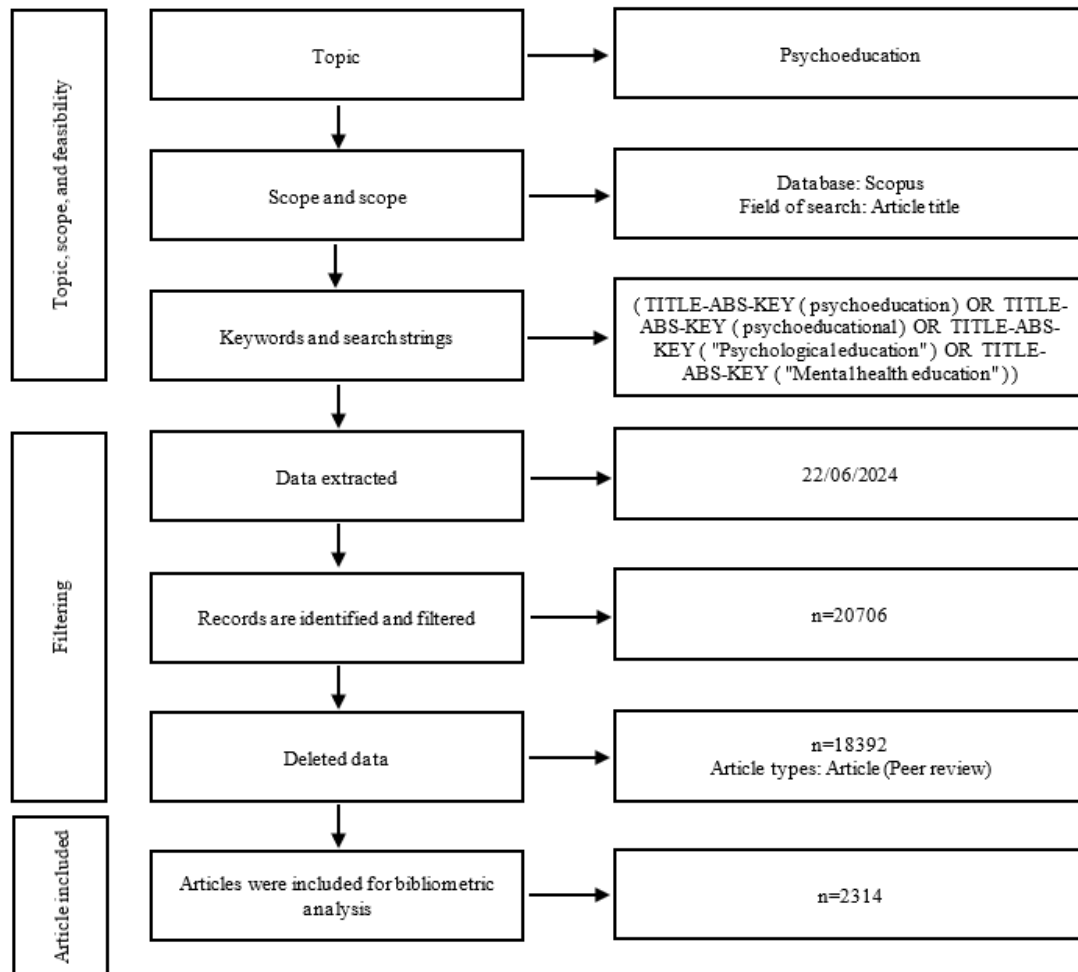


Figure 1. PRISMA diagram on psychoeducation publication

3. RESULTS AND DISCUSSION

Psychoeducation is one of the strategies used to teach various aspects of certain personalities to individuals, and it has been implemented in various contexts. Research on psychoeducation began in 1944 and experienced significant development between 2020 and 2024, with the number of publications increasing from 162 to 239 documents. In 2008 and 2011, publications on psychoeducation had the most significant impact, measured by the number of citations and influence in related scientific literature. Figure 2 shows the development of research on psychoeducation, both in terms of the number of documents and citations.

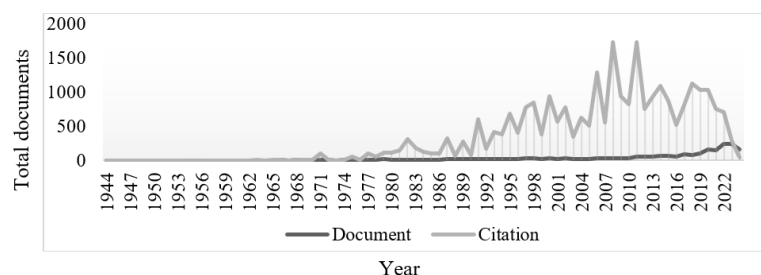


Figure 2. Data on articles published from 1944 to 2024

Numerous countries have made notable contributions to the growth of publications on psychoeducation. These publications encompass a range of aspects within the field, including theory,

techniques, and innovations. Table 1 highlights the top ten countries that have been most influential in these publications, illustrating the extent of each country’s involvement in advancing psychoeducation through research and scientific articles. Furthermore, Table 1 provides data on the number of citations each country has received. The citation counts reflect the impact and significance of each country’s contributions in the global academic community. These citation metrics indicate how often works from these countries are cited by other researchers, underscoring their influence on the advancement of knowledge and practices in psychoeducation worldwide.

Table 1. Top ten countries in publications and citations on psychoeducation

Country	Number of documents	Number of citations
United States	1141	19804
United Kingdom	171	1148
China	162	528
Canada	132	1378
Australia	108	1558
Spain	94	562
Turkey	54	154
Italy	50	304
Brazil	43	116
Germany	40	613

Among the countries highlighted in Table 1, the United States stands out as a leader in psychoeducation research, with 1141 documents and 19804 citations, showcasing its extensive research activity and influence. The United Kingdom follows with 171 documents and 1148 citations, while Australia, with 108 documents and 1558 citations, reflects a high citation rate relative to its publications, underscoring its impactful research. The United States is the dominant leader in both the number of documents and citations, highlighting its central role in psychoeducation research. The United Kingdom, Canada, and Australia also make strong contributions, with significant impacts. In contrast, while China and Spain have a considerable number of publications, their influence, as measured by citations, is less pronounced. Countries like Turkey, Italy, Brazil, and Germany contribute less in terms of quantity but vary in impact, with Germany having a relatively high citation rate for its number of publications. This data underscores the varying levels of research activity and influence among different countries in the field of psychoeducation. Figure 3, which follows, will visualize a map of collaboration in publications related to cinema education.

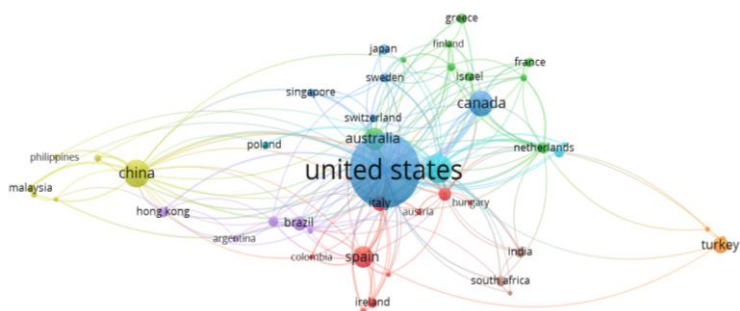


Figure 3. Co-authorship network with countries with the highest contributions

The analysis is based on all countries and uses co-authorship analysis with a minimum of 5 occurrences out of 155 appearing, and 50 keywords meeting the threshold. Figure 3 illustrates the results of a cluster analysis highlighting the United States as the primary hub among the six clusters identified in publications on psychoeducation. These clusters reflect the dominance of the United States in producing a significant volume of high-quality scientific works in this field. The extensive publications indicate the depth of research conducted in the country and its substantial impact on directing the flow of knowledge and innovation in psychoeducation globally. This underscores the crucial role of the United States in leading and influencing the development of psychoeducational theory and practice at an international level.

In the subsequent section, the affiliations that contribute most significantly to publications on psychoeducation are presented. The top ten affiliations contributing the most to psychoeducation publications

have been identified and detailed in Table 2. These leading affiliations for psychoeducation publications serve as key references for collaboration, particularly in advancing psychoeducational science.

Table 2. Ten organizations that contributed most to psychoeducation publications

Organizations	Number of documents	Number of citations
University of Minnesota Twin Cities	42	826
The University of Texas at Austin	29	501
Arizona State University	22	755
University of Florida	22	718
University of California, Los Angeles	20	348
Virginia Commonwealth University	19	601
Harvard Medical School	19	165
University of Toronto	19	349
The University of Queensland	17	78
The Ohio State University	16	339

Table 2 presents data on the number of documents and citations from various universities, focusing on the three highest performers. The University of Minnesota Twin Cities leads with 42 documents and 826 citations, showcasing high research productivity and significant impact. The University of Texas at Austin follows with 29 documents and 501 citations, indicating strong research output and influence. Arizona State University also stands out with 22 documents and 755 citations, reflecting a high impact relative to its document count. This data highlights the prominent role of these institutions in research productivity and influence, with significant variation in output and impact among universities. Despite Harvard Medical School's reputation, its lower citation count indicates less impact from recent publications. Arizona State University and Virginia Commonwealth University show high impact relative to their document output, while the University of Queensland has minimal citation impact despite a comparable number of documents. This indicates that research productivity does not always correlate directly with research impact. Figure 4 provides an overview of the map of international correlations or affiliations related to cinema education.

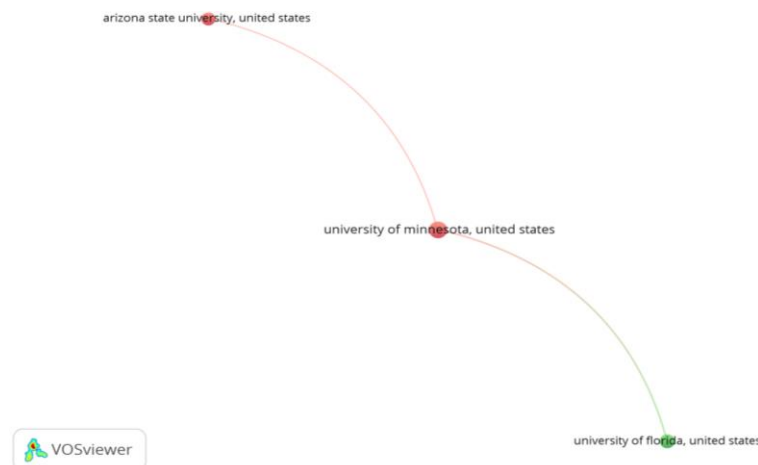


Figure 4. Co-authorship network of most contributive organizations

The analysis presented in Figure 4 encompasses all organizations and employs co-authorship analysis with a minimum occurrence threshold of 5 out of 4891 instances. Eight keywords meet this threshold. The findings reveal a limited number of research networks focusing on psychoeducation. Notably, only three organizations—University of Minnesota, University of Florida, and Arizona State University—are engaged in research on this theme. All three organizations are located in the United States.

Publications on psychoeducation have gained significant attention in academia, with numerous articles appearing in leading international journals. This indicates that psychoeducation studies are recognized globally as important and intriguing. In this section, we identify and analyze the international journals that most frequently publish works on psychoeducation. These publications demonstrate how the international academic community contributes to the development of theory and practice in psychoeducation. Table 3 in this document lists the top ten international journals contributing the most to psychoeducation

research, including data on publication volume, article quality, and the journals’ impact within the academic community, providing a comprehensive view of their role in supporting research in this field.

Table 3. Top ten journals contributing most to psychoeducation publications

Name journal	Number of documents	Number of citations
Frontiers in Psychology	112	1091
Psychology in the Schools	75	612
Journal for Specialists in Group Work	73	855
Journal of Psychoeducational Assessment	58	532
Professional Psychology: Research and Practice	45	2250
Revista Argentina de Clinica Psicologica	43	27
Journal of School Psychology	39	562
Social Work with Groups	27	210
Current Psychology	24	151
Canadian Journal of School Psychology	23	152

The Table 3 highlights the prominence of three key journals in the field of psychology based on their number of documents and citations. Professional psychology: research and practice stands out with the highest number of citations (2250) despite having only 45 documents, indicating its articles’ significant impact and relevance. Frontiers in Psychology is notable for its prolific publication volume, with 112 documents and 1091 citations, showcasing its broad influence and extensive contributions to psychological research. The Journal for Specialists in Group Work also demonstrates a strong balance between publication volume and impact, with 73 documents and 855 citations, reflecting its specialized yet influential role in the field. These journals exemplify a high level of academic recognition and influence within the psychological community. The network of reputable international journals that publish about cinema education can be depicted in Figure 5.

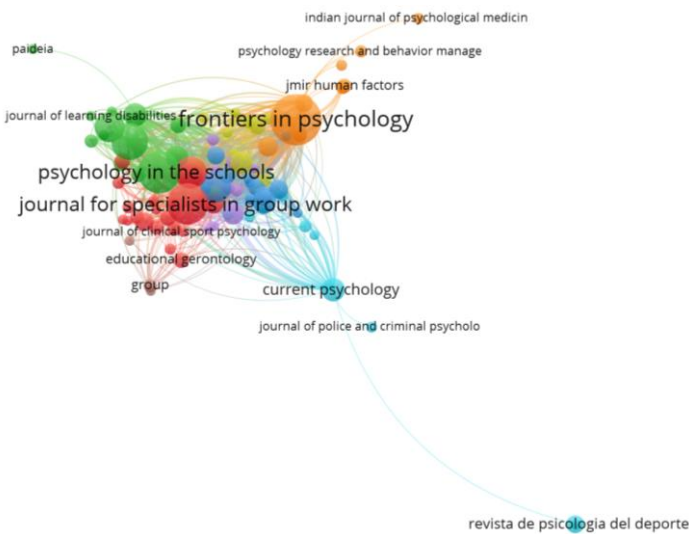


Figure 5. Bibliographic coupling network of most contributive sources

The analysis presented in Figure 5 covers the entire organization, employing co-authorship analysis with a criterion of at least 5 occurrences out of 766 appearances, and includes 92 keywords that meet this threshold. Central to the publication network on psychoeducation are the journals “Psychology in the Schools” and “Frontiers in Psychology.” This highlights a preference among authors to publish scientific articles on psychoeducation in international journals that focus on psychology and education.

Publications on psychoeducation themes are clearly backed by researchers who are deeply engaged in this field. The ten most contributing researchers have been identified and are highlighted in themes related to psychoeducation. These key contributors are listed in Table 4.

Table 4 presents a comparative analysis of ten authors based on the number of their documents and citations. Notably, Everett L. Worthington with 10 documents, has the highest number of citations at 473, indicating significant influence and recognition in their field. Bob Algozzine follows closely with 12 documents

and 360 citations, reflecting substantial academic contributions and impact. James E. Ysseldyke with 10 documents and 304 citations, also demonstrates considerable scholarly influence. These three authors are distinguished by their high citation counts, suggesting their work is widely referenced and valued within the academic community, thereby underscoring their prominence and authority in their respective areas of research.

Table 4. Ten researchers who contributed most to psychoeducation publications

Name author	Number of documents	Number of citations
Bob Algozzine	12	360
Everett L. Worthington	10	473
James E. Ysseldyke	10	304
Andreas Brouzos	9	88
Stephanos P. Vassilopoulos	9	88
Elizabeth C. Pomeroy	7	130
Michael J. Silverman	7	170
Carol S. North	6	29
Angelle Cook	8	11
Jason Scott Frydman	8	29

In the next section, we conduct a co-authorship analysis with the authors' unit of analysis. This analysis provides an overview of collaboration patterns between authors in publishing articles with psychoeducational themes. Figure 6 depicts the results of this analysis.

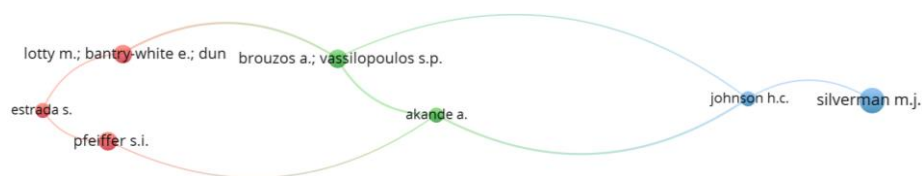


Figure 6. Bibliographic coupling of most contributive authors

The development of knowledge about psychoeducation has increased. The analysis presented in Figure 6 encompasses all authors and employs bibliographic coupling analysis with a minimum occurrence threshold of 2 out of 2280 instances. About 38 keywords meet this threshold. The results of the analysis show that collaboration or joint research on psychoeducation needs to be strengthened. This aims to increase the success and innovation of psychoeducation.

Trends in publications about psychoeducation can be seen from a number of keywords that have been identified. The identified keywords illustrate research subthemes related to psychoeducation. Figure 7 provides an overview of keywords related to psychoeducation.

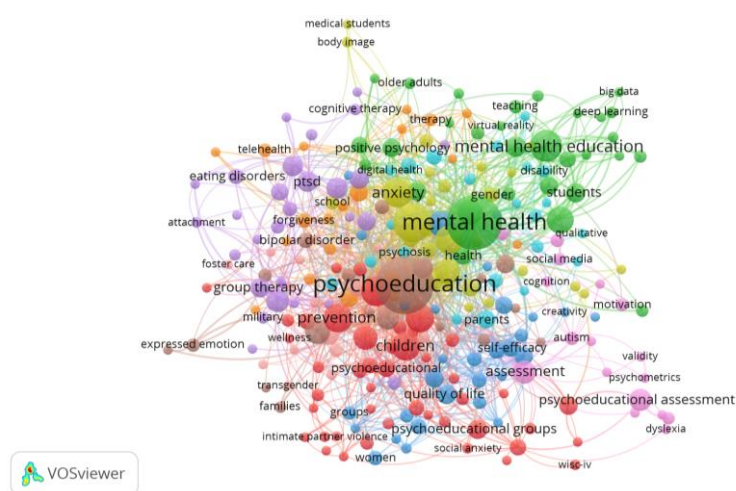


Figure 7. Co-occurrence network of study themes based on author keywords

The analysis in Figure 7 is based on all author keywords and uses co-occurrence analysis with a minimum occurrence of 5 out of 4895 occurrences, and 255 keywords meeting the threshold. Psychoeducation and mental health are the two dominant keywords from this analysis. Both are research topics to date. The conditions related to novelty and feasibility of current and future research for the cinema education theme are shown in Figure 8.

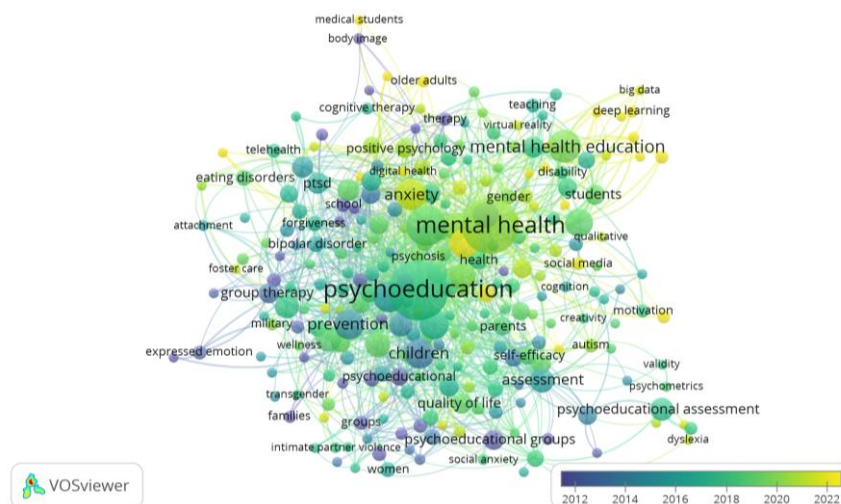


Figure 8. Research themes in 2010-2024 regarding cinema education

The paragraph discusses a chart labeled Figure 8, which illustrates the trends in publication themes over a span of years. Different colors represent the themes from various years: dark blue for 2012, light blue for 2014, dark green for 2016, green for 2018, light green for 2020, and yellow for 2022 and later. The chart shows that psychoeducation remains a popular subject in recent publications. Additionally, it suggests that topics such as anxiety, depression, resilience, and self-compassion related to psychoeducation have significant potential for further exploration.

This bibliometric analysis of psychoeducation research from 1944 to 2024 shows important developments. There is a growing number of publications and citations. This highlights the increasing recognition of psychoeducation's role in mental health interventions. Psychoeducation has proven effective across various mental health issues, such as mood disorders [33], anxiety [14], [34], and substance use disorders [35], [36]. This is consistent with our findings, which show a significant rise in psychoeducation research, especially over the past five years. The publication surge reflects a growing recognition of psychoeducation's potential and an increased focus on exploring its applications and benefits. This discussion situates the findings within the broader body of literature, examining the implications for future research, practice, and policy.

The dominance of the United States in psychoeducation research is noteworthy. This is consistent with the broader trend in mental health research where the U.S. often leads in terms of publication volume and influence [37]–[39]. Many groundbreaking studies and innovative methodologies originate from U.S. institutions, further solidifying their leading role in this field. Recent psychoeducation research is used to provide support to individuals experiencing post-traumatic stress [40], anxiety [41], and trauma [42]. This demonstrates the significant impact of U.S. research in developing effective psychoeducational interventions for various mental health issues.

The presence of key institutions such as the University of Minnesota Twin Cities and Arizona State University indicates that specific academic hubs play a crucial role in advancing this field. The University of Minnesota Twin Cities was the organization that produced the most papers, while Arizona State University was the organization that had the most impact on psychoeducational publications. The University of Minnesota Twin Cities' most recent publication is about a psychoeducational intervention designed for African American family caregivers of individuals with Alzheimer's disease and related dementias (ADRD) [43]. Meanwhile, Arizona State University has the article with the most impact, indicated by the most citations, on the theme of psychoeducational tests in cross-cultural assessment [44].

The impact of prominent journals like “Frontiers in Psychology” and “Professional Psychology: Research and Practice” underscores the importance of high-quality, peer-reviewed research in advancing the field. The author is more likely to publish research results on psychoeducation in journals that have a scope in psychology, because psychoeducation is included in the category of psychological science interventions [45], [46]. These journals provide a platform for disseminating cutting-edge research and fostering scholarly dialogue. However, the high citation rates also suggest that certain publications are shaping the discourse in psychoeducation more than others [47]. Researchers must engage with this literature critically, identifying potential biases, and gaps [48].

The theme of psychoeducation and mental health is a topic that is still popularly researched today. Several studies have tried to implement psychoeducation to address adolescence mental health issues [5], [19], [49]. The theme of psychoeducation and mental health is a topic that is still popularly researched today. Several studies have tried to implement psychoeducation to address adolescent mental health issues [14], [34], [45], depression [2], and bipolar [50]. These studies underscore the effectiveness of psychoeducation in supporting youth mental health and provide strong empirical evidence of its benefits.

The integration of digital technologies in psychoeducation presents both opportunities and challenges. An example of technology in psychoeducation is video [51], virtual reality [52], [53], and web based websites [54]. On the one hand, online platforms can make psychoeducational resources more accessible, particularly for individuals in remote or underserved areas [55], [56]. On the other hand, issues such as digital literacy, privacy, and the digital divide must be addressed to ensure equitable access to these resources [22]. Future research should explore strategies for overcoming these barriers and evaluate the effectiveness of digital psychoeducation in various contexts.

The policy implications of this research are significant. Given the proven benefits of psychoeducation, policymakers should consider integrating these interventions into public health strategies. This could involve funding for the development and implementation of psychoeducational programs, particularly in underserved communities where mental health resources are limited [8]. Furthermore, training healthcare providers in psychoeducational techniques could enhance the delivery of mental health services and improve patient outcomes [29].

This bibliometric analysis provides a detailed overview of the trends and developments in psychoeducation research. While the field has grown substantially, particularly in recent years, significant opportunities remain for further research and development. Addressing the identified gaps, particularly through cross-cultural and longitudinal studies, will enhance the global applicability and long-term effectiveness of psychoeducational interventions. Policymakers and practitioners must also work together to integrate these findings into practice, ensuring that psychoeducation reaches those who need it most. The continued evolution of digital technologies offers exciting possibilities for expanding the reach and impact of psychoeducation, provided that the associated challenges are thoughtfully addressed. This study lays the groundwork for future research directions, offering valuable insights for advancing the field of psychoeducation.

4. CONCLUSION

We found a comprehensive bibliometric analysis of psychoeducation research from 1944 to 2024, highlighting significant growth in the field, particularly between 2020 and 2024. The United States emerged as the leading contributor, followed by the United Kingdom, China, and Australia. Key institutions such as the University of Minnesota Twin Cities and Arizona State University were identified as major contributors, with prominent journals including “Frontiers in Psychology” and “Psychology in the Schools.” Influential researchers like Everett L. Worthington, and Bob Algozzine, were also highlighted for their contributions to the field.

This study explored a comprehensive bibliometric analysis of psychoeducation. However, further and in-depth studies may be needed to focus on fostering more collaborative efforts across countries and institutions to enhance the global understanding of psychoeducation. This could lead to more innovative and culturally sensitive interventions. Additionally, there is a need for further exploration of digital and online tools in delivering psychoeducational interventions, which could enhance accessibility and effectiveness, particularly in underserved populations. Policymakers should consider integrating evidence-based psychoeducational programs into public health strategies to address mental health issues more effectively.

There are limitations to this study. The reliance on data from the Scopus database may not include all relevant publications, particularly those in languages other than English or in non-indexed journals. The exclusion of certain keywords and types of publications might have led to the omission of some relevant studies, potentially affecting the completeness of the analysis. Furthermore, the rapid evolution of digital technology suggests that ongoing research may quickly outdate the findings related to technological advancements.

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AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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- C : **C**onceptualization
M : **M**ethodology
So : **S**oftware
Va : **V**alidation
Fo : **F**ormal analysis
- I : **I**nvestigation
R : **R**esources
D : **D**ata Curation
O : Writing - **O**riginal Draft
E : Writing - Review & **E**diting
- Vi : **V**isualization
Su : **S**upervision
P : **P**roject administration
Fu : **F**unding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

ETHICAL APPROVAL

The research related to human use has been complied with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and has been approved by the authors’ institutional review board or equivalent committee.

DATA AVAILABILITY

Data availability is not applicable to this paper as no new data were created or analyzed in this study.

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